St. Paul’s Primary School, West Sunshine

2014 ANNUAL REPORT

to the School Community

REGISTERED SCHOOL NUMBER: 1549
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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>Links Street, West Sunshine VIC 3020</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mr. Damian Casamento</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr. Cornelio Solis CMF</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9363 1568</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@spsunshinewest.catholic.edu.au">principal@spsunshinewest.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.spsunshinewest.catholic.edu.au">www.spsunshinewest.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Damian Casamento, attest that St. Paul’s Primary School, West Sunshine, is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

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

22 May 2015
Our School Vision

St Paul’s School – a welcoming and diverse Catholic community:

**United in faith**
- Educating our community in our Catholic story and beliefs
- Rejoicing in our cultural and multi-faith community
- Embracing our partnerships within our parish and wider Church community
- Proclaiming Jesus and the Gospel values through word, prayer, celebration and example

**Inspiring a passion for learning**
- Creating a learning environment that is welcoming and secure
- Implementing a curriculum which is accessible, engaging, challenging and rigorous
- Providing learning experiences that are student centred, authentic and transforming
- Empowering families to be partners in the learning journey

**Striving for excellence**
- Committing to a culture of high expectations of all
- Fostering the dignity, self-esteem and integrity of each person
- Recognising and celebrating the talents, abilities and uniqueness of each individual
- Providing opportunities that respect and cater for difference

**Connecting with and shaping our world**
- Knowing and respecting our stories
- Engaging with local and global communities
- Living out our commitment as ambassadors of action and social justice
- Inspiring hope and a positive vision for the future
School Overview

St. Paul’s Catholic Primary School is situated in West Sunshine, 15 kilometres west of Melbourne’s CBD in the Brimbank City Council. It is one of two primary schools in St. Paul’s Parish which is under the administration of the Claretian Fathers. St. Paul’s (formally known as Mother of Sorrows School until 1967) was opened in 1956 and, up until the end of 2005, was under the care of the Brigidine Sisters. In 2006 the school appointed its first lay Principal. In 2012, we farewelled the Brigidine Sisters as the last Brigidine, Sr. Geraldine Hambling, resigned from her position at the end of 2011. The school is situated next to Marian Girls College which is administered by the Brigidine Sisters. Both schools share programs and facilities on occasions.

In 2014 there were 506 students in twenty classes - three Prep classes, six 1/2 classes, six 3/4 classes and five 5/6 classes. There were three hundred and fifty-four families enrolled at St. Paul’s. There were 381 (75%) students who spoke Languages Other than English at home. Approximately 53% of our families accessed the Education Maintenance Allowance. In 2014 there were 51 staff members in total with 28 being fulltime. We had 22 classroom teachers (2 shared classes) and 5 specialist teachers (Physical Education, Library, LOTE – Indonesian, Information and Communication Technology and The Arts – Drama).

All students who attended St. Paul’s in 2014 participated in major feasts days throughout the year. These were celebrated at St. Paul’s Church and were led by the Parish Priest or Assistant Priest. Students participated in all aspects of the Mass. Parents, families and friends were always welcome to attend and were invited to be involved. In 2014, our Year 3 Catholic students celebrated the Sacraments of Penance and First Eucharist. All students participated in Class Masses or Prayer Services during the year. There were also opportunities for students from Years 3 – 6 to celebrate the Sacrament of Penance at a class level.

Parents continued to be involved in the school. The Parent Partnership Team met throughout the year and discussed matters relating to the organisation of the school and fundraising. Parents, families and friends attended school excursions to assist class teachers as well as helping in the classroom. An increasing number assisted in the canteen.

Our curriculum focus for the 2014 school year was implementing our new School Improvement Plan and an Annual Action Plan that were developed from our School Review in 2013. We continued to develop the Literacy and Numeracy levels of all children. We participated in professional learning on Social Justice Issues. We also continued to implement our Assertive Discipline and Restorative Practices Policies.

