2010 ANNUAL REPORT TO THE SCHOOL COMMUNITY

St Paul’s Catholic Primary School
Kealba

REGISTERED SCHOOL NUMBER: E1297
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Contact Details

<table>
<thead>
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<th>230-240 Sunshine Ave. Kealba 3021</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Adrian Glasby</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr. Charles Portelli</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>N/A</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 93666033</td>
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<td>EMAIL</td>
<td><a href="mailto:principal@spkealba.catholic.edu.au">principal@spkealba.catholic.edu.au</a></td>
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<tr>
<td>WEBSITE</td>
<td><a href="http://www.spkealba.catholic.edu.au">www.spkealba.catholic.edu.au</a></td>
</tr>
</tbody>
</table>
Our School Vision

St Paul’s Catholic Primary School

Kealba

Vision Statement

St Paul’s is a Christ centered community which aspires to:

- develop a love of learning.
- be a nurturing and inclusive environment.
- celebrate the achievement of our personal best.

In order to shape and create a better future for us all.

Christ Lives In Us.
School Overview

St Paul's Catholic Primary School, Kealba has a proud tradition of excellent education, development of faith and working with our families over the last 43 years. Our current population is 340 students spread across 14 straight year level classrooms.

St Paul's is proudly a Catholic school that nourishes the faith of our students' through a variety of sacramental and other faith learning experiences. We actively promote the living out of gospel values such as love, tolerance, justice, faith and empathy in all of our daily interactions, and recognise the positive effect this has on the climate of our school.

St Paul's prides itself on having calm, gentle and respectful students who learn together in a contemporary setting. We are extremely proud of the way our students interact with each other, their teachers and the general community.

Great school are only made through the positive partnership between the parents and the staff. We pride ourselves on having a positive working relationship with our parents ensuring we are working together for the best outcomes for the student's of St Paul's. This genuine partnership is one of the cornerstones of our school. Parents are warmly invited to be a part of this school and we take seriously the trust that parents place in us in educating and caring for their children.

Our curriculum is aimed at catering for the individual needs of our students. This is achieved through thorough and regular assessment and explicit teaching that builds upon what the student knows and takes them to new learning. We provide age appropriate learning in Religious Education, Maths, English, Science, Health, History, Personal Development and Interpersonal Development in the regular classroom setting. Specialist classes also happen in Italian, Sport, Art and Music. We are passionate about students being capable of deeper level thinking and problem solving particularly through the use of computers and other technology. St Paul's currently has one computer per four students housed in classrooms, our Discovery Centre and computer labs.

We are very proud of the refurbishments we have made to our school. Our classrooms are light, welcoming and modern. We are particularly proud of our new Discovery Centre, Hall and Food/Technology Room. We look forward to sharing them with our current community and others who are accepted at our school.
Principal’s Report

The year 2010 has been an exciting and busy time in the history of St Paul’s; the year has seen the completion of our new hall, discovery centre and food/technology centre. With the addition of these buildings it further enhances our vision for contemporary learning now and in the future.

During 2010 the school undertook a review of our processes and practices. This helped to celebrate the many achievements of our school and focus on continuous improvement. Our school’s vision continues to be the driving force behind everything we do.

Our Vision Has Inspired Our Students

- To aspire to reach their personal best and celebrate this achievement
- To show respect to themselves and others at all times
- To live out the Gospel message in all that they do
- To solve issues in a peaceful and respectful way
- To have a healthy respect for themselves, others and their environment

Our Vision Has Inspired Our Staff

- To expect all students to allow them to teach and want to learn
- To know and understand themselves as learners
- To install in our students a love of learning and a sense that we all can achieve
- To live out the Gospel message in all that they do
- To respect parents as the initial educators of their children

Our Vision Has Inspired Our Families

- To provide a positive environment where learning is seen as important
- To support their child’s education by being in a genuine partnership with the school.
- To build social relationships
- To support our school

Through living this vision, St Paul’s has continued to become a calm, gentle and respectful school and a safe, happy and loving environment. Our passion for being a community living the gospel message of justice, love, forgiveness, tolerance and empathy inspired by the life of Jesus is evident.

Major Examples of Value Added (summary)

- Completion of new Discovery Centre, hall and food/technology area
- Focussed and explicit teaching based on thorough assessment
- Continued focus on personalised learning and meeting the individual needs of our students
- Continued success of Behavioural Management Policy
Education in Faith

Goals & Intended Outcomes

• That the children experience a variety of liturgical experiences
• That the catholic symbols in our school and church become significant to the school community

Achievements

Throughout 2010 a number of strategies were put in place to achieve the intended outcomes these are:

• Completion of Accreditation to teach Religious Education by three classroom teachers
• Continuation of combined sacramental meetings for parents and students
• Continuation of Sacramental reflection days for students preparing for sacraments
• Continuation of a school choir, a particular highlight was the choir performing at the canonisation of Mary Mackillop
• Celebration of St. Paul’s Day
• Two day Professional Development on faith development and guiding children in prayer
• Purchasing of resources

VALUE ADDED

• Students attitude towards Catholic Culture (gained from August 2010 Insight SRC Data) **Importance 99%, Opportunity 98%**

• Teacher training and Professional Development
Learning & Teaching

Goals & Intended Outcomes

- To develop a common understanding of pedagogy which creates purposeful and focused teaching.
- That teachers and students understand and use inquiry as an approach to curriculum which scaffolds learning from prep to six.
- That Victorian Essential Learning Standard (Vels) is fully implemented.
- To ensure that assessment practices are an integral part of learning and teaching processes.
- To improve the learning outcomes of students in English and Math.
- That teachers understand the purpose of assessment as, of and for learning and ensure these understandings are embedded in the learning and teaching cycle.

