

St Paul Apostle South School Endeavour Hills

2022 Annual Report to the School Community



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Minimum Standards Attestation

I, Paul Gleeson, attest that St Paul Apostle South School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

15/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

At St Paul Apostle South School:

We are guided by the teachings of Jesus Christ and we respond to today's world in the light of the Catholic tradition.

We are committed to nurturing the whole person so that our students become responsible and connected local and global citizens.

We strive to learn continuously in order to best meet the needs of our students in the 21st Century.

We respect the dignity of each member of our school community by appreciating the diversity of language, culture and faith.

School Overview

Historical Background

St Paul Apostle South School commenced February 1981 with the support of the Presentation Sisters and an enrolment of 246 students, which increased until a second parish school was established in 1985, sharing accommodation on the South school site. In 1986 St Paul Apostle North School moved to its present location. In 1998 the Passionist Order assumed pastoral leadership for the parish. The current parish priest is Fr Brendan Connell CP.

2022 Enrolments were 272 students.

Demographics

Our families are of low to middle socio-economic status. Most families come from a Language Background other than English, giving our school a rich, multicultural presence with approximately 53 nationalities represented.

Religious Education

Religious Education is an important dimension of our school, by providing faith formation and a Religious Education Curriculum based upon RE standards, as set out by the Archdiocese of Melbourne. The school works closely with the Parish of St. Paul Apostle and the North school by sharing the planning and implementation of the Sacramental Program. The children are prepared to receive the Sacrament of Reconciliation in Yr. 4, First Eucharist in Yr. 4 and Confirmation in Yr. 6.

Student Well-being

Social Emotional Learning (SEL) is an important focus for our school. Programs such as Cyber Safety, Drug Education, Social Skills, First Aid training, Social Justice initiatives and Values Education have all had a significant impact upon the well-being of all. In addition, Catholic Care provide clinical psychologists for individual support. The school continued to develop close working ties with all families to ensure that there is a close partnership which improves the learning opportunities for all students. The Chill zone was a new initiative in 2022 with the premise of providing the opportunity for social interaction for students who may struggle in this area. While numbers and participation was fluid, the program was consistent due to the wonderful support of classroom teachers.

Professional Development

The staff are highly qualified and very dedicated. They work in Professional Learning teams each week and engage in a variety of Professional Learning opportunities throughout the year. These are targeted towards the goals of our School Improvement Plan each year. In 2022, the staff were able to complete the Berry Street Program which was very rewarding. The program has been a powerful tool for staff to improve the mental health, well-being and self-esteem of students and staff.

School Structure

In 2022 the school was arranged across 13 classes with a combination of straight and multi-age groups. It is our belief that within any classroom there are a range of abilities that need to be catered for and that through effective team planning and teaching and with continuous assessment and monitoring of the students, the school is able to cater for this.

Leadership

The leadership structure provides support to all staff and includes the Principal, Deputy Principal, Religious Education Leader, Student Well-being Leader, Literacy Leader, Teaching and Learning Leader, Maths Leader and Learning Diversity Leader. The Leadership Team meet monthly to lead the implementation of the Annual Action Plan.

Curriculum

Our school prides itself in offering a broad and highly organised curriculum to the children with a strong focus on Literacy, Numeracy and Inquiry learning based upon Contemporary Learning beliefs and understandings. The staff use Victorian Curriculum to plan, assess and report the learning of the students. Specialist classes include Performing Arts - Music, Visual Arts, Physical Education, Mandarin and Information Technology. The school has also adopted a greater emphasis on STEM and the opportunities for improved learning that this has provided.

Assessment & Monitoring

Our school has developed an extensive assessment schedule for literacy and numeracy, which allows us to gather data regularly to inform our teaching and plan for future learning. Staff use this data to better inform their teaching and planning.

Student Services

In 2022 there were sixty-four children who received NCCD Funding for Severe Language Disorders, Intellectual Disability, Autism Spectrum Disorders or Physical Disability. Student learning is supported with Personalised Learning Plans and regular Parent Support Group Meetings. We offer support via the Student Services coordinator and our team of 7 highly capable Learning Support Officers have completed further studies in Certificate IV - Administration and Learning Support.

Extra-Curricular Activities

The extra curricula activities include Yr. 5/6 camp, inter school sports, Sport in Schools Community Program weekly, excursions and incursions, Book Week, Open Mornings, Celebration of Learning Days, District Cross Country competition and the Specialist Activity Night which was held in fourth term and was highly attended by the school community.

Parent and Community Involvement

The Parents Association is very strong and provide opportunities for both social and fundraising events for the community. In 2022, activities that were put on hold due to COVID were once again introduced and it was something the school community had longed for. School events began to return to school life and the support by the community was very evident. The Specialist evening which was held in October as it received massive support with over 700 people attending. Greater opportunities for families to attend activities in 2023 have already been planned and the school is looking forward to the continued support.

