

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

ST. PAUL'S PRIMARY SCHOOL
KEALBA

2016

REGISTERED SCHOOL NUMBER: 1761



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Contact Details

ADDRESS	230 – 240 Sunshine Kealba VIC 3021
PRINCIPAL	Mr Denis Daly
PARISH PRIEST	Rev. Mgr. Charles Portelli
SCHOOL BOARD CHAIR	Not Applicable
TELEPHONE	(03) 9366 6033
EMAIL	principal@spkealba.catholic.edu.au
WEBSITE	www.spkealba.catholic.edu.au

Minimum Standards Attestation

I, **Denis John Daly**, attest that **St. Paul's Primary School, Kealba** is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our School Vision

St. Paul's Primary School

Kealba



Vision

**As a Catholic school community, inspired by the Gospels
and in the spirit of St. Paul,**

We believe that Christ lives in us. (Galatians 2:20)

**We work together for the common good, by building deep
and genuine relationships.**

**We work with diligence and intent to protect all children in
our care, prioritising their safety and wellbeing at all times
and in every situation.**

**We are lifelong learners, encouraging each other's passions,
talents and dreams.**

We seek to make a difference.

School Overview

St. Paul's Primary School is situated on the grounds of St. Paul's Church, Kealba and was established in 1978. In 2007 the parishes of St. Paul's, Kealba and Blessed Mary MacKillop, Keilor Downs amalgamated to become the parish of St. Mary of the Assumption, Kealba-Keilor Downs.

St. Paul's Primary School's student cohort comprises students from a diverse range of cultures and promotes acceptance, tolerance and respect of others. The school is comprised of a large number of students with an E.A.L. (English as an Alternate Language) background (82.5%).

St. Paul's Primary School prides itself on being a welcoming community; a community where parents are respected as the initial educators of their children and key stakeholders in their children's education and future. The community works together to ensure all students strive to attain their personal best. The staff are dedicated to ensuring they know the students and guide them as lifelong learners, through the collection of data and the imparting of knowledge, to inform learning and teaching programs and practices.

The school is located on approximately two hectares of well-manicured and maintained land, providing children with spacious and varied areas in which to interact and play; areas include passive and recreational play spaces, as well as adequate shaded areas. Basketball and netball courts, as well as an artificially turfed soccer pitch, provide spaces for sporting and Physical Education programs to take place. The school comprises fourteen regular classrooms, as well as a Visual Arts Room, a L.O.T.E. - Italian Room, a Multipurpose Centre (Food Technology & Performing Arts - Music), a Discovery Centre (Library) and a well-appointed school hall. At present, three one-hour F-6 Specialist Program sessions are provided, in Physical Education, L.O.T.E. (Language Other Than English) - Italian and Visual Arts. The facility is well secured, with external boundary fencing and gates, as well as internal fencing and gates; internal gates are locked at the commencement of the school day. CCTV cameras are strategically located throughout the school grounds and car parks and internal school access is via a locked, camera-monitored and electronically operated pedestrian gate.

In 2016 there was an enrolment of 351 students; the current grade structure is two classes (streams) at each year level, Foundation (Prep.) to Year 6. Learning and Teaching programs are supported by a staff group comprised of 26 teacher staff members and 9 support staff members. Student learning is supported and enhanced by a Targeted Teaching Program in English and Mathematics, as well as the provision of a Reading Recovery Program. Learning and Teaching programs are supported by a leadership structure comprising the Principal, Deputy Principal-Religious Education Leader, Wellbeing Leader, Learning and Teaching Leader, Literacy Leaders, a Mathematics Leader and an I.C.T. (Information & Communication Technology) Leader.

