



St Paul's School Sunshine West

2021 Annual Report to the School Community



Registered School Number: 1549

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Minimum Standards Attestation

I, Damian Casamento, attest that St Paul's 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 2021 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 Schools.

08/03/2022

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

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

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 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. The school is situated next to Marian College, a Catholic secondary school for girls. Both schools share programs and facilities on occasions.

In 2021 there were 517 students (August Census) in twenty-three classes - four Prep classes, four Year 1 classes, three Year 2 classes, six Year 3/4 classes and six Year 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 45% of our families held Health Care Cards. In 2021 there were 65 staff members in total with 36 being fulltime. We had 26 classroom teachers (3 shared classes) and 6 specialist teachers (Physical Education, Library, LOTE - Indonesian, Information and Communication Technology, The Arts - Visual Arts and The Arts - Drama).

There were many restrictions in 2021 due to COVID-19. These included:

- The only school Mass we celebrated as a whole school was the Beginning of the School Year Mass.
- The Year 6 Graduation Mass was recorded and made available when the Mass was scheduled to be held.
- The End of Year Mass was streamed throughout the school.
- The Year 5/6 students attended the camps, however, the remainder of the Outdoor Education program was not held.
- Incursions and excursions were cancelled.
- Class Masses/liturgies and Reconciliations were cancelled.
- The production 'Aladdin' was not performed in front of audiences.

The Parent Partnership Team met throughout the year either online or in person, depending on the restrictions that were in place, and discussed matters relating to online learning and COVID - 19 safety, Child Safety, the organisation of the school and fundraising. Parents, families and friends attended any school excursions held to assist class teachers as well as helping in the classroom. An increasing number assisted in the canteen late in the year.

Our curriculum focus for 2021 was continuing to implement online learning and how we could continue to apply the positives of online learning when we returned to school. We made several changes to our Annual Action Plan as we were unable to have presenters in our school, for example, Misty Adoniou was to lead us in writing PL in February. She eventually presented to staff online in May.

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 our Family Engagement Leader and the implementation of strategic activities to strengthen school-family-community partnerships.

Principal's Report

Unfortunately for the St Paul's School Community, the 2021 Annual Report to the School Community is very similar to the 2020 report as the world struggled with the pandemic. Once again, assemblies were cancelled, family and friends were not allowed to enter the school grounds, the canteen was closed, the SMA Camp went ahead but all other outdoor education experiences were cancelled, as were many excursions. We were unable to perform our school production 'Aladdin' in front of an audience. However, we did record two rehearsals and combined the two shows into one. The final 'show' was shown to all the SMA students at the Sun Theatre in Yarraville and was shared with all in our community. This was a great experience for the children as all their hard work over two years was seen by their families and friends.

As was the case, there still many positives throughout the year - these positives were seen in home learning. All of the staff put together lessons that would help to cover the curriculum. They organised virtual camps, fun events, virtual sports day and many other activities for the children to participate in. Many families took the opportunity to join their children and participate in their online learning.

The only way the children were able to complete these activities was with the wonderful support of their families. All families worked with their children at home in the place of the teachers, and they did a wonderful job. Many parents and carers were also trying to work from home as well as teaching other children. As was the case in 2020, all in the St Paul's School Community - staff and families - worked together to give the children in our care the best opportunities to learn in 2021. I thank every single member of the community for your commitment to our wonderful students.

I would like to thank Father Rene, Father Anthony and Father Luis for their support of St. Paul's during 2021. Despite the fact they were unable to visit school, they were always available for me to call on when I had any concerns.

I would like to thank the staff for their dedication and professionalism in 2021. As always, they gave 100% throughout the year. Special thanks to Cathy Doran - as Deputy Principal, she has been a great support to me, as have all in the Leadership Team. I would also like to thank the administrative and support staff who ensure that the school runs smoothly and efficiently.

I would like to acknowledge all the students at St Paul's. In 2021, they rose above the many challenges they faced - they have shown their resilience in many ways. Just like in 2020, I loved the video footage that families posted on Seesaw - everyone had smiles on their faces, especially the children...these images gave all the teachers great satisfaction!!