Out of School Hours Program

Extend Australia Pty Ltd administers the licence for our OSHC program, which provides quality care in a safe environment for Before School, After School and Vacation Care Programs. The program provides support for many families who need the service due to work commitments. With an increase of families at the school, the program is hoping for greater support which will lead to greater opportunity to provide greater flexibility in its service.

Principal's Report

Whilst 2022 provided greater stability in the onsite learning of our students, it became very apparent that the mental health and stability of our school community was an issue that needed to be monitored and addressed.

Our students came back from holidays settled and relationships were built upon and strengthened and the love of being at school, free from the veil of lock-downs was evident. It was extremely important that throughout 2022, the strictest of health protocols was maintained and adhered to. Protocols were set in place for families who succumbed to the COVID virus but to their credit, all families worked together as one to ensure the safety of all. Families were both relieved and excited that we had returned to onsite learning for the duration of the year.

The importance of getting our community back together was vitally important and so this is where the Parents Association played such an important role in bringing community together. A number of events were organised and the participation of families far exceeded what was hoped for. School needs community and as it became obvious that community needs school.

The independence of our students once again became evident and upon return to school, with students continuing to walk themselves in and without assistance from their parents. Whilst the community was still extremely fragile, we all should be proud of the efforts of everyone upon the return.

A major emphasis was also the continued support of classroom teachers, both in their teaching and in their learning. The school commenced a maths program to enhance the knowledge and confidence of all staff, and we were fortunate to complete the Berry Street program PD as well as participating in a Religious Education in-service with Elio Capra. It was also evident that the fragility of staff was still very evident, and it was the role of leadership to support all.

After years of applications, the school was fortunate to receive a supplementary grant for a new building program. The building will commence around January 2023, and it is expected to take around nine months to complete. Once the current Junior building is demolished, new seating and shade sails can be added with synthetic turf being laid to complete the overall project.

We look forward to 2023 with a greater sense of optimism and look forward to the challenges that it brings.

Catholic Identity and Mission

Goals & Intended Outcomes

Education in Faith

Goals

- To strengthen the Catholic identity of the school in a contemporary context.
- To strengthen the Learning and Teaching of Religious Education

Intended Outcomes

- That there is increased active participation of all members of the community in the faith life of the school.
- That staff behaviour and compassion will reflect our Catholic ethos.
- The staff gain a deeper understanding or prayer.
- That Religious Education lessons are rich in content and open to dialogue.

Achievements

Achievements - Term 1

The staff commenced the school year by gathering and sharing in a liturgy, this helped to centre us all in our own faith journey as we started the new year full of faith, hope and love.

Due to COVID restrictions we commenced the year with a whole school liturgy on Tuesday 8th February with the focus for the year “Light of the World - Let Your Light Shine.” We welcomed new students, parents and staff.

This year our whole school reading for the year was Matthew 5:14- 16. All grades were presented with a frame with different visual copies of this reading. The reading was shared and reflected upon in every classroom and was a focus point for each prayer table around the school. Mary Lanera designed a display in the front office that reflected our reading for the year. This display in the front office helped to create the scene of who we are and what we believe in and value at St Paul Apostle South primary school. Each grade was presented with their own jar light with the words “Let Your Light Shine” on each, this candle/light was used in every class as a centre point of morning and afternoon prayer throughout the year.

On Wednesday the 2nd of March the whole school gathered virtually in their classrooms due to COVID restrictions to mark the beginning of Lent: Ash Wednesday. During Lent, the focus was on fasting, prayer and alms giving. Our school theme for lent was “Learning to Love with the Heart of Christ.” The children were encouraged to reflect on what act of love they had completed weekly, and they wrote these down and placed in a shared box which were then displayed after Easter Sunday. Throughout the liturgy dialogue was entered into discussing Pope Francis’ words on fasting from and feasting on. This was a focus for the students during the season of Lent. The students were encouraged to support fundraising for Caritas Australia, as a means of supporting Social Justice. Using the Project Compassion website, the students became familiar with how some families have different lifestyles from their own. This allowed the students to become more personally aware of the challenges for these families and how the money raised could make a difference to their lives. The RE Captains tallied the donations on a

weekly basis and updates were delivered in the newsletter. Our total amount raised for Caritas was \$696.75, with 5/6W raising the highest total.

The candidates for Reconciliation started their journey participating in a Parish based program with a Family Night. The Parish team presented different key understandings on the night. The children then worked through lessons at school guided by Paul Gleeson and Kate Rampant. On April 5th all candidates received the sacrament of Reconciliation for the first time over two ceremonies led by Fr. Brendan and Fr. Luke.

Each level was allocated a day of Holy Week which they had to retell in a creative form. Each level presented their part of the story 3 times to keep in line with COVID restrictions. At the end of each presentation the presenting level reflected upon how they thought Jesus felt at this time, and what is the message for me today in 2022? These liturgies prepared by and presented by the children enriched a reflective process where students and staff could reflect on Holy Week and how this impacts who we are today in 2022.