St. Paul's Primary School has a strong emphasis on the teaching of Religious Education, as well as on student attainment of Literacy, Numeracy and Inquiry skills. There is also a strong emphasis on the students' access to and use of a wide range of information and communication technologies, in a virtual private network and intranet; online safety (cyber safety) is a major focus in the use of all digital devices and online interactions. Students are encouraged to grow and develop as reflective, critical and creative thinkers for the 21st century. Students perform consistently well in the areas of Literacy (English) and Numeracy (Mathematics), which is reflected in internal and external results and assessment data. The Religious Education program is well supported by a strong relationship with the parish; the school actively develops a culture of prayer and students are regular attendees at parish weekday masses and significant church celebrations throughout the Liturgical Year. The school's Catholic identity is clearly evident in the strategic placement of religious iconography and imagery throughout the school (allowing active involvement in focused prayer and liturgy), in the strategic planning and teaching of Religious Education lessons and in the relationships fostered and encouraged amongst all community and parish members.

St. Paul's Primary School has a strong emphasis on promoting positive behavior and consideration for all community members; great pride is taken in the engagement of students in their learning, as well as in the general life of the school.

Principal's Report

St. Paul's Primary School is one of two Catholic primary schools serving the local parish community of St. Mary of The Assumption, Kealba-Keilor Downs. As a Catholic primary school we are a vital part of the life of the church and central to the life of the parish; we recognise Christ as central to our lives and his Gospel message of love and inclusion as the cornerstone of all we say and do.

As a Catholic learning community we are committed to the provision of a faith-filled and caring learning environment for our children. There is a great emphasis placed on 'building' and 'growing' a community, in which the children are able to develop and learn safely and happily, as they come to know and understand themselves and their faith as Catholics.

The curriculum at St. Paul's Primary School is designed and organised to cater for the individual needs of all students; its focus is on ensuring that each child achieves their personal best, with consistent and relevant support at all stages of their lifelong learning journey. Our passion as teacher-educators, in partnership with parent-educators, is to ensure we know specifically the educational needs of our children, personalise programs and curricula to ensure those needs are met and then be explicit in teaching the children the next 'steps' to be taken in their learning journey.

The curriculum is built around and compliant with all expectations of the current Australian Curriculum, as well being committed to the introduction of *The Victorian Curriculum F-10*; it is inclusive of Religious Education, English and Mathematics and is integrated with studies in Geography, History, Science, Civics and Citizenship, Arts and Social Sciences. Students are also involved in specialist programs at all year levels in Health & Physical Education, the Arts (Visual Arts & Performing Arts) and a L.O.T.E. (Language Other Than English) – Italian.

The staff of St. Paul's Primary School work with passion and enthusiasm, to ensure the safety, care, happiness and education of all students; their commitment to and support of all members of the St. Paul's Primary School community is borne out in the calm, gentle and considerate nature of the children, as they too look out for and care for one another in their day-to-day interactions with each other.

St. Paul's Primary School is a safe, vibrant and caring community of lifelong learners, passionate about working together to ensure every child realises their dreams and aspirations. The school is focussed on developing a love of learning and is filled with a deep and committed faith life, ever mindful that '*Christ Lives in (all of) Us*' (Galatians 2:20 - St. Paul's Primary School, Kealba - School Vision).

Inspired by and committed to a strong vision, the St Paul's Primary School community has continued to live, learn and grow together and to be a calm, gentle and respectful learning community, where all are encouraged to be the best they can be in a safe, happy and loving environment.

Education in Faith

Goal

To build a dynamic community, where our faith is the cornerstone of all that we do.

Intended Outcomes

That students' actions will reflect their understanding of the relationship between faith and life.

School Vision

As a Catholic school community, inspired by the Gospels and in the spirit of St. Paul...