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.
- Christian Meditation was implemented within the school timetable
- Religious Education stations were utilised 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 advise the community of events.
- Other social justice initiatives were encouraged across the school including the School Mini Fete supporting Food Bank Australia, Project Compassion, Christmas Food Drive supporting the St Vincent de Paul Conference of Sunshine.
- The use of biblical commentaries continued to be incorporated during planning to better understand the text being presented to students.
- Prayer opportunities were incorporated into staff formation activities.
- Prayer guidelines for staff to guide their preparation for staff meeting prayer were formalised.
- Staff planned units of learning using the Pedagogy of Encounter.
- Ongoing professional learning to develop teacher capacity and to fulfil the minimum requirements to maintain teacher accreditation to teach in a Catholic school.

VALUE ADDED

- Scripture was presented on multiple occasions in different ways, for example, written, song and visual.
- Students participated in a family workshop to help them prepare to receive the Sacrament of Penance.
- The community participated in several Masses.
- Resources were purchased to complement the Religious Education program especially those with a focus on prayer, Sacraments and Catholic leadership.

- The prayerful atmosphere of the school was enriched through the incorporation of meditation as a means to connecting with scripture and a personal spiritual relationship with the divine.
- Senior school students attended an online faith formation sessions run by the Mary MacKillop Heritage Centre.

Learning & Teaching

Goals & Intended Outcomes

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

Achievement

- Continued use of Inquiry Learning Throughlines to ensure all Learning Areas are covered in a two-year cycle.
- Professional Learning in Personalised Learning PD.
- 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

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 at regular intervals as a tracking tool to determine reading goals for future learning.
- LLI groups (Levelled Literacy Intervention) from Year 1-6; intervention program where students are 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.
- Teachers explored the new EAL continuum. Teachers use the EAL curriculum to plan next steps for learning.
- Professional development in writing using mentor texts as a scaffold.
- 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 implementation and use of the Victorian Curriculum to inform assessment and reporting procedures through Professional Learning Teams.
- Professional development for teachers in concept development and teaching strategies.

- 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.
- Use of the Learning Progressions and Key Ideas document alongside the Victorian Curriculum to plan units and lessons.
- Revision cycle of taught units in the daily Number Blast.

STUDENT LEARNING OUTCOMES

NAPLAN 2021

PAT M, R and SW

Fountas and Pinnell

Essential Assessments 3 - 6

SPA Markbook

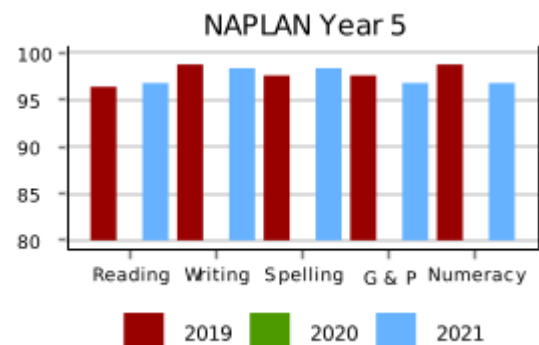
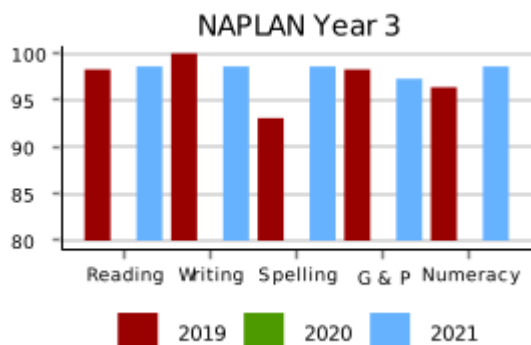
LFiN - Prep - 2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	98.3	-	-	97.3	-
YR 03 Numeracy	96.4	-	-	98.6	-
YR 03 Reading	98.3	-	-	98.6	-
YR 03 Spelling	93.1	-	-	98.6	-
YR 03 Writing	100.0	-	-	98.6	-
YR 05 Grammar & Punctuation	97.6	-	-	96.8	-
YR 05 Numeracy	98.8	-	-	96.8	-
YR 05 Reading	96.4	-	-	96.8	-
YR 05 Spelling	97.6	-	-	98.4	-
YR 05 Writing	98.8	-	-	98.4	-

