



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community

St Paul Apostle South School
Endeavour Hills



St Paul Apostle South School

9 William Hovell Drive, ENDEAVOUR HILLS 3802

Principal: Paul Gleeson

Web: www.spsendeavourhills.catholic.edu.au

Registration: 1820, E Number: E1319

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 24 May 2024

About this report

St Paul Apostle South School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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.

2023 Enrolments were **285 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 55 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, a 2022 initiative

continued in 2023 and provided the opportunity for social interaction for students who may struggle in this area. The program continued to succeed 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. Staff continued to utilise the skills and knowledge gained through the Berry Street Program which provided structure and knowledge in classroom practice.

School Structure

In 2023 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 2023 there were sixty-five 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 extra support of students through our team of 7 highly capable Learning Support Officers who have all 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. Chess club was introduced in 2023 with a great number of students playing and learning on a weekly basis.

Parent and Community Involvement

The Parents Association is very strong and provide opportunities for both social and fundraising events for the community. In 2023, school events were well supported by the community. The Specialist evening was once again extremely well attended , with over 900 people attending.

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

Principal's Report

Whilst 2023 continued to provide greater stability to all families, it became very apparent that the mental health of our school community still needed to be monitored and addressed.

Our students came back from holidays settled and relationships were built upon and strengthened. It did not take long for students to become comfortable with their new teacher and new classrooms which allowed for greater learning to occur. The key for student work patterns remaining high was the consistency of delivery by all teachers.

As in 2022, a great deal of time was spent engaging our community into school life. This ranged from events organised by the Parents Association to activities organised by staff which had amazing turnouts. School needs community but as in 2022, it became obvious that community also needs school.

The new building, completed in readiness for the commencement of Term 4 has provided a wonderful addition to the facilities for the students. This building replaced a 35-year-old portable structure and was well passed its use by date. The design of the building allows for greater flexibility whilst providing maximum light and sound opportunities.

As with 2022, a major emphasis was also the continued support of classroom teachers, both in their teaching and in their learning. New learning forms in maths have been incorporated into lessons with the future participation in Maths online interview and the English online Interview, continued development of intervention programs and continued involvement in the tutor program funded by the federal government.

The school was very fortunate to employ three graduates for the 2023 school year as it is very important to renew the system with future leaders. These three graduates provided a breath of fresh air and have renewed staff with their enthusiasm.

MACSSIS results have indicated that there needs to be continued improvements worked through in 2023 and this will be part of staff input for 2023. Schools only improve when robust discussions occur which leads to greater learning opportunities for the students.

Participation by all in the Religious aspect of the school is very important for our staff. The consolidation of staff prayer time, as well as the participation in the sacraments through the Parish program is seen as a vital link for all families. Seven staff members completed their accreditation which was a fantastic achievement. The knowledge and understanding gained through this MACS sponsored accreditation has been invaluable for those who completed

the two-year course. The teachings of Jesus provide the basis of who we are and how we model our lives and is therefore a vital ingredient in our daily workings. To ensure that learning continued in the religious area, a school closure day on Christian meditation was organised and participated in by all staff. It was a fantastic experience for all who attended and more importantly, gave ideas for classroom practice.

Whilst there is plenty of work to do, we look forward to 2024 with a great sense of optimism and look forward to the challenges that it brings.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

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

Intended Outcomes

- Ensure staff formation is provided to enable staff to move children from the literal belief style to the post critical belief style.
- Build teacher capacity to deliver a contemporary Catholic RE curriculum and pedagogy that promotes rich dialogue.
- Build teacher capacity to take on active role to plan whole school prayer and liturgy.

Achievements

Term 1

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

We commenced the year with a whole school liturgy on Monday 13th February with the focus for the year “St Teresa of Avila Prayer - Christ has No Body but Yours.” We welcomed new students, parents and staff. All grades were presented with a frame with different visual copies of this prayer. The prayer was shared and reflected upon in every classroom and was a focus point for each prayer table around the school.

On Wednesday the 22nd of March the whole school gathered 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 they could feast on during Lent by connecting the whole school focus of “Christ has No Body but Yours.” 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 \$720.15, with 5/6P 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 March 28th all candidates received the sacrament of Reconciliation for the first time over two ceremonies led by Fr. Brendan and Fr. Luke.

Holy Week is the heart of who we are and this year we used art as a medium to represent and reflect on the stations of the cross. Each grade worked hard and experienced deep conversations around the Station of the Cross that they have presented so beautifully and meaningfully. Special thanks to the classroom teachers and our talented art teacher Mrs. Mary Lanera who helped to create these very special pieces of art that represent the Way of the Cross. The whole school participated in a liturgy working through each station and reflecting on what this might mean to me in 2023.

