St Paul Apostle North
Endeavour Hills

REGISTERED SCHOOL NUMBER: 1897

2012 Annual Report
TO THE SCHOOL COMMUNITY
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Contact Details

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Endeavour Hills VIC 3802 |
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<tr>
<td>PRINCIPAL</td>
<td>Mrs Christine White</td>
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<tr>
<td>PARISH PRIEST</td>
<td>Rev. Fr. Timothy O’Toole</td>
</tr>
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<tr>
<td>WEBSITE</td>
<td><a href="http://www.spanhills.catholic.edu.au">www.spanhills.catholic.edu.au</a></td>
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Our School Vision

St Paul Apostle North is a welcoming Catholic school where the Gospel values of Jesus Christ are celebrated and we are encouraged to be active members of our faith community. We are enriched by the cultural and spiritual diversity within our community and are united in our commitment to social justice and service to others.

We create a safe, nurturing and stimulating environment that encourages positive relationships by developing interpersonal skills, self-confidence and respect for all. The unique qualities and needs of each individual are recognised and enhanced. As a learning community with high expectations we aspire towards excellence, independence and a love of life-long learning.

We are committed to providing a comprehensive curriculum with purposeful learning opportunities that engage our students. We promote creativity and critical thinking through our dynamic programs, which are designed to support and challenge all students. We aim to develop confident, successful learners who are active and informed citizens of a global community.

Our inclusive leadership culture facilitates open communication and collaborative decision making. We endeavour to build the leadership capacity of all our school members. We are a learning community dedicated to working co-operatively to extend both staff and parent knowledge so that educational practices are effectively implemented. We lead by example.

We value parent and family participation in our school activities and celebrations as this is vital in creating a dynamic community. Partnership through effective communication and social connections deepens belonging and maximises educational outcomes for our students.

St Paul Apostle North is an exciting place to ignite your passion for learning.
School Overview

‘St Paul Apostle North – Igniting the Mind.’

St Paul Apostle North, Catholic Primary School, Endeavour Hills, opened in 1985 and is a vibrant and happy learning environment. We have an enthusiastic and dynamic community with staff, parents and the parish working in partnership. The school embraces a learning culture with our staff leading by example through reflection and research into best practice. This ensures the implementation of effective programs and processes to support children’s learning.

Our school is situated in a peaceful, residential area adjacent to Churchill Park Reserve, close to sports grounds and recreational activities. We are characterised by our safe and stimulating environment. Our students come from diverse cultural backgrounds. This rich cultural diversity is a great strength that we celebrate as it enhances knowledge, understanding and harmony.

Our secure family environment and size allows for student interaction, the nurturing of relationships and the building of self-confidence that is essential for learning.

Our dynamic staff team includes 24 teaching staff and 9 non-teaching staff. The school offers a balanced curriculum in all (VELS) Victorian Education learning Standards and Religious Education and is ready to use ausVELS the Australian curriculum in Victoria in 2013. There are specialist teachers who work part-time in the following areas: Performing Arts, Visual Arts, Physical Education and LOTE – Mandarin. The school provides Literacy and Numeracy support for students through the on-going funding of a Reading Recovery teacher, Literacy coordinators, Numeracy coordinators and learning support staff. We cater for differences and accelerate students in areas of strength. In addition, we have staff to address Student Wellbeing and Special Needs. We have an on site school counsellor to support students and families in times of need. We believe in being proactive and offer a range of support programs that build academic as well as interpersonal and personal skills. Our Religious Education coordinator and Teaching and Learning Director work with our Leadership Team to support staff on-going learning to ensure best practice.

The school has excellent facilities with well-resourced and stimulating classrooms. Our MacKillop Learning Centre for Prep to Year 2 students opened in 2010 and the Passionist Learning Centre opened in 2012 for students from Year 3 to 6. Our new classrooms are inviting, stimulating learning communities that cater for the needs of the twenty-first century student. All students have well-connected access to resources including a contemporary library, Create and Make/Science and Technology studio with cooking facilities and outdoor learning areas. All learning centres have wireless technology with laptops, iPads and interactive whiteboards to enable research, communication and publication. Our gym provides a multipurpose space for sport and social events. Our grounds are safe and attractive with excellent play areas for sports, creative play and peaceful contemplative zones. Grounds have been updated and now also include a new synthetic soccer/rounders court. Our new piazza provides a wonderful meeting area and is a lovely shaded space for our lunchtime games clubs.