* 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

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 Leaders (SWL) attended year level planning each term to facilitate Social Emotional Learning (SEL) and Child Safety Awareness planning.
- SEL units included explicit teaching of the Personal and Social Capabilities (Victorian Curriculum).
- The school continued to utilise the Australian Council for Educational Research Social-Emotional Wellbeing Survey (ACER SEWS) as a formal collection of data to inform growth and improvement in Student Wellbeing.
- Members of the Leadership Team facilitated staff meetings covering the following topics: A Positive Approach to Supporting Student Behaviour, Restorative Practices, Student Safety Planning, the Victorian Curriculum Capabilities, Student Mental Health, Key Wellbeing Documents (Horizons of Hope, eXcel: Wellbeing for Learning and Respectful Relationships), Staff Wellbeing, Child Safety, Introduction to Respectful Relationships program and School Core Values.
- The SWL attended regular Network Meetings as well as a range of Online Professional Development (including: Child Information Sharing Scheme, Respectful Relationships, Out of Home Care Training, Mental Health and relevant PL facilitated through MACS)
- The St. Paul's Newsletter: Wellbeing & Community Edition continued (3 issues produced and sent home in 2021).
- The whole school participated in the National 'Day for Daniel' to further promote child safety awareness.
- The Core Wellbeing Team (comprising of DP, SWLs, CSO, FELL and LDLs) met weekly to discuss students with additional SEL needs and school wellbeing initiatives.

VALUE ADDED

The SWLs facilitated small social skills groups with students requiring extra SEL support.

- The school Core Values (Respect, Diversity, Learning, Care & Compassion) were revisited 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.
- The school Wellbeing Sphere team was established to support SWLs with their work within the Student Wellbeing Sphere.
- The Wonder of Living Family Enrichment Program was facilitated by Open Doors and offered to Grade 5/6 students and families.
- 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 Student Representative Council, Senior Leaders, Grade 5/6 camp and Sports Day continued to support and promote success in relation to student resilience, decision making and connectedness to the community.
- During Remote Learning, SEL lessons continued through the use of the school Seesaw platform.
- The school 'Buddy Bench' was launched through 'Friendship Friday' celebrations and activities.
- SWLs worked collaboratively with external services (Travancore School, Headspace and CAMHS) to support student needs.
- SWLs shared resources and provided support to families as students transitioned from Remote Learning back to school.
- SWLs worked with teachers and the Learning Diversity team to develop Safety Plans for individual students as needed.

STUDENT SATISFACTION

- In the 2021 ACER SEWS, the mean Social-Emotional Wellbeing Score of the national primary sample was 120. St. Paul's mean Social-Emotional Wellbeing Score was only slightly less than this at 117.5.
- In the 2021 ACER SEWS, 54.9% of students sat at the 'Developed' developmental level of overall social-emotional wellbeing which is higher than the 46.3% average across all schools.
- In the 2021 MACSSIS data, St. Paul's were slightly above the MACS average in each School Teacher-Student relationships domain area. For example, Question 4.1 "How many of your teachers are respectful towards you?", St. Paul's scored 87% while the MACS average is slightly less than this, sitting at 85%.

- In the 2021 MACSSIS data, St. Paul's were above the MACS average in most areas of the School Belonging domain. For example, Question 5.2 "How supportive are the adults at your school?", St. Paul's scored 87% while the MACS average is less than this, sitting at 82%.

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.

During Remote Learning, students needed to comment on the attendance post each day and teachers recorded attendance on nForma. Teachers noted any regular absences, made phone calls to parents/carers to check in. If teachers had concerns for students regarding attendance, they informed the Leadership Team who followed this up via phone calls, texts and letters home to parents. Support was offered to families when required to enhance attendance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.3%
Y02	94.1%
Y03	95.2%
Y04	93.6%
Y05	95.6%
Y06	93.1%
Overall average attendance	94.1%

Child Safe Standards

Goals & Intended Outcomes

To continue to develop and revise appropriate policies and organisational structures that support the promotion and awareness of Child Safety.

That all students are nurtured in safe and supportive environments.