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 2nd 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 20th June and led by Br Brendan and Fr Luke. These students made the Sacrament of First Eucharist over the weekend of the 15th and 16th 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.

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

We were fortunate to commence Term 3 as a whole school celebrating St Paul's Day. We reflected on the life of St Paul at mass and how we could be like St Paul in our day to day lives. 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 Grandparents Day. 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.

On 25th August, staff were able to take part in a whole day professional development delivered by Lisa Hughes. Lisa enriched staff to engage with and break open the Christian contemplative approach to prayer. Staff engaged with aspects of the theology of the child and made links to the well being aspects which Christian Meditation offers in the education of the whole child. Staff explored the tradition of Saint Paul and built their understanding to strengthen the school charism.

Term 4

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 where 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 18th.

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 center 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. Rebecca Rawlins organised the Christmas Nativity Play that children and their families attended on December 5th. 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 \$400 to COTS to help support our friends on the streets this Christmas period. Staff reflected on the gift of Jesus at Christmas and what gift they can share with their family and friends this Christmas.

Value Added

Throughout the school year, the following events have added value to the lives of the students, staff and community:

1. Deeper understanding of prayer through the prayer collective work
2. Staff continued to gain a deeper understanding of Christian Meditation and how this can deepen their prayer life
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

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

Achievements

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
- Continue phonic based teaching F-6 (Spelling).
- Utilise SeeSaw to share student learning.

Numeracy

- 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.
- Teachers' to further build their mathematical knowledge through regular PLTs.
- Utilise SeeSaw to share student learning.

Teaching and Learning in Inquiry

2023 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 by using student voice and immersing them into STEM by participating in Whole Class STEM projects.

Achievements in the area of STEM this year are :-

- Resource Smart- Climate Crew team students worked towards reducing our water consumption by conducting water audit and looking at leaks of water across our school. They measured the amount of water that is wasted due to water leakage.
- A scientist visited school through the CSIRO STEM professionals in schools program and worked with students in conducting science experiments.
- All levels participated in incursions and excursions throughout the year.
- Professional Learning opportunities provided to all staff across levels through PLTs.

Goals for 2024

- 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.

Student Learning Outcomes

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 to inform teaching. Through PLTs teachers explored contemporary teaching pedagogies and trialed 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. NAPLAN tests were administered smoothly. The 2023 NAPLAN results were quite promising. Here is the breakdown of the results in the 5 strands –

Year 3

Reading – above state and national benchmark, Writing – above state and national benchmark, Grammar & punctuation – above state and national benchmark, Spelling – same as state and above national benchmark.

Year 5

Reading – same as state and above national benchmark, Writing – above state and national benchmark, Grammar & punctuation – above state and national benchmark, Spelling – above state and national benchmark.

Our students continued to progress with their literacy skills and areas of improvement based on item analysis were identified by each level after analysing the data to focus on in 2024.

Numeracy

In 2023, we continued with the improvement work that we started with the MACS Maths grant project. We received the grant 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 explicitly teaching number mental strategies P-6. The teachers continued to focus on utilising the key ideas and understandings in maths when planning lessons to cater to the varied needs of the students. Teachers also participated in a variety of professional development sessions offered by MACS as well as through PLTs. Teachers focused on collaboratively planning learning tasks to enable and extend our students to better meet their needs. Overall, 2023 was a positive year for Maths as there were positive changes made to help our students improve their mathematical skills based on the 2022 numeracy data.

We saw gradual improvement in class data with the implementation of the explicit teaching of the mental strategies in the classroom.

NAPLAN data wasn't as favourable. Here is the breakdown of the NAPLAN results –

Year 3

Numeracy – below state and national benchmark

Year 5

Numeracy – below state but same as national benchmark

Due to the NAPLAN data being low especially in year 3, a professional development plan has been devised for P-2 teachers in 2024 to assist in effective teaching and learning in Maths.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	420	64%
	Year 5	522	72%
Numeracy	Year 3	400	64%
	Year 5	495	76%
Reading	Year 3	420	71%
	Year 5	513	86%
Spelling	Year 3	414	67%
	Year 5	509	82%
Writing	Year 3	430	89%
	Year 5	520	88%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

St Paul Apostle South is committed to fostering students' ability to facilitate their own learning and well-being; empowering them to become responsible citizens in the world. Our school is committed to creating a secure and nurturing learning atmosphere that acknowledges and accommodates the diverse academic, artistic, cultural, health, and pastoral needs of our students. Through this approach, we aspire for our students to develop into individuals who make constructive decisions, exhibit self-discipline, resilience, confidence, creativity, passion, and compassion. We emphasize the importance of fostering an environment where students care for one another, promoting a sense of community and support within our school.

