St Paul Apostle North Primary School
Endeavour Hills

2011 Annual Report to the Community
Registered School Number: 1897
St Paul Apostle North, Endeavour Hills

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First Day at School
Our School Vision

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

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

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

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

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

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

‘St Paul Apostle North – Igniting the Mind.’

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

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

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

Our dynamic staff team includes 24 teaching staff and 8 non-teaching staff. The school offers a balanced curriculum in all (VELS) Victorian Education learning Standards and Religious Education. There are specialist teachers who work part-time in the following areas: Performing Arts, Visual Arts, Physical Education and LOTE – Italian. The school provides Literacy and Numeracy support for students through the on-going funding of a Reading Recovery teacher, Literacy coordinators, Numeracy coordinators and learning support staff. We cater for differences and accelerate students in areas of strength. In addition we have staff to address Student Wellbeing and Special Needs. We have an on site school counselor to support students and families in times of need. We believe in being proactive and offer a range of support programs that build academic as well as interpersonal and personal skills. Our Religious Education coordinator and Teaching and Learning Director work with our Leadership Team to support staff on-going learning to ensure best practice.

The school has excellent facilities with well-resourced and stimulating classrooms. In 2010 our MacKillop Learning Centre was completed with learning studios for our junior classes, a contemporary library with well-connected access to resources including a Create and Make/Science and Technology studio with cooking facilities and outdoor learning areas. All classrooms and learning centres have wireless technology with laptops and interactive whiteboards to enable research, communication and publication. This is an inviting and stimulating learning environment that caters for the needs of the twenty-first century student. Our gym provides a multipurpose space for sport and social events. Our grounds are 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.

We are excited to announce that the building of a $3 million senior learning centre will be completed in September 2012!!! St Paul Apostle North will have brand new learning studios for all classes from Prep to Grade 6!!
2011 was a very exciting year of great learning and school improvement at St Paul Apostle North. We welcomed Mrs. Mary Lucas as our Deputy Principal to our staff along with Miss. Laura Brown and Miss. Casey Jenkins. Mrs. Christina Julien joined our Integration Aide team.

We were very excited to have a grant for a new senior learning centre confirmed. We are delighted to have the funds to build a new senior learning centre of equivalent standard to our new Junior Learning Centre to meet the needs of the 21st Century learner. Our school, established 26 years ago will have brand new permanent learning classrooms for all students from Prep to Grade 6 by September 2012. All portable buildings except just one will be removed. When landscape works are completed we will have a spacious internal play area. The plans include a large outdoor covered space to connect the buildings. This will become a meeting place – Agora similar to a city square. A place for lunchtime games clubs and a gathering place for parents. We will have engaging and safe places both indoors and outdoors for our children.

In 2011 we commenced our school review process. We have reviewed our 2008 - 2012 School Improvement Plan. This process has involved looking at the goals set and the evidence of growth and development of the school. We have looked at why we have been successful and analysed areas we still need to develop. The resulting Review Report will be validated by Mr. John Renowden our external reviewer. The process involves consultation with staff, parents and students and will inform the development of our next 2013 – 2016 School Improvement Plan. We have just completed the review for the Victorian Registration and Qualifications Authority (VRQA) that ensures the school meets compliance requirements for registration.

St Paul Apostle North Catholic Primary School has a very committed and professional staff team that has worked collaboratively with students and parents. As a result there has been great progress on the goals and learning intentions from our 2008 – 2012 School Improvement Plan. There have been many physical as well as pedagogical changes to enhance learning and engage learners in a contemporary learning environment. We have embraced the Catholic Education Office Melbourne Learning Centred School – Sacred Landscape Learning and Teaching Framework and have used it to stimulate thinking around innovation to meet contemporary challenges, improve learning conversations and student outcomes. This work continues as we consolidate our pedagogy across the school and continue to improve our programs.