Achievements
Throughout 2010 a number of strategies were put in place to achieve the intended outcomes these are:

- Focus teaching using the RE curriculum framework while developing our own method of planning focusing that develops teachers understanding of the doctrinal focus.
- Refinement leadership structures to support level planning across the curriculum with whole day planning.
- Facilitate professional learning for whole school on comprehension and deeper understanding and levels of comprehension.
- Continue to provide diversity of curriculum offerings particularly in Italian, P.E and Art.
- Improved use of available data to inform our teaching practices to enable us to focus on and cater for individual and group needs. This was a major focus for the areas of Math and Literacy for 2010.
- Refinement of a uniform assessment procedure and formalisation of assessment books.
- Extension of Learning to Learn unit with the introduction of social skills program to introduce each new term based on the level’s needs.
- Increased Personalised Learning in Math and Literacy.
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<tbody>
<tr>
<td>YEAR 3 READING</td>
<td>100</td>
<td>97%</td>
<td>-3 %</td>
<td>100</td>
<td>+/- %</td>
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<td>100%</td>
<td>100%</td>
<td>0 %</td>
<td>100%</td>
<td>+/- %</td>
</tr>
<tr>
<td>YEAR 3 SPelling</td>
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<td>0 %</td>
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<td>+/- %</td>
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<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
<td>100%</td>
<td>93%</td>
<td>-7%</td>
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<td>+/- %</td>
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<tr>
<td>YEAR 3 NUMERACY</td>
<td>100%</td>
<td>100%</td>
<td>0 %</td>
<td>98%</td>
<td>+/- %</td>
</tr>
<tr>
<td>YEAR 5 READING</td>
<td>93%</td>
<td>98%</td>
<td>+/-5 %</td>
<td>98%</td>
<td>+/- %</td>
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<tr>
<td>YEAR 5 WRITING</td>
<td>97%</td>
<td>100%</td>
<td>+3 %</td>
<td>100%</td>
<td>+/- %</td>
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<tr>
<td>YEAR 5 SPelling</td>
<td>95%</td>
<td>100%</td>
<td>+5 %</td>
<td>100%</td>
<td>+/- %</td>
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<tr>
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<td>98%</td>
<td>+8%</td>
<td>98%</td>
<td>+/- %</td>
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<tr>
<td>YEAR 5 NUMERACY</td>
<td>97%</td>
<td>100%</td>
<td>+/-3%</td>
<td>100%</td>
<td>+/- %</td>
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- St Paul’s continues to have a high proportion of Students above the National Benchmarks. This is extremely positive data, especially when over 80% of our students come from a language background other than English.
- The Year 5 area has continued to show improvement with only one student in Reading and Grammar and Punctuation being below the benchmark. In all other areas every child is above the benchmark.
- The Year 3 area continues to perform well with one student being below the benchmark in Grammar and Punctuation and one in Numeracy. In all other areas all students were above the benchmark.

Comparison of Student learning outcomes in statewide assessments for 2007, 2008, 2009 and 2010:

**Year 3**

- Reading has shown continued improvement from 2007 to 2010 reaching results comparable with all Victorian schools and above average when compared to Like Schools. Writing and Spelling have been consistently above the state average and are far above average when compared to Like Schools.

- Numeracy was below the state average in 2009 and has reached the state average in 2010.
Year 5

- Reading has been comparable to the state average during 2007-2010

- Writing and Spelling have been consistently above the state average and are far above average when compared to Like Schools

- Numeracy has been consistently around the state average in 2007 and 2009 and slightly below the state average in 2008.
Student Wellbeing

Goals & Intended Outcomes

- To continue to improve student Behaviour management.
- To continue to improve student voice/leadership.
- That the students are more engaged in their learning.
- That there is a consistent approach to behaviour management.
- That the students are given the opportunity to have an active role in decision making.

