



# ANNUAL REPORT TO THE SCHOOL COMMUNITY

**St Paul Apostle North**  
Endeavour Hills

**2018**

REGISTERED SCHOOL NUMBER: 1897



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## Contact Details

<b>ADDRESS</b>	76 Mossgiel Park Drive Endeavour Hills VIC 3802
<b>PRINCIPAL</b>	Mary Lucas
<b>PARISH PRIEST</b>	Fr Kevin Dance
<b>SCHOOL BOARD CHAIR</b>	
<b>TELEPHONE</b>	(03) 9700 6068
<b>EMAIL</b>	principal@spanhills.catholic.edu.au
<b>WEBSITE</b>	www.spanhills.catholic.edu.au
<b>E NUMBER</b>	1341

## Minimum Standards Attestation

I, Mary Lucas, attest that St Paul Apostle North Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

19/05 2019

## Our School Vision

St Paul Apostle North is a vibrant and welcoming school where curriculum is enriched by the values, beliefs, perspectives and experiences of every member of our learning community as they engage actively with Catholic understandings of the human person. 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 aim to embed an organisational culture of child safety where the sacred dignity of each person is recognised, respected and fostered. We are committed to safeguarding children and young people at St Paul Apostle North Primary School against sexual, physical, psychological and emotional abuse or neglect.

We provide an environment that is safe, nurturing and stimulating and promotes 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 learning.

We are committed to providing a comprehensive curriculum where the learning experiences are designed to help learners develop their knowledge, skills and understandings in all learning areas and to access a quality curriculum where they have a feeling of connectedness and belonging, of being known and valued, and listened to.

We challenge learners to explore and consider deep questions, and big ideas. These questions centre around key issues, enabling learners to interpret and make meaning of their lives, the world and their social contexts as well as their religious traditions, responding with openness and empathy to others. We ensure that this integration of life, culture and faith, in today's globalised context is understood to be at the heart of the meaning-making process. 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 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 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 which enables our community to genuinely embrace our differences and to respectfully share perspectives, enhancing knowledge, understanding and harmony. Our Respectful Relationships curriculum and continued commitment to “BeYou” (formerly KidsMatter) complements this.

Our commitment to family engagement and our relatively small size allows for meaningful student interaction, the nurturing of relationships and the building of self-confidence that is essential for learning and life. Building positive relationships is the key to knowing our students’ needs and providing a differentiated curriculum to support their learning development.

The school offers a balanced curriculum based on the Victorian Curriculum and the Catholic Education Melbourne Pedagogy of Encounter, 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 our differentiated learning programs, supported by our rigorous assessment structures, which provide the data for our educators to develop personalised and scaffolded learning tasks.

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 Leader, Learning and Teaching Leader and Learning Diversity Leader work together with the Principal to support the professional development of staff to ensure continuous school improvement.

Our grounds are safe and attractive with excellent play areas for sports, creative play and peaceful contemplative zones. St Paul Apostle North, Endeavour Hills builds authentic partnerships with parents and the wider community. Our positive, supportive relationships and engaging learning opportunities ensure personal success for each student.

We challenge and support our students to be independent thinkers, problem solvers, and compassionate members of society who truly believe they can make a difference, and who continually strive to do so.

## Principal's Report

In 2018, St Paul Apostle North continued to build on the successes of the past, and to learn from our experiences. Our major focus for the year, as a staff, in response to our NAPLAN results, was our involvement and investment in CEM lead and supported Professional Learning in Mathematics. This continues to be an empowering journey for our staff who are passionate about improving student outcomes.

We also continued our involvement in our Religious Education Collective project with three of our local Catholic schools. Our involvement in this project continues to drive our Inquiry units, ensuring they are firmly based in Catholic teachings and faith. Our teachers and our children truly understand the learning of everything through a Catholic lens. This has resulted in rich and powerful learning.