We continued to implement our strategic approach to Family-School Partnerships to enhance learning. This included the identification of issues that impacted on family involvement in learning, planned and engaged with the Community Engagement Leader and our Family Engagement Leader and implemented strategic activities to strengthen school-family-community partnerships.
Principal’s Report

The 2014 school year saw many achievements at St. Paul’s. Our data collection in the areas of Literacy and Numeracy has shown pleasing growth in student academic achievement. The St. Paul’s School Production of ‘The Little Mermaid’ allowed our students the opportunity to display their talents in the area of Performing Arts - large numbers of parents, families and friends attended the production – our three performances were performed in front of full houses. Staff continued to participate in Professional Development to further develop their skills to ensure the children in our care continued to be given the best opportunity to reach their full potential.

After participating in a school review in 2013, the school community is strategically planning for further improvement in all areas of school life and looks forward to the challenges ahead. St. Paul’s Primary School is committed to providing quality Catholic Education for all students in partnership with parents and carers, Parish and the wider community and is continually reviewing and planning in order to succeed in achieving its goals.

I would like to take this opportunity to thank our Deputy Principal, Mrs. Cathy Steere, for all she does to ensure the children in our care receive the best possible education. I thank her for her support on a day to day basis and for the way she leads the school in my absence.

I would like to thank all the staff members for their commitment to St. Paul’s throughout the 2014 school year. I would like to take this opportunity to thank our Parish Priest, Father Cornelio Solis CMF, and our assistant priest, Father Luis Rey Fernandez CMF, for their support of St. Paul’s during 2014.

Damian Casamento

Principal
Education in Faith

Goals & Intended Outcomes

- To raise community understanding and support for social justice
- That students and their families value and express compassion and social justice in their lives

Achievements

- The Social Justice Committee initiated a partnership with the 20th Man Foundation, a local organisation helping disenfranchised youth. The community was informed about local issues through social justice newsletters written by the senior classes. Money raised at the school fete was donated to the 20th Man Foundation
- Professional development was provided for staff to deepen their knowledge about scripture story telling through the use of Godly Play
- Senior students continued social justice fundraising efforts to support the ASRC, Project Compassion, Feast of the Sacred Heart contributions and the Mission Day Fete. In doing so they raised awareness in the community about the importance of taking action and that we are all leaders
- Continued and grew our newly introduced Advent assemblies where the school community gathers together to prepare for Christmas in the last four weeks of school
- We continued to develop a stimulating learning environment in Religious Education by developing rich assessment tasks in Religious Education and sharing effective pedagogy

VALUE ADDED

- Students led Social Justice Activities such as Project Compassion, Feast of the Sacred Heart and Mission Day, which included ways to inform the students, parents and the wider community
- Students participated in reflection days to help them prepare to receive the Sacraments
- Organised numerous whole-school Liturgies involving both parish schools, including Feast of St Peter and Paul and Ash Wednesday Mass with St. Peter’s Primary School
- Purchased resources to compliment the Religious Education program especially those with a focus on Sacraments
- Building on the success of the school choir to involve middle and senior students in whole school Liturgies
Learning & Teaching

Goals & Intended Outcomes

- To further develop a contemporary learning environment which empowers every student to be a successful and engaged learner
- That student achievement in Literacy (with an emphasis on Oral Language and Reading) will improve
- That student achievement in Numeracy will improve
- That students will be more engaged and take more ownership of their own learning

Achievements

- Continued professional development in Mathematics in the area of Numeracy Education led by Professor Mike Askew Education
- On-going professional development around Learning Intentions, Success Criteria, Strategic Questioning and Feedback through Professional Learning Teams
- Strengthened teacher pedagogical capacity in the use of contemporary learning tools to increase student engagement and achievement through exploration of GAFE (Google Apps for Education)
- Continued implementation of AusVELS curriculum content and structure with a specific focus on History
- Staff were actively involved in analysing NAPLAN and Insight SRC data to promote the continued ownership and responsibility of all students’ achievements. This specific analyses encouraged teachers to reflect on their practice and identify how this linked to student success. Further connections highlighted the importance of differentiating the curriculum to promote student engagement and learning confidence

Achievements – Literacy

- Participated in the fourth year of the Literacy Assessment Project (LAP) which is a professional development program devised in partnership with Melbourne University and the Catholic Education Office Melbourne. Students’ reading comprehension skills continued to be strategically targeted by specific pedagogy based on the Progression of Reading Development. Gains in students’ comprehension were monitored. Staff worked in dynamic Professional Learning Teams to ascertain students’ Literacy needs and plan strategic intervention to promote deeper comprehension
- Prep teachers and Curriculum Leaders engaged in the CPOL project (Classroom Practice of Oral Language) through Melbourne University and CEOM. The project, based on the research of Professor John Munro, included intensive professional development in how children learn and develop oral language. Teachers were informed
about explicit teaching strategies for the classroom to promote effective listening and speaking skills. Teachers particularly focused on extending the length of student’s oral sentences. Student learning was tracked and monitored within Literacy using voice recording technologies, running records of reading level attainment and a Record of Oral Language screening tool. A significant majority of students showed considerable improvement in oral language and reading.