We believe that Christ lives in us. (Galatians 2:20)

Achievements / Value Added

- Integrating Religious Education into other domains through the development and implementation of a Two Year Curriculum Cycle, which aligns Religious Education units with Inquiry topics.
- Religious Education and Inquiry are now being planned simultaneously as a Faith-Life Inquiry.
- A strong professional partnership has been formed and is continuing to develop between the Religious Education Leader and Learning & Teaching Leader.
- Strengthening teachers' understanding of assessment and reporting in Religious Education by exploring the R.E. Curriculum Renewal and developing Assessment Rubrics during R.E. Facilitated Planning.
- Moderating student assessments in Religious Education, during scheduled Staff Meetings and Professional Learning Team Meetings.
- Providing Professional Learning and dialogue through R.E. Facilitated Planning, focusing on faith concepts and the interpretation of scripture and faith traditions.
- Nurturing 'A Culture of Prayer', wherein year levels lead prayer at the weekly Whole School Assembly, students lead prayer at daily line up and staff lead prayer at Staff Meetings.
- Reflecting on 'Action for Justice', with prayerful discernment based on scripture and Catholic social teaching; each term a key scripture passage is chosen which links all Faith-Life Inquiry units across the school from F-6. This scripture passage is embedded into all R.E. Inquiry Units and is reflected upon during school and staff prayer times.

- Refinement of the 'Mini Vinnies Team' (St. Vincent de Paul Society), with the student members promoting and conducting two projects per term, as the school's response to local and global social justice issues.
- Providing opportunities for adult-family faith formation, through Sacramental Family Evenings.
- Providing opportunities for student faith formation, through reflection days for students in Years 3 and 6, focusing on the sacraments of First Holy Communion and Confirmation.
- Regular attendance at parish masses to celebrate important church feasts and events, as well being part of the parish family.
- Continued recruitment and training of altar servers into the Society of St. Stephen, from Years 3 – 6.
- Development of a new School Vision through a process that involved staff, student and parent input, that clearly articulates who we are and what we do at St. Paul's Primary School

Learning & Teaching

Goal

To enhance student outcomes through the practice of explicit teaching and contemporary learning

Intended Outcomes

- That student outcomes in Literacy and Numeracy will show an upward trend
- That students are engaged, motivated and confident contemporary learners

School Vision

We are lifelong learners, encouraging each other's passions, talents and dreams.

Achievements

FAITH-LIFE UNITS

2016 saw the implementation of a two-year curriculum cycle and whole school Faith-Life units. In response to our involvement in the Catholic Education Melbourne, 'Navigating The Intersections' Project, the curriculum cycle was designed and presented to the staff. It was agreed that the trial and implementation of this cycle should begin in 2016 and would continue into 2017.

To begin the year, all classes undertook a Faith-Life Inquiry unit which investigated the function of the brain, styles of learning, personality traits and setting positive classroom cultures. The unit was well received by students and teachers, linking well with the Religious Education understandings about who Jesus is, as well as building tolerance and appreciation of others by recognising the uniqueness of each person.

Making genuine links between Religious Education and other areas of the curriculum remained a focus for much of the year. This was supported by planning practices and professional discussions, in which teachers were constantly challenged to be explicit about the learning opportunities and the genuine links which could be made in these units. It was in these conversations where teachers, and therefore students, began to see the link between faith and a faith-driven life.

The practice of 'dreaming' prior to Planning Weeks was continued throughout 2016 and modified based on teacher feedback, to become a more organic and natural brainstorm. Facilitated Planning sessions with both the Religious Education Leader and the Leader of Learning and Teaching, continued throughout the year. These planning sessions went further in establishing the importance of genuine links being made across all curriculum areas, with open professional discussions and students' needs and interests, being the foundation of unit planning.

In documenting the units planned, teachers were asked to trial new planning documents and this process will continue into 2017.

Effective planning continues to be a high priority at St Paul's Primary School, with significant investment of time and resources. Allocation of Staff Meeting and Professional Learning Team Meeting times were given to planning and 'dreaming,' as well as the provision of professional learning to support current practice; development of current and effective pedagogy remains clearly a focus for Learning and Teaching at St Paul's Primary School.

