



St Paul Apostle North School Endeavour Hills

2022
Annual Report to the School Community



Registered School Number: 1897

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission.....4

School Overview.....5

Principal’s Report6

Catholic Identity and Mission.....8

Learning and Teaching.....11

Student Wellbeing19

Child Safe Standards.....25

Leadership28

Community Engagement34

Future Directions37

Contact Details

ADDRESS	76 Mossgiel Park Drive Endeavour Hills VIC 3802
PRINCIPAL	Mary Lucas
TELEPHONE	03 9700 6068
EMAIL	principal@spanhills.catholic.edu.au
WEBSITE	www.spanhills.catholic.edu.au
E NUMBER	E1341

Minimum Standards Attestation

I, Mary Lucas, attest that St Paul Apostle North 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision

St Paul Apostle North is a Catholic learning community that inspires, challenges and engages all to become inquisitive global citizens, grounded in faith and inclusive of others, with an intrinsic desire to make a difference.

Mission

St Paul Apostle North Primary school is committed to Catholic Education in a welcoming, supportive and engaging learning environment.

We are committed to the personal learning journey and growth of our students.

We aspire to develop active, successful life-long learners and creative, innovative thinkers who contribute positively to their community, both local and global.

We aim to create an environment that is inclusive of diversity, promotes gender equality and respectful relationships for all members of our school community.

School Overview

St Paul Apostle North Primary School is one of two Parish Primary Schools in the South-Eastern metropolitan Melbourne Parish of St Paul Apostle, in the suburb of Endeavour Hills.

The school embraces the cultural and spiritual diversity of the population where students originate from thirty-seven different countries in addition to Australia. The percentage of students with a language background other than English is 72.

The school site is situated adjacent to an open regrowth woodland of Churchill Park Reserve. Facilities include open learning areas that feature attractive, flexible, contemporary learning spaces, linked by a large paved and shaded area for outdoor learning, meetings and recreation. There is an administration area, a large gymnasium, a community room and kitchen, a synthetic grassed soccer ground, and an established kitchen garden that is used by all year levels.

The school climate is characterised by inclusion, collaboration, and respect, where all members of the community are active contributors to the life of the school. Proactive engagement with a range of system level programs and initiatives has enabled professional learning around high impact pedagogical practices and opportunities to develop staff capacity and expertise in using data. Regular review of individual, cohort and whole school student data occurs in staff meetings and professional learning teams.

St Paul Apostle North aims 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. Staff and students are supported and encouraged to engage in discussions about faith and life experience. Learning and teaching, and student well-being programs are viewed and planned through a Catholic lens, placing emphasis on Catholic Social Teaching, stewardship of creation, discipleship and the school's Mission and values. The school's Catholic identity is lived through its liturgical celebrations, displays of iconography, sacramental programs, and enactment of its Mission Statement.

St Paul Apostle North is a contemporary, innovative learning community. Personalised, deep learning and powerful teaching, empowers, challenges, and achieves growth and success for all. A culture of collaboration and teamwork is manifested through open classrooms, consistently implemented whole school programs and instructional leadership. The leadership team is proactive in providing classroom support and resources, including the deployment of Education Support Officers in all classes to meet identified needs. Professional learning teams provide a forum for sharing expertise gained through programs such as Berry Street, the Religious Education Cluster Professional Learning Program and the CEM Mathematics Program.

Principal's Report

In 2022, St Paul Apostle North moved into the second year of our Improvement Cycle. Many of the suggestions and goals that had seemed reasonable coming out of our Review year we found a little off task as children, staff and families tried to navigate our way out of the lock-down years and build the stamina to move forward.

A number of students found it difficult to return to face-to-face learning and many had to be coaxed gently and continually reassured in order for them to function back in a school setting. Those students who did not cope well with online learning, found they had missed out on learning and felt behind. Many families were still scared and hesitant to send their children to school. All of this added an extra burden on staff members who were, themselves, tired and vulnerable.

However, in typical St Paul Apostle North fashion, the staff and community worked together to make the year a happy and successful one for all. Many of our calendar events returned, with the biennial whole school Musical Performance in Term Three being a particular highlight, bringing everyone together in a truly bonding experience.

We continued to make improvements to the school, installing fences around the Playgroup area and blocking off unpatrolled areas to keep our children safe. Both of our open learning areas were painted both inside and out, enhancing our learning environment. We changed OSHSC companies to Beyond Educare, a small family company whose philosophy has proven to be much more in line with our caring, family values.

Again we had a focus on growing our enrolments. Relationships with local kindergartens and child Care Centres were strategic and deliberate. A number of kindergarten groups were either bussed in, or were close enough to walk to enjoy rich and rewarding sessions in our beautiful work spaces and our school grounds. One of the local kindergartens held their Graduation in our Junior Learning Space for the second year. Our Social Media presence was kept up to date and relevant. Our free SPICE Play Group continued to grow and attract happy families. We spent money on prominent and strategic signage and updated our logo and uniform to be somewhat distinctive from the St Paul Apostle South school.

