



St Paul's School Sunshine West

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

08/03/2023

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 2022 there were 495 students (August Census) in twenty-two classes - three Prep classes, four Year 1 classes, three Year 2 classes, six Year 3/4 classes and six Year 5/6 classes. There were 365 families enrolled at St. Paul's. There were 325 (67%) students who spoke Languages Other than English at home. Approximately 43% of our families held Health Care Cards. In 2022 there were 68 staff members in total with 37 being fulltime. We had 25 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 whole school celebrations in 2022 - it was great to have our community back onsite as well as joining us at whole school Masses. These celebrations included:

- Whole school Masses for the Beginning of the School Year, Ash Wednesday, St Peter and Paul Feast Day, Feast of the Sacred Heart, Feast of Mary MacKillop/Grandparents Day, End of the School Year, Mission Day and All Saints/St Anthony Claret (our order of Priests).
- In our Outdoor Education Program, the Year 3/4 and 5/6 students attended their camps, and because of the Positive Start Initiative, the 3/4s attended another camp at Phillip Island and the year 5/6s went to the zoo for an extra excursion. The Year 1/2 students travelled to Sovereign Hill for a full day excursion and the Prep students returned to school in their pyjamas for night time activities.
- Incursions and excursions were held.
- Class Masses/liturgies and Reconciliations held.
- We had a wonderful attendance at our Art Show

The School Advisory Council met throughout the year and discussed matters relating to School Review, 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 2022 was preparing for our School Review. We developed four Priority Areas in our School Improvement Plan and developed our 2023 Annual Action Plan. We began working on Student Voice and Agency - this is one of our Priority Areas out of our school review.

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

The 2022 school year saw many achievements at St. Paul's Primary School. 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 2022, 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 MACS School Review Process has allowed us to develop and implement the four Priority Areas in 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 the Leadership Team and 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 thank Father Rene, Father Anthony and Father Rowan for all their support of St. Paul's during 2022.

Damian Casamento
Principal

Catholic Identity and Mission

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.
- Participation in the Competencies in Theologising Project run by MACS.

VALUE ADDED

- Scripture was presented on multiple occasions in different ways, for example, written, song and visual.
- Families participated in workshops to help them prepare their children to receive the Sacrament of Penance and Eucharist.
- The community participated in several Masses.

- Resources were purchased to complement the Religious Education program especially those with a focus on prayer, Sacraments, Catholic leadership and lesson planning.
- 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.
- The local St Vincent de Paul Conference visit the school and visited the senior students about their role in the community.

Learning and 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 Writing pedagogy with teams working with Misty Adoniou
- Professional Learning in Student Voice.
- 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

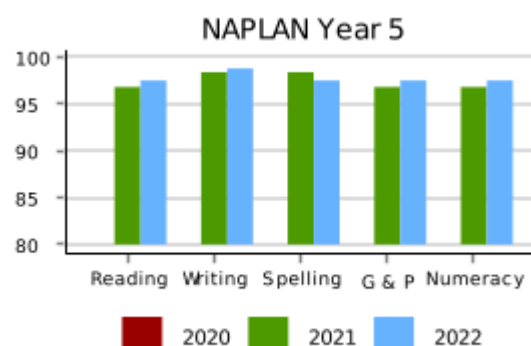
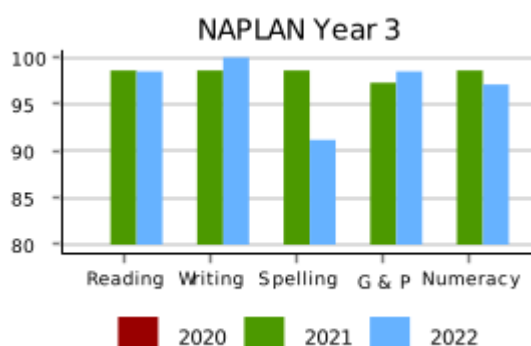
- Year 3 NAPLAN Data across all areas of Literacy indicated that over 90% or above of our students reached the minimum standard required except in spelling which was 88%. In Reading, 62% of students in Year 3 were in the top 2 bands and only 16% in the bottom 2 bands.
- Year 3 NAPLAN Data in Numeracy indicated that over 76% were above the national minimum standard. In Numeracy, 29% were in the top two bands.
- Year 5 NAPLAN Data in Literacy indicated that over 90% or above of our students reached the minimum standard required in Reading and Writing. However, in Spelling 88% of students made minimum standard and in Grammar and Punctuation 86% reached the minimum standard. In Reading, 41% of students in Year 5 were in the top 2 bands and only 7% in the bottom 2 bands.
- Year 5 NAPLAN Data in Numeracy indicated that over 80% were above the national minimum standard. In Numeracy, 16% were in the top two bands
- 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.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.3	-	98.5	1.2
YR 03 Numeracy	-	98.6	-	97.1	-1.5
YR 03 Reading	-	98.6	-	98.5	-0.1
YR 03 Spelling	-	98.6	-	91.2	-7.4
YR 03 Writing	-	98.6	-	100.0	1.4
YR 05 Grammar & Punctuation	-	96.8	-	97.5	0.7
YR 05 Numeracy	-	96.8	-	97.5	0.7
YR 05 Reading	-	96.8	-	97.5	0.7
YR 05 Spelling	-	98.4	-	97.5	-0.9
YR 05 Writing	-	98.4	-	98.8	0.4