My thanks to our professional staff who work passionately for the education and wellbeing of our students. Special thank you to the PFA, North School Advisory committee and the St Paul Apostle Parish Education Board. These committee members have given generously of their time and energy to help with our school improvements. Finally, I thank Father Tim for his interest in the school, his constant support and guidance. We are truly blessed to be part of a vibrant and supportive Parish community. This is an exciting phase in the school’s development. We look forward to working in partnership to implement our new School Improvement Plan in order to consolidate and further enhance our school so that it is a leading school catering for the needs of the 21st century learner.
Education in Faith

Goals and Intended Outcomes
To strengthen our belief, understanding and expression of our Catholic identity as a community.

- That staff and students participate in contemporary spiritual development.
- That liturgical celebrations are engaging, innovative and culturally inclusive.
- That the students are engaged in an enriching contemporary Sacramental and Religious Education program.
- That students and staff develop a deeper awareness and actively respond to social justice issues.

Achievements

- The staff participated in a professional development day on Christian Meditation led by Ruth Fowler. As a result students across the school engage in a meditation session each day. This has had a positive impact on their readiness to learn, inner peace and has introduced them to another form of prayer.

- We are participating in CEOM - Leading for Contemporary Learning in a Catholic School Action Research 2011-2013. We have reviewed our practice and needs and identified Professional Practice as the innovation stream we want to develop. We have formed our research question and have determined how we will measure improvement over the research period. Our action research focus is, ‘Evidence informed dialogue drives the planning for powerful contemporary, personalised learning in a Catholic school.’

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

- Meaningful sacred opportunities have been provided through small and large group liturgical celebrations for students. All classes attend a class level Mass each term. Each year level has the opportunity to plan one Family Mass for the year.

- The Grade 6 Liturgy School Leaders meet each week with a mentor teacher. The team assists in preparing for various liturgical celebrations. This team of children were school ambassadors at the Mass at St Patrick’s Cathedral. After Mass the children enjoyed the Catholic Education Week Concert at the Treasury Gardens.

- St Paul Apostle North has joined with St. Paul Apostle South to celebrate some shared liturgies as One Family. Masses celebrated together, have been the Welcoming Mass and the St Paul Apostle Feast Day
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Mass. The End of Year Mass and other major events in the liturgical calendar are celebrated at St Paul Apostle North School.

- 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

- There is a sacred space in each classroom that includes visible symbols and focus points for prayer. We participate in weekly school assemblies that commence with a prayer and provide opportunities to share learning in RE.

- Our Parish Priest Fr Tim, his assistant Fr. James and Parish Pastoral associates support the school program through their participation in regular meetings with staff, in class Masses and special events both at the school and in the church.

- 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. We have reviewed this program and are meeting in teams to enhance the program and continue to ensure consistency in the planning and implementation of the Sacramental Programs in Grades 3, 4 and 6. The Parish based Sacramental program helps further build Parish links and foster community spirit and shared responsibility.

- Parents are involved in their child’s faith development through the sharing of To Know, Worship and Love program and attending the sacramental evenings with their children. Sacramental workshop days consolidate children’s learning and give them the opportunity to reflect with their family and become familiar with the rituals and symbols that are special to the Sacrament they will receive.

- Year 3 students celebrated the sacrament of Reconciliation in June.

- The Year 4 students celebrated the sacrament of First Eucharist at the Parish Sunday Masses over two weekends in September.

- The Year 6 students received the Sacrament of Confirmation in July.

- The inquiry approach to Religious Education through the To Know, Worship and Love Curriculum Framework enables children to explore varied aspects of their learning with meaningful assessments and action based outcomes.

- We have a shared level planning session each term. Staff meetings include RE Professional Development for teachers as required. Teachers are given term outlines including planning dates, Class Mass and Family Mass times, as well as scheduled class visits by one of our parish priests.

- Information gained at REC network meetings is passed onto staff as required through handouts and/or discussion at staff meetings.

- St Paul Apostle North is creating a great environment for the development of Catholic Culture and identity. Our teaching and learning is a positive factor in the way students are acting on their understandings.