TARGETED TEACHING PROGRAM

The Targeted Teaching Program continued to be a priority in 2016. Curriculum Leaders and Intervention Teachers continued to plan and teach alongside classroom teachers. Regular discussions about student achievement and learning needs ensured that the students' needs were met in the best way possible, with the support of a small group structure. Weekly planning sessions and Professional Learning Team Meetings ensured that conversations about student achievements and student challenges were always very high on the agenda for everyone. Ongoing assessment of student programs continues to play a vital role in designing learning for students and providing them with the best opportunities possible to have their learning needs met.

STUDENTS EXPERIENCING LEARNING CHALLENGES

For those students who experienced challenges in their learning, every effort continued to be made in order to ensure that 'each student flourishes'. Where student achievement or progress was lower than expected, teachers and curriculum leaders worked together to organise conversations with students, parents, carers and teachers. The goal of these conversations was to provide information to families about the strategies being employed by the school, to best meet their child's needs and to share with them any new strategies being put into place to 'jump start' progress and achievement.

GOAL SETTING WITH STUDENTS

Conversations between teachers and their students were integral in establishing and tracking Learning Goals for all students from Foundation to Year 6. During Term 3, students were invited to be part of the Parent-Teacher Learning Conversations, in order to share their goals with their families.

DISCOVERY LEARNING IN THE JUNIOR YEARS

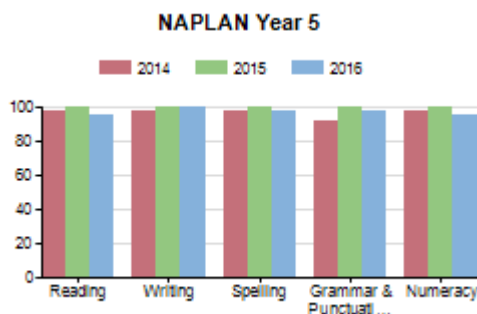
2016 saw the introduction of Discovery Learning (D.L.) in the Junior Years. Following many visits to neighbouring schools, already established in this practice, St. Paul's Primary School introduced this approach to student inquiry during Term 3 of 2016. After a gradual introduction to this approach, teachers in the Junior Years embraced it wholeheartedly and immediately noted improvements in children's oral language and interactions, as well as problem solving skills and group work. Significant investment has been made into purchasing equipment, organising learning areas, providing professional learning for staff and joining a cluster of schools also embarking on this approach to inquiry in the Junior School.

STUDENT LEARNING OUTCOMES

Year 5

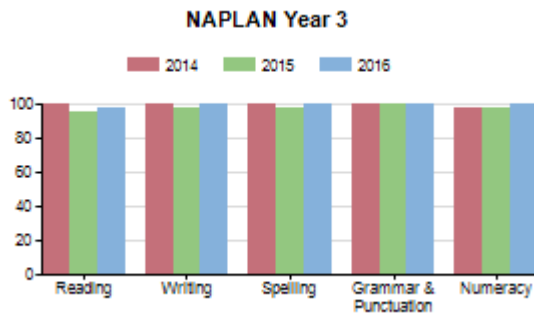
On the whole, students in Year 5 achieved results which were comparable to the state mean in all areas. It was very pleasing to note that achievement in reading indicates that the students who achieved at the lowest end of results, were well above the state results in the 10th percentile. Results in spelling show a similar pattern. Results in the 90th percentile for spelling were slightly higher than the state. Areas of need as indicated by these results would be numeracy, grammar and punctuation, where students in the 10th percentile performed lower than the state average.

Relative growth of the Year 5 students was generally pleasing. 5.7% of students showed high growth in the area of Writing, whilst 38% of students showed low growth. In the area of reading, 11 out of 46 students showed high growth in the years between Year 3 and Year 5, with 6 students out of the 46 students sitting the test showing low growth. Despite overall results in Numeracy being below the state average, it was pleasing to see that 38% of the year level achieved high levels of growth. Over a quarter of the students in Year 5 showed low growth in the area of spelling, grammar and punctuation.