Term 2

The Pedagogy of Encounter was once again discussed with staff in professional learning teams and dialogue was entered into on how this process can help to gain a deeper understanding of the unit of work. Staff continued to use the Pedagogy of Encounter to help shape and form their understanding of the RE units that they were planning for.

Term 2 commenced the beginning of the First Eucharist program for our grade 4 students. Our grade 4 students participated in Family Night on 3rd May where Fr Luke and Fr Brendan presented a highly entertaining and theologically enriching night. Once again these students then participated in Eucharist sessions presented at school by Paul Gleeson and Kate Rampant as well as being supported at home by their families. The second Family Night was held on the 30th July and led by Br Brendan and Fr Luke. These students made the Sacrament of First Eucharist in intimate yet faith filled celebrations on 30th July.

We were fortunate to assist our Social Justice focus for this term by supporting St Vincent De Paul's charitable works. The school celebrated "Tinnies for Vinnies" day where children brought in a number of different items to support those in need. St Vincent de Paul were overwhelmed with gratitude when receiving the donations.

Unfortunately due to density limits due to COVID our celebration for St Paul's Day was postponed to Term 4, to enable us to be able to gather together as one community.

We were very fortunate to be blessed with a professional development day with Fr. Elio Capra on the 10th of June. Fr Elio shared his insights in a faith filled day enriching us all on Sacramentality through art. The day was broken into three sections: Sacramentality of Life, The Sacraments of Baptism and Confirmation and the Sacraments of Reconciliation and Eucharist. Staff were enriched with practical ideas that they could take away to share with their students and it also gave us all a deeper connection and opportunity to reflect on our own faith.

Term 3

After 2 years of being able to unite together for mass it was lovely to have the pleasure of being one community together again at mass. This term we were fortunate to celebrate a number of masses together: the Feast of Saint Mary MacKillop, Feast of the Assumption of Mary and Feast of the Sacred Heart. These rituals help our children to understand who we are and help to continue to develop prayer and ritual in their own lives.

Staff continued to unpack and understand the target skills for Religious Education. PLT sessions helped to support staff to gain a greater understanding of these and how to create activities that best assessed the student's understanding.

Term 4

With density limits lifted we were able to gather together to celebrate Grandparents Day and St Paul's Day. Term 2 concluded with the Feast of St Paul the Apostle which was celebrated on the 26th of June. We were fortunate to all gather together in the Church with our grandparents and special friends to celebrate both these occasions. We reflected on the qualities of St Paul and how we can relate to this in our lives in 2022.

Prayer of the air was a familiar and consistent form of prayer that we shared together every Tuesday morning. This continued to be an important time when we could gather together and reflect on the Gospel story for the following Sunday. Mr Gleeson always shared with the children on how this Gospel story is relevant in our lives today and what we could do throughout the week to be more like Jesus.

Our Confirmation candidates were able to participate in 2 family nights lead by Fr Brendan and Fr Luke, this was then supported by school lessons by Paul Gleeson and Kate Rampant. The candidates reverently received the gift of the Holy Spirit on November 19th.

Advent and Christmas is a time that the students were able to focus on the birth of Jesus. In school, each class has their own Advent wreath and candles that were the centre point of their prayer space. A staff meeting was dedicated to the history of Advent and an explanation of the advent wreath and Catholic understanding was shared. Sarah Gilbert organised the Christmas Nativity Play that children and their families attended on December 7th. Much practice went into sharing this very special Nativity Story, with all year levels presenting Christmas Carols and the preps and 5/6 children retelling and acting out the Nativity story. This was a wonderful community night, where parents and children were able to come together to celebrate the wonder and awe of the birth of Jesus.

The staff generously donated \$560 to St Vincent de Paul to help support our local community through the Christmas period. Staff reflected on the gift of Jesus at Christmas and what gift they can share with their family and friends this Christmas.

Prayer Collective

Paul Gleeson and Kate Rampant continued to deepen their own understanding of prayer through the Prayer Collective initiative through MACS. Meetings were held at least twice a term and Kate and Paul were able to attend these to help deepen their own understanding of prayer, with great detail given to the 10 Characteristics of Prayer. Through this collective experience the school was able to focus on prayer, particularly staff prayer and how we could make this a more meaningful experience.

In Term 2, Kate presented with the Prayer Collective team at the Southern REL network day. During this PD the team shared how the collective had made an impact on prayer at school for both staff and students.

Each term a staff meeting was dedicated to unpacking the 10 Characteristics of Prayer as well as Re contextualisation. These meetings helped staff to dialogue and share a greater understanding of prayer and how we can implement these ideas to our students.