When compared with other schools, our data from the Insight SRC Parent Survey indicated that our parents felt our Catholic Culture is very strong and important to them. Compared with other schools on ‘Importance’, we are at the 88th percentile indicating that participation in prayer and celebrating liturgies and the Sacraments was important to students. This is 11% increase from the previous year. Parents also had a very high 87% result, indicating the Catholic Culture was extremely important to them as well. Our parents and students highly value Catholic Education. Student’s results show compassion and social justice as positives at this school with lots of opportunities to learn and live out their faith through school opportunities provided.
Learning and Teaching

Goals and Intended Outcomes

To provide quality programs through the development of effective and consistent pedagogical practices across Prep-Year 6.

- That students will be engaged, challenged and active participants in their learning through the implementation of contemporary learning strategies.
- That student learning will be improved by effective analysis of assessment data and focused teaching.

To improve the literacy and numeracy standards across Prep-Year 6

- That students will be confident speakers and active listeners in order to be effective learners.
- That students will comprehend a range of texts with increasing capacity.
- That students will write a variety of texts effectively.
- That students will be confident in applying the most effective strategy when engaged in mathematical tasks.
- That a professional learning culture is built through teamwork and collaboration

Achievements

- We have focused on ensuring that our learning and teaching strategies are contemporary and consistent across the school. We have adopted the motto, ‘Igniting the Mind’. We aim to ensure that students are immersed in tasks that engage their interests as well as challenge and extend their thinking and learning.
  We aim for excellence.

- In 2011, staff worked on consolidating learning and teaching strategies from our involvement in the Leadership for Contemporary Learning project in the previous year. We also worked on embedding the learning strategies that promote thinking and reflection introduced from the Quality Learning Australia Project. The implementation of contemporary learning and teaching strategies across the curriculum has been a key project for the past year. Our goal has been to provide authentic and purposeful learning opportunities that engage and enable learners, sparking creativity leading to meaningful connections and actions. As part of this project staff have developed inquiry units of work on subjects that children are excited to investigate and then take their learning further by purposeful action.

- Our Prep program has a strong focus on Oral Language development through opportunities for student focused investigations, designated roles and active participation that facilitate effective learning. Students are also required to report on and write about these authentic experiences. Immersion in purposeful Oral Language opportunities provides a great foundation for the meaningful development of Reading and Writing skills. As a result of the great improvement of oral language development at this level we have extended the program to Grade 1 and Grade 2. Children in these levels are engaged in investigations based on their interests and learning needs. The learning activities are explicitly linked to Literacy and Numeracy goals which are clearly displayed. We have provided time for children to be engaged in authentic activities to practice skills taught in Literacy and Numeracy clinics and as a class. Good Oral Language is the key for the development of comprehension and writing skills. We anticipate ongoing gains in these areas with a solid foundation laid in the early years.

- We have a strong focus on making Learning Visible. There is no secret teacher business. We have introduced communication boards across the school. The learning intentions and the learning activities for the week are on display for all to see. We make assessment criteria clear to the children so that they know what the expectations for a task are. They are thus able to challenge and extend themselves to reach goals set.

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

- We continue to refine our assessment schedule and assessment data collected by teachers. Data is analysed and assists in determining the learning needs of students. Data continues to be used to inform
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teaching e.g. focus groups. Rubric and Capacity Matrixes have been used to assist students to set learning goals for themselves and to provide clear criteria for assessment and self reflection. Children are encouraged to extend themselves by producing work of a five star quality and reflect on their level of mastery from ‘amateur’ to ‘wisdom’ to ‘able to teach others’. They are involved in discussions about what the teacher and they might expect and then challenge themselves to work at an optimum level.