Our Prep enrolments at the end of 2022 were 50 with 6 other enrolments across the school. Our Prep enrolments have grown from 22 in 2021 to 32 in 2022 to 50 in 2023. Our whole school enrolments have increased from 176 to 198. This goal of growing our enrolments will continue to drive much of our work next year.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal 1:

To promote and enable whole community faith formation

Intended Outcomes:

- That students, staff and families attend, either face to face or online, faith formation sessions and willingly participate in meaningful dialogue about our faith.
- That a hermeneutical pedagogy is embedded within the school's planning documents and is clearly seen and heard in the learning and teaching at St Paul Apostle North
- That staff automatically and expertly plan for, and elicit, deeper learning in Religious Education using the Pedagogy of Encounter
- That we will see greater numbers, and diversity, of community members attending school Masses and liturgies, either in person or online.

Achievements

Students from Grades 3-6 completed the MACSSIS survey in 2022 to give the staff insight into their perceptions on the school. The Catholic Identity Domain gave us the following information:

- 81% of students surveyed reported that teachers present Catholic beliefs and practices in a way that makes sense to them.
- Students reported that during Religious Education classes they discussed their questions and ideas about things like fairness, life, happiness, death and relationships 71%
- 100% of students reported that their class prays together.
- 79% of students feel comfortable to talk about their beliefs, practices and ideas during Religious Education classes, a 9% increase from 2021
- Students surveyed expressed that celebrations and traditions such as prayer, social justice, Sacraments and Mass are a part of the school life 93% of the time, a 6% increase from 2021.

We have identified the following as growth opportunities for our school in the next twelve months:

- 71% of students reported that during Religious Education classes they discussed their questions and ideas about things like fairness, life, happiness, death and relationships. This is a slight decrease from last year.
- Students reported that Religious Education classes help them understand why they live the way they do 68% of the time, a 5% decrease from 2021.

- Students record 82% positive to the extent in which their teachers encourage them to respect the religious beliefs and practices of others. This is substantially lower than the 2021 result of 94%.

Our Staff MACSSIS survey data is to be celebrated with all Catholic Identity results ranging between 85 and 100%.

Our Parent MACSSIS survey data in 2022 indicates that our school:

- Emphasises the Catholic mission well 95%.
- Catholic beliefs are emphasised at our school 95%
- Catholic religious practices are emphasised at our school 95%

We will be working towards improving parent understanding of the Catholic Mission underpinning the policies and practices at our school 50% as well as emphasising respect for other religions 75%.

We also need to offer parents increased opportunities to participate in prayer services / Masses 5%.

VALUE ADDED

During 2022, we were able to embrace our Catholic Identity at school by beginning our days with Christian meditation and prayer time that set the tone for our daily learning routine. We were able to resume class Masses, prayer services and school assemblies onsite which gave our learning community a deeper understanding of feast days and special seasons in the liturgical calendar. Staff and students welcomed the regular opportunities to gather in prayer leading to an improved sense of reverence and visible engagement. We continued to acknowledge other cultures and faith traditions within our school community with children comfortably sharing special rituals with their peers, highlighting the similarities to the Catholic faith. Teachers value the importance of these discussions as evidence of our ongoing dialogical approach to learning.

The Feast of St Paul, our patron saint, was celebrated with a whole school Mass followed by an excursion to the movies, giving our learning community a wonderful opportunity to pray and have fun altogether.

Our Parish based Sacramental Program resumed onsite and continued to be supported via the school curriculum. The parish priests embraced this opportunity to reevaluate and improve the family formation evenings making them more informative and engaging for both students and parents. The Sacramental program continues to be extended through the students' weekly Literacy and RE/Inquiry lessons.

Learning and Teaching in Religious Education was supported by another professional learning day shared with St Francis De Sales School, our neighbouring school in Religious Education. The focus of this day was to deepen our understanding of Catholic Identity and how it is enacted in a multifaith school. Staff gained an understanding of the way a recontextualised dialogue school works to ensure the Catholic particularly.

Our whole school Performing Arts Production, 'We're All Made of Stars', was closely linked to our Inquiry Learning and Religious Education Curriculum. Students learnt that they possess the capacity to introduce change, if they can find the courage to make a difference. This musical performance demonstrated how we bring our Catholic Social Teachings and RE curriculum alive.

Learning and Teaching

Goals & Intended Outcomes

Goal 1:

To develop a school-wide pedagogical framework, underpinned by a clear, ongoing review and evaluation process.

Intended Outcome:

That there will be a documented school wide pedagogical framework owned and understood by all stakeholders (staff, students, community)

Goal 2:

To embed a culture of self reflection and improvement

Intended Outcome:

That there will be an embedded plan for professional learning and self-reflection

Achievements

MATHEMATICS

After the return to school for all children and staff due Covid Lockdowns in previous years there was an emphasis on engaging children in effective teaching of Mathematics in 2022. Staff further embedded the use of rich data to drive teaching and learning practice at St Paul Apostle North. Staff continued to build their capacity to effectively use data and to grow their knowledge of data through a variety of PLT meetings, Level Meetings and Whole School staff meetings together with the whole school data plan document. Staff further embedded the five non-negotiables in Mathematics - explicit teaching, modelling, differentiation, feedback and questioning. This rich data led to the development of Enrichment opportunities for students in Levels 3-6 in addition to intervention strategies being developed for Levels 1-6.