St Paul Apostle North, Endeavour Hills builds authentic partnership with parents and the wider community. Our positive, supportive relationships and engaging learning opportunities ensure personal success for each student.
Principal’s Report

2012 was a very exciting year of great learning and school improvement at St Paul Apostle North.

We watched with great excitement as our school landscape changed dramatically with the removal of our old portables and the building our senior Learning Centre. The Passionist Learning Centre was completed in October 2012 and our students from Years 3 to 6 were very excited to finally move in. We delighted in the flexibility of the extra spaces and ways they have supported the very best of both contemporary and more traditional teaching and learning strategies to enable deep, meaningful and powerful learning. The removal of portables also opened up our playgrounds and allowed the connection of our junior and senior learning centres. We now have a safe and spacious internal play area. The new piazza also connects to our administration building and provides a great meeting place in the heart of the school. A place for lunchtime games clubs and a gathering place for parents. There was also a refurbishment of our administration building with the relocation of the sick bay, new staff room and improved access and connections to offices. We are delighted with our new facilities that have strengthened our learning community and provide great educational benefits that meet the needs of the 21st Century learner.

In 2012 we participated in a School Review of our 2008 - 2012 School Improvement Plan. Mr. John Renowden was our external school reviewer who analysed our school data and met with staff, students and parents to validate our report. As a result of the process we have worked together to develop our 2013 – 2016 School Improvement Plan and our 2013 Annual Action Plan.

Our very dedicated and professional staff have worked enthusiastically implementing our school improvement plan. Over this past year we have further strengthened our pedagogy. Our new spaces have built a learning community, improving communication and collaborative planning that has enhanced consistency in learning and teaching across the school. All data showed that students across the school are doing very well in our core subjects Literacy and Numeracy. Our NAPLAN data shows very good growth being made from Year 3 to Year 5. This follows very strong growth and development in early years’ reading standards and oral language development.

We found that our involvement with the Walker Learning Approach is a powerful way of meeting student’s needs. Investigations in the junior classes and Educational Research Projects in the senior classes engage students in active exploration and with the support of explicit instruction leads to better learning outcomes across all areas of the curriculum. We are now delighted to host study tours and have had teachers from around Australia visit our learning centres.

We have had a focus on making learning visible. Our communication boards in all classrooms ensure that students, parents and visitors can see the learning goals and students are able to explain their learning. Parents are invited to Learning Expos so that children can share their learning journey. We continue to participate in professional learning as a staff and improve our professional dialogue to personalise the learning for students at their point of need. In 2012 we have prepared the way for the implementation of a 1:1 iPad program for our senior students. We continue to develop authentic partnerships with both the local and global community engaging learners in a contemporary and meaningful learning environment. As a Catholic school we want our students to make a difference and be responsible citizens. We are very proud of the student leadership opportunities we have created and the enthusiastic way students have engaged in social justice, community and environmental actions making a real contribution to supporting others. We plan to further develop in these key areas as we continue to improve our programs.
Education in Faith

Goals & Intended Outcomes
'To further strengthen the school’s Catholic identity to be a dialogue school on the Victoria survey scale.

1. That the spiritual links between the North and South schools, the parish and families will continue to grow.
2. That staff will demonstrate a stronger connection with their faith and the school’s Catholic culture.

Achievements
- We are participating in CEOM - Leading for Contemporary Learning in a Catholic School Action Research 2011-2013. Our action research focus is, ‘Evidence informed dialogue drives the planning for powerful contemporary, personalised learning in a Catholic school.’ We have worked across the school in learning teams to depth and develop consistency with our learning and teaching beliefs and practices. We implemented tools and graphic organisers that have supported student thinking and learning. We are developing greater links with our RE goals and our inquiry units of work.

- We have built a stronger network with the Parish and South school to plan for Sacramental programs, Family Masses and community events such as St Paul’s Day. Staff meetings are planned each term for teams to meet to support joint planning. Meaningful sacred opportunities have been provided for students. A Parish based Sacramental program is strongly supported by the school RECs from both North and South schools who meet with the Parish Team to co-ordinate the program. The Parish based Sacramental program helps further build Parish links and foster community spirit and shared responsibility.