- We have a strong curriculum focus. In all grade levels, a range of instructional strategies are used for reading and writing that cater for the needs of students. E.g.
  - Language Experience
  - THRASS from Prep to Grade 4.
  - Modelled Reading and Writing
  - Shared Reading and Writing
  - Guided Reading and Writing
  - Reciprocal Reading
  - Literature Circles

- Assessment data in Mathematics and Literacy is regularly discussed in Professional Learning Team meetings. Coaches provide on-going assistance in planning to cater for individual and small group needs. Lessons have been viewed and suggestions given to cater for student needs. Workshops with staff have explored teaching strategies to support children’s understanding and application of these skills.

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

- Children requiring extension are accelerated in small focus groups.

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

- We have introduced Class Meetings in senior grades. Children discuss local and global issues during these meetings. They are developing a greater awareness of issues, consolidating their own opinions about issues and are improving their ability to express these opinions.
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- We have been refining our units of work to be inclusive of the following:
  - Make Learning Visible – Communication boards and tuning in to ensure learning goals are clear.
  - Rich Questions to promote higher order thinking and deeper levels of understanding.
  - Rich assessment tasks.
  - Small group clinics for focussed teaching and learning at the point of need.
  - A focus children roster for in depth focus on children’s learning and to build connections.
  - The provision of Assessment criteria/rubrics so expectations are clear.
  - Reflective thinking – What have I learnt? What goal do I need to work on to improve my learning?
  - The use of Contemporary Tools resources to ensure authentic investigation.
  - Creative thinking.
  - Links with community.

- 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. Our aim is to have children access the state of the art resources when and where they need them to minimise interruptions and enhance inquiry and publication of ideas. We have conducted an ICT audit to prepare for the Ultranet and have developed an ICT rollover plan.

- We have visited schools in Sandhurst to investigate 1:1 laptops and Ipad programs for senior students. We are working towards the possible implementation of a 1:1 Ipad program in 2013.

- We are using On Demand testing, teacher devised assessments as well as NAPLAN to inform us on student learning. The SREAMs program is a useful tool to assist in the analysis of our data.

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<th>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 &amp; 5</th>
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- Our three year trend data 2009 to 2011 indicates that we continue to rank at the state average or above the average results of similar schools in all areas tested in the NAPLAN. Our attendance during the testing period was 91% last year, 3% were absent and 6% were withdrawn as they were special needs students that were exempt.
• NAPLAN Numeracy and Reading results show that consistently 100% of Year 3 students achieve the minimum benchmark.

• Writing text for 2011 was changed from Narrative in previous years to Persuasive text in 2011. As a result, we did not do as well as our above average writing results in both Year 3 and 5. We have worked on providing children the scaffolds to write persuasive text over the past year.

• The NAPLAN is one measure. One test can never provide the total picture of the giftedness, capabilities or multiple intelligences of any one child or a total picture of the richness or depth of the programs provided by a school. There is a need to gather a range of information over time in both formal and informal ways to gain accurate insights. NAPLAN results along with a range of other data inform us of the focus for learning and teaching and program goals. From time to time a child with special needs will be included in the cohort being tested and may not meet the required standard as was the case in the Year 5 2011 tests. However the child may have made incredible gains on their own personal learning journey and goals.

• We have been delighted to continue to provide an exceptional specialist program. Our Arts program has been expanded by the addition of many extra-curricular activities. Our senior choir of seventy students has been invited to perform at Federation Square for the La Faya Festival and at the Treasury Gardens for Catholic Education Week.

• ‘Drumba’ a senior drum band practise after school and have showcased their drum skills at school performances.

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

• In 2011 we had our first twilight Christmas Concert. All children from Prep to 6 participated in the ‘Christmas Star’ concert on the new synthetic court. It was a great community night. Children are getting ready for the Variety Concert at the Drum Theatre in Dandenong on August 2 and 3 2012. The event will be directed by our Performing Arts teacher Miss Jody Banks. We are truly fortunate to have the range of extra-curricular activities offered at this school.

Student Wellbeing
Goals and Intended Outcomes

To develop a sense of connectedness that will ensure safety, wellbeing and empowers students to be resilient.