* 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 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, Respectful Relationships Program including Responding to Disclosures and Investigating Topic Areas, Mental Health Literacy, Student Wellbeing Review Data, Student Wellbeing PATSurvey Data exploration and discussion, Child Safety and Child Safe Standards.
- The SWL and MHWC attended regular Network Meetings as well as a range of Online Professional Development (including: Respectful Relationships, Mental Health and relevant PL facilitated through MACS).
- The St. Paul's Newsletter: Wellbeing & Community Edition continued (9 issues produced and sent home in 2022).
- Parent Education Sessions developed by School Counsellor sent home via YouTube link.
- Employment of Mental Health and Wellbeing Coordinator.
- Mental Health and Wellbeing Hub launched in June 2022.
- The whole school participated in the National 'Day for Daniel' to further promote child safety awareness.
- The Core Wellbeing Team (comprising of DP, SWL, MHWC, CSO, FELL and LDLs) met weekly to discuss students with additional SEL needs and school wellbeing initiatives.

VALUE ADDED

- Student Wellbeing Officers were employed to support the SWL and MHWC.
- Student Wellbeing Officers facilitated small social skills groups with students requiring extra SEL support.
- Student Wellbeing Officer facilitated small high school transition groups with Grade 6 students requiring additional support transitioning to high school.
- 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 MHWC met with Catholic Care (psychologist) met weekly to discuss students on the Catholic Care case load.
- Catholic Care (psychologist) developed Parent Information Sessions shared via YouTube link. Topics included: Anxiety and School Refusal, Fostering Confidence and Resilience in Children and Navigating Separation.
- The school Wellbeing Sphere team worked to support the SWL and MHWC with their work within the Student Wellbeing Sphere.
- 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.
- SEL learning was shared with families through the school Seesaw platform.
- The SWL and MHWC worked collaboratively with external services (Travancore School, Headspace and CAMHS) to support student needs.
- The SWL and MHWC worked with teachers and the Learning Diversity team to develop Safety Plans and Behaviour Plans for individual students as needed.

STUDENT SATISFACTION

- In the 2022 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 117.6.
- In the 2022 ACER SEWS, 79% of students sat at the 'Highly Developed' developmental level of overall social-emotional wellbeing which is higher than the 22.6% average across all schools. 54.1% 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 2022 MACSSIS data, St. Paul's was around the same as 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 80% while the MACS average is slightly more than this, sitting at 82%.
- In the 2022 MACSSIS data, St. Paul's was around the same as the MACS average in each School Belonging domain. For example, Question 5.1 "How well do people at your school accept you for who you are?", St. Paul's scored 73% while the MACS average is less than this, sitting at 70%.

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 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.4%
Y02	87.9%
Y03	90.7%
Y04	90.6%
Y05	88.0%
Y06	90.1%
Overall average attendance	89.3%

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.
- The implementation of the Respectful Relationships program with lessons being delivered across all year levels.

- 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.
- Consulted with "One Red Apple" to implement Ministerial Order 1359 and the 11 Child Safe Standards.
- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards.
- Employment of a Koorie support worker.
- Continued employment of LSO's to support students with diverse needs.

Leadership

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 participated in the rescheduled School Review in March
- A new School Improvement Plan and Annual Action Plan were developed based on the four priority areas that were recommended from the review.
- We reviewed 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 Review Preparation, CPR, Anaphylaxis and Asthma updates (Stitches First Aid) and Development of the School Improvement Plan and Annual Action Plan, development of metacongnition teaching strategies, further developing NCCD guidelines and differentiation strategies and forward planning for 2023.
- 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 2022 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 and a person responsible for Prayer and Acknowledgement of Country.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

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
 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 2022	47
Average expenditure per teacher for PL	\$1800

TEACHER SATISFACTION

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

- In the 2022 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 82%. 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.
- 94% of staff attended the Sacrament of Eucharist Mass and 89% of staff 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.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	80.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.1%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	31.0%
Graduate	9.5%
Graduate Certificate	7.1%
Bachelor Degree	90.5%
Advanced Diploma	19.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	54.0
Teaching Staff (FTE)	44.6
Non-Teaching Staff (Headcount)	29.0
Non-Teaching Staff (FTE)	20.5
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

