



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

ST PAUL'S PRIMARY SCHOOL
WEST SUNSHINE

2019

REGISTERED SCHOOL NUMBER: 1549



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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 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

May 22nd, 2020

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 learning environments that are welcoming, safe 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 wellbeing, 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 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 (formerly 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 College, a Catholic secondary school for girls. Both schools share programs and facilities on occasions.

In 2019 there were 508 students in twenty-one classes - three Prep classes, six 1/2 classes, six 3/4 classes and six 5/6 classes. There were 376 families enrolled at St. Paul's. There were 354 (68%) students who spoke Languages Other than English at home. Approximately 47% of our families held Health Care Cards. In 2019 there were 62 staff members in total with 37 being fulltime. We had 24 classroom teachers (3 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 2019 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 2019, our Year 3 Catholic students celebrated the Sacraments of Penance and First Eucharist and our Year 5 and 6 Catholic students celebrated the Sacrament of Confirmation. 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 School Art Show, Child Safety, 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 2019 was implementing our School Improvement Plan and an Annual Action Plan which were developed out of our school review in 2017. We continued to develop the Literacy and Numeracy levels of all children. Participation in professional development activities around oral language and the implementation of the Discovery Program from Prep – 2 assisted junior teachers in reviewing and further developing their teaching in this area. We continued to implement the Fountas and Pinnell reading program and the Levelled Literacy Intervention program. We introduced facilitated planning which strengthened the focus on the use of data. We participated in professional learning on Social Justice Issues. We reviewed and developed our Positive Approach to Managing Student Behaviour 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, planning and engaging with the Community Engagement Leader and our Family Engagement Leader and the implementation of strategic activities to strengthen school-family-community partnerships. We had discussion on Parent Knowledge with our cluster schools – St. Peter's, South West Sunshine and St. Bernadette's, North Sunshine.

Principal's Report

The 2019 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 Art Show allowed our students the opportunity to display their talents in the area of Visual Arts - large numbers of parents, families and friends attended the Art Show. 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 2017, the school community is strategically planning for further improvement in all areas of school life and looks forward to the challenges ahead. Participation in the ACER 'National School Improvement Tool' School Review has allowed us to develop and implement our School Improvement Plan and our Annual Action Plan. This will ensure we focus on the needs of our students. 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, Ms Cathy Doran for all she did to ensure the children in our care received the best possible education. I thank her for her support on a day-to-day basis and for the way she led the school in my absence. Thank you to all the St. Paul's Staff for all they do to ensure our children can 'Be the best that they can be'.

I would like to take this opportunity to thank our Parish Priest, Father Rene Manubag CMF and our assistant priest, Father Luis Fernandez Rey CMF and Father Anthony Nguyen, for their support of St. Paul's during 2019.

Damian Casamento

Principal

Education in Faith

Goals & Intended Outcomes

To explicitly embed the Catholic identity of St Paul's as a living faith community within a contemporary context.

That all members of the community will be able to articulate, model and live their understandings of being part of a Catholic community

That students will be involved in an innovative and meaningful curriculum, emphasising lived faith experiences

Achievements

- Staff completed professional learning on Christian Meditation.
- Utilised Religious Education stations in the P-2 Discovery Learning.
- The student led Social Justice Committee took greater ownership of Religious facets of school life, for example, Mass participation and set up, promotion and awareness of issues and newsletters to invite the community to events.
- Other social justice initiatives were encouraged across the school including the canned food drive linked with the Sacred Heart of Jesus Feast Day, Project Compassion and environmental efforts.
- Continued to incorporate the use of biblical commentaries during planning to better understand the text to be presented to students.
- Continued to develop professional learning for staff to develop their knowledge and skills in using scripture via the 'three worlds of the text' strategy.
- Prayer opportunities were incorporated into staff formation activities.
- Formalised prayer guidelines for staff to guide their preparation for staff meeting prayer.