- That students will develop positive relationships with their teachers and peers.
- That students will develop a positive belief in themselves as learners.
- That the school will address the diverse needs of all students.
- That information about student achievement and needs is effectively communicated between teachers each year to ensure effective transition.

Achievements

- The average student attendance rate for 2011 was 93.31% an increase of 3.05% from the previous year. Many of these absences were due to extended holidays often interstate or even overseas during a school term.

- In all surveys involving staff, students and parents, student behaviour was seen as a major strength at our school. Student motivation was also very positive and a great strength in all surveys.

- Students have opportunities to take up leadership positions and contribute ideas to enhance the school. This year we have introduced a different model for student leadership. We no longer have voting for captains but now all Year 6 students belong to a leadership team. They apply for the position. The students developed the role description and the qualities required for the different leadership roles. We no longer just have the popular children voted into these positions but all children in senior grades can step up to take responsibility for an aspect of the school. Teams meet with a mentor teacher each week and help initiate ideas and take responsibility to complete tasks required. They all can contribute to making a difference.

- Our Buddy Program aides in developing peer connectedness and wellbeing. Prep and Grade 5 buddies as well as Grade 1 and Grade 6 buddies meet regularly. We have been accepted into the Allanah and Madeline Foundation Better Buddies Programs. We will be implementing strategies from this program to further improve our Wellbeing Area.

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

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

- We create a positive culture by celebrating achievement and development. This occurs daily during teaching sessions and in a more public way at assemblies, in the newsletter and at class gatherings. We have introduced an affirmation board in senior classes and encourage children to post affirmations about their peers.

- The Bounce Back program and school values are continually woven into the weekly program and the strategies are reinforced through the year to support successful relationships, resilience and emotional wellbeing leading to improved student learning and goal achievement.

- Circle Time has been consolidated in classrooms as a means of building trust and community, monitoring student behaviour and giving children a forum in which to voice any pertinent issues.

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

- Regular Student Wellbeing meetings have assisted in clarifying the role of the Wellbeing and Special Needs coordinators by enabling staff to discuss relevant issues concerning children in their care. The Intervention Framework has been explored with staff. Teachers have found the opportunity to voice and share concerns beneficial in dealing with their own students as well as supporting their colleagues in becoming familiar with students in the school.

- On Demand Testing has commenced this year and is supporting focused teaching and catering for the needs of students. Differentiated lessons with focus teaching and clinics have been a regular feature of
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- Literacy and Numeracy sessions. We use communication boards to make intentions clear so students know the focus of lessons and assessment criteria.

- The Special Needs Coordinator works one day each week and monitors the programs for children with special needs. Program Support Group Meetings (PSGs) are planned and facilitated once per term for each funded student as well as some who are not funded.

- Individual Learning Plans are completed by classroom teachers for integration students. Monitoring takes place to ensure that students’ needs are being met.

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

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

- ERIK and Bridges Literacy programs continue to be implemented to provide support and intervention for reading development.

- All Integration Aides and our librarian have been supported in on-going professional development and have attended sessions with Trinidad Hunt.

- The OnPsyche program provides a psychologist free of charge to work with children and their families. This is a confidential service providing valuable support and strategies to children with needs.

- The Seasons program was successfully facilitated by one of our Pastoral Associates. This program allowed children to share their feelings of grief and loss in a confidential environment.

- We are focusing on improving the transition process for Prep children by regularly visiting the local kindergartens as well as inviting prospective families to visit our school. 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.

- We have worked with Anglicare and offered four different Parent workshops this year. These were very well attended.

- Our Sunsmart Policy has been updated.

- The Grade 5 and 6 students went to Sovereign Hill for their three day school Camp.

- The student survey in 2011 indicated that our student motivation is high and there is a strong sense of connectedness to their peers. Students feel safe at our school. Their learning confidence and classroom behavior was very good.