- Our beginning of the year school Mass has followed a joint professional learning opportunity led by the Parish team. This joint meeting has helped develop meaningful connections across the schools and Parish. Our Parish Priest Fr Tim, his assistant Fr. James and Parish Pastoral associates support the school program through their participation in regular meetings with staff, in class Masses and special events both at the school and in the church.

- As a school community we participate in fundraising activities in response to global events, community needs and inquiry topics being explored in class. We also extend invitations to guest speakers in order gain understanding about social justice actions that we can participate in and support. Students participate in community service activities and we welcome and involve others in our school community. Each Christmas we adopt families and make up Christmas hampers and gifts for distribution by the parish.

- Information gained at REC network meetings is passed onto staff as required through handouts and/or discussion at staff meetings. The inquiry approach to Religious Education through the To Know, Worship and Love Curriculum Framework enables children to explore varied aspects of their learning with meaningful assessments and action based outcomes.

VALUE ADDED

- Strong parish focus and consistent message about the Sacramental preparation program for families
- Parents are involved in their child’s faith development and attending the Sacramental evenings with their children.
- All classes attend a class level Mass in their own classroom each term on a Thursday. Children are engaged and actively participate.
- There is a sacred space in each classroom that includes visible symbols and focus points for prayer.
- The Grade 6 Liturgy School Leaders meet regularly with a mentor teacher. The team assists in preparing for various liturgical celebrations.
- We participate in weekly school assemblies that commence with a prayer and provide opportunities to share learning in RE.
St Paul Apostle North, Endeavour Hills

- Christian Meditation for Children implemented in all classes.
- Year 6 student Leaders attend St Patrick’s Day Mass each year at the cathedral.
- Preps annually welcome new Prep families in a special Mass in November. We welcome the new children and families into our Parish and school community.
- Choir sing Christmas Carols at a local aged Care facility.
- Students involved in social justice actions to support our sister school in Timor Leste.
Learning & Teaching

Goals & Intended Outcomes
To employ contemporary learning strategies to improve student engagement in learning in order to maximise literacy and numeracy standards.

1. That student numeracy outcomes will improve.
2. That reading (comprehension) standards will improve.

Achievements

- We have a focus on improving reading comprehension. Our school is participating in the Literacy Assessment Project (LAP). We have our Literacy Coordinator and Learning and Teaching Director attending professional learning to act as coordinators of the project.

The Literacy Assessment Project (LAP) is a strategic initiative to improve reading comprehension outcomes for students in Years 3-6 in the Catholic Archdiocese of Melbourne. LAP participants are highly supported through the project to develop a school professional learning culture which fosters professional inquiry and builds teachers’ capacity to use assessment evidence as an integral part of teaching and learning. The LAP aims to strengthen the capacity of literacy leaders, school leaders and teachers to be effective initiators and managers of strategies that promote continuous improvement in the quality of literacy learning and teaching.

- Through our participation in Leading for Contemporary Learning in a Catholic School we have focused on ensuring that our learning and teaching strategies are contemporary and consistent across the school. Our research question is, “How does evidence informed dialogue drive the planning for powerful contemporary and personalised learning in a Catholic school?” We are engaged in quality discussions in our level planning teams. Data is analysed and assists in determining the learning needs of students. Data continues to be used to inform teaching e.g. focus groups.

- We have worked on personalising learning. Personalised Learning is about the tailoring of pedagogy, curriculum and learning support to meet the needs, interests and aptitudes of all learners. We are passionate about placing the student at the centre of the learning and teaching strategies. We do this by knowing the child and assessing their learning needs. Students learn with explicit teaching of skills and understandings at the point of need within engaging learning environments. In our senior grades our inquiry immerses children in the content they need to learn but also provides the scope for children to use their interests to demonstrate understanding of key concepts.

- We have a strong focus on making learning visible. We have introduced communication boards across the school. The learning intentions and the learning activities for the week are on display for all to see. We make assessment criteria clear to the children so that they know what the expectations for a task are. They are thus able to challenge and extend themselves to reach goals set. Students are empowered and are able to discuss their learning and what they need to focus on.

- We have had a strong focus on developing oral language as a foundation for Literacy and, in particular, improved comprehension in later years. As a result, we have engaged in study tours/PD using the Walker Learning Approach. This has been further enhanced by the provision of regular mentoring. We have found a great improvement in oral language acquisition. The approach is a powerful way to personalise learning, meeting children’s interests and needs. We have seen improved engagement. Investigations in the junior classes and Educational Research Projects in the senior classes engage students in active exploration and with the support of explicit instruction, leads to better learning outcomes across all areas of the curriculum. We have consistent strategies to support the learner across levels and across the school.