Achievements

- Further embedded our Whole school data plan for Mathematics detailing the assessment tool, purpose, data storage, mode of delivery and by whom
- Continued to implement the Mathematics Online interview throughout the whole school
- MOI questions correlating to the Mental Maths Continuum discussed with staff

- Mental Maths continuum continued, teaching structure outline and data results collected
- Mental Maths continuum aligned with the yearly overview
- Staff meetings to discuss Mental Maths, data and yearly overview
- Purchased the Intervention program Bond Blocks and assessed all Year 1-5 students to identify learning gaps
- Intervention running based on concepts and mental maths
- Maths Olympiads - Enrichment opportunity for grade 4-6 students in Mathematics
- Australian Mathematics Competition - Enrichment opportunity for grade 4-6 students in Mathematics
- Essential Assessment PD for staff and access to webinars online
- Analysis of PAT Maths, Westwood One Minute, MOI and Essential Assessment as a staff and in learning teams

LITERACY

2022 saw a return to full time face-to-face learning at SPAN with both staff and students enjoying the opportunity to reconnect and form meaningful relationships. Students had the opportunity to enhance their speaking and listening skills in a variety of situations that many had had little to no prior experience. Teachers and LSOs conducted focus reading and writing groups as students engaged in a range of hands-on, targeted activities aimed at developing each and every students' Literacy skills.

Achievements

- Decodable texts purchased for P-2
- Comprehension texts purchased for Grades 3-6
- Staff PL - Science of Reading research
 - Effective phonics based instructional activities (Reading Simplified)
- Intervention groups to assist students working below grade level
- Opportunities for students to engage in public speaking (Mass, assembly, Kids Matter videos, Focus children, Reporters, Photographers etc.)

STEM - 2022

2022 was an exciting year for STEM at St Paul Apostle North. We partnered with Real Time Learning and adopted an engineer who happened to be a past student. This enhanced our teaching and learning greatly, as we had access to a wealth of knowledge and resources beyond what our staff had been trained in. Students participated in coding with software programs and Lego, while building on their computer skills and understanding. Additionally, we

signed on with a new Cyber Safety provider, Inform & Empower who provide age appropriate cybersafety lessons through interactive webinars for students.

During National Science Week we had a whole school excursion and participated in STEM lessons in class.

Our staff are continuing to have professional development in the STEM field and have been applying the technology and software skills learnt during lockdown. We have continued to offer parents physical and virtual meetings for Student Led Conferences and Parent Support Group meetings. Grade 3-6 students use their 1:1 devices to present work in many ways, which has extended into specialist lessons.

Learning Diversity

St Paul Apostle North is committed to fostering a culture of inclusive practice. All members of our school community work together to promote equality, diversity and inclusion. The school curriculum is designed to enable all learners to 'step into' the learning space at their point of need. St Paul Apostle North diligently follows the process of the Nationally Consistent Collection of Data on School Students with Disability (NCCD), which is an annual collection of information about Australian school students who are receiving adjustments due to disability and/or learning difficulty. The Disability Discrimination Act 1992 (DDA) provides protection against discrimination based on disability.

Learning Diversity Achievements

- We conducted Parent Support Group Meetings online using Google Meet/SchoolInterviews Online. We observed an increase in parent attendance using this model.
- Our collaboration with parents increased and parents were invited to add goals and adjustments to their child's PLP.
- We continued to work with the MACS suite of Specialists i.e. Speech Pathologist, Chronic Health Consultants and Psychologists.
- We also worked in partnership with external providers that provided therapy sessions on site at school i.e. occupational therapists.
- Our team consists of 8 Learning Support Officers and one Learning Diversity Leader.
- The Learning Diversity Leader facilitates a minimum of one staff meeting per term with a learning diversity focus.
- The Learning Diversity Leader meets regularly with the LSO Team.

- Decodable Texts Program (Moon Dog books) was continued. We introduced The Movable Alphabet as a resource to support the phonemic knowledge of our students. Year 1 – 6 students participated in these intervention programs and resources.
- The mathematics intervention program, Bond Blocks, was introduced for Years Prep – Year 6, to support those students who need additional support with numeracy.
- A total of 33 students were funded under the NCCD model of funding.
- Our NCCD Team continued to meet and moderate the students on the NCCD list.
- An NCCD data base is updated and adjusted by the Diversity Leader.
- An application was submitted to enlist the support of the Team Around the Child. The service aims to facilitate successful transitions to Prep by supporting school transition teams to engage with families, and external service providers to assess student needs

and plan transition Personalised Learning Plans (PLPs)

- A Psychologist from Catholic Care was employed part time to support those students requiring therapy sessions at school.
- Our School Chaplain program continued so that students were supported with developing their social and emotional skills.
- Student files on our school server and student files in hard copy formats continue to

be updated using the NCCD categories of Evidence of Diagnosis, Adjustments, Ongoing Monitoring and Review and Consultation and Collaboration.

