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Our values

- Respect
- Am
- Responsible
- Care
Contact Details

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Minimum Standards Attestation

I, Christine White, attest that St Paul Apostle North Primary 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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
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 personalised learning culture. Building positive relationships is the key to knowing our students needs and providing a differentiated curriculum to support their learning development. Our staff continually engage in professional dialogue, reflect and research 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.

At St Paul Apostle North, “every face has a place”. Our school is part of KidsMatter which is a widely recognised Australian Primary Schools Mental Health Initiative. We are a community, a family and everyone is an important part of our dynamic school. 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 and life.

Our dynamic staff team includes 24 teaching staff and 9 support staff. The school offers a balanced curriculum in all AusVELS the Australian curriculum in Victoria and Religious Education based on the To Know, Worship and Love Framework. 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 a 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 the professional development of staff to ensure continuous school improvement.

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 Years 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 and a brand new senior adventure playground. 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

St Paul Apostle North has made significant improvements across five school review spheres (Faith Education, Learning & Teaching, Wellbeing, Community and Leadership) over the past twelve months. The goals and intended outcomes set in the previous year have been the focus of our work. We are delighted and extremely proud of the achievements made. The school is a dynamic, positive, happy place to learn and work.

As a leadership team, we have taken on board the recommendations of the 2012 School Review and Validation. We have been committed to building relationships across the school. We have really listened and understood the needs so that action taken has been through a process of consultation. We have built trust and loyalty by being consistent with our plan, clear with our expectations, systematic with our feedback and affirming of actions that support our school goals.

We are seeing the improvements across the school:-

➢ Our parents are more actively involved in the school. They are truly becoming partners, assisting in our Kitchen Garden, helping with special projects, meeting fortnightly as part of the PFA, involving dads in special building/maintenance projects to even having parents attend professional development days with our teachers to support the implementation of initiatives such as KidsMatter. We are sharing our dreams and helping them become a reality.

➢ Our Catholic Identity is strong and tangible. We are planning so that links with scripture and life are meaningful for our students. There is a seamless implementation and living out of our faith in all that we do across the school. Students actively participate in our liturgical celebrations and there are signs and symbols all around the school that remind us that we walk in the footsteps of Jesus. Our values: I respect; I am responsible; and I care, our grounded in our beliefs. We are committed to social justice action to make a difference in the world around us.

➢ There is consistency across the school with our learning & teaching pedagogy. Our learning spaces are truly supporting professional dialogue and learning. Staff level teams are working together to analyse data to inform their learning and teaching plans, ensuring consistency and effectiveness.

➢ Our Literacy and Numeracy NAPLAN results continue to be strong and are at or above the state and national levels. We build relationships with our students to understand their needs, we analyse the data and organise focus teaching at their point of need. We are committed to a personalised curriculum that ensures learning is relevant and meaningful. We depth learning by our questions, powerful links with skills, strategies, real life applications and experiences.

➢ Our students are engaged and highly motivated learners. We have well behaved students that we are extremely proud of. The recent implementation of the School Wide Positive Behaviour Support Program is further developing their social and emotional skills. It is about being proactive and ensures consistency of expectations so that our harmonious environment continuous to flourish.

We are committed to improvement so that our students always receive the best possible support and opportunities to achieve and develop as learners. We ensure learning is visible and strive to create a school community where everyone feels like an ‘Insider’ and every face has a place.
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