- Students enhance their capacity and comprehension of social and emotional well-being, utilizing Berry Street strategies, and apply these principles in their daily lives.
- Zones of Regulation

Achievements

Establishing explicit connections between student well-being and our school's teaching practices involves integrating strategies that prioritize emotional and social development into our educational approach. By incorporating methodologies such as Berry Street strategies into our teaching framework, we aim to actively support students in building resilience, managing emotions, and fostering positive relationships. Through tailored instruction, opportunities for self-reflection, and cultivating a supportive learning environment, we promote the holistic well-being of our students, thereby empowering them to thrive academically and personally.

It has been an exceptional year for Student Wellbeing, as students have had a full year of opportunities of attending face-to-face school learning consistently throughout the entire year. This continuity has greatly supported students in reestablishing school routines and forging strong friendships with their peers. Right from the start, our staff prioritized building meaningful relationships with all students and families. This involved various approaches, including taking the time to understand each student individually and maintaining open communication with parents through platforms like Seesaw and Audiri. Additionally, we have

continued to welcome families back onto the school property in the afternoons during pick-up times, providing an opportunity for everyone to reconnect and reinforce relationships.

Throughout the year, the Year 6 Sport Captains have continued to uphold their roles in encouraging and overseeing the school's house points (spirit award) system. Initially implemented as a whole-school reward initiative, this system aims to motivate all students to embody our school values and make positive choices throughout the school day, including in the classroom, with specialist teachers and the playground. Each week, a specific school value is highlighted, guiding the criteria for awarding points based on demonstrated behaviors. The accumulated points are tallied and shared during the weekly assembly, with a trophy awarded to the house accumulating the highest total points by the end of the year.

Moreover, all Year 6 students were provided with the opportunity to participate in the Peer Mediation Program. This involved completing a comprehensive 7-session training program, where students acquired skills in problem-solving, conflict resolution, and effective communication. During Terms 3 and 4, these students were actively engaged in various areas of the school yard during the first half of lunchtime, assisting in problem-solving and supporting younger children with any issues using the skills acquired during their training sessions. This additional responsibility provided valuable opportunities for our Year 6 students to further develop their leadership skills, and their support was well-received across the school community.

The continuous provision of a lunchtime "Chill Zone" was crucial in assisting children who might face social and emotional challenges during the extended period of unstructured play. This supervised playtime allowed children to interact with their peers in a smaller group setting before joining the rest of the school for outdoor play during the second half of lunch. All staff are involved in overseeing sessions and assist in creating meaningful connections with the children.

Other Achievements included:

- Peer Mediation Program offered to all Year 6 students, aimed at resolving conflicts among students.
- Student Voice - Years 3 to 6
- Establishment of a lunchtime Chill Out Zone to provide students with a space for relaxation and social support.

- Integration of Social and Emotional Learning (SEL) curriculum aligned with units taught in Inquiry, STEM, and Religious Education.
- Ongoing collaboration with the school counselor and teachers to address student referrals and support children in need.
- Continued assistance for teachers and students requiring additional behavior regulation support.
- Regular monitoring of playground duty books to ensure effective supervision.
- Review and reinforcement of Berry Street modules.
- Sustained implementation and teaching of the Berry Street Educational Model to support student well-being.
- Emphasis on building relationships and fostering communication among staff, facilitated through platforms like Seesaw.
- Participation of families in Cyber Safety night to promote family involvement
- Professional development for staff on updated child safety standards to ensure a safe learning environment.

Value Added

In 2023, students were provided with various opportunities to enhance their leadership skills, exemplify the school values in their actions, and receive additional social support when necessary. Through Social and Emotional Learning (SEL) lessons and daily teachings, the use of common language, students gained a deeper understanding of utilizing their social and emotional skills and applying them in their daily lives. Enjoying a full year of classroom learning, students had the chance to reinforce existing friendships, establish new ones, foster relationships with their teachers, and feel a sense of security while being at school.

Student Satisfaction

The MACSSIS results of 2023 indicate minor change to the 2022 results. Our students value the close relationships that they have with the teachers and this is an important platform which forms the basis of the interactions that occur on a day to day basis. Our students feel that they belong to the school and this continues with the sense of being safe throughout each day. There is a sense of community where the students work and play with each other. It must be noted however that the students want to be extended and challenged and this allows

the teachers greater opportunity for diverse experiences that will continue to improve the students learning. Students are given a voice to contribute to the school and this is also an area for increased participation.