Although we had staff involved in many different projects over the year (Oral Language, Respectful Relationships, Ongoing Reporting), we were able to help each other to see the connection and pattern in all. Each project complemented the others and built towards our vision of improving student outcomes, growth for all, and mentally, physically, socially and spiritually flourishing students, educators and families.

## 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 traditions of the Catholic Church.*

One intended outcome is that students, staff and school families demonstrate a stronger commitment to their faith and to the school's Catholic culture.

### Achievements

- Continuing our involvement in the Religious Education Collective, all teams continued to plan their Inquiry and Religious Education units hermeneutically. Guided by Margaret Waldeck, who worked closely with level teams, all level planners showed much more depth and richness, which continued to elicit deeper thinking and wonderings and richer learning experiences for our students. Teachers continue to present students with thought provoking provocations.
- Again, we unpacked the Victorian Curriculum Capabilities and matched them to the new Religious Education Curriculum Framework standards and descriptors. The whole staff was involved in this and there was total buy in, as everyone felt supported in their work
- We altered our assessment and reporting to reflect the standards and the teaching practices.

### VALUE ADDED

- Each week the classes take turns to plan and host a Mass or Liturgy in their Learning Area. Parents and family members are invited to these Masses and Liturgies and they are always well supported. Being in the Learning Spaces, these celebrations are very warm and intimate.
- Our Year 6 representatives attended the St Patrick's Day Mass at the Cathedral and participated in the Catholic Education Week celebrations after the Mass.
- Our Principal and Religious Education Leader met with the Principal and the Religious Education Leader of the South School together with the Parish Priest and Sr Joan, who runs the Sacramental Program for the Government School Children, to plan the Reconciliation, Eucharist and Confirmation celebrations.
- Our 2018 Foundation students, together with the South School Foundation Students, welcomed our 2019 Foundation students into our Parish community at Mass on the first Sunday of Advent
- We held whole school Masses and celebrations in the PLC for important dates in the Church Calendar, for example Ash Wednesday, Easter celebrations and the Feast of

Mary MacKillop.

- We celebrated Opening and Closing of the year Masses and St Paul's Feast Day Mass together with the South School at the St Paul Apostle Church.
- Student Leadership teams again planned and ran successful days to raise money for, and awareness of the plight of our fellow human beings in East Timor and Cambodia.
- We again re-enacted, as a staff, the Feast of the Passover and the Washing of the Feet.
- The incredible generosity of our families resulted in Christmas Gifts for all of the children whose families regularly made use of the Soup Van
- A group of staff members volunteered at the Dandenong Soup Kitchen.
- Improved Sacramental Family Nights – more hands on.



## 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.*

An intended outcome is that student learning growth will improve across the curriculum, with a focus on numeracy.

### Achievements

- In 2018, our Professional Learning Teams continued to meet fortnightly with the Principal and the Curriculum Leaders to analyse data and plan for the best learning opportunities for all students. This practice has continued to prove essential in developing consistency across the school, identifying needs and planning personalised instruction for every student.
- Our commitment to Walker Learning continues to ensure engaged and excited learners right across the school. Teachers and LSO's (Learning Support Officers) tap into the interests of the students and plan learning experiences which lead our students, through these interests, to access the curriculum in a meaningful and genuine way. Much of this is done through Investigations in the Junior school and Education Research Projects in the Middle and Senior School. Walker Learning also includes daily focus students, small clinic groups, differentiated questioning strategies and the tracking and analysis of data.
- Our purposeful use of technology in the Senior School has allowed our teachers to dabble in the 'flipped classroom' model, whereby the content is delivered as homework reading and the students come with their questions and wonderings to work on collaboratively in class time. This model encourages student voice and allows for genuine differentiation.
- We have invested in Essential Assessment across the school and, together with LAP (Literacy Assessment Project) and PAT (Progressive Achievement Tests), this allows for consistency of data collection and analysis which, in turn, allows for more personalised instruction for our students. Data from these, together with pre and post testing of teaching units, is shared regularly at Professional Learning Team meetings and forms the basis of the fortnightly planning.
- During 2018, staff continued to attend network meetings such as, CEM (Catholic Education Melbourne) Religious Education Network, Learning and Teaching, Deputy Principal's, Reading Recovery, Middle Leaders, ICT, Wellbeing.
- Higher order questioning and deeper thinking continued to be a focus. Teachers continued to work together to challenge themselves to provide opportunities for students to work and think creatively and to develop their problem solving strategies together with the resilience to persevere and go deeper.
- Our entire team of Junior School teachers began a project on Oral Language Supporting Positive Behaviour. This work was supported by Mary Anne Rugg from CEM and Jo