- We continue to refine our units of work to be inclusive of the following:
  - Make Learning Visible – Communication boards and tuning in to ensure learning goals are clear.
  - Rich Questions to promote higher order thinking and deeper levels of understanding.
  - Rich assessment tasks.
  - Small group clinics for focused teaching and learning at the point of need.
  - A focus children roster for in-depth focus on children’s learning and to build connections.
  - The provision of Assessment criteria/rubrics so expectations are clear.
  - Reflective thinking – What have I learnt? What goal do I need to work on to improve my learning?
  - The use of Contemporary Tools resources to ensure authentic investigation.
  - Creative thinking.
  - Links with community.
Following extensive research we are implementing a 1:1 iPad program for our senior students in Years 5 and 6. Parent nights have been held and there is strong support for this implementation.

We have appointed teachers to run a mathematics extension program across the school.

Staff across the school have been selected to participate in the Change2 process. The focus for change is Numeracy. The team have developed a plan to develop consistency across the school with the learning and teaching of numeracy.

Our three year trend data 2010 to 2012 indicates that we continue to rank at the state average or above the average results of similar schools in all areas tested in the NAPLAN. Our school has consistently gained results that are significantly higher than other schools in both Narrative and Persuasive writing in NAPLAN tests over the past five years. Our attendance during the testing period was 95% last year, 5% were absent and 0 % were withdrawn.

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Student Wellbeing

Goals & Intended Outcomes
To actively embed the social and emotional learning strategy across the school.

1. That whole school student management strategies will be developed and implemented.
2. That student morale will continue to improve.

Achievements

- Students have opportunities to take up leadership positions and contribute ideas to enhance the school. Teams meet with a mentor teacher regularly and help initiate ideas and take responsibility to complete tasks required. They can all contribute to making a difference.

- Our Buddy Program aides in developing peer connectedness and wellbeing. Prep and Year 5 buddies as well as Year 1 and Year 6 buddies meet regularly. We have been accepted into the Allanah and Madeline Foundation Better Buddies Program.

- The Active After School Communities program has had a very positive response and we have increased our places from 30 to 40 students. At present we offer two different sporting sessions for seven weeks each term. This is a free program.

- Our Student Representative Council has student representatives from Prep to Year 6. The group have various environmental and safety responsibilities. They help with communication between the students and the school leadership.

- We create a positive culture by celebrating achievement and development. This occurs daily during teaching sessions and in a more public way at assemblies, in the newsletter and at class gatherings.

- Class meetings have been introduced in senior grades to develop awareness of local and global issues.

- Regular Student Wellbeing meetings have enabled staff to discuss relevant issues concerning children in their care. Program Support Group Meetings (PSGs) are planned and facilitated once per term for each funded student as well as some who are not funded. Individual Learning Plans are completed by classroom teachers for integration students. Monitoring takes place to ensure that students’ needs are being met.

- The Special Needs Team monitors the programs for children with special needs.

- Transition meeting times are organised for teachers to share student portfolios and needs at the end of the school year.

- Parents are encouraged to be actively involved in their children’s learning. Students and parents are provided with meaningful information about progress. There are written reports at the end of each semester. Parent/Teacher interviews take place in Terms 1 and 2. Parents are invited to make appointments at any time to discuss their child’s progress. We continue to develop a culture where there is a belief that every student has the ability to learn and to experience success.

- We have focused on improving the transition process for Prep children. Teachers meet with the kindergarten teachers. Special activities are organised for children to become familiar with the school and teachers as well as to help both students and parents begin to form friendships. The feedback for transition activities which included a guest speaker and a party were very positive.
### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<td>Year 6</td>
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<tr>
<td>Overall average attendance</td>
<td>89.36</td>
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- The school roll is marked twice a day. Parents are asked to call the school if the student will be absent and provide a written note to explain absences when the student returns to school. Absences that are unexplained are followed up. Meetings are organised with parents of children with irregular attendance to understand the possible cause and provide support to improve attendance.

