St Paul Apostle North, Endeavour Hills

2014 ANNUAL REPORT

to the School Community

REGISTERED SCHOOL NUMBER: 1897
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Minimum Standards Attestation

I, Christine White, attest that St Paul Apostle North Primary, Endeavour Hills 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

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
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.*
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 engages 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 embraces 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 with authentic links to faith and life is 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 make adaptations to the program to challenge 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 and even weekly 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 are making learning visible so that children are clear of their expectations. We analyse the data and organise focus teaching at their point of need at the classroom level. 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. We are analysing data at a leadership level to inform action for student improvement across the school and in the classroom.

➢ 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
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 have been successful in getting a Performance & Development grant with a focus on RE. Our goal is ‘Create a culture of regular coaching and feedback that occurs formally and informally, to improve professional practice and support higher order thinking/ deep learning in Religious Education as well as across the curriculum.’ Our teaching teams have formed triads and are using the ladder of feedback protocol to provide feedback on areas of focus determined by the teacher being coached. The process has helped support capacity building of teams leading to improved pedagogy and consistency across the school.

• We have formed a partnership with St Elizabeth’s North Dandenong. Our leadership teams have met regularly to share strategies and reflect on progress. The partnership challenges thinking and supports improvement.

• 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 worked on refining our questioning to provide the opportunities for deeper thinking and connections.

• We have developed consistency with our planning across the school.

• We have improved our use of the RE tracking tool to assist with the design of assessment tasks. We are planning with the end in mind and have improved our methods of assessing and analysing Religious Education assessment tasks.

• We have had a sustained staff focus on the use of scripture. We have had professional development with Ingrid Green. We are making richer, improved connections with scripture and units of work.

• To depth understanding and connections we are using Literacy strategies to unpack scripture texts. E.g. RIDER, putting yourself in the hot seat as well as continuing Godly play as part of inquiry and investigations with our junior students in particular.

• We have engaged in regular conversations with Fr Tony to reflect, question, explore and depth still understanding to aid staff formation and support curriculum implementation.

• 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. 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.

• Catholic Identity is stronger. Students are more actively engaged in liturgical celebrations, confidently articulate their thinking and actively participate in social justice actions.
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.

- Our social Justice student leadership Team have organised ‘Free’ dress Gold coin days to support special causes.

- 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 have focused on ensuring that our learning and teaching strategies are personalised, contemporary and consistent across the school. E.g. focus students ensure we meet with each student in a fortnight to build relationships, understand and cater to their learning needs.

- We have documented our learning and teaching principles and beliefs.

- 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 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.

- 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 are uploading our assessment data to SA tracker. This is assisting with the analysis of learning growth for the individual student by the teacher as well as assisting analysis of learning growth at a team and whole school level. By the staff and leadership team.

- 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.

- We are providing quality 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 have attended CEOM Mathematics PD and the whole staff have participated in PD focusing on number with Ann Giversoni. We have continued to refine our strategies to support the development of number across the school. A particular focus has been in mental computation strategies.

- We have updated our scope and sequence in number.

- There has been a focus on more practical and open-ended questioning.

- We have a focus on improving reading comprehension. Our middle and senior school students have benefited greatly from the LAP – Literacy Assessment Project that has been implemented for the past three years. LAP has allowed our teachers to plot student’s learning on a continuum and set realistic, achievable goals.

- We have also trailed the implementation of CAFÉ and Daily 5 across our Grade 3-6 with strategies such as building reading stamina and interactive read-alouds. We have also the implementation of some of the strategies in Gr 1-2 as well.
We have had a robust 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 six 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 consolidated the use of Google Drive, Google Docs, Scootle and blogging to assist planning and communication.

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 forming links with our local community to make learning meaningful. The implementation of the Stephanie Alexander Kitchen Garden Program is one example of this. We have had parents and volunteers helping with our cooking and gardening sessions as well as with acquiring needed resources.

We have a well established 1:1 iPad program for Grades 5 and 6. We have refined our parent information and cybersafety programs to support the effective use of technology to support learning. A green screen has had another dimension and skills for students to make iMovies to share their learning.

**STUDENT LEARNING OUTCOMES**

- Provide an explanation about the changes in NAPLAN data over the 3 years 2012, 2013 and 2014.

Our three year trend data 2012 to 2014 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.

Our two year growth from grade 3 to grade 5 is excellent with consistently more than like schools and the state.

We are particularly pleased with our Grade 5 results with 100% of students reaching the minimum standard in Reading, Spelling and Grammar and punctuation. While there has been improved results with very close to 100% achieving this benchmark in Numeracy and writing. We are supporting our yr 3 2014 cohort with a number of children with special needs with targeted clinics in reading and spelling to support their learning.