Achievements

Throughout 2010 a number of strategies were put in place to achieve the intended outcomes these are:

- Continuation of Learning to Learn Unit with a particular emphasis on social skills.
- Celebration of improvement in classroom and yard behaviour.
- Continuation of Parent Conversations.
- Student participation of school core values and catholic values and living out these values.
- Continuation of a structure to monitor and support students who consistently fail to meet school behavioural expectations.
- Continuation of SRC to provide all students with a sense of responsibility and participation in decision making including organizing events such as Busking Day, Chess club and response to Bush Fires.
- Engaged school counsellor.
- Continued acknowledgement of positive behaviour.
- SWC tabling common playground issues at staff meetings.
- Recognition of students who receive no warnings- 2 signatures in passports.

| STUDENT ATTENDANCE RATE | 93 % |

<table>
<thead>
<tr>
<th>VALUE ADDED</th>
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<tbody>
<tr>
<td>- School counsellor employed</td>
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<tr>
<td>- Recognition of positive behaviour</td>
</tr>
<tr>
<td>- Learning to Learn Units focusing on social skills</td>
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STUDENT SATISFACTION

Student Satisfaction (gained from August 2010 Insight SRC Data) above 80% in the following: in teacher empathy, connectedness to peers and above 90% in stimulating learning, connectedness to school and student motivation.
Leadership & Management

Goals & Intended Outcomes

- To continue to improve effective and distributive leadership across the school
- To provide an effective professional learning environment for the school
- That the vision statement is reflective of our core business as a Catholic school.
- That staff believe there is supportive leadership in the school.
- That a master plan for future development and maintenance is documented.

Achievements

- Promotion of our shared vision statement to be known by the community and ensuring that it underpins all facets of the school through newsletter and Learning to Learn Units.
- Continuation and development of the Leadership Team in supporting and directing the School Improvement plan.
- Continuation of new Annual Review Meeting process which based conversations around our Learning and Teaching Statement.
- Continuation and refinement of effective structures to enable curriculum coordination through the use of full planning days to allow for facilitated planning in the last week of each term.
- The establishment of sphere groups to audit current practices and make suggestions for future development.
- Development of learning areas in accordance with the Master Plan.
- Maintained Professional Learning Teams (PLT) with a particular focus on gathering and analysing data to underpin future teaching.
- The total spending on staff Professional Development 2010 averaged out per staff member was $613. All 19 teaching staff attended Professional Development. The majority of this P.D was in the area of faith development and curriculum development.
- The average attendance rate per staff member 2010 was 90% compared to 89% in 2008. *This number is inclusive of two staff on extended maternity leave which affects this outcome. In real terms we have had a very high staff attendance rate.*
- Staff Retention for 2010 was 91%.

Staff Qualifications: Masters 5%, Graduate Diploma 22%, Bachelor Degree 65%, Advanced Diploma 44%.
**TEACHER SATISFACTION**

Staff satisfaction gained from the 2010 Insight SRC Survey in comparison to other schools

- 89% role clarity
- 53% supportive leadership
- 89% teamwork

**School Community**

**Goals & Intended Outcomes**

- To lift the profile of the school community.
- That the parents are involved in a range of school activities.
- That student achievement is promoted to the school community.

**Achievements**

Throughout 2010 a number of strategies were put in place to achieve the intended outcomes these are:

- Continuation and refinement of Before and After School Care on school grounds.
- Strengthened links with the kindergartens.
- Newsletter documentation.
- Grade 5 visits and social services to Kinder.
- Sacramental Nights for parents.
- Continuation of school dance, carols and graduation.
- Whole School working bee.
- Introduction of translation of parent information into Vietnamese.
- Curriculum Newsletters to inform parents about what their children are learning.
- Students participation in an action group with other schools in the community that focussed on transition.
### PARENT SATISFACTION

- School Improvement (gained from August 2010 Insight SRC Data) approachability 82% and general satisfaction 73% when compared to other Victorian Schools.
# Financial Performance

<table>
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<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH ($)</th>
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<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
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<tr>
<td>School fees</td>
<td>163,748</td>
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<tr>
<td>Other fee income</td>
<td>97,385</td>
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<td>Private income</td>
<td>27,136</td>
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<tr>
<td>State government recurrent grants</td>
<td>454,724</td>
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<tr>
<td>Australian government recurrent grants</td>
<td>1,471,291</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>2,214,283</strong></td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
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<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,672,627</td>
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<tr>
<td>Non salary expenses</td>
<td>324,407</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>1,997,034</strong></td>
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<td><strong>Capital income and expenditure</strong></td>
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<tr>
<td>Government capital grants</td>
<td>654,830</td>
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<tr>
<td>Capital fees and levies</td>
<td>44,316</td>
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<tr>
<td>Other capital income</td>
<td>8,000</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td><strong>707,146</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>689,539</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and</td>
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<tr>
<td>recurrent, capital and bridging loans)</td>
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<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>217,875</strong></td>
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<tr>
<td><strong>Total closing balance</strong></td>
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Note that the information provided above does not include the following items:
- System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

It is with great pleasure that we look forward to 2011 and beyond.

2011 marks the beginning of our new school improvement phase with a particular focus on contemporising our learning in order to

- Further improve student engagement.
- Further increase links with our community.
- Increased focus on improving students capability in Maths.

We look forward to using our new facilities and working closely with our families to provide the best for the most important people in the world “our children”.

Best wishes

Adrian Glasby,

Principal