Data from the MACSSIS survey:

	MACS Average	SPAN 2019	SPAN 2021
1.1 How often do your teachers ask you to explain your answers?	68%	74%	91%
1.2 How much do your teachers encourage you to do your best?	90%	87%	98%
1.3 How often do your teachers take time to make sure you understand the material?	83%	83%	94%
1.5 How high are your teachers' expectations for you?	79%	77%	91%
2.1 How excited are you about going to your classes?	68%	67%	89%
2.4 In your classes, how excited are you to participate?	58%	77%	84%

2.7 How interested are you in your classes?	61%	65%	77%
3.1 How often do your teachers seem excited to be teaching your classes?	80%	76%	90%
3.4 How would you describe the energy at this school?	77%	72%	93%

STUDENT LEARNING OUTCOMES

NAPLAN

	Grade 3	2021	Grade 3	2022	Grade 5	2021	Grade 5	2022
Reading	410		438	+ 28	527		532	+ 5
Writing	414		443	+ 29	490		477	- 13
Spelling	379		411	+ 32	513		513	
Grammar & Punctuation	402		437	+35				
Numeracy	384		414	+ 30	500		512	+ 12

1. The Middle School class teachers complete Universal Assessments from the school Literacy Assessment Schedule in Term 1. These assessments, together with teacher judgement, identify students who are not making the expected growth in Literacy.
2. Parents are contacted to discuss their child's results and the further assessments that would be administered.
3. A Tier Two assessment is then administered to these students to identify their specific learning needs and provide diagnostic information eg YARC (York Assessment of Reading Comprehension) and the SPAT (Sutherland Phonological Awareness Test).
4. Those students who do not reach the Age Equivalent score on the targeted assessments, are then placed in an intervention pathway that is specific to their learning needs. This can be a Phonological Pathway or an Oral Language/Comprehension Pathway.
5. The students are placed in small groups of 2-5 and work with a trained LSO 4 times a week. The Diversity Leader regularly meets with the LSO's to discuss student progress. Comprehensive notes are taken and saved on the Teacher Drive. Parents are also informed of their child's progress as required.
6. Comprehensive notes are taken and saved on the Teacher Drive. Parents are also informed of their child's progress as required.

Other formal and Informal differentiation strategies:

- Maths Intervention
- Chaplaincy Program for emotional regulation to enable students to focus
- Short, explicit instructions
- Visual aides
- Extra time to complete tasks
- Phonics Intervention -
- Small group instructions with LSO (4 x 30 minutes weekly)
- Shared writing strategy - joint construction
- Building Phonemic awareness

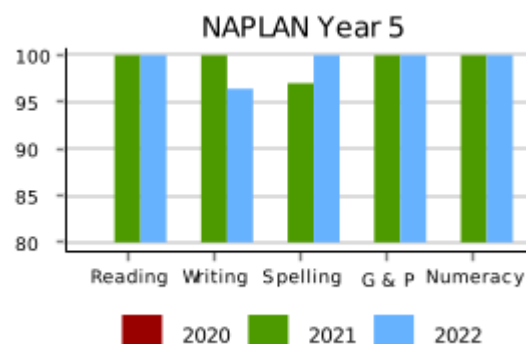
- Ready to learn plan
- Behaviour Support plans
- Quiet area & strategies for time out/ break

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	91.7	-	100.0	8.3
YR 03 Numeracy	-	95.8	-	100.0	4.2
YR 03 Reading	-	95.8	-	94.1	-1.7
YR 03 Spelling	-	83.3	-	100.0	16.7
YR 03 Writing	-	95.8	-	100.0	4.2
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	97.0	-	100.0	3.0
YR 05 Writing	-	100.0	-	96.4	-3.6

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

1. To develop a school wide pedagogical framework, underpinned by a clear and ongoing review and evaluation process.
2. To build staff capacity to use data effectively, supported by an annual, whole school data plan.
3. To grow staff capacity through targeted professional learning.
4. To develop strategic community partnerships.

To develop a school wide pedagogical framework, underpinned by a clear and ongoing review and evaluation process.

- Further embed a whole school approach to Student Wellbeing including the teaching and learning of the Respectful Relationships Curriculum and implementation of the Berry Street Education Model from P-6.

To build staff capacity to use data effectively, supported by an annual, whole school data plan.

- Collect and analyse data regarding Student Wellbeing such as MACSSIS data, Nformasickbay, wellbeing and attendance, anecdotal evidence, student reflections, PLT and Staff Meetings and use the data, to inform decision making.

To grow staff capacity through targeted professional learning.

- To develop a whole school approach to behaviour management, relationship building, pedagogical practices etc consistent with the Berry Street Education Model and Respectful Relationships.

To develop strategic community partnerships.

- Mutually beneficial and rewarding relationships within our community.
- All stakeholders actively engaged in the life of the school.
- Improved wellbeing outcomes for students.
- Leadership opportunities for students & staff.
- Parents on school grounds to improve engagement and a sense of belonging.

Achievements

In 2022 we had our first full year back at school since the start of the pandemic. As a staff we could see the impact of the multiple lockdowns, particularly on our grade 1/2 students who had not yet had a full year of school. Additionally, our Prep students had missed out on a lot of structured early learning opportunities.

This presented many challenges for teachers as students struggled with engagement and learning stamina for extended periods of time, social skills and emotional regulation. Our teachers used the skills and strategies learnt over the recent years through the Berry Street Education Model (BSEM), such as building stamina for learning, explicitly teaching social skills and emotional literacy through the Respectful Relationships Program and re-starting the Outdoor Education Program. Additionally, our Walker Learning Pedagogies allowed students to learn through hands on experiences, learn through their interests and have a voice in their learning.