### VALUE ADDED

- The school offers a range of extra curricular activities and these include: Lunchtime games club, Footsteps Dance program, disco, School Choir, Interschool Sports, Active After School Care, Talent Show, Cultural Fiesta, Sports Carnival, Art Show, Student Leadership Committees, cooking and gardening activities, tabloid sports and Organising committees. E.g. fundraising group for the Biggest Morning Tea.

- Prep-6 performed at our Variety Concert at the Drum Theatre in Dandenong on August 2 and 3 2012.

- We have been delighted to continue to provide an exceptional specialist program. Our Arts program has been expanded by the addition of many extra-curricular activities. Our senior choir of seventy students has been invited to perform at Federation Square, at Belvedere Aged Care and at the Fountain Gate for the opening of Myer.

- Our school swimming team, who have won the local interschool trophy for three years in a row, were runners-up in 2010, 2011 and 2012. Winners again in 2013!!!

- The Reading Recovery Program continues and six Year 1 students participated in this one on one intervention program. Bridges and ERIK programs provide additional intervention support and help to ensure children develop the foundational skills to develop as independent readers.

- Children requiring extension are accelerated in small focus groups.

- School based Counsellor from OnPsyche.

- We have introduced Class Meetings.

- Students are involved with teachers and parents in student led learning conferences to discuss their achievements and set goals for improvement.

- We have continued to build our ICT resources with interactive whiteboards in the majority of classrooms and wireless networks in all learning areas. Students in all levels have access to laptops in mobile units to ensure seamless access to resources at the point of need.

- The Year 5 and 6 students went to Mt Evelyn for their three day school Camp.

### STUDENT SATISFACTION

- In all surveys involving staff, students and parents, student behaviour was seen as a major strength at our school.

- The student survey in 2012 indicated that our student’s rated ‘classroom behaviour’ as a strength. There is a strong sense of ‘connectedness to peers’ and our students feel safe at our school. Students in Years 5 and 6 also indicated that ‘learning confidence’ was very high.
Leadership & Management

Goals & Intended Outcomes
To improve the organisational health of the school and develop a rich professional culture.

1. That individual and team role clarity will improve.
2. That staff perceptions of leadership support (empathy) will continue to improve.
3. That the leadership capacity in the school will strengthen.

Achievements
- We participated in the Leadership for Contemporary Learning in Catholic School Project to depth and develop consistency and clarity with our learning and teaching beliefs and practices across the school. Our research question was: “How does evidence informed dialogue drive the planning for powerful contemporary and personalised learning in a Catholic school?”
  - Our learning and teaching spaces changed radically with new open learning centres from Prep to 6. This has been a powerful catalyst in encouraging collaborative teamwork and professional dialogue. We have shifted our mindset from personal to team ownership of learning spaces and learning needs.
  - As a leadership team, we embarked on a conscious campaign to build and nurture relationships. We set aside more time for conversations in meetings and PLTs and used contemporary learning tools e.g. QLA to ensure everyone's voice was heard. Building Leadership capacity and empowerment continues to be a priority.
  - We have engaged in study tours/PD using the Walker Learning Approach. This has been further enhanced by the provision of regular mentoring. These sessions have truly ignited the minds of our teachers and given them the tools and the impetus to ignite the minds of our students as well as align our beliefs and practices.
  - Four hour planning sessions have supported dialogue. We continually reminded our planning teams that we do needs to be student focused. Professional discussions have been encouraged and can be seen taking place regularly, both formally and informally.
  - We have worked to further develop our knowledge and ability to collect the most appropriate data and support the constructive analysis and use of data to nurture improved student learning. This continues to be an area of growth and development.
  - Personalised learning is becoming a reality. There is improved engagement and ownership resulting in improved learning and engagement for students.
- Professional Development has provided on-going skill development building the capacity of the Leadership Team and staff. Staff needs and goals as presented in ARMS have been supported with professional development and opportunities for leadership. Mentoring is offered to support staff goals. Staff meetings are used for Professional Learning (PL) with time for staff teams to engage in team research and inquiry into best practice. Each team has worked on specific goals related to the School Improvement Plan and project goals. We continue to develop team empowerment. Teachers within teams have opportunities to attend professional development together to support implementation. Each teacher has participated in professional learning days based on school identified priorities. The development of professional networks is also vital to ensure we are informed of best practice.
- The Principal participated in Developing Principal Leadership Capacity PL which included the 360 survey. Then the entire Leadership team participated in CEO PD Developing Leadership Capacity and Developing a Leadership Tool Kit. We identified areas of personal and team strength and challenges. We have a plan and are currently working on further strategies to enhance our learning culture.
- Leadership capacity has developed as we have taken the time to consult with the school community, students, parents and staff. Over the past year we have worked to ensure role clarity and purpose among all stakeholders. We have consulted with the staff, parents, students and Parish Pastoral committee in developing our purpose for the school and as well as our shared values. Parents are encouraged to join forums to make decisions about what is happening in our school as well as to join the formal groups such as the Parents and Friends, the North School Advisory Board and the Education Board.
• We have changed our senior leadership structure to involve all Year 6 students in a leadership position. Greater numbers of students want to be involved in taking positive community action.

