

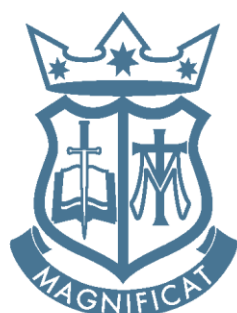
ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

ST. PAUL'S PRIMARY SCHOOL
KEALBA

2017

REGISTERED SCHOOL NUMBER: 1761



Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report	6
Learning & Teaching	9
Student Wellbeing	14
Child Safe Standards	17
Leadership & Management	19
School Community	23
VRQA Compliance Data	26

Contact Details

ADDRESS	230-240 Sunshine Avenue Kealba VIC 3021
PRINCIPAL	Mr. Denis J. Daly
PARISH PRIEST	Reverend Monsignor Charles Portelli P.P.
SCHOOL BOARD CHAIR	Not Applicable
TELEPHONE	(03) 9366 6033
EMAIL	principal@spkealba.catholic.edu.au
WEBSITE	www.spkealba.catholic.edu.au
ABN	18 433 784 962
E NUMBER	1297
FEDERAL DET NUMBER	2433

Minimum Standards Attestation

I, **Denis John Daly**, attest that **St. Paul's Kealba Catholic 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 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

Tuesday 1 May 2018

Our School Vision

St. Paul's Primary School

Kealba



**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 2017 there was an enrolment of 339 students; the current grade structure consists of 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, Student Services 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 Education in Faith and 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, as well as in 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 Victorian Curriculum F-10; it is inclusive of Religious Education and English & Mathematics, and it 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 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

The catholic identity of St. Paul's continues to be strong. Our faith is at the centre of our school community, permeating all that we do. It incorporates, but is not limited to prayer, the sacraments, liturgical celebrations and social justice.

Much has happened in Education in Faith and what follows is a summary of the major and most notable achievements:

- A major focus on Social Justice in Term 1, with a concerted effort towards increasing contributions for Project Compassion.
- Forging stronger links with the local St. Vincent de Paul chapter, with chapter representatives visiting the school to speak to the children about the work of the St. Vincent de Paul society, as well as explaining how the children's contributions will be used in the community.
- Documenting a yearly strategic plan for Social Justice actions within the school community, that supports the current needs of the society and takes into account other community needs and charities, such as Caritas and the Green Ribbon Foundation.
- The Mini Vinnies Team running the Friday Breakfast Club; building on the Gospel value of service to others.
- Mini Vinnies representatives attended the annual Mission Mass for schools at St. Patrick's Cathedral in October.
- Children volunteering to lead afternoon school prayer, recording their names on a daily roster. The children demonstrate enthusiasm, dedication and reverence towards prayer, as well as the ability to recite traditional prayers.
- The introduction of the Pedagogy of Encounter into the Faith / Life Planning Process. The Pedagogy of Encounter allows for and encourages dialogue with other people,

seeking other points of view & perspectives and ultimately dialoguing with or encountering God.

- Providing staged planning in Religious Education, to support the phases of Inquiry Learning. Teachers plan units in stages, allowing for student voice (wonderings and interests) to guide unit development and direction.
- The introduction of a new reporting format, incorporating the renewed R.E. Curriculum. The R.E. section of the Student Achievement Report provides a clearer and accurate assessment of how students are progressing in Religious Education, in the areas of; Knowledge & Understanding, Reasoning & Responding and Personal & Communal Engagement.
- Reorganisation, re-categorising, auditing and cataloguing of R.E. resources, to allow for easier locating of and access to resources for staff and students.
- A staff retreat/pilgrimage to Mary MacKillop Place in Sydney, to develop staff spirituality in connection with the new vision statement and with the charism of St. Mary MacKillop.
- Increased number of Altar Server recruits.

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 improve, with a specific focus on reading
- That all students will be confident, self-motivated and self-directed in their learning.

School Vision

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

Achievements

STUDENT ACHIEVEMENT REPORTS- NEW FORMAT IMPLEMENTED AND REVIEWED

With the updating of the nForma platform, we were given the opportunity to review and rework the existing Student Achievement Report documents. Key staff were involved in professional learning, where they learned about the new system and how it might be adapted to suit the needs of St Paul's Primary School.

During the reporting period at the end of Semester One, teachers worked on rewriting the Victorian Curriculum Descriptors in parent-friendly & student-friendly language. Curriculum Team members then formatted the report document.

Where the previous document allowed teachers to write a list of dot points summarising skills achieved and those which needed further work, the new document consists mostly of descriptors. Year level teachers chose the descriptors covered during the semester. The report gives parents an indication of the level to which their child has achieved the descriptor. The classroom teacher is able to indicate whether the student's mastery of each skill is *well below standard, below standard, at standard, above standard* or *well above standard*.

In November, feedback was sought from parents and teachers about the new format. Whilst the feedback was largely positive, parents and teachers expressed a desire to have the inclusion of a General Comment in the report.

The new format will continue to be used in 2018. Classroom teachers will revisit and revise the descriptors in the document to ensure they reflect Victorian Curriculum standards and what has been covered in class.