- Working alongside a CEO specialist, Ingrid Green, we have revamped our planning and teaching of Religious Education to provide our staff and pupils with a deeper connection with their faith. There is improved student engagement and deeper learning with the planning and integration of RE goals with our inquiry units of work. We are making cross curricular links and drawing upon our values and social justice. Units of work are linked in meaningful ways to Scripture and the message of Jesus in our lives. We hope to instil lifelong appreciation and understanding that religion is a way of life, an integral part of our everyday lives.
- We have developed consistency with our planning across the school. We are planning with the end in mind and have our improving our methods of assessing and analysing Religious Education assessment tasks.
- The Principal went to Jerusalem to participate in the course, ‘Walking in the Footsteps of Jesus – Matthew’. The course was a study of the Gospel of Matthew as part of Principal study leave. The course has supported staff and students gain a deeper insight into the Holy Land. Sharing the message of the Gospel of Matthew with the staff has been enriched by the experience of studying in the Holy Land.
- Staff worked with Fr Chris to understand the Gospel of Matthew.
- 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. Our link with the Parish and the South school has continued to strengthen through continued conversation and joint professional development. Each term teams of staff from both schools meet to plan for any joint events. As a result, the sacramental and prayer experiences are meaningful and positive for both the children and their families.
- 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. This systematic collaboration process helps to build Parish links, fosters community spirit and shared responsibility.
- We have shared the importance of making Religious Education more visible in our school with staff and parents. Our displays now include relevant teaching of Religion in the Administration building, junior and senior learning centres as well as in the playground. Our parent community has assisted in making a cross in the centre of our school. Children assist in changing the sash around the cross to remind us of the different times in the liturgical calendar.
- We participated in the CEOM - Leading for Contemporary Learning in a Catholic School Action Research 2011-2013. Our action research focus was, ‘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 presented our learning at the Leading for Contemporary Learning Expo at the end of 2013.
- Information gained at REC network meetings is passed onto staff as required through handouts and/or discussion at staff meetings.
- Teachers mentor our Grade 6 leaders in implementing social justice events for the whole school. Children have led East Timor day to help raise funds for our sister school. They held a market day to support building new classrooms and at Christmas time helped to organise two hampers for needy families. Children across the school are developing a greater sense of making a difference and they understand the call to mission that is essential to ‘living the faith’.
Our Christian values form the basis of our wellbeing program and are referred to regularly in the teaching and modelling of positive behaviour.

VALUE ADDED

- Senior student leadership teams have worked with mentor teachers to involve the whole school in social justice action. They led an East Timor day to raise funds for our sister Catholic school that needed new classrooms. The planning team worked with the Friends of Ermera and organised for students to participate in various cultural activities to raise awareness and raise funds.
- As part of the senior students' economics unit, they developed a small business. Funds raised on their market day were used to support the East Timorese school.
- Students have participated in a variety of activities to show empathy and real assistance to others in our local community. At the end of the year both junior and senior learning communities organised a large Christmas hamper to support needy families.
- 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.
- Parents are involved in their child's faith development and attend 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.
- Our Liturgy leaders in Grade 6 represent our school at the St Patrick’s day Mass at the Cathedral and participate in the Catholic Education Week celebrations after the Mass.
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 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 within class and small focus teaching groups 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.

- 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 continued to work on making learning visible. Communication boards are clearly visible in all classrooms displaying learning intentions and rosters for focus pupils. During teaching time, learning intentions and success criteria are shared and explored with the children to provide them with a clear focus and enable them to achieve and be successful in their learning. It also encourages them to extend and challenge their learning. They also help parents and other staff know the focus for Learning & Teaching.

- Our commitment to personalised learning has accelerated this year through the implementation of our diverse programs such as the 1:1 iPad program for Grades 5 and 6, the Walker Learning Approach, the maths enrichment program and LAP – Literacy Assessment Project. Our staff have been learning about the value of feedback to personalise learning for all of our pupils. Our staff have been providing both verbal and written feedback to pupils to enhance their learning and development.

- Staff across the school have participated in the CEOM -Change2 process. The focus for our change has been Numeracy. The Change 2 initiative has proven to be a valuable process to strengthen relationships among staff members as well as provide a clear, focused direction for the development of numeracy across the school. The team have developed a plan to ensure consistency across the school with the learning and teaching of numeracy. The implementation of the plan has led to many positive outcomes:
  - The maths policy has been updated with all staff having an input.
  - A scope and sequence for the four operations – addition, subtraction, multiplication and division has been developed to show the progression and development in these areas from Prep to Grade 6.
  - There has been a focus on more practical and open-ended questioning.