Our older students from grade 3-6 experienced social struggles during and after the pandemic. However, our Middle and Senior teachers engaged the students through promoting leadership and student voice. Our Grade 5/6 students started the year strongly by learning skills for leadership and planning and running Harmony Day for the whole school. They worked with their prep buddy to help them settle into school life, feel safe and comfortable on the playground and model pro-social behaviour. This gave our Senior Students a sense of purpose and achievement. Our 3-6 classes also use the Walker Learning program to capitalise on Student Voice and Engagement, which allows students to feel connected to their learning and seen by their peers and teachers.

As a staff, we noticed many children returning to school struggling with anxiety. We were fortunate enough to have the funds available to hire a school psychologist to work once a week with our most vulnerable students and their families.

Our Student Wellbeing Leader worked with the Kids Matter Leadership Team (KMLT), a group of students representing all classes across the school. Rather than a traditional "SCR" the KMLT focuses on student wellbeing. They created videos to explain why every person at our school matters, why listening to children is important and taught our community about R U OK? Day through videos and whole school activities.

School wide approach to wellbeing

- Continuation of our School Chaplaincy Program, working with many students across the school

- Staff Professional Development including revisiting the BSEM, burn-out and healthy boundaries.
- Kids Matter Leadership Team meeting regularly to gain student voice and lead student wellbeing across the school.
- Continued Buddy and Friendship Group programs across the school to build social capital, a sense of belonging and support.
- Outdoor Learning Program continued with more staff attending the training and PD to learn about the positive Wellbeing outcomes.
- LSO interventions continuing to run daily to provide students with the opportunity to learn in a way that best suits their needs.
- Parents were allowed back on site, enabling better relationships between the school and families.
- Begun the new annual Parent Picnic in Term One, for families to connect with each other and school staff.
- Continuing to embed the BSEM and Respectful Relationships into our school curriculum.
- Our school was able to meet as a school again so we could re-commence whole school assemblies, Masses, celebrations and events to create a sense of community, belonging and joy amongst our students and families.

Development and monitoring of student social and emotional learning and behaviours

- Working with our School Chaplain to target social/ emotional needs across the school.
- Hired a school psychologist to work with students struggling with anxiety and other mental health concerns
- NFORMA data, CEMISIS data and qualitative data to track how our students are going
- Using the Victorian Curriculum and Respectful Relationships curriculum to teach and assess students personal, social and emotional capabilities.
- Wellbeing and NCCD staff meetings to discuss student wellbeing, child safety and share strategies

Improve consistency in student management across the school

- Beginning of the year staff meetings for students with behavioural or SEL needs
- Embedding BSEM and RR across the school
- Use of ready to learn class plans and individual ones for students in need
- Focusing on Student Voice to enhance engagement and sense of ownership
- Staff modelling pro-social behaviour, respectful relationships and school values

- “It takes a village” mentality in which all staff take responsibility for each child to support one another and the children.

VALUE ADDED

- Whole School Harmony Day and RUOK? Day providing learning opportunities to our school community.
- Began Cyber Safety with Inform and Empower involving 4 interactive webinars per year.
- Ongoing conversations regarding mental health and wellbeing to support staff.
- Larger online presence sharing wellbeing and mental health information.
- Reestablishing community connections, especially with families through events such as Twilight Sports, Mothers and Fathers day
- Introducing Annual Parent Picnic at the beginning of the year.

STUDENT SATISFACTION

Our students scored highest on the areas of Rigorous Expectations, Learning Dispositions, Student Engagement, Student Voice and Catholic Identity. Actually they scored well above the MACS average in all areas except School Belonging. Obviously this will be an area of focus over the next period.

eg	MACS Average	SPAN
Rigorous Expectations		
1.1. How often do your teachers ask you to explain your answers?	67%	85%
1.3 How often do your teachers take time to make sure you understand the material?	80%	90%
Learning Dispositions		
6.4 How well can you work out how to learn things?	68%	86%
6.7 When you don't succeed how often do you try again?	74%	85%

Student Engagement		
2.1 How excited are you about going to classes?	55%	78%
2.3 In your classes, how excited are you to participate?	55%	81%
2.6 When you are not at school, how often do you talk about ideas from classes?	26%	57%
Student Voice		
9.2 How effective are the student leadership structures in your school?	56%	85%
9.4 How often do teachers seek your views about what matters in your school?	54%	75%
Catholic Identity		
10.4 In your Religious Education classes, how much do you discuss your questions and ideas about things like fairness, life, happiness, death and relationships?	47%	71%
10.5 How often does your class pray together	81%	100%
10.6 To what extent is the Religious Education classroom a place where you feel comfortable to talk about your beliefs, practice and ideas?	49%	79%
10.9 To what extent are celebrations and traditions, such as prayer, social justice, sacraments and Mass, a part of school life?	72%	93%

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 frae 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.
- The school follows the processes and protocols of MACS - Attendance - Every Day Counts, school attendance guidelines.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	82.5%
Y02	86.7%
Y03	88.9%
Y04	86.4%
Y05	87.1%
Y06	87.9%
Overall average attendance	86.6%

Child Safe Standards

Goals & Intended Outcomes

Our Goal for 2022

To build greater community awareness of the Child Safe Standards and continue to embed the Child Safety Standards in all that we do at St Paul Apostle North

Achievements

Achievements

When the new Child Safety Standards were introduced, our school updated all of our policies and procedures to be compliant. We spent time over the course of 3 weeks reading and discussing the standards and how we uphold them at our school. Our Kids Matter Leadership Team created a video outlining the Child Safety Standards in child friendly language.