**Extra curricular activities**

- The school offers a range of extra curricular activities and these include: Lunchtime games club, Footsteps Dance program, disco, Drumba- drum band, School choir, interschool sports, Active After School Care, Talent Show, Cultural Fiesta, sports carnival, Art Show, School concert at the Drum Theatre Dandenong, Student Leadership Committees, cooking and gardening activities, tabloid sports and Organising committees. E.g. fundraising group for the Biggest Morning Tea.

Overall, we feel that we have taken many positive steps towards improving the wellbeing and feelings of connectedness of our students. We look forward to making further gains in 2012.
Leadership and Management

Goals and Intended Outcomes
To build leadership capacity within a performance and development culture that is inclusive of all staff.

- That the Leadership Team is empathetic and actively listens to and supports staff with challenges experienced within a culture that is supportive of professional growth and development.
- That staff will be clear about their roles and expectations and will be empowered through supportive leadership and professional dialogue.
- That the students participate in decision making within the school culture.
- That the buildings, grounds and resources are improved.

Achievements

- Our Leadership Team has worked professionally to implement the goals and intended outcomes from our School Improvement and Annual Action Plans. We have worked on the formation of the leadership team and implementing strategies to improve communication and develop our professional learning teams. The team has worked to improve clarity and organisational protocols. The team meets weekly, working together to ensure the professional support for staff in the implementation of school goals and programs. Professional development has provided on-going skill development building the capacity of the Leadership Team and staff.

- In 2011 we decided to gain further support to help us with our analysis and understand our direction. Members of the Leadership Team initially attended PD by Insight SRC on data interpretation. We asked Roger Dingle from Insight SRC to run a staff day to help with this understanding. The Principal participated in Developing Principal Leadership Capacity PL which included the 360 survey. Then the entire Leadership team participated in CEOM PD Developing Leadership Capacity and Developing a Leadership Tool Kit. We identified areas of personal and team strength and challenges. We have a plan and are currently working on further strategies to enhance our learning culture. We have SMART goals with specific actions and measures of success. We believe our openness and sharing of plans which still require work, enhanced our team and our results. Team work has become a real focus with positive results.

- Over the past year we have worked to ensure role clarity and purpose among all stakeholders. We have adopted an inquiry focused professional learning culture to ensure the learning environment meets the needs of the learners in the 21st Century. Opportunities for staff teams to work on team goals, share expertise, visit other schools on study tours, have onsite mentoring, be involved in planning, policy development, decision making and leading meetings has enhanced engagement for both staff and students. This is a very exciting time in education and staff are eager to ensure that students are equally excited by the learning opportunities provided.

- Staff meetings are used for Professional Learning (PL). Each team is working on a specific goal, an elearning goal and a goal related to pedagogy. Our staff meetings provide time for staff teams to engage in team research and inquiry into best practice. Staff continue to develop their expertise in various ICT applications. Individuals and teams share their expertise to improve learning and teaching across the school.

- All members of the Leadership Team have POL release time and this enables all coordinators to lead Professional Learning Team (PLTs) meetings, visit classrooms, team teach, liaise with level members, share expertise and strategies to improve effectiveness and provide opportunities for teachers to visit classrooms. We are working on developing coaching and feedback skills.

- Our staff plan collaboratively in teams. A four hour planning block is provided each fortnight to teaching teams for analysis of student learning and forward planning. This provides time for evidence based professional dialogue and program development.

- Staff attend Annual Review Meetings (ARM) each semester where they set personal and professional goals. These goals are continually supported by internal and external learning.

- We have been very mindful of including our parent, staff and student community in decision making.

- We have worked on our vision, purpose and have developed common agreed values. We have used a
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process to ensure fair consultation with all members. We have involved all staff, students and parents in Systems Mapping as a result of the leadership team participating in Professional Learning with Jane Kovacs from Quality Learning Australia. A system map helps us to consider and make explicit the components, relationships and context that comprise our complex organisations.

- The Student Representative Council (SRC) meets weekly and includes elected representatives from each class from Grade Prep - 6. The council helps to develop communication and leadership skills of students. Our SRC students are promoting environmental responsibility and school safety by all members of the community.