Gimas. The explicit teaching of vocabulary was identified as our area of focus. This has been valuable learning for our teachers and we will continue in this program in 2019.

- The whole staff, full time teachers, part time teachers, specialists and Learning Support Officers began a two year learning journey with Jo and Jan from CEM Southern Regional Office to:

*“build teacher capacity in the knowledge, understanding and pedagogical practices in the Mathematics curriculum area in order to improve the Mathematics outcomes for our children”*

I consider this an enormous achievement, as the excitement and energy around this project only continued to grow across the year, resulting in many changes in planning and practice across all levels.

### STUDENT LEARNING OUTCOMES

- Our Three year trend data shows that our Year 5 results have improved in all areas; however, our Year 3 Spelling, Grammar and Numeracy have declined.
- The proportion of students Meeting the Minimum Standard in Year 3 was only achieved in Reading and Writing.
- The Proportion of Students Meeting the Minimum Standard in Year 5 was achieved in Reading, Writing and Numeracy.

## Student Wellbeing

### Goals & Intended Outcomes

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

An intended outcome is that student learning engagement and connectedness increases, enhancing responsibility, independence, resilience and social and emotional learning outcomes.

### Achievements

In 2018, although KidsMatter was in transition, we continued to follow the mantra of “Every Face Has a Place” and to put into place strategies to ensure that every child at St Paul Apostle North felt valued and embraced as a member of our “One Family”. We continued to timetable Wellbeing Wednesdays when every class participated in a lesson from the Bounce Back Program each Wednesday afternoon. We continued to align this with the CEM Social and Emotional areas of Self Awareness, Self-Management, Social awareness, Relationship Skills and Responsible Decision Making.

Along with our continued affiliation with KidsMatter, we also continued to work with our St Paul Apostle Parish Team, The Allanah and Madeline Foundation, Berry Street Childhood Institute, Stephanie Alexander Kitchen Garden, Family School Partnerships, The Healthy Together Achievement Program, Walker Learning, The Endeavour Hills Library, Melbourne Football Club (Read Like a Demon), Sporting Schools, Friends of Ermera, and Casey Council. All of these partnerships provided opportunities for our staff, students and families to tap into valuable resources for ensuring our physical, mental and spiritual wellbeing.

The Walker Learning Approach across the school encourages student voice, engagement and enthusiasm for learning. 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 give them a sense of self-worth as well as building relationships between themselves and the teacher and themselves and other students. Weekly class meetings also help to build relationships and a feeling of belonging within a group. Everyone has a voice and every opinion is valued.

As part of the fortnightly PLT (Professional Learning Team) Meetings, Leadership, teachers and LSO's (Learning Support Officers) are able to discuss relevant issues concerning all children in their care. Program Support Group Meetings (PSG's) are planned and facilitated once a term for each funded student as well as some who are not funded. Individual Learning Plans are established by classroom teachers with the help of Leadership. Goals are discussed and key improvement strategies identified. Monitoring occurs to ensure that students' needs are being met. Transition Meeting times are organised for teachers to share student information at the end of each school year to make sure all relevant information is passed on.