- JMA teachers investigated and implemented teaching strategies to promote functional oral language development in the early years. Speaking and listening opportunities about meaningful events were designed to promote overall communicative language in real and imaginative settings. Teaching strategies were applied during the delivery of the English and Inquiry Curricula. Student’s language was extended with richer vocabulary and the improvement of grammatical structures.

- MMA teachers engaged in professional learning about writing and spelling with Allison Davies. A key aspect of the learning was developing an Inquiry approach to spelling whereby students investigate words at the phonological and morphographic (meaning) levels. Strategies were trialled in classrooms and professional discussions about the effectiveness of the approach were undertaken in Professional Learning Teams.

Achievements – Numeracy

- Professional learning was undertaken with Professor Mike Askew. After viewing demonstration lessons, teachers worked with the presenter to plan rich units of work using a problem solving approach. During second and third term, teachers investigated and experimented with pedagogical strategies and used open ended tasks to cater for students of all abilities. In fourth term, teachers reviewed the effectiveness of the approach during further discussions with Mr Askew. Staff then continued to explore the approach and how to modify tasks to engage students at their levels of mathematical understanding.

- Through Professional Learning Teams staff engaged in professional reading and dialogue. Using a revised unit planning proforma, teachers worked collaboratively to deepen their theoretical and pedagogical knowledge of Mathematics. This allowed teachers to identify the ‘big’ ideas underpinning mathematical concepts, explore the developmental sequence of learning and recognise possible misconceptions students may develop. The proformas were then used to design theoretically sound units of worked which differentiated learning according to student needs.

- Data continued to inform planning and drive targeted teaching to ensure to the needs of all students were addressed. Regular analyses of data enabled teachers to define student knowledge and skills and specifically adjust the curriculum to differentiate content.

- Through Professional Learning Teams, staff continued to implement and use the Australian curriculum to inform assessment and reporting procedures.
STUDENT LEARNING OUTCOMES

- Year 3 NAPLAN Data across all areas of Literacy and Numeracy indicated that over 90% of our students reached the minimum standard required. A specific growth area across this three year period (2011-2013) was Reading. A minimal decrease in Writing, Spelling, Grammar and Punctuation and Numeracy occurred, however achievement rates in these areas remained above 90%.

- Year 5 NAPLAN Data over the three year period (2011-2013) indicated growth by 5.5% in the area of Spelling. Specific growth areas across this period were Writing, Spelling and Numeracy. A minimal decrease in Reading and Grammar and Punctuation occurred, however achievement rates in these areas remained above 93%.

- We will continue to have high expectations of our students’ learning by ensuring our teachers continue their active involvement in dynamic, data driven professional practice based on contemporary research by leading academic stakeholders.
Student Wellbeing

Goals & Intended Outcomes

- To further develop a positive school and classroom environment which empowers students to be independent, self-motivated, successful and resilient learners and leaders
- That students will demonstrate greater resilience and develop an enhanced sense of responsibility for their own learning and behaviour

Achievements

- The Social Emotional Learning framework continues to assist in the development of the curriculum with Learning Intentions and success criteria in this area displayed in each classroom. A continued focus has been the integration of SEL into the curriculum with specific planning and placement of it in planners.
- Personal and Social Capabilities from the Australian Curriculum have been explored and compared to AusVels. They have been mapped out in line with the school’s Throughlines in order to assist with greater integration of the capabilities into the curriculum.
- The School Core Values continue to be in focus with the reinvigoration of the four school values trophies being awarded to year levels throughout each term, recognising the particular value demonstrated by that class group.
- Student Voice, SRC and Senior Committees, Circle Time, A Positive Approach to Managing Student Behaviour and the Outdoor Education program continues to support and promote success in relation to student resilience, decision making and connectedness to the community.
- Transition initiatives involving Kinder to Prep, Year 6 to secondary school and from Year level to Year level continues to support the students to develop social skills, resilience, readiness and coping strategies. These programs have been revised and altered to meet the needs of the students involved.

