



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

St Paul Apostle North Primary School
76 Mossgiel Park Drive, Endeavour Hills.

2016

REGISTERED SCHOOL NUMBER: 1897



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Contact Details

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Minimum Standards Attestation

I, Mary Lucas, attest that St Paul Apostle North Primary School in 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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

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 and Spirit.“ 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, reflects and researches 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.

The school offers a balanced curriculum using the Victorian Curriculum and the Catholic Education Melbourne Pedagogy of Encounter’s Religious Education Scope and Sequence with authentic links to faith and life. 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, English Learning Team, Numeracy Learning Team, eLearning Team, Religious Education/Inquiry Learning Team 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, chromebooks and interactive whiteboards to enable research, communication and publication. Our gymnasium 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 include a synthetic soccer/rounders court and a new senior adventure playground. Our large, undercover 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.

„St Paul Apostle North – Igniting the Mind and Spirit.“



Principal's Report

- *This year our school begins a new cycle of School Improvement. As a result of last year's external review by Ms Meredith Nolte we have developed a new School Improvement Plan for 2016 – 2020.*
- *St Paul Apostle North has made great progress over the last School Improvement Cycle. Over the past four years we have been very clear about the improvements we needed to make. As a staff group we have worked with greater cohesion and are at a very exciting stage as a school community. We believe we are better at analysing our data, collaborating with each other and have greater insight into the direction we need to head so that our organisational culture supports the higher levels of school improvement we desire.*

Our key achievements over the past year are as follows:

- *We participated in the Performance and Development in a Catholic School Project and partnered with St Elizabeth's Dandenong North on a project, challenging each other to develop an inquiry focus to the teaching of Religious Education. Our focus was, „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.“*
- *We have become better at making the links across the curriculum particularly using an inquiry focus to link faith and life. We have worked with Ingrid Green (Curriculum Officer RE) on a regular basis to review our pedagogy and practice.*
- *We are using the Classroom Practice Continuum, Professional Practice Domain from the Australian Professional Standards for Teachers to identify our personal improvement goals. These goals are forming the basis of our coaching triads which are driving our professional learning and professional growth. We have improved giving and receiving constructive feedback and the regular observation and reflection is helping to build consistency with pedagogy across the school.*
- *The leadership team continues to participate in professional learning team meetings to support the analysis of data and program implementation. This valuable investment of time continues to ensure collective ownership, support and partnership for better student outcomes.*
- *We continue to develop our questioning so as to support deeper learning and comprehension across all curriculum areas. We have introduced SOLO taxonomy to our teachers and students as one means of supporting this deeper thinking. We continually challenge ourselves and our students to look at issues through different perspectives.*
- *We are a Kidsmatter school and have implemented Component One – Positive School Community and Component Two – Social and Emotional Learning. We have two teachers trained to deliver Component 3 and 4 and will begin with Component 3 – Working With Parents and Carers in Term Three. We decided it was vital that all staff attend at least one Kidsmatter meeting each term to ensure consistency. Everyone from our „Before and After Care“ coordinators, parent representatives, office staff and teachers, full and part time, attend.*
- *We have a Kidsmatter student team and have embraced the theme “Every Face has a Place,” We have a Wellbeing team that meets to work proactively to ensure staff and students are supported. This team meets weekly and rotates through the areas of Special Needs, Community Engagement, School Wide Positive Behaviour Support (SWPBS) and KidsMatter. On the week that the group works in the KidsMatter area, parents are involved.*
- *We have worked relentlessly to build relationships with parents. A commitment to attend PFA meetings by both the Principal and Deputy Principal is one way we have strengthened our partnerships and have been rewarded with consistent parent support.*