VALUE ADDED

1. Deeper understanding of prayer through the prayer collective work
2. Staff continued to gain a deeper understanding on the pedagogy of encounter through the PD with Fr Elio staff broadened knowledge and had the opportunity to deepen their faith when exploring the sacraments and sacramentality through art.
3. Children were enriched through the sacrament program
4. Opportunities for social justice helped to deepen staff and students understanding of how we can support others in our community

Learning and Teaching

Goals & Intended Outcomes

Teaching and Learning in Digital Technologies

The focus for 2022 was to align and incorporate digital technologies into the Inquiry/STEM curriculum, ensure students Prep - 6 participated in Cyber safety sessions, and to streamline report target skills according to the 2-year Inquiry/RE cycle and specialist subjects.

Achievements

Teaching and Learning in Inquiry

2022 has been a year to use the skills developed over the years in the areas of Inquiry/STEM. This year the focus was on involving students and immersing them into STEM by participating in the STEM MAD show.

Achievements in the area of STEM this year are :-

- Participating in the STEM MAD show, 3 teams from Grades 3-6 got shortlisted to present at the CLC.
- Resource Smart-Climate Crew team was created, students worked towards reducing energy consumption and waste reduction. Planter boxes were installed. Each class has their own planter boxes, they all had a budget of \$30 to spend towards their planter boxes.
- All levels participated in incursions and excursions throughout the year.
- Professional Learning opportunities provided to all staff across levels through PLTs, PD at CLC

Goals for 2023

- Working towards being a RESOURCE SMART SCHOOL.
- New staff and new teams to participate in STEM/Inquiry professional development.
- Whole school, working towards the same Big Question and participating in Celebration of Learning at the end of term.

Digital Technologies

Achievements for Digital Technologies 2022 were:

- Reports opened and ready for data input prior to Term 1 and Term 3 holidays
- Report target skills reviewed and streamlined according to the 2-year Inquiry/RE cycle
- Mandarin, Performing Arts, Visual Arts, PE and Digital Technology target skills streamlined according to curriculum
- Students from Prep-6 participated in Cybersafety sessions
- Staff provided with online refreshed course for Seesaw
- Facebook page up created
- Digital Technologies incorporated into STEM Mad presentations

- Move to NAPLAN online for both Grade 3 and 6
- New laptops to meet growing needs of the school.

Goals for Digital Technologies 2023 are:

- Increase social media presence
- Cybersafety sessions from Grade Prep - 6 with Inform and Empower
- Continue to incorporate digital technologies across all curriculum areas.

Learning and Teaching in Maths and Literacy

Goal:

To build a learning community where all are challenged to achieve their best.

Intended Improvement Outcomes:

- That learning growth will improve for all students
- That learning is personalised so that all students are challenged and motivated to do their best
- That quality teaching, engaging practice and purposeful teaching will improve

Key Improvement Strategies:

- Ensure the curriculum, pedagogy and assessment is challenging, rigorous and engaging
- Promote a culture of excellence

Literacy:

- Teachers to further build on their pedagogical knowledge through regular PLTs and engaging in relevant and contemporary teaching pedagogies.
- Teachers to adapt their teaching strategies to help them to extend and broaden the learning experiences of all students through differentiation.
- Teams to collaboratively plan for literacy.
- Teachers to teach reading and writing effectively through a consistent approach and planner F-6.
- Implement literacy assessment schedule F-6.
- Set targets and assist teachers to analyse data to inform teaching.
- Provide Reading Recovery and tutoring program for intervention.
- Learning intentions and success criteria to be visual F-6.
- Continue phonic based teaching F-6 (Spelling).
- Utilise learning progressions in planning and teaching.
- Utilise SeeSaw to share student learning.

Level teams to moderate student work.

Maths:

- Teachers to consistently use a variety of evidence-based teaching strategies.
- Teachers to work collaboratively to plan targeted learning experiences.

- Teachers to further build on their knowledge of the curriculum.
- Teacher to utilise the key ideas for developing mathematical concepts.
- Teachers to use data to inform their teaching so all needs are catered for.
- Build teachers mathematical knowledge through regular PLTs.
- Learning intentions and success criteria to be visible F-6.

Utilise Seesaw to share student learning.

STUDENT LEARNING OUTCOMES

Literacy:

The year 2022 brought normalcy back to teaching and learning after COVID. It was wonderful to see the students engaged in their learning and teachers ensuring that they cater to the needs of the students. Teachers followed the teaching and learning cycle of assess, plan, teach, evaluate. The literacy assessment schedule was implemented P-6 and the data was used to set targets as well as inform teaching. Through PLTs teachers explored contemporary teaching pedagogues and trialled a few. Teachers planned collaboratively in their teams and ensured that they provided differentiated learning activities to the students to ensure improvement in student outcomes. The beginning and end of the year literacy data showed growth at all levels but a small percentage of students did not reach their target. This was also the first year of online NAPLAN tests which were administered smoothly due to the effective organisation of technology. Our students continue to progress with their literacy skills but areas of improvement for 2023 were identified by each level after analysing the data.