• We have a new senior learning building that has the space we require for explicit small and large group teaching and the room for active collaboration and productivity as well as quiet reflective zones. The building is comfortable, aesthetically stimulating and calm so it can enhance learning. Each learning studio has access to an internal toilet for convenience and safety, small learning pod for small group project work and seamless access to resources including library and ICT. The building includes a Create and Make/Science and Technology studio with access to cooking facilities and outdoor learning areas.

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<th>TEACHING STAFF ATTENDANCE RATE</th>
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<td>STAFF RETENTION RATE</td>
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EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2012
St Paul Apostle North, Endeavour Hills

- Leading for Contemporary Learning in a Catholic school
- Walker Learning Approach study tours and onsite mentoring.
- Experienced Literacy Leaders - Foundations Of Literacy Leadership, Leading Literacy Learning.
- 2012 Administration Conference
- Administrative Officers Induction Program
- Global Budgeting Review & Workshop
- The Literacy Assessment Project Year 1 Literacy Leaders
- Trinidad Hunt Webinars 2012
- Coaching Skills for Principals
- P-6 Literacy Leaders Cluster - Southern
- Reading Recovery Seminar
- Reading Recovery Ongoing Professional Learning
- Mathematics Regional Leadership Cluster Primary
- Religious Education Conference 2012
- Introducing…God! What we forgot to tell them.
- Vatican II: The Grace and Vision for parish life
- RE-contextualising Catholic Identity
- AGOTP Contemporary Approaches to Primary Science
- Southern Region Learning and Teaching Network Meeting
- Leading the Implementation of the Australian Curriculum-Southern
- Deputy Principal Network - Southern
- Southern Region REC Network
- LNSLN Online 2013 briefing session
- Restorative Practices Information Session
- Cybersafety - ICON Ultranet Readiness
- Partnerships for Learning: A Community Arts Approach
- Student Wellbeing Leaders P-12
- Enhancing Leadership Team Capabilities

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 33 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | $2250 |

**STAFF COMPOSITION**

| PRINCIPAL CLASS | 2 |
| TEACHING STAFF (HEAD COUNT) | 24 |
| FTE TEACHING STAFF | 15.76 |
| NON-TEACHING STAFF (HEAD COUNT) | 12 |
| FTE NON-TEACHING STAFF | 5.96 |
| INDIGENOUS TEACHING STAFF | 2 |

**TEACHER SATISFACTION**

Staff continue to express satisfaction with their work at St Paul Apostle North. Our staff survey shows ‘individual and school morale’ along with ‘teamwork’ as relative strengths. Teaching is a complex work and demands are high for quality performance at all times. Teachers strongly agree that ‘student behaviour’ is a real strength at our school and agree that our ‘students are highly motivated’, ‘Teacher confidence’ and ‘engaging practices’ in also high.'
Goals & Intended Outcomes
To become an outward facing school and engage in authentic partnerships with families and the broader community.

1. That approachability and communication strategies will continue to improve.

Achievements

- We have further developed different avenues for communication online. You can also follow school activities and participate in parent education about Learning and Teaching by following the school on Twitter. Join us on @spanhills and check out photos, videos and short articles of interest. We have a website and all newsletters are now available online. There is a school app that can also be used for quick alerts. When we want all parents to be reminded of an event we send a text message to all parents who have provided a mobile contact. Children in senior classes are blogging. You can also follow our school blog.

- We had a great parent information night on Contemporary Learning as well as on Personal development for our seniors that was well attended.

- We have held a Class Expo for parents each term. Communication boards in each classroom also help parents be informed about Learning Goals.

- There are greater numbers of parents at Friday assemblies and class Masses.