Our school has consistently gained results that are significantly higher than other schools in writing with both Narrative and Persuasive writing in NAPLAN tests over the past five years.

We are seeing growth in our results in numeracy. This has been areas of key school improvement focus for the past few years.
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

- We have created a whole school ethos on building a positive school environment through implementing Kidsmatter. We have implemented component one – Positive School Community. The whole staff, involving everyone who works at the school and parent representatives have attended staff meeting each term with a focus on Kidsmatter. Across the school we have embraced that – ‘Every face has a place’ and what that means for our school program and environment. 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. We have a Kidsmatter student committee and participate in Kidsmatter network dates to keep informed about developments.

- 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 introduced the concept of being ‘Bucket Fillers’ rather than ‘Bucket tippers’ We have discussed the notion of ‘Playing it forward.’ To develop a positive community that encourages and supports others to flourish. We give out Hi5 cards on the yard and in the classroom when we notice students being encouraging and supportive. Classes keep a tally and the class with the most Hi5’s gets awarded the golden bucket each Friday at Assembly. They also get a 5 minute extra play as a special prize.

- To reinforce the demonstration of our school values. Values awards in the shape of ‘little people’ are given out at an assembly each Friday. We also hand out student of the week awards and give personal and written feedback to students.

- To build relationships and a sense of belonging with students and parents and the wider community we invite participation in our Kitchen Garden, class breakfasts, workshops, and special community events such as our Cultural Fiesta.

- We build relationships with our students and use wherever possible their interests as a springboard into learning. Every child across the school gets to be a focus student once each fortnight so that their particular learning needs can be observed and support provided.

- Our staff has undergone professional development training with Trinidad Hunt International author, consultant, trainer and educator. 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.

• 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.

• 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 have a Learning Discovery evening in Term 1 to support parents in understanding contemporary pedagogy. Parent/Teacher interviews take place in Terms 1 and 2. These are times to discuss growth and set new goals for the next semester. 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.
How non-attendance is managed by the school.

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, Endeavour Hills Shopping Centre and Dandenong Plaza.
- 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, 2014 and 2015!!!
- Our cross country under 10 girls team had 5 of the top 10 places! With the winner from our school.
- 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.
- We run an after school sports program for juniors and seniors with a different sport highlighted each term.
- We have a Saturday keyboard program offered at the school.
- We are developing an interactive dramatic play space on the playground with the building of our cubby.

STUDENT SATISFACTION

The student data shows high student confidence and motivation. Students also show a high level of satisfaction with the stimulating learning environment provided and with teacher empathy. Our student survey also shows that student behaviour and morale is also very positive.

- In all surveys involving staff, students and parents, student behaviour was seen as a major strength at our school.
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 worked on making 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 have a greater visible presence across the school in order to build relationships, give constructive feedback and identify needs. The principal and members of the leadership team visit classrooms regularly 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 participated in the CEOM Performance and Development in Catholic Schools PD. As a result we are trialling triads to improve our Learning & Teaching strategies with a focus on RE. 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. Staff report it is good to share expertise, ideas, ways forward through these coaching sessions. They build relationships and consistency across the team and school.

- We are in a collective with St Elizabeth’s and each term the leadership teams meet to share strategies and ideas that challenge each other to improve.

- The Principal, Deputy Principal and Literacy coordinator have worked with Trinidad Hunt on our goals and action plan. Each team we have had a Skype coaching session as a team 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.”

- We send staff on PD in twos and generally have a sustained focus on a series of days or staff meetings to help staff with implementation and support them to embed new learning. We have had a focus on Religious Education and have worked with Ingrid Green to help with the integration of RE with our Inquiry program. We have also supported the implementation of consistent practice with regular mentoring. e.g Walker Learning. We have sent entire teams to learn a strategy e.g. PERI, phonemic awareness.

- 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.

- A key improvement area identified was communication. All teams were consulted and staff agreed on ways we can improve our communication. The leadership team has consistently and consciously worked on items identified.

- 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 continue to modify, refine and update role descriptions to improve clarity. The latest role to be refined is the administration roles.
The leadership team has been committed to the changes required. Having the staff news updated on the desktop by Friday and staff consulted and informed well in advance about events have helped build trust and loyalty, leading to commitment and positive results across the school.

As a leadership 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 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 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 Information 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 air conditioning of both the senior and junior learning areas. 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 use the Change2 tools to help refine our thinking and directions for improvement goals.