Numeracy:

In 2022, we were selected for the MACS Maths grant project. This grant was given to assist us in providing professional development to the teachers as well as purchasing teaching and learning maths resources. The Maths leader in collaboration with the MACS maths consultants engaged in a whole school maths implementation plan to promote improvement in student outcomes through changes in the way we plan and deliver lessons. The teachers focused on having a deeper understanding of the curriculum and utilising the key ideas and understandings in maths when planning lessons. The use of virtual manipulatives and concrete materials was implemented. Teachers also participated in a variety of professional development sessions offered by MACS as well as through PLTs. Teachers also focused on collaboratively planning learning tasks to enable and extend our students to better meet their needs. Overall, 2022 was a positive year for Maths as there were positive changes made to help our students improve their mathematical skills. The assessment data was quite favourable too. In 2023, we will focus on the explicit teaching and learning of mental strategies.

Here are the observations using the NAPLAN data -

Literacy & Numeracy -

2022 was the first full year of school that the students attended after Covid disruptions in 2020 and 2021. It was somewhat of a challenge to engage the students in their learning as well as fill the gaps in their learning which was created due to 2 years of online learning and

other factors. The Naplan results showed more impact of online learning in the junior years as the year 3 results were not promising. First time in the last 5 years the year 3 results were a bit below state level in 2022 in all the literacy areas and similar to the state level in numeracy. Whereas the year 5 results in literacy and numeracy stayed pretty similar to the previous years and above state level.

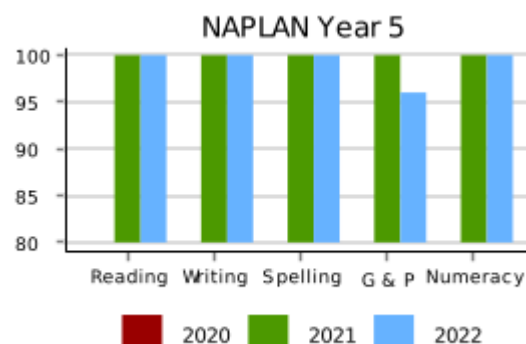
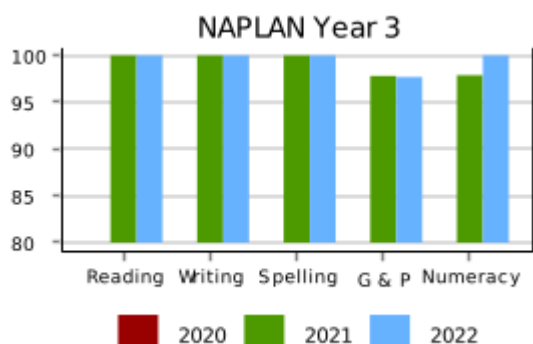
The other school based assessments showed a similar trend. The student growth was slower than other years as the children were getting used to normal school. The teachers also saw the need for more targeted teaching and differentiation to support progress of student outcomes.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.8	-	97.7	-0.1
YR 03 Numeracy	-	97.9	-	100.0	2.1
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	96.0	-4.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Learning Diversity is enacted through an inclusive pedagogy and a commitment to uphold the rights of all to be: welcomed, valued, acknowledged and actively engaged in education. St Paul Apostle South supports all students to flourish, intervene as early as possible to meet the individual needs and abilities of each student. Under the Disability Standards for Education 2005, all students with disabilities should access and participate in education on the same basis as other students. We are committed to providing an inclusive curriculum that seeks to:

- cater for the diversity of ways in which our students learn
- cater for the social and emotional needs of our students
- be responsive to the needs of students disadvantaged by social and/or economic circumstances, by physical and/or intellectual impairment, and/or by unfamiliarity with the English language

Student Well-being

Goal:

To develop students as enablers of their own learning and well-being so that they can take their place in the world as responsible citizens.

- That students build their capacity and understanding of social and emotional well-being (berry street strategies) and enact this in their everyday life.

Key Improvement Strategies:

Make explicit connections between student well-being and the teaching practices of our school.

Achievements

Learning Diversity

2022:

- 42 students were funded under the NCCD model of funding. This equates to 15.4% of our student population. The breakdown is as follows:

Category of Disability	QDTP	Supplementary	Substantial	Extensive	Total
Cognitive	0	17	3	0	20
Physical	0	0	1	0	1
Sensory	2	2	1	0	5
Social-Emotional	1	10	5	0	16

- The school continued working with Nicole Jane on our NCCD practices, especially recording evidence.