- The doors to classrooms are opened at 8:40am so that parents can visit the room each morning and chat informally to the class teacher.

- We have created improved access for parents to the school office with a ramp and the opening up of the school office.

- Our new piazza is developing into a great meeting area for parents before and after school. The Principal’s office has a new door to the piazza improving access and communication.

- Our Father’s Day Breakfast and inaugural Mothers’ Day Breakfast was really successful. Several mums and dads took the time to attend and stayed to join in activities with their children.

- As a school community, we value, support and welcome the partnership of parent groups to enhance our school. The Parents and Friends Association (PFA) is a vital link. In 2012 the PFA helped to coordinate fundraising for the school with a wide range of events such as Mothers’ Day/Fathers’ Day stalls, and special raffles to raise money for school resources. The Parents and Friends Association also organised FUN social events such as the school disco.

- Parents represent the school on the St Paul Apostle School Education Board and also as part of the St Paul Apostle North School Advisory Committee.

- Parent involvement is always welcomed and appreciated and opportunities are provided for parents to be involved and support the school. A Classroom Helpers program is held at the start of each year and the school has been well supported by parents who can help in the classrooms or assist on excursions and sports activities.

- In 2012, Working Bees occurred each term on a Friday evening in Terms 1 and 4 while in Terms 2 and 3 they were held on a Saturday morning as a way for parents to contribute to the maintenance of the school and grounds.

- The library provided an opportunity for parent involvement through book covering; book shelving etc. 2012 was a challenge as the senior library was relocated into the junior building due to the construction and parents generously gave of the their time to organise books for borrowing once we moved into our new senior building.

- Parents were encouraged to attend combined School Masses and invited to special days such as Class Expos and Pyjama Day to share a favourite book or story in their children's classroom.

- Annual events such as Footy Day, Italian Day and St Paul's Day are opportunities for parents and friends to join in school activities. During Book Week the children were encouraged to dress up and take part in a Book Week Parade to celebrate their favourite book/author. Parents support for these events is greatly valued.
• Development of local community links was achieved through Kindergarten visits and participation in local events. The choir sang for the Friendship School Concert raising money for schools in Timor Leste. Our children participate in Clean up Australia Day and take an active interest in taking positive action to become a more sustainable school.

• Our senior students have reached out locally and across the world to share their learning via blogs. Parents have been encouraged to respond to blogs.

PARENT SATISFACTION

The parent survey in 2012 indicated parents, like the staff, rated student motivation as very high. Parents were also very satisfied with student connectedness to peers and social skills. Parents like students also rated student safety as high. There was great satisfaction with the extracurricular activities the school provides and parents responded positively to the homework program.
Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>$146294</td>
</tr>
<tr>
<td>Other fee income</td>
<td>$122604</td>
</tr>
<tr>
<td>Private income</td>
<td>$35904</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>$593559</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>$1661432</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
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</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
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</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
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</tr>
<tr>
<td>Non salary expenses</td>
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</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
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</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
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</tr>
<tr>
<td>Government capital grants</td>
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</tr>
<tr>
<td>Capital fees and levies</td>
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<tr>
<td>Other capital income</td>
<td>$9988</td>
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<tr>
<td><strong>Total capital income</strong></td>
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</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
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</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>$228209</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>$2733403</td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items: System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

1. Participate in the in CEOM - Leading for Contemporary Learning in a Catholic School Action Research.
2. Support the Change2 staff team with improving consistency and planning for Numeracy. Review Mathematics Learning and Teaching and review Mathematics Policy.
3. Prepare for the implementation of the National Curriculum.
4. Get ready for the implementation of ICON Integrated Catholic Online Network. Staff to complete epotential survey and participate in online and school based professional learning.
5. Further enhance the one on one Ipad program for senior students.
7. Further enhance student outcomes through constructive feedback and coaching. Making Learning visible with clear learning intentions and success criteria.
8. Continue to build on Catholic Identity, social justice action and strengthen Parish and school partnerships. Review Religious Education unit planning.
9. Continue to support Professional Development and resources to further support teachers’ implementation of effective pedagogy.
10. Continue to develop a rich challenging curriculum that is inclusive of all students’ needs and abilities, in particular students working beyond the expected level.
11. Update school policies.
12. Develop an outdoor chapel for reflection.
13. Continue to develop our outdoor learning spaces.