- *We have also tried a number of different communication strategies as well as offered a variety of opportunities to help parents feel like insiders and understand contemporary pedagogy. We ran Maths workshops, provided breakfast chats with opportunities for parents to see the teaching of Mathematics and held evening forums on learning. We have had some success in building links but with a number of working parents we need to continue to persevere with ways we can build stronger links.*
- *We have created a parent room which over the last twelve months has become a vibrant meeting place for a number of different parent groups*
- *The use of the school app, caremonkey, class dojo, seesaw and class blogs has helped to build links with families and the learning and social events like Class breakfasts and chats and our biennial Cultural Fiesta are helping to build relationships and improved partnerships.*
- *We are at a very important phase; we have the insight and the strategies for rich, deep learning that will take the school to new exciting heights. We have a professional and positive culture that is eager to improve. The foundation is strong and the resources are rich. We are in a great place to launch our next phase of improvement. I look forward to working with our staff, students and community to make St Paul Apostle North an innovative and highly successful professional learning community. To ensure we have a thriving, dynamic partnership that embraces our vision and truly ignites the minds and hearts of all our learners.*



Education in Faith

Goals & Intended Outcomes

To build a learning community that makes sense and meaning of everyday life in dialogue with others, and the teachings and tradition of the Catholic Church.

- *That the spiritual links between the North and South schools, the parish and families will continue to grow.*
- *That the students, staff and school communities will demonstrate a stronger commitment to their faith and the school's Catholic culture.*

Achievements

- *In 2016 we were fortunate to be involved in the Religious Education Curriculum – Focus School Project 2016. Our question was: „In what ways do we design learning experiences that provoke deeper thinking and how do we make that learning visible?“ We continued to work with Ingrid Green to unpack the Pedagogy of Encounter as a staff and in our teams. Through allowing for discussion and not always having the answers, being open to questioning and sharing, trusting colleagues and empowering teams, fostering creativity and freedom to make links, we saw a noticeable shift in thinking and in actions.*
- *We committed to regular coaching triad sessions where teaching teams worked together to observe and give each other feedback to improve pedagogy in Religious Education.*
- *Professional Learning Teams met with members of the leadership fortnightly, to share ideas and strategies to support their planning hermeneutically.*
- *Ingrid Green, together with the whole staff, conducted Learning Walks to give each other feedback on Visible Learning in Religious Education. This was done in a very collegial and non-threatening manner.*
- *We continued to use the RE tracking tool to assist with design and assessment of tasks.*
- *We spent, and continue to spend, time unpacking the Learning Progression Chart and becoming familiar with the Achievement Standards and Learning Descriptors for each level.*
- *We continue to build stronger links with the St Paul Apostle Parish and the St Paul Apostle South School. We work together to plan our Sacramental Programs and our Family Nights and Workshop Days for each Sacrament to make these more meaningful and engaging for students and parents.*
- *As part of our study of the Principles of Catholic Social Teaching we held a Family Night where we invited families to meet together to share their stories. We took this opportunity to share our Catholic Story, which provoked rich discussion and dialogue among our students and their families.*

VALUE ADDED

- *Each week a particular class plans and hosts a Mass in their learning area. These Masses are always well supported by family members as well as the children.*
- *Our Grade 6 Student Leaders represent our school at the St Patrick's Day Mass at the Cathedral and participate in the Catholic Education Week Celebrations after the Mass.*
- *We continue to participate in a Parish based Sacramental Program for Reconciliation, Eucharist and Confirmation. Family nights and workshop days are organised for each Sacrament. Parents are involved in their child's faith development and attend the Sacramental evenings with their children.*
- *Foundation students annually welcome new Foundation students and their families at a special Mass in November. We welcome the new children and families into our Parish and school community.*
- *Whole School Celebrations are held according to the Church Calendar as well as School celebrations e.g. Feast of St Mary MacKillop, Ash Wednesday, Easter.*
- *We celebrate Opening and Closing of the School Year Masses, and St Paul's Feast Day Mass together with St. Paul Apostle South, at the Church.*
- *We celebrate Holy Week Prayer Services with the whole school.*
- *Our staff Passover Feast and Washing of the Feet has become a solemn and Holy tradition.*
- *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 schools in Haiti and Cambodia.*
- *At the end of the year both junior and senior learning communities organised a large Christmas hamper to support needy families.*
- *Our Family Faith and Story Night was an enormous success.*

Learning & Teaching

Goals & Intended Outcomes

'To be a contemporary, innovative learning community where personalised, deep learning and powerful teaching empowers, animates, challenges and achieves growth and success for all.'