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

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<th>Description</th>
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<td>CEOM - Mentor Professional Learning</td>
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<td>CEOM - Literacy Assessment Project: Ongoing Network</td>
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<td>CEOM - F-6 Literacy Leadership Cluster - Southern</td>
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<td>CEOM - Reading Recovery Ongoing PL; Initial Day &amp; Seminar</td>
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<td>CEOM - Southern Region Religious Education Leaders Network</td>
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<td>CEOM - Student Wellbeing Leaders Seminar 1</td>
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<td>CEOM - Southern Region Student Services Network Term 1</td>
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<td>CEOM - 2014 Admin Conference - Waves of Change, Oceans of Opportunity</td>
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<td>CEOM - Reflective Evaluation for Active Leadership</td>
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<td>CEOM - The Literacy Assessment Project Year 3 Literacy Leaders</td>
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<td>CEOM - Performance and Development Workshop Series A</td>
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<td>CEOM - Reading Recovery Ongoing Group 14</td>
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<td>CEOM - Reading Recovery Initial Day</td>
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<td>CEOM - Primary Mathematics: Leadership Cluster East &amp; South</td>
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<td>CEOM - Southern Learning Support Officers Workshop Peninsula</td>
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<td>CEOM - Southern Region Leadership in EAL L&amp;T Workshop</td>
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<td>CEOM - LNSLN 2015 Guidelines Briefing Session - Southern Region</td>
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<td>CEOM - SW-PBS Combined Network Day</td>
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<td>CEOM - Creativity, Innovation and Giftedness-Twilight seminar</td>
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<td>CEOM - Briefing - Nationally Consistent Collection of Data (South-East)</td>
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<td>St John’s First Aid</td>
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<td>PD with Trinidad Hunt Coaching as a Conversation</td>
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<tr>
<td>Coaching with Trinidad hunt</td>
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<tr>
<td>PD with Ingrid Green on RE</td>
</tr>
<tr>
<td>PD with Yong Zhao</td>
</tr>
</tbody>
</table>
PD on SOLO Taxonomy
Using scripture with children – Ingrid Green

NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 28
AVERAGE EXPENDITURE PER TEACHER FOR PL | $2256

TEACHER SATISFACTION

In all areas surveyed our teacher data has stayed balanced from the previous year. Our organisational climate aggregate data has improved marginally by .1 points and our teacher climate aggregate data has improved by .8 points. Role clarity and appraisal and recognition areas of focus have improved. Individual and school morale are equally as strong. Our teacher data continues to indicate high teacher confidence. Team work and ownership are relative strengths. Staff results indicate engagement and learning are strengths. Data shows high teacher satisfaction with student behaviour and motivation.
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 our Parents and Friends Association with fortnightly and now weekly meetings that our attended by the Principal and Deputy Principal. We have witnessed this group grow in strength as relationships have developed. This has resulted in extraordinary contributions to the school. The PFA group have successfully planned and run fundraising events such as Mother’s day and Father’s day stalls, raffles and breakfasts as well as just FUN community building events such as a children’s disco and even holiday play dates run at the school. They have also been involved in implementing school banking for students, helping with ideas from school signage to our excursion policy and even painting the new cubby!

- 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 has designed and built two cubby houses for our developing interactive, creative garden.

- The PFA planned and successfully ran our Cultural fiesta to celebrate the 30th Anniversary of the school. The committee organised signage, promotion, food stall and rides. Along with the staff entertainment was organised and the day was a great celebration of our school and dynamic community.

- We have included parents in our training sessions for KidsMatter and have two parents on the Action Committee.

- 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.

- With the suggestion from parents we notify parents if there child is to receive an award at assembly. As a result the numbers of parents attending a Friday assembly has continued to increase.

- 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.

- 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.

- Level within the school have 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, teachers have made themselves more visible for informal and formal chats. A member of the leadership team is always rostered on for either before or after school duty each day. Teachers are 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.

- We have introduced class breakfasts. Children and parents attend a breakfast with their class teacher. After breakfast there is an opportunity for parents to observe a teaching session on a given focus. These have been well attended.
• We have introduced ‘Parent Chats’ and workshops on Mathematics as requested by parents to share ideas on ways we help children learn concepts in number. Parents are given ideas such as games that will support their child’s learning.

• We have run ‘Community Circles’ at different times of the day to give parents an opportunity to share ideas or ask questions.

• We have run parent workshops in the evening from contemporary learning, to guest speakers on Walker Learning Approach and Building Resilience in Children.