Achievements

- The Child Safety Officer role description was revised and re-shared with all staff and the Parent Partnership Team.
- The school Child Safety Policy, Child Safety Policy - Student Version, Child Safety Code of Conduct (staff), Child Safety Code of Conduct (community) and Child Safety Code of Conduct (students) were revised and maintained. Codes of Conducts for Staff and School Community were signed by all staff, contractors and volunteers.
- Child Safety was included in the induction program for graduates and new staff members.
- The Child Safety Officer (CSO) facilitated regular staff meetings on the Child Safety standards.
- The SWLs and CSO attended relevant Professional Learning facilitated by the MACS and other providers.
- The Leadership Team revised and maintained processes and procedures to respond to allegations or disclosures of abuse ensuring any allegations or concerns about Child Safety were recorded in line with school policies.
- The Student Wellbeing Leader (SWL) attended year level planning each term to facilitate Child Safety Awareness. Teachers planned and taught Child Safety awareness programs in line with the Victorian Child Safe Standards. Strategies were planned to promote the participation and empowerment of children across levels through Social Emotional Learning and other curriculum areas.
- All teaching staff completed the Mandatory Reporting Training Module.
- New 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.
- Cyber-safety lessons were taught for all students P-6.
- Employment practices continued to include questions about the way applicants have worked with children in the past.

- Child Safety matters were considered, discussed and planned for throughout Remote Learning.
- Key Leadership Team members attended Professional Learning about Information Sharing and Family Violence Reforms including a practical workshop.
- The New Child Safe Standards that come into effect on July 1st 2022 were shown to staff at a staff meeting held online. Staff discussed and made note of what St Paul's already does to comply with the standards and areas for improvement.

Leadership & Management

Goals & Intended Outcomes

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 were due to participate in a School Review in 2021 - however this was put back to 2022
- 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 Level 2 First Aid, CPR, Anaphylaxis and Asthma updates (Stitches First Aid), Misty Adoniou's 'Scaffolding Literacy - a reading into writing pedagogy', further developing NCCD guidelines and forward planning for 2022.
- Staff began working on developing one of the High Impact Teaching Strategies to link in with their goals developed in the Annual Review Meetings
- St Paul's Staff, Families and Students participated in the 2021 MACSSIS Surveys.
- 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.
- 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 Professional Learning undertaken in 2021

Level 2 First Aid, 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
- Misty Adoniou's 'Scaffolding Literacy - a reading into writing pedagogy'
- Reading Recovery Network
- Occupational Health and Safety
- 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
- Learning Diversity Leaders Network
- Personalised Learning - ICT
- Library Network
- Literacy Leaders Course
- Spelling in the Primary School
- Learning Intentions and Success Criteria

Number of teachers who participated in PL in 2021	49
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 the 2021 MACS School Improvement Surveys, St. Paul's Staff scores were 78 or above in twelve of the fourteen domains. The overall school positive endorsement was 83%. When compared to schools from MACS, St Paul's School staff positive results were higher than the MACS average score in all of the fourteen domains.
- 95% of staff attended the Sacrament of Eucharist Masses and 90% attended the Sacrament of Confirmation. Unfortunately, the Graduation Mass was live streamed due to COVID 19 restrictions for the second year in a row with staff unable to attend apart from the Leadership Team and Year 6 teachers.
- 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.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	28.9%
Graduate	10.5%
Graduate Certificate	5.3%
Bachelor Degree	89.5%
Advanced Diploma	21.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	58.0
Teaching Staff (FTE)	46.3
Non-Teaching Staff (Headcount)	25.0
Non-Teaching Staff (FTE)	18.0
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To strengthen and embed dynamic partnerships through authentic communication between students, families and teachers to enhance student learning outcomes and well-being.

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

Achievements

- Throughout the year, the FELL, L&T Leader and REL met to plan ways for family engagement in learning to have more of a presence in teacher planning meetings. As a result, the FELL attended the teachers' whole day planning meeting once a term and promoted strategies for teachers to include to engage families in their child's learning.
- FSP Staff Meetings.
- Family Stories... parents from different cultures were invited to share their family stories in small group conversations, with staff responding at the end of the presentation. This was an opportunity for staff to learn about the challenges of moving to another country and to gain an understanding of the family's understanding of education.
- Presentation by Foundation House School Support Program...Refugee Experiences of Students and their Families and the impacts of Trauma on Learning and Behaviour.
- Embed Horizons Of Hope Families as Partners Framework into our language practice, 'Activate Engagement with Families by communicating with them about their child's learning...response to 2020 Staff Reflection on communicating with Families during Remote Learning
- Term 2 focus on Families including our school celebration of Family Week... theme 'Our Family, Our Story, Our Future'... all levels looked at their own family story
- We continued to focus and share strategies for strengthening relationships with families to support them with engaging in their child's learning. During Remote Learning we developed and reflected on our practice to connect and engage families in their child's learning.
- Regular communication with families via the school newsletter, Skoolbag app, phone calls and emails. This includes school and community events family services and parenting support.
- Continued whole school use of the SeeSaw digital portfolio learning app to engage families in their child's learning.
- Continued focus on students arriving at school on time. In Terms One and Four 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.
- Early in Term 2 both Class and Specialist Teachers made contact with families either in person or by phone to share a 'good news' story about their child's learning. The focus was to make personal connections with families to assist with strengthening relationships. The