VALUE ADDED

- Present scripture on multiple occasions in different ways, for example, written, song and visual.
- Students participated in family workshops to help them prepare to receive the Sacraments.
- The community participated in several Masses, including a joint Mass involving both parish schools.
- Purchased resources to complement the Religious Education program especially those with a focus on prayer, Sacraments and Catholic leadership.
- Continued the success of the school choir to involve middle and senior students in whole school Liturgies.
- Enriched the prayerful atmosphere of the school to incorporate meditation as a means to connecting with scripture and a personal spiritual relationship with the divine.
- Student leaders attended the St Patrick's Cathedral for Catholic Education Week.

Learning & Teaching

Goals & Intended Outcomes

To embed contemporary learning practices ensuring that all students are challenged and empowered to grow as active, independent and successful learners

That student outcomes in Literacy and Numeracy improve

That students will have a greater voice in, and ownership of, their learning

Achievements

- Continued Professional Development around peer observation and performance feedback led by Kaye Fletcher (Australian Centre for Effective Partnerships). Teachers used AITSL standards to set goals directly connected to student learning outcomes.
- Continued deepening of staff understanding of Inquiry Curriculum and further exploration of planning processes for Inquiry units led by Deborah Vietri. Student voice considered at different stages of the process to inform the planning, ensuring greater student engagement.
- Continued use of Inquiry Learning Throughlines to ensure all Learning Areas are covered in a two-year cycle
- Professional development around teacher knowledge of Discovery Learning through participation in Discovery Learning Cluster.
- Staff analysis of summative assessments (PAT R, PAT M and NAPLAN) to promote the continued ownership and responsibility of all students' achievements. These specific analyses examined student achievement and encouraged teachers to reflect on their practice and identify how this linked to the results. Further connections highlighted the importance of differentiating the curriculum to promote student engagement and learning confidence.
- Use of SPA Markbook (Student Performance Analyser) to inform targeted teaching and enable the tracking of students over time and assess growth and teacher impact.
- Utilised the programs within SPA (Student Performance Analyser) to create pre and post-tests to track student's progress over time.
- Continued and refined the use of the SeeSaw digital portfolio to enhance Family Engagement in student learning.

Achievements – Literacy

- Facilitated planning with Literacy Leader to analyse data to inform and drive targeted teaching.
- Use of the Fountas and Pinnell reading continuum to embed a strategic approach to teaching reading comprehension skills.
- Use of Fountas and Pinnell (BAS) benchmark assessment to monitor student's progress. Running records data inputted into SPA as a tracking tool at regular intervals to determine reading goals for future learning.

- LLI groups (Levelled Literacy Intervention) from Year 1-6; intervention program students seen for reading four times per week.
- Continued support of teachers through coaching and modelling during the literacy block to improve student outcomes.
- Continued implementation of SMART Spelling Program using visual spelling strategies to enhance students' writing skills in response to NAPLAN data. Continued use of the South Australian Spelling Test (SAST) as a tracking tool to measure the effectiveness of the program.
- Use of SPA to triangulate data from NAPLAN, PAT R, Running Records and SPA Markbook pre and post-tests to inform reports and identify trends and discrepancies.
- In Semester 2, Prep intervention for those children who had not reached the reading benchmark.

Achievements – Numeracy

- Facilitated planning with Numeracy Leader on a fortnightly basis to analyse data to inform planning and drive targeted teaching.
- The continued use of Essential Assessment in Year 3 to 6 focusing on regular and ongoing analyses of data to assist with targeted learning.
- Continued use of Mental Computation Scope and Sequence document through Professional Learning Team Meetings and facilitated planning.
- Continued implementation and use of the Victorian Curriculum to inform assessment and reporting procedures through Professional Learning Teams.
- Use of the LFiN screening test three times a year in Prep and JMA to identify student needs and learning opportunities.
- Further exploration of PAT Maths testing to inform teachers of student achievement and future learning needs. PAT Maths results added to the SPA Program for further analysis and to provide a wider profile of the students.
- Use of SPA to triangulate data from NAPLAN, PAT Maths and SPA Markbook pre and post-tests to inform reports and identify trends and discrepancies.