- The school grounds are well maintained through regular working bees, contract gardeners and cleaners.

- Funds raised by Parents and Friends have supported the landscaping of school grounds. This will help develop stimulating and tranquil areas for play and discovery as well as welcoming and inviting areas for parents to gather.

- The school is well staffed with an experienced staff, aides, specialists and maintenance personnel.

- Staff surveyed in 2011 indicated they believe teamwork is a relative strength at this school. They see student motivation as a real strength and student behavior as very positive.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>81.26%</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>79.17%</td>
</tr>
</tbody>
</table>

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORATE</td>
<td>0%</td>
</tr>
<tr>
<td>MASTERS</td>
<td>8.33%</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>12.5%</td>
</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>4.17%</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>70.83%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>37.5%</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

![St Paul Apostle North School Teachers Qualifications](image)
We continue to develop team empowerment. Teachers within teams have opportunities to attend professional development together to support implementation. Each teacher has participated in professional learning days based on school identified priorities. The development of professional networks is also vital to ensure we are informed of best practice.

The school has also received a $3 million Supplementary Grant that it is currently using to build a senior learning centre. We will have brand new classrooms with state of the art facilities for all grades prep to 6 by September 2012. There will also be a refurbishment of the administration area and the development of landscape to create an agora – meeting place like a city square.
St Paul Apostle North, Endeavour Hills

School Community

Goals and Intended Outcomes
To further strengthen the welcoming and inclusive nature of the school community.

- That more parents are encouraged to work in partnership with the school.
- That more parents take up opportunities to be involved in school activities.
- That the school further develops pride, harmony and social connectedness, thus enhancing the school’s reputation within the local community.
- That communication and links between the school, home, Parish, the South school and local kindergartens in particular, are strengthened.

Achievements

- We have developed and launched a new school website. See www.spanhills.catholic.edu.au.

- As another way to keep parents informed about the school between newsletters we have launched a school app. The app can be downloaded free. On your iPhone go to your browser eg. Safari and enter the URL www.classapps.com.au
  
  You will then get a login screen which will ask for school name and password. Initially these have been set up for your school as:

  School name: spanHills Password: span

  After this loads you will be given the option to add as an icon. Please do so. This will then put an icon of your schools logo onto your phone. You are then ready to see the live app by pushing the icon. The first time you use it you will be asked to add it to your home screen. Please do so as this sizes the app appropriately. You can also load onto Android or tablets. Each android is slightly different to load onto home screens so it is difficult to list all processes for loading.

- You can also follow school activities and participate in parent education about Learning and Teaching by following the school on Twitter. Join us on @spanhills and check out photos, videos and short articles of interest.

- We had a great parent information night on Contemporary Learning that was well attended.

- Our inaugural Father’s Day Breakfast last September was really successful with over 100 dad’s taking time out to attend and stay for a session in classrooms to join in activities with their children. This year we followed this up with our inaugural Mother’s Day Breakfast. Staff and some dad’s helped to serve a lovely breakfast to over 100 mum’s and 100 children.

- The students in the school choir have a new red shirt and have looked spectacular in their many community performances this year. Some of the highlights were singing at Belvedere Aged Care, Fountain Gate Shopping Centre and at Federation Square for the La Faya Festival. The choir sing at school functions like the ‘Biggest Morning Tea’ and family Masses.

- As a school community, we value, support and welcome the partnership of parent groups to enhance our school. The Parents and Friends Association (PFA) is a vital link. In 2011 the PFA helped to coordinate fundraising for the school with a wide range of events such as Mothers’ Day/Fathers’ Day stalls, a chocolate drive and special raffles to raise money for school resources. The Parents and Friends Association also organised FUN social events such as the school disco. Class representatives helped to run one activity and thus share the role. The PFA organised a social dinner each term to informally network.

- Parents represent the school on the St Paul Apostle School Education Board and also as part of the St Paul Apostle North School Advisory Committee. Thanks to Mr. Stephen Milverton for chairing these meetings.