- *That student learning growth will improve across the curriculum, with a focus on numeracy.*
- *That student engagement in learning will improve.*

Achievements

Professional Learning Teams meet fortnightly with curriculum leaders to analyse data and plan for the best learning opportunities for all students. This initiative has proven to be critical in developing consistency across the school and in identifying needs and providing solutions at the point of need.

Our continued commitment to the Walker Learning Approach ensures that our oral language and our literacy scores are improving. This approach allows for different focus students each day, small clinic groups, differentiated questioning strategies, tracking and analysis of data. We continue to invest in Walker Learning Mentoring to provide staff with updated knowledge about their teaching practice.

LAP testing and PAT Maths and Reading testing across the whole school allows for consistency of data collection and analysis which in turn allows for more personalised learning opportunities for our students. We are entering our data on SPA tracker. This has allowed us to better track whole school data as well as track the progress of individual students.

Members of staff continue to attend network meetings eg. CEOM Learning and Teaching, Deputy Principals, Reading Recovery, ICT, Wellbeing and other networks such as the KidsMatter network.

We have extended our triad coaching to include all areas of the curriculum and pedagogy rather than concentrating exclusively on Religious Education.

We have challenged our staff to engage in higher order questioning to elicit higher order thinking and to encourage creativity and problem solving strategies among our students. We continue to attempt to employ SOLO taxonomy and more recently have introduced the concept of the "learning pit".

In collaboration with a group of schools in the Southern Region we are in the process of setting up a digital project to upskill our teachers in ICT, particularly in the P-2 area of our school. This project will also involve local kindergartens and build our connections with the community.

STUDENT LEARNING OUTCOMES

- *Our three year trend data 2014 to 2016, 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.*
- *Over the past three years, our Year 3 results have improved in Reading and Writing.*
- *Over the past 3 years our Year 5 results have improved in Reading, Spelling, Grammar and Punctuation and Numeracy.*
- *Our Year 5 Writing results dropped in 2016 but this appears to be consistent with the state and could be attributed to the change in genre. However, this is something we need to be aware of for the future.*
- *Our Year 3 cohort in 2016 did not perform as well in spelling and Grammar and Punctuation as the previous two years.*
- *Our Year 5 Reading results show a growth from 86.7% as Year 3 students in 2014 to 96.8% in 2016 as Year 5 students. This is a very pleasing result.*

Student Wellbeing

Goals & Intended Outcomes

'To develop a culture that fosters positive interaction, engagement in learning, resilience and a sense of wellbeing.'

- *That student engagement and connectedness increases, enhancing responsibility, independence, resilience and social and emotional learning outcomes.*

Achievements

- *We have continued and strengthened our involvement in Kidsmatter. We have introduced Component One "Positive School Community", and Component Two, "Social and Emotional Learning for Students" and have two teachers trained to deliver Component Three "Working with Parents and Carers" and Component Four "Helping Children with Mental Health Difficulties". We continue to timetable Wellbeing Wednesdays where all classes deliver a lesson from the Bounce Back program each Wednesday afternoon. We have connected this to the Catholic Education Melbourne pillars of Social and Emotional Learning, Self Awareness, Self Management, Social Awareness, Relationship Skills and Responsible Decision Making.*
- *School Wide Positive Behaviour Support (SWPBS) continues to be used across the whole school. New matrices are developed for new areas and/or situations eg. What does I Respect, I am Responsible and I Care look like when on camp? The SWPBS committee continues to meet regularly, to analyse data, to support students to manage their own behaviour, to make recommendations to teachers or parents and to seek outside help when necessary. Students continue to receive positive behaviour incentives in the form of rewards at assembly on Fridays. We send notes to the parents the day before and many parents are taking the opportunity to attend these assemblies. All staff are very aware of the importance of positive feedback. Staff members are encouraged to contact every parent at least once a term with a positive message about their child.*
- *We continue to invite parents to be part of our school community in whatever way they feel comfortable. We have invited parents to attend some of our KidsMatter Professional Development Sessions. We have parents helping with our Kitchen Garden program, our PMP program, our KidsMatter Student Representative Group, our class breakfasts, our Mothers" and Fathers" Day breakfasts, our PFA Committee, our Year 5/6 camp and our 3/4 Big Day Out and Sleepover and our regular Working Bees. As well as these extra-curricular activities, we continue to have parent helpers in the classrooms.*
- *Through the implementation of the Walker Learning Approach, our students are engaged through their own interests and passions. We continue to personalise our teaching so that our children are experiencing success as well as being challenged to excel. Each fortnight every child experiences being a focus child, which helps to build relationships between the students and the teachers as well as between the students and their classmates. Weekly class meetings also help to build relationships and a feeling of belonging within the group.*
- *Regular Student Wellbeing meetings have enabled staff to discuss relevant issues concerning children in their care. Program Support Group Meetings (PSGs) are planned and facilitated once per term for each funded student as well as some who are not funded. Individual Learning Plans are completed by classroom teachers for integration students. Goals are discussed and key improvement strategies identified. Monitoring takes place to ensure that students" needs are being met. The Special Needs Team monitors the programs of all students to ensure their needs are met. Transition meeting times are organised for teachers to share student portfolios and needs at the end of the school year.*