- Our mathematics coordinator has undertaken a stocktake of our maths resources and organised to update and distribute new resources to each level.

- Our maths enrichment program provides support and extension for children in their mathematical development. It challenges them to think critically and enable their problem solving abilities.

- We have a focus on improving reading comprehension. Our middle and senior school students have benefitted greatly from the LAP – Literacy Assessment Project that has been implemented for the past two years. We have had our Literacy Coordinator and Learning and Teaching Director attend professional learning to act as coordinators of the project. Our Grade 3 and 4 teachers have participated in the program last year and our Grade 5 and 6 teachers are commencing this year. 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. LAP has allowed our teachers to plot student’s learning on a continuum and set realistic, achievable goals.
We have had a strong focus on developing oral language as a foundation for Literacy and, in particular, improved comprehension in later years. The Walker Learning Approach has been an integral part of the personalisation and oral language development of our pupils over the past five years. As this approach is based on their interests, children are immediately engaged with their learning. This approach is building confident children showing growing speaking and listening skills, literacy skills, comprehension skills as well as numeracy, social and emotional skills. We have consistent strategies to support the learner across levels and across the school. We have seen improved engagement and outcomes across all areas of the curriculum.

Staff have begun their preparation for ICON, participating in professional learning around Google Drive, Google Docs, Scootle and blogging.

We have successfully implemented the AusVELs curriculum with all teachers planning and reporting from it.

We continue to refine our units of work to be inclusive of the following:

- Building relationships to know individual students, their interests and needs.
- Make Learning Visible with clear goals.
- The provision of Assessment criteria/rubrics so expectations 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.
- 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.
- Feedback to guide improvement plans.

We are continuing to support learning of student with special needs or learning English as an additional language with a variety of strategies. Our teachers have attended additional professional learning to improve their diagnostic skills and to plan for learning improvement of these children. The successful implementation of PERI - Phonological Early Reading Instruction, Cued Articulation & Phonological Awareness Course and Colourful Semantics are some of the programs that have been successfully implemented to support student learning in literacy.

We are using higher order creative and critical thinking questions to depth learning. Through the use of a variety of strategies, such as using mind maps and reflective tools like using an iMovie to explain steps in problem solving we are supporting deeper student learning. The more connections we make, the greater the transfer of learning. We are supporting active rather than passive learning.

We are forming links with our local community to make learning meaningful. Implementation of the Stephanie Alexander Kitchen Garden Program is one example of this. Children have the opportunity to apply learning in meaningful contexts as they measure for a real purpose or read and follow instructions to complete a task. In addition, the wisdom of parents helps to pass on skills and knowledge about gardening and food from various cultures. In an economics unit children develop a business and have a market day involving the community and whole school to gain the practical experience of budgeting, planning, advertising, checking the interest for their product, and raising funds for a social justice cause.

### STUDENT LEARNING OUTCOMES

Our three year trend data 2011 to 2013 shows our minimum standards are relatively consistent with 100% or just under meeting the standards in all areas tested in both Year 3 and year 5. We continue to rank at the state average or above the average results of similar schools in all areas tested in the NAPLAN. We are seeing growth in our results in reading and numeracy. These have been areas of key school improvement focus for the past few years. 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. We are pleased to see our focus on oral language in the junior grades is seeing positive results in our reading data in NAPLAN.
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

- The whole school has adopted the School Wide Positive Behaviour Support Program (SWPBS) framework which is a non-reactive, data driven process that enables teachers to focus on positive behaviours and regularly monitor these. We have established the 3 school values – I Care, I Respect, I am Responsible as part of our SWPBS Program. A behaviour matrix has been developed in consultation with student, staff and parents. This matrix provides for consistent expectations across the school. It is used as a guide to teach skills that require reinforcement. We have a SWPBS committee that meets to analyse data and determine focus areas. Students with needs are assisted with further support. In addition, positive behaviour is tracked and students’ positive actions are acknowledged at the whole school assembly every Friday with ‘value awards’ being presented each fortnight.