In 2018, our Student Leadership Program continued to gain momentum. As part of this program, every senior student belongs to a leadership group. Leadership groups are formed by the students themselves as they identify an area of interest or passion where they see a need, either within the school or locally or even globally. The team then designs an Action Research Project, which they work on over a period of time and which results in some improvement or change that will benefit the school or the world. This program gives our senior students a genuine sense of purpose and helps to establish a culture of service within the school.

#### VALUE ADDED

- Four staff members have now attended the Berry Street Professional Development sessions and many of the Berry Street wellbeing initiatives have been introduced across the school such as brain breaks, de-escalation techniques etc.
- The whole school practises Christian Meditation each morning at 8:50. This meditation is broadcast across the school on the speakers, and signs ask parents and visitors to respect our silence for that time. This helps us to start our day present, centred and grounded, promoting mindfulness, calmness and wellbeing.
- Our chooks continued to be a vital part of the Kitchen Garden program and laid so prolifically that they also became a source of income.
- The cooking and gardening component of the Middle School offers many of our students a different way of 'being' at school and a way to express themselves differently. This program became much more dynamic with the investment of a full time teacher and a Learning Support Officer one full day a week.
- Our Specialist Programs of Visual Arts, Performing Arts, Physical Education and Mandarin continue to give different students the opportunity to shine in non-academic areas.
- We worked hard as a whole school, preparing for, and performing our biennial whole school production which was performed for the first time at Nazareth College.
- Our choir performed at a number of venues including The Doveton Show, The St John's Talent Show and the Community Christmas Carols Night at the South Eastern Christian Centre.
- Our KidsMatter Room was opened weekly at Recess and Lunch and was very popular, particularly for those students who find the playground a little overwhelming.
- Our 5/6 Leaders planned and ran lunchtime clubs
- We continued to participate in our regular activities such as Year 5/6 Camp, 3/4 Big

Day Out and Sleepover, excursions, incursions, sports carnivals, musical productions etc.

- Intervention programs such as Reading Recovery, ERIK, Bridges, LLI, Seasons, Peaceful Kids etc continue to support our children in whatever area they need.
- We provide Before and After School Care for families who need this service.

### STUDENT SATISFACTION

In 2018 the results of the Student SRC survey showed significant improvement in every area except Classroom Behaviour. The highest gains were in Stimulating Learning, Purposeful Teaching and Teacher Empathy.

One possible explanation for the lower score in Classroom Behaviour, was the fact that we are an open learning environment and this level included a child who's behaviour was erratic and escalated quickly and publically. There were many strategies and safeguards in place, but, understandably, many children found this confronting.

### STUDENT ATTENDANCE

The school roll is marked twice a day using Nforma. 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 with a phone call to the parents immediately after the roll has been marked. Meetings are organised with parents of children with irregular attendance, to understand the possible cause and to provide support to improve attendance.

The school follows the Whole School Strategies to Promote Attendance as stated in the School Attendance Guidelines published by The Department of Education and Training 2018.

## 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.*

Intended outcomes are:

- 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, are empowered to have a voice about safety and that they know how to raise concerns.

### Achievements

- We have introduced a digital sign in system, which stores all WWC (Working With Children) checks, contractor information etc.
- 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.
- All children involved in the 1:1 device program from Year 3 to 6, sign an online code of conduct.
- Child Safety is on the agenda in every Team Meeting fortnightly. The Principal, Deputy Principal and Wellbeing Leader are present at all of these Team Meetings.
- 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.
- Our OSHC (Out of School Hours Care) follow our child Safety Policy and Code of Conduct.
- Weekly Class Meetings ensure that students have the opportunity to bring up safety issues regularly.