Parents are expected to provide a note when their child is absent from school. If a note is not sent to school, a letter is sent home to parents asking them to explain their child’s absence. If a child is absent for 5 consecutive days with no notification from a parent/carer, the class teacher must call home to establish why the child is absent.
### VALUE ADDED

- Year 6 transition program focused on wellbeing of the student with the St Paul’s, St Peter’s & St Bernadette’s Year 6 children participating. This allowed students to connect with other students transitioning to their high school.

- A Year 6 transition family night was held for parents/carers and children to discuss concerns about transition within community conversation.

- Year 6 Student leaders from St Paul’s, St Peter’s & St Bernadette’s attended a day where they collaboratively designed the ‘Transitioning To Secondary School’ day using information they received from the whole year 6 student body.

- Students were able to vote for members of their class to be on the Student Representative Council and Year 5 students were able to nominate themselves for the positions of School Captains and Vice-Captains and Sports Captains for the following year.

- School captains and house captains attended the Halogen Young Leaders day.

- Years 3-6 SRC members were invited by Doxa to help support their 4tracks 4kids walk.

- The SRC met throughout the year to discuss leadership, student voice, social justice issues and suggestions for the improvement of the school.

- The school captains met with the Deputy Principal for ‘Captains Corner’ on a Friday afternoon to action any items presented at the SRC meetings i.e. Student suggestion box, school yard-clean-up roster, year level values trophies awards, values flags.

- The Senior students received the Sacrament of Confirmation.

- Students were able to participate in Interschool Sport – Winter and Summer Sport, Cross Country Competition, Zone Athletics and Inter Zone Athletics.

- Prep – Year 6 participated in the outdoor education program with Preps participating in a twilight night, Years 1-2 participating in an extended hours excursion to the Zoo, Years 3-4 attended an urban camp in Parkville and years 5-6 attended a 2 night camp at the Lady Northcote Camp Bacchus Marsh.

- All year levels participated in the Life education Van.

- Primary Music Institute continued to hold keyboard lessons.
- The swimming program for Year Prep – 4 students was held at the Maribyrnong Swimming Centre
- Children in Years 1 – 6 had email accounts and had access to computers and iPads on a regular basis
- Children in the Middle Classes participated in the Bulldog’s Friendly Kids Program.
- Resources purchased to support classroom Wellbeing and SEL programs and initiatives
- Provided professional development for new staff in Restorative Practices (CEOM) and Positive Behaviour Management
- Students provided with the opportunity to explore their understandings of SEL
- The ‘Everyday Counts’ initiative supported through Staff PL and informing parents through school communication processes e.g. newsletter

**STUDENT SATISFACTION**

- In the 2014 Insight SRC Data, St. Paul’s Student scores were within the higher end of the middle 50% range across eleven of the thirteen indicators when compared with the scores from all Victorian Catholic Primary Schools
- The actual scores compared to Victorian Primary and secondary school averages has St Paul’s scoring at the top end of the Primary Mean
- The 2014 Student Experience data also showed that the student scores for student safety, student distress and classroom behaviour had improved
Leadership & Management

Goals & Intended Outcomes

- To improve collegial feedback and professional practice
- That Appraisal and Recognition is strengthened for all staff

Achievements

- The School Improvement Plan was reviewed and the Annual Action Plan for 2011 was also developed
- We reviewed our Leadership Team meetings to ensure we had clear agendas for each meeting and met on a weekly basis
- Professional Development was provided to all staff on the understanding of NAPLAN and the school improvement surveys
- School closure days focussed on the development of our new Vision and Mission (Kerin Thorneloe), Mathematics (Mike Askew), ICT (Tony Richards) the Australian Curriculum and forward planning for 2015
- Mike Askew continued to work with staff regarding planning for Mathematics and the implementation of these plans
- Communication procedures were enhanced through the use of the school intranet, co-ordinator meetings and staff meetings
- Our Occupational Health and Safety policies were revised and professional development was provided for all staff
- All policies were reviewed by leadership and the staff
- Staff meeting procedures were sustained, including a clear agenda for each staff meeting. A roster for each staff meeting has been developed to organise a chairperson, minute taker, time keeper and a person responsible for prayer