- Two Visiting Teachers (provided by Catholic Education Melbourne) were regular visitors/consultants
- 1. One VT for the hearing impaired (5 students)
- 2. One VT for chronic illness/physical disability (1 student)
- One Visiting Teacher (provided by Catholic Education Melbourne) consulted with us on positive behavioural strategies for one student
- CEM also provided us with access to Speech Pathologists and Psychologists as needed.
- VersaLearn Speech Pathology Services were again contracted on a weekly basis. Paid for by the school. 23 children were assessed and programs were developed in order to cater for the best needs of these students. This was a valuable program paid for by the school which greatly impacts in supporting the students in need.
- Our team consists of one Learning Diversity Leader and seven Learning Support Officers
- Regular staff meetings (once per term) were held with a Learning Diversity focus
- Learning Diversity Leader and LSOs met weekly for PLTs
- Leveled Literacy Intervention (LLI) continued this year. The participants were from grade 1-2
- Reading Recovery program was in place all year
- Tutor program occurred supporting students from grade 1-6 in daily small group 30-minute sessions.
- Internal referral process policy was created and implemented.

Student Well-being

It has been a wonderful year for Student Well-being, with students being able to attend face to face school throughout the entire year. This has really helped the students to get back into school routines and build strong friendships with one another. From day one staff focused on building relationships with all students and families. This was done in various ways by getting to know each student individually and keeping up the communication with parents via Seesaw and Skoolbag. We were also able to have parents come back on school property in the afternoons when picking up their children, giving everyone a chance to reconnect and strengthen relationships.

In Term 1, all staff were fortunate to participate in the final Berry Street Professional Development Day. This PD focused on the concept of Character and specifically how to harness our values and character strengths for effective learning and for future pathways. This new learning was then embedded into our SEL yearly scope and sequence and used to enhance the children's understanding of their own self-worth, values and strengths.

This year, the Year 6 captains took on some additional responsibilities in encouraging and monitoring the school house points (spirit award) system. This was introduced as a whole school reward system to inspire all children to make good choices throughout the day at school. Each week there would be a whole school focus in which points could be awarded for, when demonstrated. The points were tallied up and shared at assembly and a trophy was given to the house with the highest total points at the end of the year. In addition, the Year 6 captains also participated in a Peer Mediation Program. This involved them completing a 7 session training program, where they learnt about and developed their skills in problem-solving, conflict resolution

and communication. Then in Term 3 and 4 they were out on the yard during the first half of lunchtime helping to solve problems and support younger children with issues. This support was well received and the additional responsibility was a great chance for our captains to develop their leadership skills.

The introduction of a lunchtime chill zone was vital to help support children who may struggle socially and emotionally with the extended time of unstructured play. This supervised play time enabled the children to engage with their peers in a small group setting before going outside to enjoy the second half of the lunch play with the rest of the school.

Achievements that occurred throughout the year

- Implementation of a Peer Mediation Program
- Introduction of a lunchtime Chill Out Zone
- Planning and teaching from the SEL scope and sequence which aligned with the units taught in Inquiry, STEM and Religious education
- Continued liaising with the school counsellor and teachers on a regular basis about children who are referred or who need to be
- Continued support for teachers and children who need extra support in regulating behaviour
 - playground duty books monitored
- Completion of the final day of Berry Street Training - Day 4 Character
 - Continued implementation and teaching of the Berry Street Educational Model
- Staff focus on building relationships and maintaining communication specifically through the use of Seesaw.
- Families participated in Wonder of Living (sexual education) nights.
- PD staff in updated child safety standards.

VALUE ADDED

In 2022 the students were given opportunities to further develop their leadership skills, demonstrate living out the school values in everything they do and additional social support when needed. The students learnt through their SEL lessons and every day teachings, what it means to use their knowledge of social and emotional skills and how to enact these in their everyday lives. All students enjoyed a full year of learning back in the classroom and were able to strengthen and make new friendships, build relationships with their teachers and feel safe being at school.

STUDENT SATISFACTION

From the 2022 MACSSIS results, it was evident that the students were heavily connected to the school. The areas of Student voice, the safety of the school environment, Student safety,

learning disposition, School belonging and student / Teacher relationships were either equal or above to 2021 results. The students want to learn, and it was interesting to view their engagement which for two years had been stifled due to the COVID pandemic. In all areas, the student results were well above the MACS average which was extremely pleasing as the two previous years had been very stressful on all.

STUDENT ATTENDANCE

The school continues to work with parents with those students who are absent from school on a regular basis. Structures have been set in place for continued communication to ensure that parents are aware of their responsibilities and the disadvantage to students who spend time away from the school.

Parents are required to make either a phone call to the school administration officer the morning of the absence or send notification through the Skoolbag app. This notification is then relayed to the classroom teacher who will mark it accordingly on the class roll. Total absences are then documented in the school report for the semester. Teachers inform the office if the student is away for a number of days. The school administration officer will then ring the family to verify illness etc. with the parents.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	87.4%
Y02	88.8%
Y03	91.3%
Y04	88.8%
Y05	89.7%
Y06	88.0%
Overall average attendance	89.0%

Child Safe Standards

Goals & Intended Outcomes

The goal in relation to the Child Safe Standards is the safeguarding children and young people at St Paul Apostle South Endeavour Hills against sexual, physical psychological and emotional abuse and neglect. It is intended to complement other professional and / or occupational codes.