Below is a summary of each of the standards and how our school upholds them.

Standard 1 Our school promotes inclusive behaviour through our learning and teaching, especially through Religious Education and Inquiry. Teachers invite students to share their family's beliefs and culture and investigate the similarities and differences between those and the Catholic faith and tradition. Harmony Day and Reconciliation Week specifically enable children to dress in their traditional cultural clothing or countries' colours, learn about different cultures and work towards equality and reconciliation. Our school had a First Nations person teach students about Indigenous culture and held a smoking ceremony for our school during Reconciliation Week. Each assembly begins with the national anthem and acknowledgement of country.

Standard 2 Embedding Walker Learning, BSEM (Berry Street Education Model) and RR (Respectful Relationships) throughout our teaching and learning creates a culture of students having a voice and shared understanding of wellbeing. Each staff meeting includes student wellbeing and child safety on the agenda.

Standard 3 Through the Walker Learning Approach, teachers give students a voice in their learning and curriculum. Students are empowered to take part in shared decision making for example, choosing activities and groups for school camps, having a voice in what to include in buddy lessons, having input into the change in school uniform and taking part in leadership teams that make positive changes in school. Friendship groups and class meetings allow students to share their opinions and concerns with their class and teachers.

Standard 4 Families were informed of the changes to the Child Safety Standards and shown the KMLT video, as many of our families have language backgrounds other than English, this was the most easy to understand version we could share. Wellbeing and Safety information was and is frequently shared through our communication platform Seesaw.

Standard 5 Our policies were updated to ensure the equity and respect for all people in our community is upheld. Our policies for child safety were updated on our school website and shared with families.

Standard 6 Staff at our school were given professional development in the new standards, each teacher completes mandatory reporting training each year and during weekly staff meetings and professional learning team meetings child safety is discussed and wellbeing practises are reflected on.

Standard 7 Our updated complaints and concerns policies are child focused and have been shared with our parent community

Standard 8 Through our ongoing BSEM and RR professional development, Mandatory Reporting and professional dialogue during staff meetings, we ensure staff are equipped with the knowledge and understanding to keep children and young people safe.

Standard 9 Our school began using a new Cyber Safety provider called Inform & Empower who deliver lessons that are age appropriate, linked to the Victorian Curriculum and teach children how to keep themselves safe online. This is supported by lessons in class using the eSafety Commissioner resources and Victorian Curriculum. Our school rules and boundaries aim to keep children safe at school, for example students are regularly reminded not to go in out of bounds areas, we have updated our fences to create a safe physical environment for students. Students also participate in wellbeing, buddy and friendship group activities which promote child safety, including who they can talk to when they have a problem or feel unsafe and how their body tells them they are unsafe.

Standard 10 Our school wellbeing leader is also our Child Safety Officer, they work with the principal and vice principals and leadership team to ensure Child Safety is on the forefront of everything we do. Yearly meetings are conducted to ensure our policies and practices are up to date. The leadership team meets bi-weekly and discusses concerns or updates.

Standard 11 Our school updated our policies in line with the new standards in 2022, and are shared with our parent community. Teachers planning documents include wellbeing and child safety lessons and ILP's have additional information needed to protect our students who are more vulnerable.

Leadership

Goals & Intended Outcomes

Strategic Intent

At St Paul Apostle North we will improve student outcomes by growing teacher capacity to develop evidence-based teaching practices. We aspire to develop community partnerships that are mutually beneficial to all.

Goal 1: To develop a school-wide pedagogical framework, underpinned by a clear and ongoing review and development process.

Intended Outcome: That the school has a documented school-wide pedagogical framework, owned and understood by all stakeholders (staff, students, community)

Goal 2: To embed a culture of self-reflection and improvement

Intended Outcome: Professional growth for every staff member to improve student learning outcomes

Goal 3: To develop strategic community partnerships.

Intended Outcome: That the school engages in a network of mutually beneficial and rewarding relationships with our community where all stakeholders feel free to be actively engaged in the life of the school.

Achievements

Achievements

St Paul Apostle North staff plan together in teams and use consistent planners across the school in Literacy and Mathematics, and from 3-6 in Religious Education/Inquiry. Our Junior School, of necessity, plan a little differently for RE/Inquiry following the Walker Learning philosophy. All planning is based on the Victorian Curriculum and the Pedagogy of Encounter, and all include the five non-negotiable High Impact Teaching Strategies (HITS).

In 2022, leadership continued to encourage staff members to experiment and to try new things, individually and in teams. Programs and practices were continually reviewed to make sure they were still meeting the needs of our children, and improved, adapted or abandoned accordingly. Being back to onsite learning did not always mean going back to the ways we had used before

the pandemic. We had learnt many new and effective ways of working and these became part of our best practice.

Meetings continued to be short, sharp and collaborative think tanks while housekeeping information was disseminated electronically. Our teaching became more data informed as staff members became more comfortable and familiar with the different types of data and how to analyse it to improve their targeted teaching and ultimately the children's' learning.

Leadership, teaching and support staff continued to work collaboratively learning from and with each other.