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. 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 linked with Inquiry or RE units
- School Community Staff Meetings... Planning for teacher Outreach Experience & Reflection on the process/experience...shared with colleagues
- School Community Sphere Team - review Beginning of Year Learning Conversations (online) - positive feedback from families & staff ...more relaxed and easier to maintain timing, Foundation House PL ...Follow up Teacher Outreach expectations - regular communication with one family who you may not have contact with to offer support with their learning or SEL, Planning for Family Week Celebrations...connections with families, Discussed Celebration of Learning
- Presentation by Foundation House School Support Program... Refugee Experiences of Students and their Families and the impact of Trauma on Learning and Behaviour.
- Information shared with families regarding See Saw protocols and expectations
- Sacraments Family Information Evenings
- Camp Family Information Evenings
- Grandparents Mass ...morning tea & classroom visits
- Mother's & Father's Day Breakfasts
- Prep Curl up & Read...families invited to read with children in the classroom
- School Art Show
- Employment of a Burmese Support Worker to assist with communicating with our Burmese families and supporting Burmese children with their learning
- Community Conversation with Burmese Families
- Senior Inquiry Unit focus...support for those in need...speakers from St. Mary's House of Welcome, The Big Issue and St. Vincent De Paul Society. Care packs made and distributed

- Middles Inquiry Unit 'What Does it Take to Make?' Students made gifts with their families which were sold at the Christmas Carols Night ...proceeds to St. Vincent De Paul Society
- Term 2 focus on Families including our school celebration of Family Week... theme 'Family, Our Story, Our Future' Family posters displaying Diversity
- 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 See Saw 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.
- Prep Transition - phone contact was made with Kindergartens and Child Care Centres to gain information to support transition to school for 2023 Prep students. Transition was held over three weeks. Final week orientation where children meet with their 2023 teacher. Information packs were provided for families and parents were asked to record their hopes and dreams for their child in the form of a letter to their child's teacher. The children were provided with a 'Showbag' with a variety of activities to support their learning and transition to school over the school holidays.
- While the Prep children were with their teachers for beginning of the year assessment, the FELL met with families to have a conversation focusing on how to support their child with Learning at Home and adjusting to school routines.
- Family Christmas Carols Evening
- Parent Teacher Learning Conversations were held in Term 1. (online) The beginning of the year conversation was held the day before school resumed. The focus of this conversation was to establish a relationship between families and the school...an opportunity for staff to get to know children and their families, focusing on Parent Knowledge. Prior to the conversation the families were provided with guiding questions to support the conversations. More time was given to each appointment so both the class teacher and families 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 promoting the 2022 school production. The response from both families and staff was very positive.
- At the end of Term 2 school reports were sent to families followed by Learning Conversations at school

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

St. Mary's House of Welcome

St. Vincent de Paul Society

PARENT SATISFACTION

- Staff value the link with families and understand the importance of Parent Knowledge to support 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 2022 there was the gradual introduction of school events. Families were happy to be on site connecting with staff and other parents. Engagement in Student Learning during Remote Learning gave families an insight into teacher expectations in regard to student learning and the importance and value of their connection with their child's learning and understanding their child as a learner.

Future Directions

PRIORITIES FOR 2023 – 2026

(School Review – 2022)

Priority One

Integration of faith and life

(Spheres - Religious Education, Learning and Teaching, Student Wellbeing, School Community)

Goal

To enable all members of the St Paul's School community to knowingly and actively live out the Catholic faith

Intended Outcomes

1. That students will be able to articulate and model their understanding of living the Catholic faith
2. That students will be involved in an innovative and meaningful curriculum, emphasising lived faith experiences

Priority Two

Consistent and effective practices

(Spheres - Religious Education, Learning and Teaching, Leadership and Management, Student Wellbeing)

Goal

To embed consistent and effective learning and teaching practices across all levels of the school and the curriculum

Intended outcomes

1. That staff demonstrate a clear and shared understanding of St Paul's learning and teaching vision
2. That teachers demonstrate a shared knowledge of contemporary pedagogical practices which are implemented effectively

Priority Three

Learner voice and agency

(Spheres - Religious Education, Learning and Teaching, Student Wellbeing, Leadership and Management, School Community)

Goal

To empower learners to be active, engaged agents who have ownership of all stages of the learning process

Intended outcomes

1. That learners are involved as active decision-makers
2. That learners engage in, reflect on and articulate their learning journey

Priority Four

Maximising student learning opportunities

(Spheres - Religious Education, Learning and Teaching, Student Wellbeing, School Community)

Goal

To optimise learning opportunities for students to address their needs and maximise growth

Intended outcomes

1. That teachers design learning experiences which support the differentiated needs of all students
2. That all students demonstrate expected levels of growth in all areas of their learning