The school takes the responsibility of protecting all students very seriously and works with all members of the community to ensure that these expectations are respected and understood.

Achievements

Achievements

The school leadership spent a great deal of time formulating a Child Safe policy to ensure that all students of the school were safeguarded from any form of abuse. All necessary papers and forms are completed and filed in by the staff and school community to comply with any governing authorities.

The following procedures took place to ensure that the community was aware of any policies or procedures associated with the formation and understanding of this policy:

- Behaviour Management Policy was reviewed with all staff throughout 2022.
- The eleven new Child safety Standards have been introduced to staff and are visually displayed in the staff room area.
- The child-friendly child safe policy was reviewed with all staff throughout 2022
- The Code of Conduct Policy was reviewed with all staff and attached to all updated contracts.
- Staff completed Mandatory Requirements / Disability expectations as part of Government legislation.
- The Child Safe Policy was reviewed and presented to the School Advisory Board.
- All new families were given the opportunity to view the Child Safe Policy and the Community Code of Conduct Policy via the school website.
- The Code of Conduct policy appears in all new prospective family folders
- The Code of Conduct policy appears in the office area
- Working with Children Checks are continually updated.
- All visitors to the school must sign in through the office area using the IPAD.

Leadership

Goals & Intended Outcomes

The focus for the large majority of the 2022 school year once again centred around the health and well-being of all in our community - students, staff and families. It became apparent that the lock-downs of 2020 - 2021 took a huge toll on students, families and staff and therefore, the emphasis of leadership and management was providing everyone with the tools to be able to get through this difficult time.

A great deal of time early in 2022 was devoted to creating a safe learning environment once again and allowing the students to feel comfortable being back at school.

The Goals and Intended Outcomes stated below became secondary to the health and well-being of all.

Goals

- To strengthen the performance and development culture of the school

Intended Outcomes

- That role clarity for individuals and teams will improve.
- That staff will have multiple opportunities to seek, receive and give effective feedback.
- That all staff will develop and demonstrate a shared understanding of effective professional practice.
- To improve the understanding of the initiatives of Child safety throughout the community

Achievements

The role of Leadership and Management is to provide opportunities for improvement across all sectors of the school. In 2022, the major emphasis centred around the following:

1. The successful transition of students reconnecting and re-engaging into the classroom environment.
2. Providing continued opportunities for staff to have access to professional learning through the completion of the Berry Street Program and the Maths Grant.
3. Continued expectation of meeting with parents via either through face to face meetings or by zoom meetings as an important connection to community.
4. Continued check-ins to ensure the well-being of all staff.
5. Ensuring the transition back to school was as seamless as possible for all members of the community.
6. Engaging the community again through skoolbag, vimeo and seesaw activities and allowing parents to re-enter the school throughout the year.
7. Communicating with families as to the commencement of the new building program.
8. Reintroduction of families at Monday morning assemblies was an important step forward in the reintroduction to family engagement and one that was appreciated by families.
9. Sacrament nights and programs were supported and delivered by leadership as part of the support of classroom teachers.

10. The importance of constant communication to the community throughout 2020 - 2021 became a real strength and an important achievement in this area. This continued in 2022 and became an important conduit between school and home.
11. The continued emphasis on ensuring that quality lessons by all staff were delivered to the students was a priority for leadership and management. Staff continued to work together as teams as part of the support for each other with new learning occurring both in staff meetings and PLT's.

It is hoped that these above strengths will continue to be reinforced throughout 2023. There will be new challenges for staff, students and families but with the support of one another, the school will continue to improve.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Teacher Professional Learning is a valued part of our ongoing learning development of staff at St Paul Apostle South Teachers attend professional learning through a variety of opportunities including staff meetings, weekly Professional Learning Team Meetings (PLT's) as well as Level Planning meetings. Staff are also given the opportunity to attend professional development session off site and the attendance in Maths Professional Development has been valuable in the increased knowledge and skills of staff. The conclusion to the Berry Street Program was very important and skills learned in this program are reinforced in a classroom setting. The importance of school closure days with quality presenters have also added to the learning of staff. The school values the opportunity for professional development and will continue to provide all staff with the opportunity to attend.

Number of teachers who participated in PL in 2022	29
Average expenditure per teacher for PL	\$100

TEACHER SATISFACTION

The 2022 was full of mixed emotions for all staff at the school. Whilst extremely relieved to be teaching onsite without interruptions, there was always that fear in the back of the mind that the next lockdown would occur. Face to face contact became very important as part of the mental wellbeing process as it gave the opportunity for staff to come together once again in the safety of COVID 19 protocols.

A major emphasis centred upon the reigniting of teams and the benefits that this can bring. Collective efficacy, Support for teams, Collaboration in teams, Collaboration around an improvement strategy and Professional learning were well supported by the results. Feedback is an area that needs improving and this is a focus in 2023. Professional Learning has been well accepted by staff and the results in the area of psychological and staff safety are pleasing.