- *We have continued our commitment to our Senior Leadership Program where every senior student belongs to a leadership group. These groups are established around the passions of the students at the beginning of each year and as such, change from year to year. Each group is challenged to identify a need and to design and work on a project that will address that need. Each year, the students at St Paul Apostle North are rising to that challenge and raising the level of engagement and of service. These young people truly are the leaders of tomorrow.*

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 including:

- *Excursions and incursions. eg. "The Power of One"*
- *School Camp to Mt Evelyn for Gr 5 and 6*
- *BIG day out and sleep over for Gr 3 and 4 students.*
- *Participating in the national Reading hour with students in pyjamas enjoying a book with their teachers.*
- *East Timor Day organised by senior students.*
- *School sports carnival and interschool sports.*
- *Camp Australia Before and After School Care.*
- *Specialist Programs in Mandarin, Visual Arts, Performing Arts and Physical Education.*
- *Reading Recovery, ERIK, Bridges, Seasons, Peaceful Kids, Mindful Meditation, Interschool Sport both Summer and Winter, District athletics, swimming and cross country teams, Junior and Senior choirs,*
- *Affiliations with Kids Matter, Stephanie Alexander Kitchen Garden, Berry Street Childhood Institute, Family School Partnerships, The Healthy Together Achievement Program, The Allanah and Madeline Foundation, Walker Learning, Casey Library, The Melbourne Football Club (Read Like a Demon), Sporting Schools (AFL), Friends of Ermera, Casey Council.*
- *Buddy program.*
- *Mothers' Day and Fathers' Day Breakfasts, Learning Expos, Class Breakfasts, Cultural Fiestas,*
- *Grandparents' Morning, Discos, Kinder Wonderland Party, Market Day,*
- *Saturday keyboard lessons.*
- *School Choir*
- *School concert*

- *Assemblies each Friday with each class sharing their learning.*
- *Year 5 and 6 leadership program.*
- *Christmas Hampers for the Parish.*

STUDENT SATISFACTION

- *Our Insight SRC data for 2016 showed all areas as very positive with Student Morale, Connectedness to School and Teacher Empathy as particularly high. Purposeful Teaching, Stimulating Learning and Learning Confidence were also high.*

Child Safe Standards

Goals and Intended Outcomes

'To embed an organisational culture of child safety where the sacred dignity of each person is recognised, respected and fostered.'

- *That all students at St Paul Apostle North are safe at all times and that processes and policies are in place to ensure this.*
- *That all school employees, volunteers, contractors and clergy proactively ensure the safety of students at all times and take appropriate action if there are concerns about the safety of any child at the school.*
- *That our students are aware of their right to be safe and are empowered to have a voice about safety and know how to raise concerns.*
 - *We have developed a St Paul Apostle North Child Safety Policy, and a Safeguarding Children and Young People Code of Conduct. All employees of St Paul Apostle North have been given a copy of the Child Safety Policy and have signed the Code of Conduct. All new employees sign this code as part of their contract.*
 - *The Child Safety Policy and Code of Conduct have been introduced to the community as part of a North School Advisory Board meeting and as part of a Parents and Friends*

Association meeting. These documents have also been printed in our newsletter on a number of separate occasions and are in our handbook and on our website. These documents are unpacked with the staff each term.