- We have had a focus on building a positive school environment. We have commenced the implementation of KidsMatter which promotes student mental health and wellbeing. Parents and staff have formed a KidsMatter committee and have attended PD. The whole staff, involving everyone who works at the school have attended the launch of the first component – Developing a Positive Committee – Every face has a place. There are a number of actions to ensure parents, students and staff feel a sense of belonging and connection. We are exploring ways to reach out to all stakeholders and ensure we build relationships to be better informed about the needs and actions required.

- Our staff has undergone professional development training with Trinidad Hunt International author, consultant, trainer and educator. This learning day has strengthened relationships and provided us with an amazing resource – IQ, EQ, SQ to explicitly teach our students the intellectual, social and emotional skills they require for their growth.

- Three members of the Leadership Team have been coached by Trinidad Hunt to work on relationships and improve the school community. We have worked to create a positive culture within the school where ‘parents feel like insiders’. Eg. A welcoming school, regular fortnightly PFA meetings, provide opportunities to listen to parents, newsletter.

- We have implemented the Stephanie Alexander Kitchen Garden Program which has a multitude of benefits. It introduces food education to our students as well as developing relationships and empathy. Parents support the program by assisting in the garden and kitchen sessions.

- 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. Goals are discussed and key improvement strategies identified. Monitoring takes place to ensure that students’ needs are being met.

- The Special Needs Team monitors the programs of all students to ensure their needs are met.

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

- 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.
Students in Year 6 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 are given opportunities to contribute to school ideas and policy.

Prep students have a Year 5 buddy and Year 1 students have a Year 6 buddy to help them feel safe, valued and connected. SPAN is a member of the Allanah and Madeline Foundation Better Buddy program.

Our Student Representative Council (SRC) 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. SRC continues to meet once every fortnight.

The Prep transition program continues to develop with an intentional focus on developing the partnership with local kindergartens. We have focused on improving the transition process for Prep children with our teachers meeting 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.

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. We introduced a Learning Discovery Night in Term 1 to support parents in understanding contemporary pedagogy. Parent/Teacher interviews take place in Terms 1 and 2. At these meetings students set learning goals and discuss these with their parents and teachers. 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.

Continue to implement ICT in our Teaching and Learning to promote student engagement.

The Active After School Communities Sports 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.

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

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 extracurricular activities and these include: Lunchtime games club, disco, School Choir, Interschool Sports, Active After School Community Sport, Talent Show, Cultural Fiesta, Sports Carnival, Art Show, Student Leadership Committees, cooking and gardening activities, tabloid sports and Organising committees. Eg. fundraising group for our sister school in East Timor and for the parish/local families in need.

Whole school celebrations e.g. Learning Expo Night, Book Week, Mother's/Father's Day Breakfast.

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 Belvedere Aged Care and at the Endeavour Hills Shopping Centre.

Our school swimming team, who have won the local interschool trophy for four years in a row, were runners-up in 2010, 2011 and 2012. Winners again in 2013 and 2014!!!

Our cross country under 10 girls team had 5 of the top 10 places!

We have introduced the Stephanie Alexander Kitchen Garden Program for Grade 3 and 4 students.

Programs to further personalise student learning continue to operate in the school. 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.

Maths Extension - Children requiring extension are accelerated in small focus groups.
• School provides the opportunity for families and students to visit the school psychologist from OnPsyche.

• 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.

• Class excursions.

• The Grade 3 and 4 students participated in the BIG DAY OUT. They had a sleep over and a hot breakfast cooked by parents. The Year 5 and 6 students went to Sovereign Hill for their three day school Camp.