Year 3

Year 3 data was very pleasing in all areas of the NAPLAN assessment. All 10th percentile figures were well above state figures, with the 90th percentile figures in many cases far exceeding the state results. The only area in which the top 90th percentile may need extension, will be in the area of writing, where the top section of the cohort requires extension. Mean figures in all areas were above state figures.



Student Wellbeing

Goal

To maximise student wellbeing and engagement

Intended Outcomes

- That students are active, resilient, problem solving members of our community
- That students feel the school and classroom environments are positive and conducive to learning

School Vision

We work together for the common good, by building deep and genuine relationships.

Achievements

The staff of St. Paul's Primary School, Kealba, prioritise the wellbeing of our students. Our school vision states that, '*We work together for the common good, by building deep and genuine relationships*'. Catholic Education Melbourne supported the entire staff at St. Paul's Primary School, as we empowered students with the knowledge, skills, capabilities and confidence, to embrace the opportunities and challenges of their world, have broad and rich experiences at and beyond the school and promoted positive, authentic relationships, based on the development of social and emotional skills, to enable our students to grow, learn and flourish.

The school, supported and directed by the work of the Student Services Team (S.S.T.), collaborated with parents, the parish, Catholic Education Melbourne and other support agencies, in ensuring our students grew as active and resilient members of the school community and wider communities.

Achievements in 2016 were:

- Strengthened opportunities for student leadership: 'Leaving Your Mark' (extended to the whole year level)
- The utilization of the 'Buddy System' throughout the year
- Students involvement in a Multicultural Day.
- The extensive utilization of a school-based psychologist service to support students, parents, carers and staff
- Ensuring student wellbeing practices supported students, families and staff
- The strategic planning and delivery of staff professional learning, to support students with additional needs

- The development and implementation of a revised Integration Timetable, to ensure that support was directed to high-needs children during each learning block
- The engagement of staff in professional learning, to improve teacher knowledge in addressing the social-emotional needs of students
- The creation of Casual Relief Teacher folders in each classroom, which contain vital information pertaining to student needs, as well as class and whole school processes and procedures
- The refining and strengthening of the practice of Mindfulness, through professional learning
- The implementation of elements of the Berry Street model into learning and teaching practices
- The embedding of practices for identifying students at risk
- The strengthening of processes for development of strategies to support at risk students
- The continued exploration and creation of classroom learning spaces, which allowed students to work in positive environments, reflective of their level
- The reintroduction of the 'Behaviour Passport'
- The creation of weekly Achievement Awards, as well as the presentation of Principal Awards at whole school assemblies, have ensured the acknowledgement and celebration children's learning and achievements

Child Safe Standards

Goal / School Vision

We work with diligence and intent to protect all children in our care, prioritising their safety and wellbeing at all times and in every situation. (St. Paul's Primary School, Kealba – School Vision)

Intended Outcomes

- To embed an organisational culture of child safety
- To ensure our selection, screening, supervision, training and other human resources practices and processes are strategically focussed on child safety
- To ensure the school community is informed about and engaged in all child safety strategy implementations
- To engage in periodic reviews and audits of the effectiveness of child safety strategies and revise them where appropriate

Achievements

- The school governing authority (Parish Priest), all staff members and the parent community, have been kept informed regarding Ministerial Order 870 and the Child Safety Standards, as well as the process of implementation and compliance
- Child Safety Officers have been appointed to work with the Principal and School Leaders, to ensure compliance, as well as regular reviews and auditing occur
- The school has developed a 'Statement of Commitment' to Child Safety (see School Vision & School Website) and informed the school community of the statement
- A 'Child Safety Policy' has been developed and presented to the Parish Priest, all staff members and the parent community
- A 'Child Safety Code of Conduct' has been developed in consultation with all staff members; the Code of Conduct has been signed by all staff members, as a condition of continuing employment
- A 'Register' has been created, to ensure all records pertaining to Child Safety are retained and are up-to-date (i.e. Working With Children Checks, signed 'Child Safety Code(s) of Conduct', signed Parent Helper Volunteer Agreements')
- Staff Meeting Agendas have 'Child Safety Updates' included