STUDENT LEARNING OUTCOMES

- Year 3 NAPLAN Data across all areas of Literacy and Numeracy indicated that over 93% of our students reached the minimum standard required. There was a minimal decrease in Spelling, however in this area, 93% were at or above the National Minimum standard. There was a 6.4% increase in Reading.
- Year 5 NAPLAN Data indicated that over 96% of our students reached the minimum standard required in 2019.

- Across the two-year period (2017-2019) Year 5 students showed considerable growth in Numeracy from Year 3, achieving 96 points of growth as compared to the state mean growth of 86 points. In Reading, students achieved the 86 points of growth as compared to the state mean of 75. In Spelling, Grammar and Punctuation, the students outperformed the state by an average of 13 and 14 points respectively. NAPLAN indicates a growth need in the area of Writing.
- 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 develop students who have the capacity and disposition to understand and respect self and others

That students apply the skills of social and emotional learning to all aspects of their lives

To develop responsible, independent and resilient learners who are equipped to thrive in a contemporary world

Achievements

- The Student Wellbeing Leader (SWL) attended year level planning each term to facilitate Social Emotional Learning (SEL) and Child Safety Awareness planning.
- In Semester 2, the school engaged with the Royal Children's Hospital CAMHS And Schools Early Action (CASEA) Program.
- The school continued to utilise the Australian Council for Educational Research Social Emotional Wellbeing Survey (ACER SEWS) as formal collection of data to inform growth and improvement in Student Wellbeing.
- Explicit links were made between Personal and Social Capabilities (Victorian Curriculum) and learning in other curriculum areas. SEL yearly overviews were created in collaboration with other curriculum leaders to ensure consistency.
- Members of the Leadership Team facilitated staff meetings covering the following topics: A Positive Approach to Supporting Student Behaviour, Restorative Practices, Seasons for Growth Program, Personal and Social Capabilities – Victorian Curriculum, High Quality Feedback and Developing a Growth Mindset, CASEA Program, Child Safety, Social Emotional Learning, ACER SEWS and Core Values.
- The SWL attended regular Network Meetings as well as Zone Professional Development Days.
- The St. Paul's Newsletter: Wellbeing & Community Edition continued (3 issues produced and sent home in 2019).

VALUE ADDED

- The SWL ran small social skills groups with students requiring extra SEL support.
- The SWL supported classroom teachers by team teaching some SEL lessons across all year levels.
- Trained staff members ran the Seasons for Growth program with students experiencing significant loss or change in their lives.
- The school Core Values (Respect, Diversity, Learning, Care & Compassion) were re-visited with staff and students and actively promoted in the daily life of the school.
- The Catholic Care (psychologist) counselling program was offered two days a week.
- Transition initiatives involving Kinder to Prep, Year 6 to secondary school and from Year level to Year level continued to support students to develop social skills, resilience, readiness and coping strategies. These programs were revised and altered to meet the needs of the students involved. The Year 6 transition program collaborated with St Bernadette's, North Sunshine and St Peter's, South West Sunshine.
- The Student Representative Council, Outdoor Education program, P-4 Swimming Program and Grade 3 – 6 camps continued to support and promote success in relation to student resilience, decision making and connectedness to the community.

STUDENT SATISFACTION

- From the 2019 Catholic Education Melbourne School Improvement Surveys (CEMSIS) data:

Students – responses to school engagement (how attentive and invested students are in school) indicated 64% positive endorsement which is slightly higher than the average response for all Catholic primary schools (59%). School belonging received a result of 75% which aligned with the average response for all Catholic primary schools which was also 75%.

Staff – responses to student safety (perceptions of student physical and psychological safety while at school) indicated 86% positive endorsement which is 17% higher than the average response for all Catholic primary schools.

Families - responses to school climate (perceptions of the social and learning climate of the school) indicated 91% positive endorsement which is slightly higher than the average response for all Catholic primary schools (86%).
- In the 2019 ACER SEWS, the mean Social Emotional Wellbeing Score of the national primary sample was 120. St. Pauls' mean Social Emotional Wellbeing Score was only slightly less than this at 119.8.