• The Seasons Program operates in the school to help students with grief and loss if needed.

• Walker Learning Approach – empowers students to take responsibility for their learning and develop relationships with their teacher as the focus student.

• Working bees – future projects discussed and planned for, creating a ‘buzz’. Eg. senior playground.

**STUDENT SATISFACTION**

• The student data shows growth and development in teacher relationships and engagement in learning. The area of ‘Engagement in Learning’ is particularly high with students indicating their confidence and motivation in learning is extremely high. In addition, in the area of ‘Teacher Relationships’, the data shows students indicated there is a very stimulating learning environment provided at the school and teacher empathy is high.

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

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Father’s day Breakfast
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 have had two staff professional development days with Trinidad Hunt to empower our staff and build relationships. The first day focused on Leadership – becoming a high Performance Team - and the second day focused on the power of Personal Influence – Who you are makes a difference. We have had an overnight staff Professional development and have participated in a cooperative challenge to continue to enhance our team unity and build staff relationships. They have had a big impact on the way we work together and achieve the goals we are setting across the school.

- The Principal, Deputy Principal and Literacy coordinator have worked with Trinidad Hunt on our goals and action plan. Each month this team we have had a Skype coaching session as a team and personally to make key changes. We have had a focus on building relationships, improving the clarity and the direction and empowering teams. We are leading by our actions - “Be the change we want to see.”

- Staff has been regularly consulted so we can clarify and refine areas for improvement. They have answered, what is working? What could be working better? What do we need to do to improve? The process has been used to identify the key areas of change.

- To develop as a high performing team, a key improvement area identified was communication. All teams were consulted and staff agreed on ways we can improve our communication. The leadership team made a commitment to work on items identified.

- Our staff role descriptions have been modified, refined and updated to improve clarity.

- The leadership team has been committed to the changes required. Having the staff news updated on the desktop by Friday for the new week and having a staffroom TV to advertise key events on display each morning have helped build trust and loyalty, leading to commitment and positive results across the school.

- As a team we monitor weekly what we are doing that demonstrates the commitments we have promised, what we inadvertently did not do or did not demonstrate and what will we do next to more fully demonstrate this promise.

- We have worked on helping each stakeholder an ‘insider’, beginning with the staff and extending to our parents. We have made learning visible and we are making our school goals and areas for improvement visible. We are thus having greater buy in and involvement in reaching the goals. There is improving ownership and greater responsibility being taken across the school.

- We affirm actions by staff that supports our key goals. We are more conscious of ensuring that we do acknowledge one another and believe this is essential to building a positive school community while embedding the behaviours we want to see repeated consistently across the school.

- We visit classrooms daily on learning walks and spend time with students to talk and observe their learning. We feedback to teachers and affirm practices that support our learning and teaching goals.

- We have improved our evaluation at the end of each term and continued to obtain feedback to refine our action plan. What worked well? It would be even better if? This regular consultation has supported the building of relationships and implementation of a clear agreed plan.

- We have worked on helping parents feel they are partners in the process of education and experience being an insider to this process. We have committed to agreed actions to develop these relationships. We held a Learning Discovery night at the start of the year so that parents could see learning in action, we have held regular PFA meetings each fortnight and made a commitment to see the fundraising project completed with the installation of the senior playground. As a result, we are experiencing improving relationships and involvement of parents. Parents have been more actively involved in policy development. Eg. excursion policy.
• Goals and action are reviewed and the processes are documented. Making the action clear, persisting and encouraging supportive consistent team behaviours has helped to embed strategies and depth positive habits. Actions that have been successful have occurred as a result of getting everyone engaged and clear of the direction right from the start.

• We have worked on being systematic and consistent. As a result, we have developed an events file to keep a log of our feedback and evaluations. What did we do? What did we learn? What could we do better next time?