Leadership & Management

Goals & Intended Outcomes

'To build a leadership climate characterised by inclusion, collaboration and respect, where all members of the community are responsible for becoming active contributors to the life of the school.'

- *That all members of the community become more confident, responsible and accountable learners and leaders, in an organisational climate characterised by enhanced leadership empathy, teamwork and engagement.*

Achievements

- *We have had a focus on building relationships, improving the clarity and the direction and empowering teams. We are continuing to lead by our actions - „Be the Change we want to See.” Our organisational climate continues to show improvements as we continue to work on making each stakeholder an „insider”, beginning with the staff and students and extending to our parents.*
- *We have worked together on refining our roles. We are working on building the leadership capacity of all staff and developing an animated learning culture for all.*
- *We have made learning visible and we are making our school goals and areas for improvement visible. We have a greater visible presence across the school in order to build relationships, give*

constructive feedback and identify needs. 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 are continuing and improving our coaching triads to improve our Learning & Teaching strategies. This commenced with Religious Education but has widened to good contemporary pedagogy across all learning areas. We take turns to teach and be observed on a particular focus. We use the „Ladder of Feedback“ to guide our reflection and feedback for improving classroom practice. This process continues to have benefits for all involved in the triad. Many staff members report that it is good to share expertise, ideas and ways forward through these coaching sessions. They build relationships and consistency across the team and school. 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.*
- *Professional discussions continue to be encouraged and can be seen taking place regularly, both formally and informally. Four hour planning sessions have supported dialogue in planning teams. The principal and members of the leadership team join in the professional dialogue with planning teams each fortnight to support the analysis of data and program implementation. 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.*
- *The Principal, Religious Education Coordinator and Literacy Coordinator continue to be mentored by Trinidad Hunt on our goals and action plan. Each team we have a Skype coaching session as a team to refine our leadership actions to support the development of a professional learning community and enhance our organisational culture.*
- *We send staff on Professional Development in twos and generally have a sustained focus on a series of days or staff meetings to help staff with implementation and to support them to embed new learning. We have sent entire teams to learn a strategy e.g. PERI, phonemic awareness or to study tours to see best practice in action.*
- *Staff members have been regularly consulted so we can clarify and refine areas for improvement. They have addressed the questions: 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. 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. There are a number of additional meetings planned to ensure all staff are part of the communication network. The Deputy Principal meets with specialists and part-time teachers while the Principal and Literacy Coordinator meet with our LSOs fortnightly. The Principal also meets with School Officers each fortnight. In addition, the leadership team and wellbeing team meet weekly. The Principal and Deputy meet with the PFA each fortnight. There is definitely an improvement in communication from this consistent structure.*
- *We have 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 fundraising project completed. As a result, we are experiencing improving relationships and involvement of parents*

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

ICON: Hapara Day 1

ICON: Hapara Day 2

Administrative Officers' Conference. 2016

Administrative Officers' Conference. 2016

Clusters South 3-4

Clusters South 3-4

Reading Recovery Ongoing PL: Initial Day and Seminar

Reading Recovery Ongoing Group 14

Multilingual Languages Learning Communities

Religious Education Focus School Project

Southern Digital Network Term 1

Southern Digital Network Term 1

Southern Digital Education Network Term 3

Southern Digital Education Network Term 4

Middle Leaders Leading a Culture of Professional Learning

Middle Leaders Leading a Culture of Professional Learning

Deputy Principal Network Southern

Deputy Principal Network Southern

Deputy Principal Network Southern

Deputy Principal Network Southern

Southern Region Graduate Network

Southern Region Graduate Network

Southern Region Graduate Network

Southern Region Graduate Network Term 2

Learning and Teaching Network Day 1B

Learning and Teaching Network Day 1B

Learning and Teaching Network Day 2B

Learning and Teaching Network Day 3A

Learning and Teaching Network Day 4A

Learning and Teaching Network Day 4A

Learning and Teaching Network Day 4B

Southern Region Religious Education Leaders Network

Southern Region Student Services Network Term 1

Southern Region Student Services Network Term 4

Southern Region Students with Disabilities Application Guidelines

ERIK Enhancing Reading Intervention Knowledge

Supporting Students with ASD

Student Wellbeing: Connect, Grow, Learn, Flourish

Family Centred Classroom Practices

Family Centred Classroom Practices

Family Centred Classroom Practices

Family Centred Classroom Practices

THRASS

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

30

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2000

TEACHER SATISFACTION

- *Our School Culture showed a very pleasing improvement in 2016. Our Empathy went from 8.5 to 42.7, our Clarity from 15.2 to 52.9, Learning went from 19.9 to 58.9 and our Engagement went from 20.1 to 63.0. Individual Morale was very high with School Morale, Teamwork, Ownership, School Improvement Focus, Student Motivation, Engaging Practice and Teacher Confidence all being very high.*