STUDENT ATTENDANCE

All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent. The Principal communicates attendance expectations to parents and students when they enrol at the school, and regularly communicates with all parents about attendance expectations via the school newsletter. Parents/Carers must notify the school on the morning of (if not before) their child being absent. If there is no notification of a child's absence by 9.30am, the school sends a text message to prompt parents/carers to call the school. If no contact is made by 11am, school office staff call the parents and then emergency contacts provided until the absence has been explained and recorded. When a student has been absent for 5 or more days in a Term without reasonable or valid grounds, the classroom teacher discusses the matter with the Deputy Principal or Student Wellbeing Leader. Contact is then be made with the parents with the view of developing and implementing strategies to minimise absences. The school follows the 'Every Day Counts' resources and processes to enforce compulsory attendance in accordance with the ETRA (2006) and to attend to escalating issues of non-attendance.

Child Safe Standards

Goals and Intended Outcomes

To inspire a passion for learning through creating learning environments that are welcoming safe and secure.

To strive for excellence by fostering the wellbeing, dignity, self-esteem and integrity of each person.

Achievements

- Codes of Conducts for Staff and School Community were revised and signed by all staff, contractors and volunteers.
- Student Leaders (School Captains, Vice Captains and House Captains) worked with Deputy Principal and Student Wellbeing Leader to revise and strengthen the school Student Code of Conduct and to create a version of the Child Safety Policy in 'child friendly language'.
- The Child Safety Officer role description was revised and re-shared with all staff and the parent partnership team.
- All teaching staff completed the Mandatory Reporting Training Module.
- Staff members in Positions of Leadership attended relevant Professional Learning opportunities offered by CEM. All staff participated in Professional Learning about the Victorian Child Safe Standards and 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' through staff meetings.
- Teachers planned and taught 'Child Safety Awareness' units based on the Daniel Morcombe Child Safety Curriculum, with the aim of promoting the participation and empowerment of all students.
- The whole school participated in the National 'Day for Daniel' to further promote child safety awareness.
- Child Safety matters were discussed at Parent Partnership Team meetings, Leadership Team meetings, Student Representative Council meetings, Staff meetings and through school newsletters.
- A cyber-safety session was conducted by expert Martine Oglethorpe (an accredited speaker with the E-Safety commission of Australia) for all students P-6 as well as a session for teachers and parents.
- Some Grade 5/6 students participated in the "ASK-YP Survey" through Australian Catholic University's (ACU) Institute of Child Protection Studies (ICPS) in partnership with CEM.
- Employment practices continued to include questions about the way applicants have worked with children in the past.

Leadership & Management

Goals & Intended Outcomes

To strengthen and sustain a learning culture that is characterised by high expectations of all

That coaching and feedback processes are embedded and lead to the professional growth of all staff

Achievements

- The school implemented the School Improvement Plan developed in 2017 and Annual Action Plan.
- We revised our Leadership Team meetings to ensure we had clear agendas for each meeting and met on a weekly basis.
- Professional Learning was provided to all staff on the understanding of NAPLAN and the school improvement surveys.
- School closure days focussed on Student Meditation, CPR, Anaphylaxis and Asthma updates (Stitches First Aid), Applying Math's Strategies in planning, further developing NCCD guidelines and forward planning for 2020.
- Continuation of a Math's Intervention Program.
- We continued to work closely with Kaye Fletcher (Australian Centre for Effective Partnerships) to refine our strategic plan for the maintenance of our Performance Feedback program. Staff participated in professional learning regarding this area with Kaye, as well as three Performance Feedback sessions.
- St Paul's Staff, Families and Students participated in the 2019 CEMSIS Surveys.
- Communication procedures were enhanced through the use of the school intranet, co-ordinator meetings and staff meetings.
- Building program was completed and officially opened in May, 2019 – three classrooms and an Arts Precinct were built – the new two storey building is linked to the existing building. Thanks to staff from Crosier Scott Architects and Magellan Projects (builders) for all their work to ensure the project was ready on time.
- Our Occupational Health and Safety policies were revised and professional development was provided for all staff.
- 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