• We have participated in the CEOM Change2 strategy. A member of each team has worked on the numeracy goal and taken ownership to implement the plan. Three staff members have also completed the Change2 training. One staff member has also helped another school with their Change2 strategy. We use the Change2 tools to help refine our thinking and directions for other goals.

• We have a structure of regular meetings to ensure all staff are consulted and informed. Teachers meet weekly for staff meetings and PLT’s, the Principal and Literacy Coordinator meet with our Integration aides fortnightly and the Principal also meets with School Officers each fortnight. In addition, the leadership team and wellbeing team meet weekly. The Principal and Deputy meet with the PFA each fortnight. There is definitely an improvement in communication from this consistent structure.

• We have participated in the CEOM Performance and Development in Catholic Schools PD. As a result we are trialing triads to improve our Learning & Teaching strategies. We take turns to teach and be observed on a particular focus. We are using the ‘Ladder of Feedback Guide for Classroom observations: adapted from ‘Seeing Learning 2014’ to guide our reflection and feedback for improving classroom practice. This process is in its early implementation but is already having benefits for all involved in the triad.

• Four hour planning sessions have supported dialogue in planning teams. We continually remind our planning teams that everything we do needs to be student focused. Professional discussions have been encouraged and can be seen taking place regularly, both formally and informally.

• Teams set goals and work together to support team improvement during Professional Learning Team meetings each week.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2013**

- Walker Learning Approach mentoring.
- Trinidad Hunt coaching of leadership team
- Mathematics Regional Leadership Cluster Primary
- Southern Region Learning and Teaching Network Meeting
- Leading the Implementation of the Australian Curriculum-Southern
- Blogging - ICON Ultranet Readiness
- Student Wellbeing Leaders P-12
- Enhancing Leadership Team Capabilities
- CEOM - Backpay Calculator Information Session AM (Eastern)
- CEOM - Pro Rata Holiday Pay
- CEOM - Backpay Calculator Information Session AM (Eastern)
- CEOM - Pro Rata Holiday Pay
- CEOM - Global Budgeting GER & Funding Allocation Calculator
- CEOM - Administrative Officers’ Induction Review
- CEOM - Coaching is a Conversation
- CEOM - The Literacy Assessment Project Year 2 Literacy Leaders
- CEOM - The Literacy Assessment Project Year 2 PLT
- CEOM - P-6 Literacy Leaders Cluster - Southern
- CEOM - CEOM - Reading Recovery Ongoing Cluster
- CEOM - Reading Recovery Seminar
- CEOM - Reading Recovery Ongoing LRR 808D
- CEOM - Reading Recovery Initial Day
- CEOM - SME - Successful Mathematics Education 5-7 (Number & Algebra)
- CEOM - SME - Successful Mathematics Education 5-7 (Geometry)
- CEOM - SME - Successful Mathematics Education 5-7 (Measurement)
- CEOM - Regional Mathematics Leadership Cluster (Primary - E & S)
- CEOM - SME - Successful Mathematics Education 5-7 (Probability & Stats)
- CEOM - 2013 Graduate Teacher Welcome Function
- CEOM - The Year of Matthew Southern/Eastern Region
- CEOM - Change2 Facilitator Training - Southern Region
- CEOM - Leading for Contemporary Learning in a Catholic School Day 4 & 5
- CEOM - Deputy Principal Network - Southern
- CEOM - Personalised Learning Day 1 - Southern Region
- CEOM - Personalised Learning Day 2 - Southern Region
- CEOM - Personalised Learning Day 3 - Southern Region
- CEOM - Personalised Learning Day 4 - Southern Region
- CEOM - Southern Region REC Network
- CEOM - Southern Region Student Services Network Term 2
- CEOM - Cued Articulation & Phonological Awareness Course (Southern) 2013
- CEOM - Colourful Semantics
- CEOM - School Wide Positive Behaviour Support 2013
- CEOM - ERIK REVIEW - for schools currently implementing ERIK
- CEOM - PERI - Phonological Early Reading Instruction
- CEOM - Film making for teachers of gifted students.
- CEOM - LNSLN online briefing session - Southern and Eastern Regions