An area for 2023 that needs attention is in the area of leadership and all that encompasses. Any new program or any change from leadership must be tempered with an understanding of

current staff knowledge and the opportunity for voices and ideas to be heard, respected and enacted upon. This will be a major focus of leadership throughout 2023.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	50.0%
Graduate	33.3%
Graduate Certificate	0.0%
Bachelor Degree	33.3%
Advanced Diploma	25.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	21.1
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	9.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goals

- To develop stronger relationships and active partnerships between the school, the parents and the wider community to become an "outwardly facing" school.

Intended Outcomes

- That stronger links between the school and the parent community are established in order to develop a more positive perception of the school.

Achievements

Throughout 2022, the school was extremely conscious of the disconnection that many families had due to the effects of COVID over the previous two years. Strict COVID protocols needed to remain in place even though the school was back to onsite learning. The veil of COVID and the possibility of future lock-downs remained prevalent for all and this had a major effect on the mental state of many of our families. Increased communication was important and the opportunity for Zoom meetings to engage parents remained a viable alternative. The recognition of diversity is also appreciated by parents within the fifty-three nationalities that attend the school. Most pleasing is the feeling from families that they feel welcome when they enter the school.

The use of the school counsellor was an important linchpin to family life and this too was greatly appreciated by the families that utilised this service. Whilst the school retained the 'kiss and drop' of a morning, it was wonderful to see parents 'at the gates', with parents being invited back into the school throughout the year.

The reintroduction to parents to Monday morning assemblies and attendance at Prayer of the Air began to increase throughout the year which was very please. Whilst there was still a hesitancy to come back into the school, continual invitations were accepted with increased numbers.

Near the end of the year, the school held a Specialist Gala Night was held to highlight the amazing work of the specialist teachers. The attendance by families was nothing shorter than amazing, and it was very obvious that whilst school needs community, community definitely needs school.

It is very clear that families see the real value of participating in the life of the school and with safety measure in place, the area of engagement needs to be developed further.

In 2023, there will be an emphasis on engaging families more with both class and Parent Association activities to assist in family participation.

PARENT SATISFACTION

As stated on previous occasions, parent satisfaction has been heavily linked with parent participation and parent engagement within the school. During the COVID period, a great deal of time was spent communicating with parents on a regular basis. Whilst this continued in 2022, the reliance on this became less important. Even though this was the case, family engagement remained similar to the 2021 result and barriers to engagement became less.

Other areas surveyed were slightly down on previous surveys and yet the end of year Specialist Gala Evening was an absolute success with an enormous amount of families and extended families coming along for the evening. This was very satisfying and as stated previously, whilst school needs community, community definitely needs school and all that it offers.

Being able to continue to reinforce Monday morning assemblies, opportunities to meet with the teachers and commencing parent helpers once again will improve the connection and engagement and satisfaction of our parents' community.

Future Directions

The main priority in 2023 will be to ensure the mental health and wellbeing of our students and families continues out of the COVID era. WE have many families recovering both mentally and financial from the strain of the COVID years and even though we were fortunate to have a year of no interruptions, the fragility of people is still at the forefront. on their return. The utilisation of the Berry Street program will once again provide a fantastic basis for the social and emotional health and this will become a priority for al staff as will the continuation of the Chill Zone which caters for those students who find social interactions somewhat difficult.

The recommendations of the 2020 School review will be utilised and strengthened in the coming 2023 school year.

Enhances the performance and development culture of the school by:

- Developing a strategic and targeted professional learning plan
- Building a formal feedback procedure ensuring that peer observation, mentoring and coaching is integral to teacher professional development
- Using cycles of inquiry to analyse data and use evidence to inform teacher practice focused on improving student outcomes

Develops an intentional, ongoing and reflective faith formation strategy that:

- Has substantial theological content
- Uses the Pedagogy of Encounter to support the school community to make connections between life and faith in a rich multi-cultural and multi-faith environment
- Builds the confidence and capacity of all staff to lead the learning, development and formation of the students

Fosters authentic staff, student and community agency by:

- Enabling students to be co-designers of their learning to develop more animated learners
- Empowering students as genuine decision-makers and active contributors in all aspects of the school
- Strengthening the formal processes through which families can work collaboratively with the school to enable parents to partner with the school to support the learning and development of their children
- Building on the high-quality relationships between staff and leadership to further enhance staff voice in the development of whole school improvement strategies.

Throughout 2022, parents will be able to re-enter the school through various events that occurred. It was remarkable to see the enthusiasm of the community wanting to re-engage with the school. The work and efforts of the Parents Association to provide opportunities for this to happen was absolutely outstanding. It will be important for the school will continue work to develop each child's self-esteem throughout 2023 and use our expertise to enhance then learning opportunities of all. It is hoped that our parents will continue to engage with the school in 2023 and that it will be a reaffirming year of how wonderful our school community really is.