DESCRIPTION OF PL UNDERTAKEN IN 2019

CPR, Anaphylaxis and Asthma Training (Entire Staff)
 Emergency Evacuation Training (Entire Staff)
 ICT including use of Google Docs
 Religious Education Curriculum Frameworks
 Sunshine District Sports Association
 Children with Autism
 Literacy Intervention Strategies Course

Fountas and Pinnell Reading	
Learning Diversity	
Meeting the Needs of Children with Diabetes	
Religious Education Leader Network	
Student Wellbeing Leader Network	
Learning and Teaching Network	
Principal Network	Deputy Principal Network
Mathematics Network	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
Religious Education Accreditation Course	

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

49

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1920

TEACHER SATISFACTION

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

- In the 2019 CEM School Improvement Surveys, St. Paul's Staff scores were 86 or above in thirteen of the fourteen domains. The overall school positive endorsement was 90%. When compared to CEM schools, St Paul's School staff positive results were higher than CEM schools in all of the fourteen domains.
- 95% of staff attended the Sacrament of Eucharist and 94% 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.
- Staff supported the fundraising activities organised by the Parent Partnership Team.

School Community

Goals & Intended Outcomes

To strengthen and embed dynamic partnerships that nurture and enrich learning for all

That students engage with and contribute to the community in ways that are meaningful and impact on their learning

Achievements

- The Family School Partnership Cluster continued with St. Bernadette's PS (North Sunshine) and St. Peter's PS (South West Sunshine). This includes collaborative professional learning opportunities and regular networking.
- An Advisory group continued. This includes the Learning and Teaching Leaders (L&T) from each school to support the Cluster Engagement in Learning Leader (CEL) and the Family Engagement in Learning Leader (FELL) in exploring the current structures in place at planning for staff to consider Family Engagement with a Learning and Teaching focus.
- At the beginning of the year the CEL, FELL and L&T Leader met several times to plan ways for family engagement in learning to have more of a presence in teacher planning meetings. As a result of this, the FELL attended the teachers' whole day planning meeting once a term and supported strategies for teachers to include to engage families in their children's learning.
- As a Cluster we focused on collaborating with our peers to share strategies for strengthening relationships with families to support them in engaging in their child's learning. We developed and reflected on our practice in the use of social media to connect and engage families in their child's learning.
- The Sunshine Family School Partnerships Cluster was represented at National Family and Community Engagement Conference- Engaging Families A Sure Bet! Workshop – Building Family Capacity for Engagement through Digital Content and Social. (Reno USA)
- Continued whole school use of the See Saw digital portfolio learning app to engage families in their children's learning.
- The Cluster partnered with Deakin University to conduct research into ways to enhance our use of social media in engaging families in their children's learning. The cluster initiated this research and led its implementation, under supervision of A/Professor Toe.
- The Senior level partnered with the CEL to pilot a learning at home approach that encourages family conversations about student learning and ways that students can initiate these conversations.
- We ran a Digital Parenting and Online Safety Presentation – Martine Oglethorpe
- Continued focus on students arriving at school on time. Regular information was included in the school newsletter regarding the impact on learning when students arrive late to school. Contact was made with families to support them with getting their children to school on time.
- The Prep transition program was held with smaller parent groups in order to encourage more questions, in-depth conversations and social connections to be made. Links with the community included speakers, such as the school nurse, Camp Australia, current prep students and parents and the current Year 6 school captains. During this meeting, the parents wrote a letter to the Prep teachers expressing their hopes and dreams for their child's learning which included important knowledge about their child to support transition to school.