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL

<table>
<thead>
<tr>
<th></th>
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### AVERAGE EXPENDITURE PER TEACHER FOR PL

<table>
<thead>
<tr>
<th></th>
<th>$2257</th>
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### TEACHER SATISFACTION

In all areas surveyed our teacher data has improved from the previous year. Our organisational climate aggregate data has improved by 9 points and our teacher climate aggregate data has improved by 11 points. Supportive leadership and empathy areas of focus have improved. Individual and school morale have strengthened and are equally as strong. Our teacher data continues to indicate high teacher confidence. Team work and ownership are relative strengths. Staff results indicate engagement is a strength.
School Community

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

- As a staff, we have committed ourselves to ensuring that parents feel like “insiders” at St. Paul Apostle North. We have actively promoted and personally invited parents and community members to become part of our Parents and Friends Association and have witnessed an amazing re-birth of this group. The PFA group have formed themselves into sub-committees which have successfully planned and run the Mothers’ Day stall and breakfast, twilight sports sausage sizzle, hot dogs on Learning Discovery Night and have many more plans for the future. An offshoot of this group is our “Men’s Group” which has met separately and planned and built edging and seating for our adventure playground. This group is in the process, of building a set of cubby houses for our developing sensory garden.

- We have included parents in our training sessions for KidsMatter and have two parents on the Action Committee. A group of parents are researching and putting forward a proposal for a new excursion policy, and our Wise Women’s group, which meets fortnightly, is beginning to expand.

- Our regular special events have been very well attended, including Mothers’ and Fathers’ Day breakfasts, Learning Expos for each class at the end of each term, weekly assemblies and regular class masses and liturgies. This year we introduced a new event, a Learning Discovery night where all parents, grandparents etc. were able to sit in on a lesson in their child’s classroom and then participate in a scavenger hunt allowing them to explore all areas of the school and discover all the learning opportunities we provide at St. Paul Apostle North. This event was very well attended and the feedback was extremely positive.

- Book Week, Pyjama Day, Footy Day, East Timor Day and St. Paul’s Day are all opportunities for parents to join us for special celebrations. Parents are encouraged to be part of our Senior Interschool Sport sessions on Friday mornings and to join us on excursions and incursions.

- Our Parent/Community Room has had a very slow start but we have recently met to brainstorm ideas to make it more appealing, such as conducting regular toddler groups etc. We are hoping that this will become a vibrant hub of our school.

- We have become part of the Stephanie Alexander Kitchen Garden program and this has provided a wonderful opportunity for parents and grandparents to become involved in either the cooking or the gardening aspect. The children are benefitting from both the expertise of these adults, and the opportunity to interact with a different group of adults.

- Every class has established a blog and this is proving popular for parents to keep informed about what is happening in their children’s classes. We encourage parents to comment on these blogs. As part of our commitment to approachability, each teacher is endeavouring to make contact, in a positive way, with every family at least once a term. Parents have commented that there is a perceptible and positive change in the “feel” of the school.

- Installation of a new senior playground has resulted from the combined efforts of funds raised by our Parents and Friends Association over the past three years. Students have also be part of the consultation process and contributed to the final design. This provided an opportunity for meaningful mathematics investigation checking not just the cost but the area and perimeter as well as safety considerations of the design. It is great to have our new playground to enjoy as result of this great school and community action.
Special events