• We have had a focus on communication and have used multiple platforms to share information with our school community. We have a website, use a school app for notifications, use SMS for alerts, have a fortnightly newsletter as well as have a school blog and send home notices. At the start of each term a What’s Happening newsletter goes home for each child with the news from the level team. Each classroom has a communication board with the goals and timetables for the week as well as information on who are the focus children for extra personalised focus for the day.

• As part of developing as an outward facing school we have developed links with different community organisations to support our school community. Our links with a behavioural optometrists providing onsite eye tests as lead to early intervention and detection of vision problems that hinder reading development. We have a parish volunteer helping us with obtaining grants, we have onsite psychologist.

• Our staff and students are making links with the community to make a difference and make learning authentic. We invite guest speakers into the classroom, we raise funds for charities such as Nepal earthquake relief, we are helping to raise funds for scholarships for our sister school in East Timor. We help make Christmas hampers for needy families and are supporting the parish with their activities such as Trivia night and the soup van to help needy families.

• We have a school choir that sings at local events and we have parents and staff involved in school promotions at our local shopping centre.

Special events
- Class expos are still held for parents each term where parents are invited to take part in their child’s learning.
- 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 mad 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.
- Cultural Fiestas.

PARENT SATISFACTION

Parent opinion data in the majority of areas is showing growth and improvement. In particular the data shows higher level of satisfaction with parent input, student management and student connectedness to the school. In areas that were already high the results are the same. Student behaviour is seen as a positive strength with student safety 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.
Financial Performance

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<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
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<tr>
<td></td>
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</tr>
<tr>
<td><strong>Recurrent income</strong></td>
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<tr>
<td>School fees</td>
<td>-</td>
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<tr>
<td>Other fee income</td>
<td>99 356</td>
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<tr>
<td>Private income</td>
<td>78 602</td>
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<tr>
<td>State government recurrent grants</td>
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<tr>
<td>Australian government recurrent grants</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td>2 460 071</td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
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<tr>
<td>Salaries; allowances and related expenses</td>
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<tr>
<td>Non salary expenses</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
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<tr>
<td><strong>Capital income and expenditure</strong></td>
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<tr>
<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</td>
<td>231 287</td>
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<tr>
<td>Other capital income</td>
<td>147 437</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>378 724</td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td>385 280</td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<td><strong>Total opening balance</strong></td>
<td>2 730 203</td>
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<td><strong>Total closing balance</strong></td>
<td>2 524 491</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. Implement triads and one to one coaching to support improved classroom practice. Making learning visible with clear learning intentions and success criteria.

2. Continue to build on Catholic Identity, social justice action and strengthen Parish and school partnerships. Continue work on RE unit planning, rich assessment tasks that link faith and life as well as staff formation of scripture.

3. Develop critical and creative thinking skills to support deep learning. Use SOLO taxonomy.

4. Continue to build relationships across the school to ensure ‘Every face has a place.’. Implement the KidsMatter component two with the school community to support improved wellbeing and mental health.

5. Further embed the School Wide Positive Behaviour Support Program across the school.

6. Continue to build community partnerships that enhance learning and build our school community.

7. Get ready for the implementation of ICON Integrated Catholic Online Network. Staff to participate in online and school based professional learning. Further enhance the one on one iPad program for senior students.

8. Continue to support Professional Development and resources to further support teachers’ implementation of effective pedagogy.

9. Continue to develop a rich and challenging personalised curriculum that is inclusive of all students’ needs and abilities, in particular, students working beyond the expected level.

10. Update school policies to ensure clarity of expectations and consistency of processes continues.

11. Continue to develop our outdoor learning spaces.

## VRQA Compliance Data

**E1341**  
St Paul Apostle North School, Endeavour Hills

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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<td>Writing</td>
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### Average Student Attendance Rate by Year Level

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<td>Year 2</td>
<td>93.24</td>
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<td>Year 3</td>
<td>92.72</td>
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<td>Year 4</td>
<td>94.97</td>
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<td>Year 5</td>
<td>94.90</td>
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<td>Year 6</td>
<td>91.87</td>
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<tr>
<td>Overall average attendance</td>
<td>93.81</td>
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#### Teaching Staff Attendance Rate

- Teaching Staff Attendance Rate: 87.65%

#### Staff Retention Rate

- Staff Retention Rate: 100.00%
### TEACHER QUALIFICATIONS

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<tr>
<td>Graduate</td>
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<td>Diploma Advanced</td>
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### STAFF COMPOSITION

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<td>Principal Class</td>
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<tr>
<td>Teaching Staff (Head Count)</td>
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</tr>
<tr>
<td>FTE Teaching Staff</td>
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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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<tr>
<td>Indigenous Teaching Staff</td>
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