- The Principal, Deputy Principal and Wellbeing Leader all have an open door policy and at least one is always available to listen to student worries or issues. The students at St Paul Apostle North know this and are happy to bring these issues to us at any time.
- The staff know and value the building of relationships and trust with all of our children and we try to make sure that every child has at least 3 adults at the school, who they feel comfortable talking to.
- As part of the Walker Learning Approach, every child in the school is a 'focus' child at least one day per fortnight. That child receives special attention from the teacher on that day and records are kept of academic, social and emotional progress. This data is discussed at the Team Meetings.
- Our Senior Student Leadership Program gives the students a voice in identifying needs within the school and beyond. They then design an Action Research Project to come up with a solution.
- Risk Assessment is carried out for all excursions, incursions and camps.
- Our Displan is kept up to date and a different drill practised each term.
- Mandatory Reporting, Reportable Conduct, Anaphylaxis, Diabetes and First Aid Training are undertaken regularly by staff and records kept.
- A playground audit is undertaken by an external provider regularly and regular maintenance performed.
- As part of our commitment to Respectful Relationships we foster positive gender relationships

## 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.*

An intended outcome is that all members of the St Paul Apostle North community become more confident, responsible and accountable learners and leaders, in an organisational climate characterised by strong leadership empathy, teamwork and engagement.

### Achievements

- We continued our structure of regular meetings to ensure all staff were consulted and informed of decisions affecting them or their students. All full time staff met weekly on a Tuesday for a Staff Meeting. Class teachers, Learning Support Officers, the Principal, Religious Education Leader, Learning and Teaching Leader and Literacy Leader met in levels for one hour per fortnight as a Professional Learning Team.
- The Principal, Deputy Principal and Learning and Teaching Leader continued to be mentored by Trinidad Hunt on the implementation of our Annual Action Plan. On certain occasions, other members of staff were invited to join these monthly Skype sessions, depending on the needs at the time. Trinidad has assisted the team to refine our leadership actions to support the development of a professional learning community and enhance our organisational culture.
- Being involved in the Mathematics Project with Southern Regional Office allowed some teachers who had not previously taken on leadership to become a Mathematics Leadership Team and to lead in a field they felt comfortable in and supported in. This has allowed different members of staff to flourish.
- Our Student Leadership Program continued to be refined and improved. This program has gone from strength to strength and the sense of empowerment is now moving down the school with students from all levels initiating improvements to the school, its environment and even some of the processes.
- With an expanded Parent's and Friend's Association many more parents feel a level of leadership and are happy to bring new ideas to the table. There are many parents not formally part of the PFA, but who are very happy to be involved whenever we need extra help. We will continue to encourage Parent Leadership in any way we can.



**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2018**

Oral Language Project

Enhancing Reading Intervention Knowledge (ERIK)

Autism Spectrum Disorder – Classroom Implications

Universal Behaviour Supports

NCCD Briefing

Targeted Assessment and Analysis

Team Teach Training

New Principal's Induction

Southern Region Ongoing Reporting Collective

Developing Mathematical Understanding P-2

Introduction to Renewed Education Framework

Inspired to Faith Leadership – Who Are We In This Story?

Catholic Leadership Primary Southern Regional Forum

Respectful Relationships in Catholic School Communities

Leading Wellbeing for Learning and Growth: What Lies Ahead?

Student Wellbeing Leaders Induction

Exploring Identity and Growth: What Lies Ahead

Administrative Officer's Conference

Religious Education Conference – Open New Horizons for Spreading Joy.

Finance Cluster Meeting	
Principal's Conference – Broome	
South Eastern/Peninsula NCCD Network	
Southern Digital Education Network	
Southern Middle Leaders (Literacy & Maths) Network	
Deputy Principal Network	
Southern Graduate Network	
Southern Learning and Teaching Network	
Diversity Network	
Southern Region Whole School Maths Project	
Religious Education Collective Project Meetings	
Walker Learning	
Stephanie Alexander Kitchen Garden	
Gardening PD Berwick Cheese Factory	
Focus on Food	
Colourful Semantics	
First Aid	
Diabetes – Ronald McDonald House	
<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018</b>	30
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	\$2500

## TEACHER SATISFACTION

In 2018, Role Clarity, Appraisal and Recognition, Empowerment and Individual Morale were higher than in the previous year.