Professional Learning, after a number of years of whole school projects, was deliberately personalised. Staff, either individually or in teams, engaged in a variety of online webinars, lectures and podcasts that supported their own specific learning needs as well as those identified in the Annual Action Plan. We did continue to up-skill new staff in the various aspects of Walker Learning and one staff member became an Accredited Walker Learning Educator. Our school now hosts Walker Learning Study Tours for other schools from all around Victoria and interstate. We also continued to send staff to professional learning days of Outdoor Learning at Cornish College. Our Outdoor Learning Program is gaining momentum and is really benefiting our children. We received a grant of \$21 393 to purchase resources and equipment to support this program.

Strong partnerships have been developed between the school and the local kindergartens as well as St John's Regional College and Nazareth College. The school also embarked on a wonderful partnership with RealTime Learning which sees our students working each week with an Engineering student from RMIT on various exciting STEM projects. This partnership is flourishing to the delight of all. Other partnerships have been forged between the school and the local Land Council of the Bunerong People, Endeavour Hills Men's Shed, Melbourne City football Club, Viewhills Retirement Village, Bunnings, Stephanie Alexander Kitchen Garden Program among others.

	2021	2022
--	------	------

6.1 How clearly do your school leaders identify their goals for teachers	69%	65%
6.2 How positive is the tone that the school leaders set for the culture of the school	90%	96% +6
6.3 How effectively do school leaders communicate important information to teachers	69%	88% +19
6.4 How knowledgeable are your school leaders about what is going on in teachers' classrooms	69%	88% +19
6.5 How responsive are school leaders to your feedback	72%	77% +5
6.6 When the school leadership team makes important decisions, how much input do teachers have?	76%	73%
6.7 How positive is the influence of your school leaders on the quality of your teaching?	69%	77% +8
6.8 To what extent do school leaders encourage multiple points of view?	76%	88% +12
6.9 How clearly do your school leaders identify their goals for staff?	56%	88% +32
6.10 How effectively do school leaders communicate important information to staff?	63%	100% +37
6.11 How knowledgeable are your school leaders about what is going on in the school?	100%	100%
6.12 When the school makes important decisions, how much input do staff have?	67%	88% +21
6.13 How positive is the influence of your school leaders on the quality of your work?	100%	100%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Dyslexia in the Classroom

Evidence-Based Inclusive Teaching Practices following Lockdown

Supporting students who have experienced trauma

Smart Spelling

Berry Street:

RE with MACS staff

Graduate Network

Developing Vocabulary

Managing Stress & Anxiety with SLD

Differentiated Learning Centres

STEM

Outdoor Learning - Cornish College
Walker Learning - Aboriginal Perspectives
Walker Learning - Incorporating Maths and Literacy into Investigations
Walker Learning - setting up the environment
Walker Learning study tour
Introduction to TEACCH Structured Teaching Online PL x 3
Positive Behaviour for Learning (PBL) Online Briefing
Transforming Mathematics Engagement and Learning (TMEL) - Early Years
Student Wellbeing Leaders Primary Network - Southern Region - Term 2
Enhanced Reading Intervention Knowledge Second Edition (ERIKsen) Research Project
Transforming Mathematics Engagement and Learning (TMEL) - Early Years
Walker Learning - Embedding Aboriginal Perspectives (online)
Positive Behaviour for Learning (PBL) Online Briefing (online)
English Online Interview Workshops (self paced workshops)
SWIF 1, 2023
SWIF 2, 2023
Curriculum for Academically Advanced Students - Flinders University (online)
Mandatory reporting modules,
NCCD modules,
First Aid
Anaphylaxis
RE - Catholic Identity
Autism Spectrum Disorder - ASD behavioural support
Graduate Network
STEM Melbourne Zoo

Number of teachers who participated in PL in 2022	31
Average expenditure per teacher for PL	\$100

TEACHER SATISFACTION

Our staff 2022 MACSSIS survey results were exceptionally pleasing, although Feedback will continue to be an area for improvement next year, along with Professional Learning.

	St Paul Apostle North	MACS Average
Student Safety	92%	70%
School Climate	97%	74%
Staff/Leadership Relationships	96%	79%
Instructional Leadership	82%	54%
Feedback	70%	39%
School Leadership	90%	57%
Staff Safety	90%	63%
Psychological Safety	89%	64%
Professional Learning	81%	60%
Collaboration Around an Improvement Strategy	83%	65%
Collaboration in Teams	92%	71%
Support for Teams	83%	65%
Collective Efficacy	96%	77%
Catholic Identity	97%	74%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.0%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	84.9%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	26.3%
Graduate	10.5%
Graduate Certificate	5.3%
Bachelor Degree	68.4%
Advanced Diploma	31.6%
No Qualifications Listed	5.3%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	20.0
Teaching Staff (FTE)	12.5
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	9.5
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

To develop strategic community partnerships.

- Mutually beneficial and rewarding relationships within our community.
- All stakeholders actively engaged in the life of the school.
- Improved wellbeing outcomes for students.
- Leadership opportunities for students & staff.
- Parents on school grounds to improve engagement and a sense of belonging.

Achievements

One of the first things we wanted to do at the beginning of 2022 was encourage parents and families to come back on site. We decided instead of our usual beginning of the year 'Parent Information Night' which did not have a great turn out the year before, that we would hold a 'Parent Picnic'. Teachers sent their usual information out on Seesaw and parents could come with food to mingle with other families and get to know the teachers. This was a great success and was a positive start to the year.