- Protocols and processes for the checking of referees and the interviewing of potential new staff members, have been updated to include a focus on Child Safety
- All newly employed staff members' 'Contract Letter(s) of Appointment', now include the school's 'Child Safety Policy' and 'Child Safety Code of Conduct'
- All sector (Catholic Education Melbourne) and government (Department of Education & Training) updates regarding Child Safety, are communicated to the school community in a timely manner, through meetings, newsletters and published resources

Leadership & Management

Goal

To develop a professional learning community

Intended Outcomes

- That staff are empowered to be more involved in the decision making processes of the school
- That staff are engaged in professional learning that impacts student outcomes.

School Vision

We seek to make a difference.

Achievements

Significant funding, time and personnel were allocated to develop staff competencies, skills and proficiencies across a wide range of workplace contexts (classroom, administration & facilities management), in ensuring equitable access to professional learning, as well as a positive and strategic focus on professional growth and practice. Professional learning was sourced systemically (CEM facilitated: CEM), internally (school facilitated: Internal) and externally (external provider facilitated: External).

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PROFESSIONAL LEARNING UNDERTAKEN IN 2016

- Internal: Professional Learning Team Meetings (Facilitators: School Leaders & Curriculum Leaders)
- Internal: Staff meetings (Facilitators: School & Curriculum Leaders)
- Internal: Level Team Collaborative / Facilitated Planning Meetings (Facilitators: Curriculum Leaders)
- Internal - School Closure: Student Wellbeing - 'The Berry Street Education Model' (Facilitator: Tom Brunzell, Senior Advisor, Teaching and Learning, for Berry Street Childhood Institute)
- Internal – School Closure: Education In Faith – 'Praying With Children' (Facilitator: Maria Forde, Religious Education Consultant)
- Internal - School Closure: Staff Wellbeing & Student Achievement Reports (Facilitators: School & Curriculum Leaders)

- Internal - School Closure: Student Achievement Reports – Writing The Report (School & Curriculum Leaders)
- External – Primary Partnerships Literacy & Numeracy Network (Facilitator: Caroline Chisholm Catholic College, Braybrook)
- External – Biennial National Catholic Education Conference, Perth (Facilitator: National Catholic Education Commission)
- External – V.I.T. Provisionally Registered Teachers Mentor Training (Facilitators: Victorian Institute of Teaching)
- External – Emergency Management Training & Emergency Drills/Practice (Facilitator: Dynamiq Emergency Training)
- External – Student Wellbeing/School Community/Leadership & Management: 1st Aid Training: Workplace Level 2 (Facilitator: Stitches First Aid Training)
- External – Leadership & Management: 'Executive Negotiation Course' (Facilitator: Allan Parker)
- External – Student Wellbeing: 'A.S.D.: Teaching Strategies & Behaviour Support' (Facilitator: Sue Larkey)
- External – Health & P.E.: Perceptual Motor Program P-3 (Facilitator: Julie Bradley, D.E.T.)
- External – Student Wellbeing: 'Understanding Autism Spectrum Disorder' (Facilitators: Tony Attwood & Sue Larkey)
- External – Student Wellbeing: 'Teaching & Supporting Students with Special Needs (Facilitator: Critical Agendas)
- External – Learning & Teaching – Visual Arts: 'Book Week Activities' (Facilitator: Zart Art)
- External – Learning & Teaching: NAPLAN Online Pilot Program Training (D.E.T. Staff)
- External – Student Wellbeing: 'Understanding The Complexity of Teaching Social Communications and Emotions to Students With ASD' (Facilitators: Northern School for Autism)
- External – Learning & Teaching: 'Discovery Learning – New Teachers Day' (Facilitators: Deb Vietri & Vanessa Willis)