However, Student Management, Individual Distress and Engaging Practice scored lower. These are areas we have addressed and are continuing to monitor.

We have explored engaging practices as part of our ongoing Maths Project and, as a staff, are transferring these practices to all areas of the curriculum. We have invested heavily in the Oral Language Supporting Positive Behaviour Project, and have a group of teachers who will be attending Positive Behaviour Support in the Classroom.

Our involvement in Respectful Relationships and the explicit teaching of the Respectful Relationships Curriculum, has been powerful in promoting inclusion and respectful classroom and playground behaviour.

## 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.*

An intended outcome is that the connections between home, school and the broader community are strengthened in order to benefit student learning, wellbeing and capacity.

### Achievements

- In 2018, we continued to focus on strengthening our family engagement and our community links in order to support our students' learning. We established a Community Engagement Position of Leadership and devoted one day per fortnight out of the classroom to working in this space.
- At St Paul Apostle North, parents are encouraged to be actively engaged in their child's learning. Students and parents are provided with meaningful information about progress. There are written reports at the end of each semester. Student Led Conferences take place in Term 1 and Term 2. These are times to discuss growth and to set new goals for the Semester. Parents are invited to make appointments at any time to discuss their child's progress. We continue to develop a culture where we believe that every student has the ability to learn and to experience success.
- As part of our focus on open communication and teacher approachability, each class uses either the Class Dojo or Seesaw app. Classroom doors are open at 8:40 each morning and teachers make themselves available after school on nights when they have no meetings. Parents are able to email the Principal or the class teacher if needed. A member of the leadership team is always rostered on duty, either before or after school, each day and is available to see parents whenever possible.
- We use Care Monkey to keep our medical information up to date and to notify parents and carers directly about excursions and school events. Our website is active and up to date and we use our school app for notifications and SMS for alerts. Our school newsletter goes out each fortnight as well as a What's Happening Newsletter which goes out from each level at the beginning of each term to let parents know the learning that has been planned for that term. Each classroom has a Communication Board, as part of Walker Learning, with the Learning Intentions and timetables for the fortnight, as well as the focus children, and the clinic groups. The use of Google Classroom has also allowed parents to have a window into their child's learning.
- There are many different ways parents and carers can be involved in St Paul Apostle North. We have a North School Advisory Board which meets in Week 3 and Week 8 of each term. Our Parents and Friends Association met fortnightly and continued to provide the school with amazing support both financially and morally.

- Parents, carers and grandparents are encouraged to be involved in the classrooms, class Masses, the Library, Perceptual Motor Program, the kitchen, the garden, the chooks, working bees, class breakfasts, or generally any way they choose. We truly welcome all involvement.
- In 2018, we planned strategically to have a higher profile in the local community. Our choirs sang at the Doveton Show, the Endeavour hills Library, St John's Regional College Talent Show, the local shopping centre and at both the Parish and the Community Christmas Carols.
- We set up information booths at the Doveton Show and at the Endeavour Hills Shopping Centre, to promote our school. Our biennial whole school performance was held at Nazareth College. A new event on the St Paul Apostle North calendar was a twilight Christmas Market. This was an enormous success and will become an annual event.

#### PARENT SATISFACTION

2018 Insight SRC data again showed consistent trends in Parent Satisfaction. Particular areas of strength were Parent Input, School Improvement and Student Motivation. Areas to work on were Student Safety (as with the students) and Extra Curricular.

## Future Directions

- As an extension to our Walker Learning Approach, we are very keen to explore Outdoor Education. We have begun this journey by attending Professional Development at Cornish College and extending our Kitchen Garden to many other types of gardening and planting.

Our Senior Students have included a morning block each week where they take their learning into the Churchill National Park across the road from the school.

Our Junior Teachers are planning outdoor Science learning units and our Foundation Children have established a “Fairy Garden” outside their learning space. We are all very excited about this future direction.