Student Attendance

School attendance across all levels is at a very good rate. Most levels are 90% or above and those levels are not, are high 80%. Overall, the school is registering a 90.2% attendance rate however, this is also an area that must be monitored and needs to improve.

Average Student Attendance Rate by Year Level	
Y01	88.5%
Y02	88.9%
Y03	91.7%
Y04	90.1%
Y05	90.4%
Y06	91.7%
Overall average attendance	90.2%

Leadership

Goals & Intended Outcomes

The focus for the large majority of the 2023 school year once again centered around the health and well-being of all in our community - students, staff and families. It became apparent that there is still residual worry within the school community from the lock-downs of 2020 – 2021. This time is still taking its 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.

It became very important for the school to create the new norm moving forward and therefore the reintroduction of past practices and the inclusion of new ones became a priority in creating a sense of calmness

A great deal of work needs to be attended to in the Leadership and Management area to ensure continued improvement across all areas of the school.

Goals

- To strengthen the performance and development culture of the school

Intended Outcomes

- That role clarity for individual 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 2023, the major emphasis centred around the following:

- The successful transition of students reconnecting and re-engaging into the classroom environment during the 2023 school year.
- Providing continued opportunities for staff to have access to professional learning through PLT's, Maths Grant and the use of outside agencies when applicable.
- Continued expectation of meeting with parents via either through face to face meetings or by zoom meetings as an important connection to community.
- Continued check-ins to ensure the well-being of all staff.

- Engaging the community again through audiri, vimeo and seesaw activities and allowing parents to re-enter the school throughout the year.
- Providing the parents with the opportunity to walk through and view the new building addition to the school.
- Continuation of family engagement through Monday morning assemblies
- Sacrament nights and programs were supported and delivered by leadership as part of the support of classroom teachers.
- Continued use of Audiri and Seesaw as the communication platforms used by the school to ensure that parents remained informed.
- Continued support of staff to work together as teams as part of the support for each other with new learning occurring both in staff meetings and PLT's.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>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.</p> <p>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.</p> <p>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.</p>	
Number of teachers who participated in PL in 2023	30
Average expenditure per teacher for PL	\$200.00

Teacher Satisfaction

It became apparent that there needed to be a shift in the way that the staff and leadership connected and worked with each other, and this required a sense of openness and honesty to ensure that all voices were being heard and acknowledged.

Staff delved into MACSSIS results and this reinforced the need for continual improvement as a leadership team. Staff were given greater voice in the organisation of PLT's however, the expectations of MACS were still required.

The development of the leadership team is a major priority and therefore, the leadership team will participate in a leadership course conducted by Simon Fitzpatrick - principal consultant for the Southern region.

Teacher Qualifications	
Doctorate	0.0%
Masters	20.8%
Graduate	20.8%
Graduate Certificate	4.2%
Bachelor Degree	33.3%
Advanced Diploma	16.7%
No Qualifications Listed	4.2%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	28
Teaching Staff (FTE)	20.6
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	10.5
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

- 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

Achievements

Throughout 2023, the need to reinvest with the community was a very important focus for the year. Families were still hesitant to come into the school however, throughout the year, more and more families fully engaged with the activities that were organised. When the children were engaged, families were engaged and so it was important to utilise the enthusiasm of the students to assist in the connection of families.

To assist families, the combination of face to face and zoom meetings were utilised once again and this meant the opportunity of connection for many was enhanced. 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 continued participation of parents to Monday morning began to increase throughout the year which was very pleasing. Whilst there was still a hesitancy to come back into the school, continual invitations were accepted with increased numbers.

A very important event near the end of the year, was the School Specialist Gala Night which was continued from the previous year. This night is held to highlight the amazing work of the specialist teachers and to celebrate the coming of Christmas with our tradition Christmas Carols evening. The attendance by families was nothing shorter than amazing – greater than the previous year - and was the highlight of the school year.

It is very clear that families see the real value of participating in the life of the school and this will continue in 2024 with more family events planned.

Parent Satisfaction

Parent Satisfaction

As stated on previous occasions, parent satisfaction has been heavily linked with parent participation and parent engagement within the school. Families perceptions as to how well the school matches their child's developmental needs increased as did the degree to which families viewed themselves as partners. The emphasis on manners and kindness was recognised by families also as there was an increased perception by families as to the way that students show respect for one another.

Whilst our efforts have been pleasing, there is still a great deal of work to do with families to improve the connection of school to home.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.spsendeavourhills.catholic.edu.au