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

- In 2011, Working Bees occurred each term on a Friday evening in Term 1 and 4 while in term 2 and 3 they were
St Paul Apostle North, Endeavour Hills

held on a Saturday morning as a way for parents to contribute to the maintenance of the school and grounds.

- The library provided an opportunity for parent involvement through book covering; book shelving etc. 2011 was a challenge as the senior library was relocated into the junior building due to the construction.

- Parents were encouraged to attend combined School Masses and invited to special days such as class expos and Pyjama Day to share a favorite book or story in their children’s classroom.

- Annual events such as Footy Day, Italian Day and St Paul’s Day are opportunities for parents and friends to join in school activities. During Book Week the children are encouraged to dress up and take part in a Book Week Parade to celebrate their favourite book/author. Parents are also encouraged to be part of this exciting week.

- Last year we introduced a Mathethon and children were encouraged to get sponsors for scores obtained in a number fact competition.

- The fortnightly school newsletter provided a valuable means of communication about school news. Similarly, at the start of each term, every year level provided a ‘What’s Happening Newsletter’ that informed parents about what the students were to learn in the new term. Parents were invited to an “Expo” at the end of each semester where students showcased their work and shared their learning with visiting groups.

- The school has a whole school assembly each week on a Friday afternoon. The assemblies are held at the end of the school day to encourage parent involvement. As a result parent participation at assemblies has increased. Friday afternoons provide students with an opportunity to share their learning with the school.

- Development of local community links was achieved through Kindergarten visits and participation in local events. The twilight school concert the ‘Christmas Star’ held outdoors on the synthetic court was a great success. Families gathered for picnic dinner with their rugs and chairs. It was a magnificent night to watch our children tell the Christmas story with all grades participating. Even the staff did a surprise act. It was a great family night.

- Student investigations are developing greater links with community during the research phase. Ensuring authentic purpose and audience for learning adds to the motivation and engagement of students.

The parent survey in 2011 indicated parents, like the staff, rated student motivation as very high. Parents were also very satisfied with student classroom behaviour and social skills. They found student connectedness to the school and to their peers also very good. There was great satisfaction with the student safety, classroom behavior and the homework program.
# Financial Performance

Financial Performance for the year ended 31 December 2011

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td></td>
<td>184 801</td>
</tr>
<tr>
<td>Other fee income</td>
<td></td>
<td>106 107</td>
</tr>
<tr>
<td>Private income</td>
<td></td>
<td>36 995</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td></td>
<td>515 442</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td></td>
<td>1 605 203</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td>2 448 548</td>
</tr>
<tr>
<td><strong>Recurrent expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries, allowances and related expenses</td>
<td></td>
<td>1 818 012</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td></td>
<td>385 930</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td>2 203 942</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td></td>
<td>69 896</td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
<td>12 256</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td>82 152</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td>265 673</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td></td>
<td>81 667</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
<td>228 209</td>
</tr>
</tbody>
</table>

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

1. Participate in a school Review
2. Develop a school Improvement Plan 2013 – 2016 as a result of a school Review
5. Prepare for the implementation of the National Curriculum.
6. The construction of the Senior Learning Centre.
7. Get ready for the implementation of ICON Integrated Catholic Online Network. Staff to complete epotential survey and participate in online and school based professional learning.
8. Implement a one on one lpad program for senior students.
10. Further enhance student outcomes through constructive feedback and coaching. Making Learning visible and students assessment capable.
11. Review Mathematics Learning and Teaching and review Mathematics Policy
12. Continue to build on Catholic Identity, social justice action and strengthen Parish and school partnerships.
13. Continue to support Professional Development and resources to further support teachers’ implementation of effective pedagogy.
14. Continue to develop rich challenging curriculum that is inclusive of all students’ needs and abilities in particular students working beyond the expected level.
15. Update school policies.

The Construction of our Senior Learning Centre for Grade 3 to 6 To be completed in September 2012!