- STEAM is definitely an area we need to develop more comprehensively into our entire curriculum. We have borrowed a 3D printer and are developing rich learning units to incorporate this technology into. We will increase our knowledge and expertise in coding, and introducing robotics into all levels of the school.

We are fortunate to have developed a partnership with a retired CSIRO Scientist who is excited to work with our children in this area.

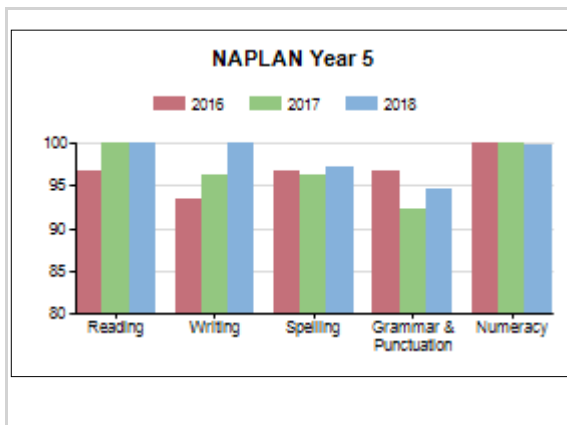
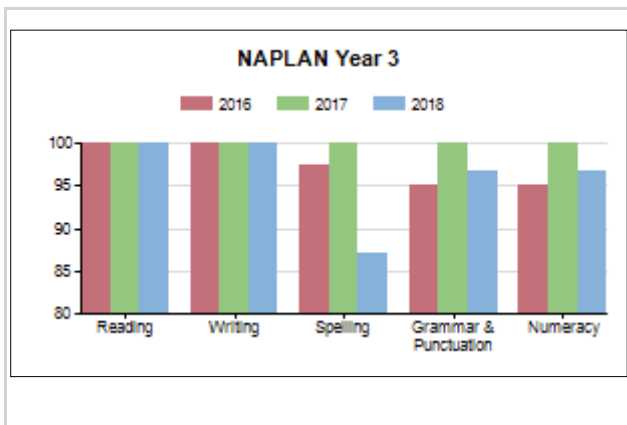
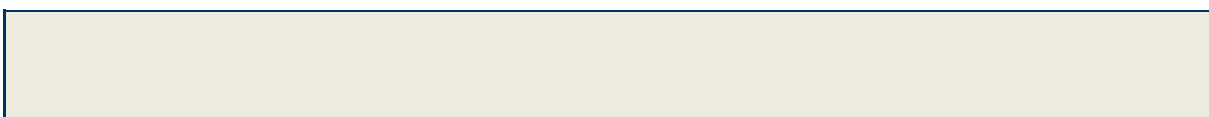
- The third area we are planning to move towards is to bring digital technology into our Performing Arts Program.

## School Performance Data Summary

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

**PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS**

<b>NAPLAN TESTS</b>	<b>2016</b>	<b>2017</b>	<b>2016 - 2017</b>	<b>2018</b>	<b>2017 - 2018</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
YR 03 Grammar & Punctuation	95.0	100.0	5.0	96.8	-3.2
YR 03 Numeracy	95.0	100.0	5.0	96.8	-3.2
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	97.5	100.0	2.5	87.1	-12.9
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	96.8	92.3	-4.5	94.6	2.3
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	96.8	100.0	3.2	100.0	0.0
YR 05 Spelling	96.8	96.2	-0.6	97.3	1.1
YR 05 Writing	93.5	96.2	2.7	100.0	3.8



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.6
Y02	91.5
Y03	90.8
Y04	91.1
Y05	93.2
Y06	90.4
Overall average attendance	91.8

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.6%



STAFF RETENTION RATE	
Staff Retention Rate	83.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	23.8%
Graduate	4.8%
Graduate Certificate	9.5%
Bachelor Degree	76.2%
Advanced Diploma	23.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	25
Teaching Staff (FTE)	16.5
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	6.4
Indigenous Teaching Staff (Headcount)	0

**NOTE:** *The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)*