School Community

Goals & Intended Outcomes

'To engage parents as partners in their children's learning, continuing to be an outward facing school embracing authentic community partnerships'

- *That connection between home, school and the community are strengthened in order to benefit student learning, wellbeing and capacity.*

Achievements

- *We have continued to focus on strengthening our family and community links to support the learning of our students as well as to build partnerships that are mutually supportive of one another. In 2016 we investigated Family Centred Classroom Practice. We trialled strategies to build links and have seen very positive benefits. We continue to take every opportunity to make contact with parents and to inform them of their children's learning and successes. Our participation in the Stephanie Alexander Kitchen Garden Program provides a wonderful opportunity for parents and grandparents to become involved in either the cooking or the gardening aspect. As part of becoming an outward facing school we 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 successfully obtained a community grant for our gardening shed. We have an onsite psychologist.*
- *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.*
- *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 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.*
- *We have included parents in our training sessions for THRASS and KidsMatter and have two parents on the KidsMatter 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, class breakfasts and Maths mornings, weekly assemblies and regular class Masses and liturgies.*
- *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.*
- *We have had a focus on communication and have used multiple platforms to share information with our school community. We have introduced Care Monkey so that we can exchange medical information easily and notify parents directly via an app about excursions. We have a website, use a school app for notifications, use SMS for alerts, have a fortnightly newsletter as well as each class using some form of electronic communication such as Class Dojo or Seesaw. 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 as part of Walker Learning, 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. The use of Google Classroom has also allowed parents to have a window into their children'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.*
- 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,*
- 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. Student Led Conferences 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.*

PARENT SATISFACTION

- Our 2016 Insight SRC data for parents showed a similar trend to 2015 with Connectedness to School and Connectedness to Peers as rating quite high. Also high were Teacher Morale, Approachability, Parent Input and Reporting.*

Future Directions

St Paul Apostle North participated in a School Review in Semester One, 2016. Our review report was validated by Meredith Nolte. As a result of this process we have developed a new School Improvement Plan. We are now working on achieving our new goals and targets. We look forward to working in partnership with our students, parents and teachers to implementing our plan for improvement.

Key messages for St Paul Apostle North School's **Strategic Intent** for the next 4 years

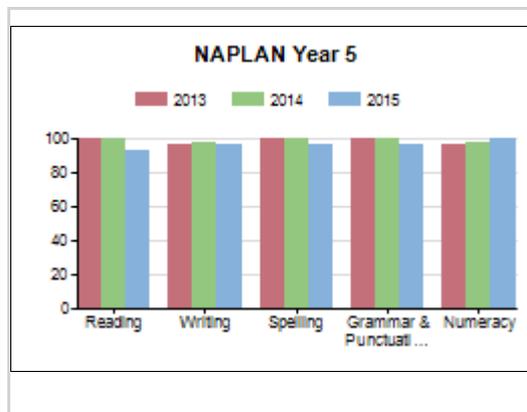
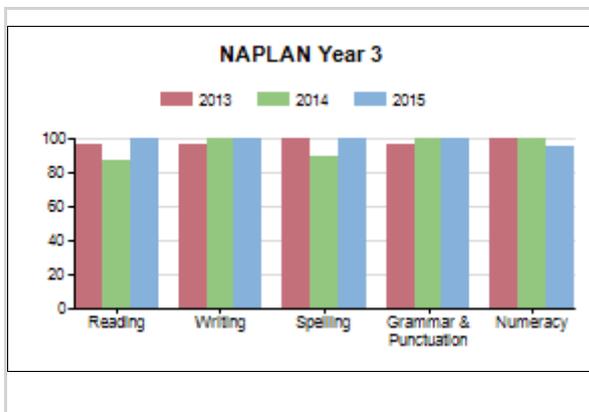