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>DESCRIPTION OF PL UNDERTAKEN IN 2014</th>
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<tbody>
<tr>
<td>Level 1 First Aid, Anaphylaxis and Asthma Training (Entire Staff)</td>
</tr>
<tr>
<td>Emergency Evacuation Training (Entire Staff)</td>
</tr>
<tr>
<td>Development of New Vision and Mission (Entire Staff)</td>
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<tr>
<td>ICT including use of Internet, “Myclasses” and Interactive Whiteboards</td>
</tr>
<tr>
<td>Religious Education Curriculum Frameworks</td>
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<td>Sunshine District Sports Association Children with Autism</td>
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<tr>
<td>Literacy Intervention Strategies Course</td>
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<tr>
<td>Meeting the Needs of Children with Diabetes</td>
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<tr>
<td>Religious Education Leader Network</td>
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<tr>
<td>Student Wellbeing Leader Network</td>
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<td>Learning and Teaching Network</td>
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</table>
Principal Network                               Deputy Principal Network
Mathematics    Assessment and Reporting
Teacher Aide Network  Literacy Assessment Project
Math’s Intervention Strategies       RE Accreditation Studies
Math’s Leader Network  ACHPER Professional Development
Special Needs Network  Personalised Learning – ICT
Library Network   Literacy Leaders Course
Literacy Network    Reading Recovery Network
ACEL Conferences    Occupational Health and Safety
Spelling in the Primary School  Learning Intentions and Success Criteria
Masters In Religious Education

NUMBER OF TEACHERS WHO PARTICIPATED IN PL  41
AVERAGE EXPENDITURE PER TEACHER FOR PL  $1950

TEACHER SATISFACTION

The St. Paul’s staff supported programs in many ways and provided positive feedback about programs offered.

- In 2014 Insight SRC Data, two thirds of St. Paul’s Staff scores were within the top 25% across the twenty three indicators when compared with the scores from all Victorian Primary Schools, and the remaining scores were at the high end of the middle 50% of scores in Victorian schools
- In the 2014 Insight SRC Data, St. Paul’s Staff scores were above in eight of the twenty three indicators when compared to St Paul’s 2013 scores
- 94% of staff attended the Sacrament of Eucharist and 92% attended the Graduation Mass
- All staff attended School Masses
- Staff provided feedback on professional development activities offered by the school and suggested ways that the programs could be improved
- ICT professional development that was offered after school was well attended by staff
- Staff supported the fundraising activities organised by the Parent Partnership Team
School Community

Goals & Intended Outcomes
- To develop dynamic community partnerships in support of student learning and wellbeing
- That the links between home, school, parish and the wider community are enhanced

Achievements
- The Family School Partnership Cluster continued with St. Bernadette’s PS (North Sunshine) and St. Peter’s PS (South West Sunshine). This included collaborative professional learning opportunities and regular networking
- Teachers and Families from Grades 3 & 4 were invited to participate in the ‘Parent Voice’ project facilitated by the Catholic Education Office Melbourne. This project involved community conversations between teachers and families, which resulted in parents providing feedback about ways to improve their connectedness to children’s learning. As a result of this feedback parents participated in a maths learning walk, changes were made to student homework and a whole school homework policy review began
- The prep transition program was modified to accommodate smaller parent groups in order to encourage more questions, in-depth conversations and social connections to be made. The prep information night was modified to include a social BBQ
- The grade six transition program was modified to include a family conversation night in order to identify parent concerns about their child’s move to secondary school. Parent concerns and experiences were incorporated into the transition program (a partnership between St. Paul’s, St. Peter’s and St. Bernadette’s Primary Schools)
- ‘Learning Better Together’ morning/afternoon tea sessions were held for both English and Vietnamese speaking families, with a focus on engaging families in their children’s learning. This included a parent excursion around our local community
- A multicultural Family Day was held in May. Students from Marian College performed cultural dances. Family and friends joined the students for a shared lunch of cultural dishes
- Families and the broader community were invited to participate in the Kinda Kinder early-years program, in partnership with Victoria University
- The St. Paul’s School Choir performed at various community events.
• Parent volunteering was visible in classroom support, the Production, the school canteen, the second-hand uniform shop, the Parent Partnership Team and within a number of successful fundraising activities