- External – Learning & Teaching: 'Discovery Learning Cluster Meeting' (Facilitators: Deb Vietri & Vanessa Willis)
- CEM – Intensive Principal Enrichment Program: 'Catholic Identity: Educating Head, Heart & Hands', Australian Catholic University-Catholic University America Centre, Rome, Italy (Facilitators: Professor David Hall FMS – A.C.U., Professor Peta Goldberg RSM – A.C.U & Professor James Halliday C.U.A.)
- CEM – Learning & Teaching: Colourful Semantics (Facilitators: CEM – NRO Staff)
- CEM – Student Wellbeing: 'Supporting Students With ASD' (Facilitators: CEM – NRO Staff)
- CEM – Learning & Teaching: Oral Language in The Victorian Curriculum (Facilitators: CEM – NRO Staff)
- CEM – Education in Faith: Religious Education Conference (CEM – NRO Staff)
- CEM – Learning & Teaching: Contemporary Approaches to Primary Science (CEM Staff)
- CEM – Outer North Western Region: Principals Network Meetings
- CEM – Outer North Western Region: Deputy Principals Network Meetings
- CEM – Outer North Western Region: Religious Education Leaders Network Meetings
- CEM – Outer North Western Region: Learning & Teaching Leaders Network / Cluster Meetings
- CEM – Outer North Western Region: Student Wellbeing Leaders Network / Cluster Meetings
- CEM – Outer North Western Region: Maths Leaders Network / Cluster Meetings
- CEM – Outer North Western Region: Additional Learning Needs Clusters
- CEM – Outer North Western Region: School Officers Finance Cluster Meetings
- CEM – Leadership Network Meetings (Principals, Deputy Principals, R.E. Leaders, Learning & Teaching Leaders, I.C.T. Leaders)

- CEM – Outer North Western Zone Principals Network: 'Principals Wellbeing Conference' (Facilitators: Catholic Education Office, Tasmania)
- CEM - P-12 Principal Induction 2016 - Year 2
- CEM – Principal Induction Year 2: Professional Coaching (Coach: Pauline Zappulla)
- CEM - re:th!nk Aspiring to Principalship Year 2
- CEM – School Wide Positive Behaviour Support: An Introduction (Facilitator: Patrice Wiseman)
- CEM - F-6 Literacy Leadership Cluster - Northern
- CEM - New Leaders Year 2: Literacy & Mathematics
- CEM - Primary Mathematics: Leadership Cluster A
- CEM - Number Intervention F-4: Training Year 2
- CEM - Religious Education Leaders Network - Northern Region
- CEM - Parish Priest & Principal Briefings

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	26
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1410.00

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.09%

STAFF RETENTION RATE	
Staff Retention Rate	96.00%

School Community

Goal

To strengthen collaborative partnerships between the school, parents and the wider community.

Intended Outcomes

- That learning and relationships are enhanced by collaborative partnerships
- That student learning will be enhanced through improved connections with our families, the local and global community

School Vision

We work together for the common good, by building deep and genuine relationships.

Achievements

Our links with the wider school community have continued to grow. Parent and family involvement are highly valued by all at St Paul's Primary School; their contribution to the life of our school is both vital and welcomed.