From there we were able to reintroduce our usual school events such as Twilight Sports, Mothers and Fathers Day events, regular Masses and assemblies, Prep Prayer Night, the Sacramental Programs, Book Week and many more community events. The sense of community and family returned after two long years of isolation.

Additionally, we were able to work towards our goal of strategic community partnerships and work towards being an outward facing school. Our Kids Matter Leadership Team and some 3/4 students visited kindergartens to read with children and teach them about personal strengths. We developed our relationship with the local Mens Shed, with volunteers coming to school to work on projects with students. Towards the end of the year, we began working with Viewhills Manor Aged Care, with students visiting to spend time talking and playing games with the residents. Our school choir also visited them to sing Christmas carols, in addition to their usual performance at the local library.

Developing a partnership with Real Time Learning allowed our students to be extended in the STEM field and be taught by an engineer, which was both engaging for students and a great promotional opportunity. Our 3/4 students began a partnership with our Parish by beginning Mini Vinnies. They ran collections of non-perishable foods, a warm clothes drive and collected food and gifts for Christmas hampers for those in need.

Our PFA was reintroduced with many new parents from the junior school joining, creating a renewed energy and enthusiasm. They have worked closely with school leadership to run fundraising activities and school events.

We were very intentional about the image we wanted to put out in the community about our school with the aim to increase enrolments. We invested in marketing opportunities such as billboards, newspaper articles and printing flyers for local early learning centres and businesses. We aimed to grow our reputation within the community by being visible in the community. Additionally, changing our school polo shirt as a point of difference from our sister school. Work we had done in 2021 proved to be positive as we were able to expand to a second Prep class which was celebrated as one of our biggest achievements for the year.

Some of our other community activities and initiatives included:

- SPAN's got talent
- Book Week
- Halloween Disco
- Colour Run
- Reconciliation Week event with Smoking Ceremony
- Weekly Seesaw messages to parents outlining learning and events for the week
- St Paul's Day at the Movies
- Utilising our social media more often
- Ongoing partnership with St John's Regional College

PARENT SATISFACTION

The results of the 2022 MACSSIS Family survey showed that our parents saw our School Climate as a very strong point for our school with 90% positive compared to the MACS average of 85%

This was followed by 81% School Fit compared to the MACS average of 76%.

Our parents also valued Student Safety at 78% compared to the MACS average of 72%

And probably our most pleasing result was Catholic Identity valued at 69% compared to the MACS average of 64%. This was an area targeted last year for improvement.

We will continue to target this area, together with Family Engagement which was quite disappointing at only 43%.

Future Directions

Future Directions

Leadership

- Engage with MACS Southern Office to develop our feedback culture
- Continue to tap into the passions and interests of staff to improve the school and the student learning outcomes
- Plan and create opportunities for community engagement and voice
- Support staff well-being individually and as a group
- Continue to build our presence in the community and to attract enrolments
- Enact, document and embed self reflection, feedback and coaching
- Embed and publish our school wide pedagogical framework and make sure all staff can articulate how and why we do what we do.
- Plan for, and embed in the school calendar, regular review of policies and practices for school improvement.
- Expand kitchen garden/outdoor learning and reach out to the community to be involved
- Continue to build community ties with local kindergartens, secondary schools, St Paul Apostle Parish and community groups eg. the Men's Shed, Mini Vinnies
- Ensure that leadership to be involved in planning sessions
- Re-imagine PLTs
- Put a great deal more emphasis on Aboriginal perspectives in the curriculum.

Catholic Identity and Mission

- Strategically create opportunities for families to be involved, either at school or on line, in religious events such as class or whole school prayer services or Masses.
- Assist families to understand and appreciate the extent to which respect for other religions is emphasised at our school and why.
- Help our students to understand how their Religious Education classes can help them to understand why they are called to live the way they do
- Plan professional learning for staff which will give them opportunities to contribute the Catholic Mission of the school.

Learning and Teaching

- Devise opportunities to foster a sense of belonging for all students at SPAN
- Plan opportunities to put a highlight on kindness and helpfulness among the student body

- Support students to be resilient in their learning and to persevere when not successful the first time.
- Prioritise supporting staff to find and show the excitement and joy in teaching.

Community

- Continue to build relationships and a positive reputation within our community and grow as an outward facing school.
- Continue and grow our connections with Viewhills Manor Aged Care, Mini Vini's at the St Paul Apostle Parish and the Men's Shed.
- Further develop our relationship with the Bunurong Land Council to learn more about our traditional land owners and how we can care for their land respectfully.
- Develop a FIRE Carriers team and covenant to promote and lead reconciliation through our school.
- Further progress our partnership with our local Bunnings.
- Continue to embed Berry Street Education Model (BSEM) and Respectful Relationships (RR) in our curriculum, including the training of new staff.
- Continue to grow our Kitchen Garden and Outdoor Learning Program and involve our local community.

Learning Diversity

- Continue to assist staff to write SMART goals for the PLPs and record the ongoing monitoring of these goals;
- Streamline ways of recording evidence for NCCD requirements;
- Continue to offer PSG meetings to parents and other Specialists online via Google Meet;
- Employ a Psychologist one day per week to begin therapy sessions and conduct cognitive assessments as required;
- Plan for, and embed in the calendar, community events throughout the year.