- The Prep Information Sessions were held both during the day and in the evening to allow for more families to attend. This was held in the first week of school to support both students and families in the transition to primary school.
- The Year Six transition program has continued (a partnership between St. Paul's, St. Peter's and St. Bernadette's Primary Schools).
- A Multicultural Family Day was held in May. Family and friends joined the students for a shared lunch of cultural dishes. The Learning at Home Task focused on ways that families spend time together.
- The St. Paul's School Choir performed at various community events.
- Parent volunteering and engagement was visible in classroom support, incursions and excursions, the school canteen, the second-hand uniform shop, the Parent Partnership Team, sacramental information evenings, Christmas Carols and within a number of successful fundraising activities.
- While the Prep children were with their teachers for testing at the beginning of the year, the FELL met with families to have a conversation focusing on how to support their child with Learning at Home and how to support their child with adjusting to school routines.
- Links with local community sponsored by Brimbank Council. Visits to Early Childhood centres in the City of Brimbank.
- "Reading Hour". As a part of Book Week celebrations, students and families went to school in the evening to participate in different literacy activities.
- Attendance at Early Years and Primary Schools Transition Network forums to provide an opportunity for educators from Brimbank early year's services and primary schools to make connections and work together to develop closer collaboration on transition practices.
- Prep and Junior Learning Walks focusing on 'what Reading looks like in the classroom.'
- Weekly school assemblies were held to promote learning and school events. Reconciliation, Eucharist and Confirmation Information Evenings, Footsteps Family Dance Night, Indonesian Day, School Sports Day, School Art Show, Mother's Day and Father's Day Breakfast
- Regular communication with families via the School newsletter, the Wellbeing and Community newsletter and the Skool Bag App.
- Prior to the Ss. Peter and St. Paul Feast Day Mass and activities, the students wrote to each other to learn about each other's school and on the Feast Day, spent time together doing different activities.
- Parent Teacher Learning Conversations held in Term 1 and Term 2. The beginning of the year conversation was changed this year and held the day before school resumed. The focus of the conversation was to establish a relationship between the family and the school the focus on getting to know the children and their families, focusing on Parent Knowledge. Prior to the conversation the families were provided with guiding questions about their child. More time was given to each appointment so both the class teacher and parent had an opportunity to get to know and learn from each other. Other staff members were rostered to meet and greet families, provide refreshments, support families with using SeeSaw and survey families with regards to the change in the format of the conversations. The response from both families and staff was very positive as it made for a calmer start to the school year. The main focus of the Term 2 Learning Conversation is responding to the mid-year school report.

- Regular PSGs are held to inform families about their child's learning and ways the school and families can work together to support their child with their learning.
- Links made with Community Organisations:
 Marian College
 Caroline Chisolm Catholic College
 City of Brimbank
 Sunshine Library
 Victoria University
 Australian Catholic University
 Western Bulldogs Football Club
 Local kindergartens and Child Care Centres
 The Smith Family
 Bunnings
 RMIT
 Catholic Care
 CASEA – Royal Children's Hospital
 Visting School Nurse South Western Region
 Raising Children Australia – Parenting Support

PARENT SATISFACTION

The 2019 CEM School Improvement Survey – Family Survey highlighted:

- that the overall school positive endorsement was 79% for the Family Survey. When compared to all CEM schools, St Paul's School positive results were higher than like schools in all of the fourteen domains. Of the seven domains, St Paul's positive endorsement percentage was higher in four of the seven domains.
- 91% of families surveyed had a positive perception of the social and learning climate of the school. This is higher than other CEM schools – 86% positive endorsement
- Families from St. Paul's reported more barriers to involvement in their children's learning, than families from CEM schools – 84% positive endorsement as compared to 89% in other CEM schools.
- Families from St. Paul's were more satisfied with the timeliness, frequency and quality of communication between the school and families (79%), than were families from CEM schools (72%).

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 knowledge and, in turn, practice in Christian Meditation.
- Continue to strive for the whole school and community to have an active interest in social justice initiatives.
- Provide professional learning opportunities for staff to make authentic cross-curricula connections with Religious Education.

Learning and Teaching

- Provide staff with professional learning opportunities that promote improved outcomes for students in Literacy and Numeracy.
- Embed the use of SPA student data to drive teaching content and practice.
- Analyse micro data to drive teaching at the Zone of Proximal Development.
- Continue to promote the participation and empowerment of students in their own learning.
- Continue to utilise contemporary learning tools.
- Provide opportunity for developing an understanding of the learning progressions and capabilities in conjunction with the Victorian Curriculum.
- Enhance staff knowledge and pedagogy that supports the learning of English as an Additional Language / Dialect (EAL/D) through the introduction of the new EAL/D curriculum.