- Class expos are still held for parents each term where parents are invited to take part in their child's learning.
- Learning Discovery night: a great gathering where parents are able to be part of their child's lesson in the classroom. A scavenger hunt was also held where parents were given opportunities to have a closer look at all learning areas.
- Mother's Day and Father's Day Breakfasts. There is usually big turnout of parents with many on both occasions taking the time to visit and stay in their child's classroom.
- Pyjama Day: parents and grandparents are encouraged to attend and share a book with their own child or groups of children.
- Footy Day, St Paul's Day and Book Week are events where the parents are encouraged to attend.
- Children at all levels are writing invitations to parents asking them to attend class masses and assemblies.
- Education Week: a presentation/stall at the local shopping centre to highlight and make St Paul Apostle North more visible to the local community.
- Talent show, Art Show and concerts.
- Easter prayer services and Christmas concert.
- Special event days for social justice causes.
- Bush dance and Cultural Fiestas.

PARENT SATISFACTION

Parent opinion data in the majority of areas is showing growth and improvement. In areas that were already high the results are the same. Student behaviour is seen as a positive strength with student safety and classroom behaviour both rated particularly high. As in previous surveys, student motivation is rated high by staff, students and parents. Parents have continued to respond positively to the homework program and show great satisfaction with the extracurricular activities the school provides.

Two areas of growth are parent partnerships and reporting. It is pleasing to see improvement in this area in our data.

The new senior playground just completed, before the mulch was added.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
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<tr>
<td><strong>Recurrent income</strong></td>
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</tr>
<tr>
<td>School fees</td>
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<tr>
<td>Other fee income</td>
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<tr>
<td>Private income</td>
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<tr>
<td>State government recurrent grants</td>
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<td><strong>Recurrent Expenditure</strong></td>
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<td>Salaries; allowances and related expenses</td>
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<td>Non salary expenses</td>
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<td><strong>Capital income and expenditure</strong></td>
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<td>Government capital grants</td>
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<td>Capital fees and levies</td>
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<td>Other capital income</td>
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<td><strong>Total capital income</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
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<tr>
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<td><strong>Total closing balance</strong></td>
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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. Further enhance student outcomes through constructive feedback and coaching. Making learning visible with clear learning intentions and success criteria.
2. Participate in the CEOM – Performance and Development Culture in Catholic Schools. Implement triads and one to one coaching to support improved classroom practice.
3. Continue to build on Catholic Identity, social justice action and strengthen Parish and school partnerships. Continue work on RE unit planning, linking faith and life as well as staff formation of scripture.
4. Support the Change2 staff team with improving consistency and planning for Numeracy.
5. Develop critical and creative thinking skills to support deep learning.
6. Implement the KidsMatter components with the school community to support improved wellbeing and mental health. Continue to build relationships across the school to ensure ‘Every face has a place.’
7. Further embed the School Wide Positive Behaviour Support Program across the school.
8. Get ready for the implementation of ICON Integrated Catholic Online Network. Staff to participate in online and school based professional learning.
9. Further enhance the one on one iPad program for senior students.
10. Continue to support Professional Development and resources to further support teachers’ implementation of effective pedagogy.
11. Continue to develop a rich and challenging curriculum that is inclusive of all students’ needs and abilities, in particular, students working beyond the expected level.
12. Update school policies to ensure clarity of expectations and consistency of processes continues.
13. Continue to develop our outdoor learning spaces.
### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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ANNUAL REPORT TO THE SCHOOL COMMUNITY

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<th>Year</th>
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<td>Year 3</td>
<td>91.82</td>
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<td>Year 4</td>
<td>92.81</td>
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<td>Year 5</td>
<td>91.65</td>
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<td>Year 6</td>
<td>92.86</td>
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<td>Overall average attendance</td>
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TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

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<tr>
<td>85.53%</td>
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STAFF RETENTION RATE
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**TEACHER QUALIFICATIONS**

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<tr>
<td>Masters</td>
<td>16.67%</td>
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<td>Graduate</td>
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<tr>
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<tr>
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<tr>
<td>Diploma Advanced</td>
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**STAFF COMPOSITION**

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<tr>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<td>FTE Non-Teaching Staff</td>
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