During 2016:

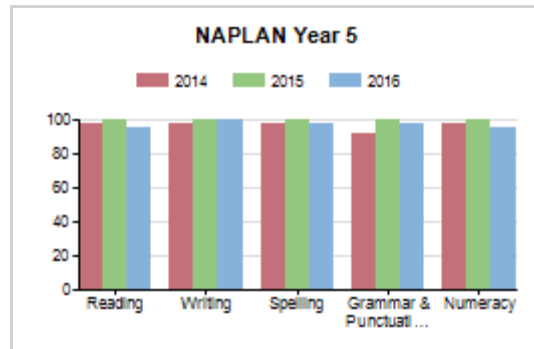
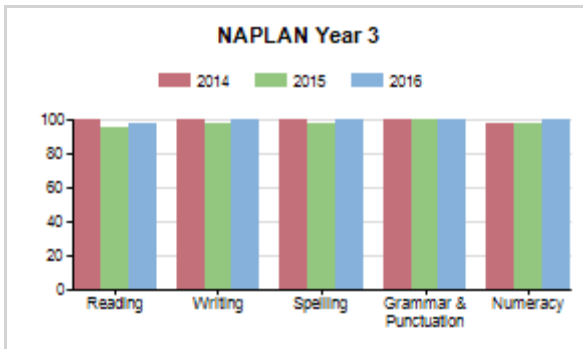
- the St Paul's Parents Group continued to meet on a monthly basis. The group work tirelessly for the children's benefit. Members of the group, along with other parent volunteers, were involved in key events in the life of the school; these events included a Bunnings Sausage Sizzle fundraiser, the Christmas Carnival & Carols, the Easter Bonnet Parade, the St. Paul's Feast Day, the Book Week Parade, the Breakfast Club and the Anzac Day Commemoration
- the Christmas Carnival & Carols evening again included many fun activities as part of a festive carnival. Many families participated, either through assistance with running stalls or supporting the fundraising
- our combined Whole School Open Night and Annual Art Show, allowed families to view and celebrate the artworks which their children had produced during their inquiry units, as well as their learning-to-date through displays in their classrooms
- continued weekly publication of the School Newsletter, has meant that parents and families are constantly kept up to date with information about school events and issues impacting their children's school life. The distribution of hard-copy newsletters to families throughout 2016 but the intent is to move to an electronic version in 2017
- through the Curriculum Newsletter, Sacramental Family Meetings and Junior Information Nights, families continue to be given the opportunity to be informed about their children's faith formation and learning

- Foundation (Prep) Information Session and School Tours, provided prospective families with the opportunity to learn about the school, so that they could make an informed choice of school for their child
- the 'Skoolbag' smartphone app allows families to receive timely updates about events or important information
- parental participation at excursions was, as in previous years, welcomed and encouraged
- parents appreciated and acknowledged the welcoming atmosphere of the school. Insight SRC data indicated that the majority of families feel welcome in the school and that they highly value the interactions they have with staff
- students were encouraged to develop interactions with the wider and global communities for 'real-life', authentic learning through their work with Mini Vinnies and Project Compassion.

VRQA Compliance Data

E1297
St Paul's Kealba Catholic School, Kealba

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	95.8	-4.2	98.0	2.2
YR 03 Writing	100.0	97.9	-2.1	100.0	2.1
YR 03 Spelling	100.0	97.9	-2.1	100.0	2.1
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	98.0	97.9	-0.1	100.0	2.1
YR 05 Reading	97.9	100.0	2.1	95.7	-4.3
YR 05 Writing	98.0	100.0	2.0	100.0	0.0
YR 05 Spelling	98.0	100.0	2.0	97.8	-2.2
YR 05 Grammar & Punctuation	91.8	100.0	8.2	97.8	-2.2
YR 05 Numeracy	98.0	100.0	2.0	95.7	-4.3



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y02		91.21
Y01		91.21
Y03		90.33
Y04		90.80
Y06		93.85
Y05		92.21
Overall average attendance		91.60

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.09%

STAFF RETENTION RATE	
Staff Retention Rate	96.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	9.09%
Graduate	9.09%
Certificate Graduate	4.55%
Degree Bachelor	81.82%
Diploma Advanced	31.82%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	24
FTE Teaching Staff	21.330
Non-Teaching Staff (Head Count)	8
FTE Non-Teaching Staff	5.139

Indigenous Teaching Staff	0
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