VRQA Compliance Data

E1341
St Paul Apostle North School, Endeavour Hills

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2013	2014	2013–2014	2015	2014–2015
	%	%	Changes	%	Changes
			%		%
YR 03 Reading	96.4	86.7	-9.7	100.0	13.3
YR 03 Writing	96.4	100.0	3.6	100.0	0.0
YR 03 Spelling	100.0	90.0	-10.0	100.0	10.0
YR 03 Grammar & Punctuation	96.6	100.0	3.4	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	95.8	-4.2
YR 05 Reading	100.0	100.0	0.0	92.6	-7.4
YR 05 Writing	96.4	97.3	0.9	96.2	-1.1
YR 05 Spelling	100.0	100.0	0.0	96.3	-3.7
YR 05 Grammar & Punctuation	100.0	100.0	0.0	96.3	-3.7
YR 05 Numeracy	96.4	97.3	0.9	100.0	2.7

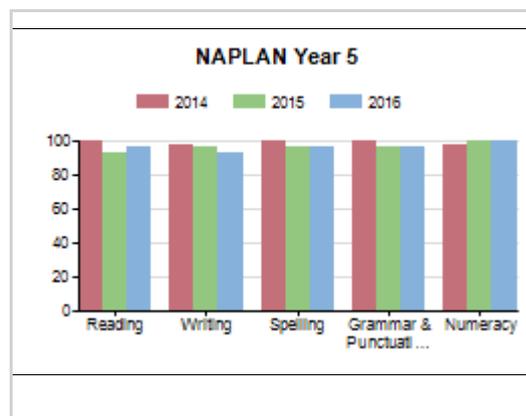
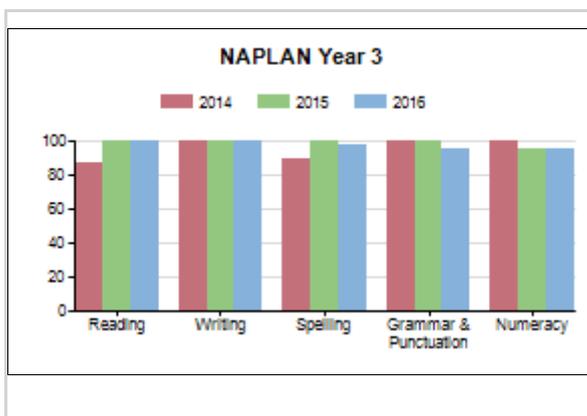


[Victorian Registration and Qualifications Authority](http://www.vic.gov.au)

E1341
St Paul Apostle North School, Endeavour Hills

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014 - 2015 Changes %	2016 %	2015 - 2016 Changes %
YR 03 Reading	86.7	100.0	13.3	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	90.0	100.0	10.0	97.5	-2.5
YR 03 Grammar & Punctuation	100.0	100.0	0.0	95.0	-5.0
YR 03 Numeracy	100.0	95.8	-4.2	95.0	-0.8

YR 05	Reading	100.0	92.6	-7.4	96.8	4.2
YR 05	Writing	97.3	96.2	-1.1	93.5	-2.7
YR 05	Spelling	100.0	96.3	-3.7	96.8	0.5
YR 05	Grammar & Punctuation	100.0	96.3	-3.7	96.8	0.5
YR 05	Numeracy	97.3	100.0	2.7	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	93.00
Y2	90.16
Y3	93.52
Y4	92.37

Y5	91.51
Y6	89.90
Overall average attendance	91.74

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	83.31%

STAFF RETENTION RATE	
Staff Retention Rate	84.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	20.00%
Graduate	15.00%
Certificate Graduate	10.00%
Degree Bachelor	70.00%
Diploma Advanced	25.00%
No Qualifications Listed	5.00%

STAFF COMPOSITION

Principal Class	2
Teaching Staff (Head Count)	31
FTE Teaching Staff	19.164
Non-Teaching Staff (Head Count)	11
FTE Non-Teaching Staff	8.434
Indigenous Teaching Staff	1