Student Wellbeing

- Continue to develop a whole school child safe culture and understanding.
- Implement tools and strategies to monitor and track students' social and emotional learning and wellbeing.
- Continue to promote social emotional learning and our school core values as a holistic approach to Student Wellbeing.
- Continue to promote A Positive Approach to Managing Student Behaviour and Restorative Practices to support student wellbeing.

Leadership and Management

- Continue to develop and strengthen a structured approach to coaching and mentoring with a focus on feedback to improve teacher practice and student outcomes.
- Target professional development to support the Annual Action Plan and to meet the needs of staff and students.

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.
- Continue to provide effective ways of communicating with families about their child's learning.

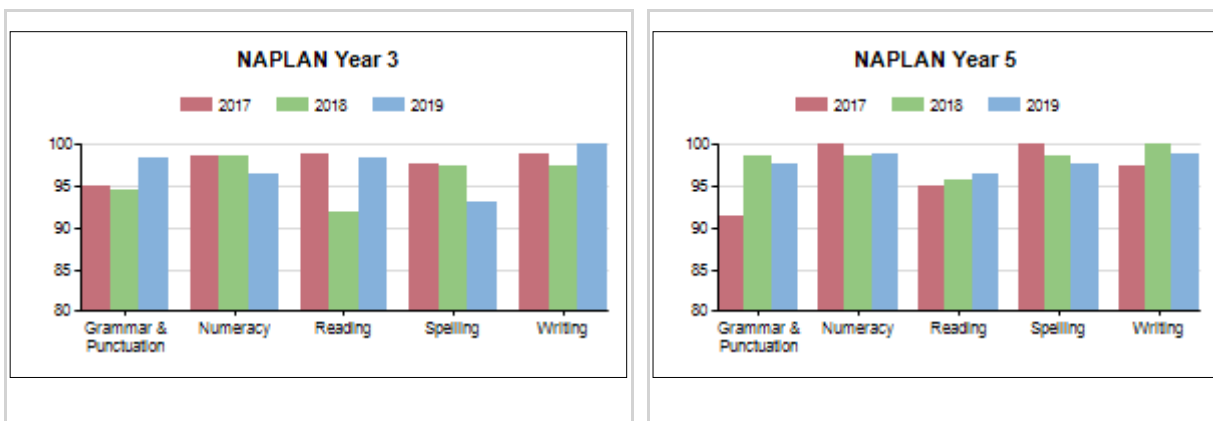
School Performance Data Summary

E1192

St Paul's School, Sunshine West

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	95.1	94.6	-0.5	98.3	3.7
YR 03 Numeracy	98.7	98.7	0.0	96.4	-2.3
YR 03 Reading	98.8	91.9	-6.9	98.3	6.4
YR 03 Spelling	97.6	97.3	-0.3	93.1	-4.2
YR 03 Writing	98.8	97.3	-1.5	100.0	2.7
YR 05 Grammar & Punctuation	91.3	98.6	7.3	97.6	-1.0
YR 05 Numeracy	100.0	98.6	-1.5	98.8	0.3
YR 05 Reading	95.0	95.7	0.7	96.4	0.8
YR 05 Spelling	100.0	98.6	-1.5	97.6	-1.0
YR 05 Writing	97.5	100.0	2.5	98.8	-1.2



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		93.0
Y02		92.2
Y03		91.9
Y04		90.5
Y05		92.1
Y06		92.3
Overall average attendance		92.0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.4%

ALL STAFF RETENTION RATE	
Staff Retention Rate	95.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.0%
Graduate	12.2%
Graduate Certificate	4.9%
Bachelor Degree	90.2%
Advanced Diploma	22.0%
No Qualifications Listed	2.4%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	48
Teaching Staff (FTE)	40.1
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	12.2
Indigenous Teaching Staff (Headcount)	0

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