contact with families supported teachers as there was positive feedback and appreciation from families.

- FELL met with Graduate Teachers to support them with their understanding of Family Engagement and school expectations.
- Prep Transition - phone contact was made with Kindergartens and Child Care Centres to gain information to support transition to school for our 2022 Prep students. Shorter sessions were held for students over two days. Information packs were provided for families and parents were asked to record their hopes and concerns about their child beginning school at St. Paul's. The children were provided with a 'Showbag' with a variety of activities to support their learning and transition to school over the school holidays.
- 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.
- 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.
- Support for families during Remote Learning... visual aids to support student learning, individual family emails, direct phone contact with families, regular support for students with additional needs, reading with them over the phone, Google Meets to assist with learning tasks, hard copy learning packs, supplying laptops to families who did not have access to technology resources, regular contact with families identified as 'at risk'.
- Staff reflection during Remote Learning... what is clear and what has been learnt about Family Engagement since Remote Learning? Document how Family Engagement changed for staff throughout Remote Learning
- Family Survey during Remote Learning... family perceptions of the benefits of Remote Learning. What did you learn from Remote Learning? What did you hope for your child's future learning? How can St Paul's partner with you in your child's future learning?
- Parent Teacher Learning Conversations were held in Term 1. The beginning of the year conversation was held the day before school resumed. The focus of this conversation was to establish a relationship between the family and the school so the staff could get 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, survey families in regards to what works for them in relation to communication between home and school, and promoting the 2021 school production. The response from both families and staff was very positive as it made for a calmer start to the school year. At the end of Term 2 school reports were sent to families followed by Learning Conversations.

LINKS WITH COMMUNITY ORGANISATIONS

Marian College

Caroline Chisholm Catholic College

City of Brimbank - Sunshine Library

Australian Catholic University
Local kindergartens and Child Care Centres
Bunnings Sunshine
Catholic Care - School Counsellor
Catholic Care - School Chaplaincy Program
Det School Nursing Program
Family First
Camp Australia
Raising Children Network

PARENT SATISFACTION

- Once again, due to COVID, 2021 was a challenging year for students, staff and families. However, it was acknowledged by both staff and families that they felt supported during this time and united. Families felt more engaged in their child's learning and appreciated the regular communication between school and home. Staff valued the connection with families and valued Parent Knowledge to enhance their child's learning.
- Regular PSGs were 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.
- In 2021 there were many challenges in relation to Family Engagement in Student Learning. During Remote Learning, significant adjustments were made to further strengthen communication between home and school to support student learning. Initially, this presented many challenges for both staff and families. Over the course of Terms Two and Three the connection between home and school gained momentum with relationships strengthened and families feeling more connected with their child's teacher gaining a deeper understanding of their child as a learner.
- Major school events were cancelled but where possible some were able to be delivered to families online. Many families joined us online to participate in these activities. These included the SMA Virtual Camp as well as the Virtual Whole School Athletics Carnival.

Appreciations for School - Quotes from Parent Surveys

- My children don't behave or respect me as much as their teacher.
- My children get really excited to receive messages and videos from their teachers. They are more interested in tasks when they feel a connection to teachers.
- My child is very eager to see her teacher's feedback.
- My child's teacher has been very supportive.
- St. Paul's have done an amazing job.

- Having regular video messages and acknowledgement from the Principal and teachers has definitely made it less stressful.

Future Directions

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

Education in Faith

- Provide professional learning opportunities for staff to make authentic cross-curricula connections with Religious Education.
- 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.

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.
- 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.
- Participate in the Respectful Relationships Program
- Be a part of the Mental Health in Schools Pilot

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.
- Continue to work on High Impact Teaching Strategies (HITS)

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.