• Parents supported a number of school celebrations, such as the Christmas Carols performance, Sacramental gatherings and ‘The Little Mermaid’ School Production

PARENT SATISFACTION

• In 2014 Insight SRC Data, close to 90% of St. Paul’s Staff scores were within the top 25% across the twenty eight Parent Engagement indicators when compared with the scores from all Victorian Primary Schools, and the remaining scores were in the high end of the middle 50% of scores in Victorian schools

• In the 2014 Insight SRC Data, St. Paul’s Parent scores were above or equal to, in thirteen of the twenty eight indicators when compared to St Paul’s 2013 scores
## Financial Performance

### Reporting Framework

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<th>Reporting Framework</th>
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<tr>
<td>Recurrent income</td>
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<tr>
<td>School fees</td>
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<td>Other fee income</td>
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<td>Private income</td>
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<td>Recurrent Expenditure</td>
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<td>Non salary expenses</td>
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<td><strong>Total recurrent expenditure</strong></td>
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<td>Capital income and expenditure</td>
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<td>Government capital grants</td>
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<td><strong>Total opening balance</strong></td>
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<td><strong>Total closing balance</strong></td>
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Note that the information provided above does not include the following items:

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

We have developed a series of recommendations to guide future directions according to the Five Spheres of Schooling:

Education in Faith

- Provide staff with professional pedagogy that promotes critical thinking in Education in Faith including opportunities for students to give and receive feedback
- Strive for the whole school and community to have an active interest in social justice initiatives, not just senior students
- Provide professional learning opportunities for staff to deepen their awareness and knowledge of our community’s religious backgrounds so that these understandings can assist our students in making authentic connections with our Catholic beliefs and practices

Learning and Teaching

- Provide staff with professional learning opportunities that promote increased outcomes for students in Literacy and Numeracy
- Deepen staff knowledge and pedagogy that supports the learning of English as an Additional Language Dialect for students
- Embed the use of live student data to drive teaching content and practice
- Continue to encourage student voice in, and ownership of, learning
- Continue to utilise contemporary learning tools
- Monitor ways of tracking student confidence

Student Wellbeing

- Broaden our school community’s understanding of student voice
- Empower students in their ability to actively make decisions to promote engagement and ownership of learning
- Continue to promote social emotional learning as a holistic approach to Student Wellbeing
- Revisit Restorative Practices and A Positive Approach to Managing Student Behaviour procedures
Leadership and Management

- Develop a structured approach to coaching and mentoring with a focus on feedback to improve teacher practice and student outcomes
- Develop teacher capacity to promote self-reflective practices and teacher efficacy

School Community

- Sustain and broaden links that promote connectedness and engagement with St Paul’s and the broader community
- Continue to build family understanding of the value and benefits of being engaged in their children’s learning
- Provide effective ways of communicating with parents to increase their level of input in authentic decision making
### VRQA Compliance Data

#### E1192
St Paul's School, Sunshine West

<table>
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<td>YR 05 Writing</td>
<td>96.8</td>
<td>92.7</td>
<td>-4.1</td>
<td>95.0</td>
<td>2.3</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>95.2</td>
<td>87.8</td>
<td>-7.4</td>
<td>93.3</td>
<td>5.5</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>95.2</td>
<td>93.9</td>
<td>-1.3</td>
<td>93.3</td>
<td>-0.6</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>95.2</td>
<td>93.9</td>
<td>-1.3</td>
<td>95.0</td>
<td>1.1</td>
</tr>
</tbody>
</table>
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>92.02</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.24</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.43</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.77</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.22</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.13</td>
</tr>
<tr>
<td>Overall</td>
<td>93.47</td>
</tr>
</tbody>
</table>

TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 86.97% |

STAFF RETENTION RATE

| Staff Retention Rate | 84.21% |
## Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>33.33%</td>
</tr>
<tr>
<td>Graduate</td>
<td>27.27%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>81.82%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>33.33%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
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</tbody>
</table>

## Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>47</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>48.000</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>14</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>11.972</td>
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<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
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</tbody>
</table>