STUDENTS EXPERIENCING LEARNING CHALLENGES

During 2017, classroom teachers were asked to identify students whose growth and progress were below the expected level by the beginning of Term 2. After consultation with Curriculum Leaders, the teachers contacted parents & guardians of these students. As part of this

discussion, parents & guardians were informed of the areas of concern and were given resources to support their children at home.

Using the Victorian Curriculum Achievement Standards, Descriptors and previous data about individual students, teachers and Curriculum Leaders are able to determine a student's growth and progress. This data is not only taken from formal and standardised assessment, but also from Focus Diaries (used for anecdotal evidence in Literacy and Numeracy Targeted Teaching sessions). Teachers and Curriculum Leaders take student engagement and social & emotional wellbeing into consideration when examining a student's growth.

INFORMATION SESSIONS AND WORKSHOPS FOR FOUNDATION PARENTS AND IN MATHEMATICS

Once again in 2017, Foundation teachers and Curriculum Leaders held an information session for parents of students in this year level. The session focused on teaching and assessment practices used in Literacy and Numeracy. Parents & guardians are also informed of important organisational matters such as the 'Take Home Reading Program' and homework.

Math Leaders invited parents & guardians to attend several workshops, aimed at equipping them with some ideas about how to support their children in Numeracy learning. Each workshop had a specific focus and all were well attended by parents & guardians of all levels.

As part of Literacy and Numeracy Weeks, families were encouraged to take part in an evening of Math Problem Solving. Students and their families worked through a range of problem solving activities, designed to reinforce the idea that Math is fun and is used in solving everyday problems.

LITERACY AND NUMERACY WEEKS

During 2017, rather than focusing specifically on Book Week, we chose to extend this special period to two weeks, calling them 'Literacy and Numeracy Weeks'. The aim for these weeks was to encourage students and their families to be involved in a variety of fun activities, which involved reading, writing, spelling, Math and problem solving. Over the two week period, students participated in quizzes, a Book Week Parade, Picture Story Book activities and many other associated Math & English activities.

DISCOVERY LEARNING IMPLEMENTED FOUNDATION TO YEAR 2: INVOLVEMENT IN CLUSTER

The implementation of Discovery Learning continued in Foundation to Year 2. Students in Foundation and Year 1 worked together in their shared area and in classrooms in the junior block. Teachers planned work stations together and used student need to formulate Learning Intentions focused on the Dispositions of Learning and our St Paul's School Expectations.

Teachers in Foundation to Year 2 were involved in a Discovery Learning Cluster led by Deborah Vietri and Vanessa Willis. They had the opportunity to visit many schools, take part in professional discussions around the philosophy and theory of Discovery Learning, as well as interact with schools at similar points of the journey in adopting this approach.

Year 2 teachers began slowly with Discovery Learning. The cohort of students at this year level needed opportunities to familiarise themselves with expectations of Discovery Learning within

strict boundaries.

REVIEW OF THE SPELLING POLICY- CONTINUING INTO 2018

Following a discussion with staff, it became apparent that there was some frustrations with the practices used for the teaching of spelling. After two teachers had attended a professional learning day on the THRASS approach, teachers eventually agreed that the existing Spelling Policy and the practices being used, were unsatisfactory and no longer met the needs of our students. Several Professional Learning Team meetings and staff meetings were spent discussing the positives about our current approach and identifying the gaps or areas of need. An overhaul of this policy is a major challenge and it was decided that staff would investigate various well known and well researched approaches to teaching spelling in 2018, with a view to taking the best of these, formulating a policy and pedagogy which best meets the needs of our students.

REVIEW OF THE HOMEWORK POLICY

In a similar way, teachers expressed a dissatisfaction with the current homework practices at St Paul's. After discussion and with some consideration of research in this area, the policy was redrafted. The most significant change was that students in Foundation to Year 2 would have no written homework during the week; the focus instead would be on reading nightly and practicing number facts orally. Year 3 Students would be introduced to written homework in Semester 2, when they would begin preparations for short oral presentations, practice of number facts or practice of grammar learned in class.

THE 'PLANNING- LEARNING- ASSESSING' CYCLE

An important part of the culture of St Paul's is the importance and priority given to team work. Classroom teachers at all levels work diligently and cooperatively with partners in planning. Attendance of Curriculum Leaders at weekly Facilitated Planning, has continued to support teachers in meeting the needs of their students on a regular basis. Termly planning allows teachers to 'dream' the possibilities for the forthcoming term's units of work; it then provides them the time and support to plan the unit, in order to make the 'dreams' a reality. By working with the Religious Education Leader and the Curriculum Leader, teachers are able to plan inquiry units which make genuine links between curriculum areas such as Science or Humanities and Education in Faith / Religious Education.

With the use of Focus Diaries and anecdotal evidence, Curriculum Leaders and classroom teachers are able to plan learning experiences and group students, in order to best meet their needs. Through the Targeted Teaching Program, teachers and Curriculum Leaders are able to meet each child at their point of need. By being grouped with students who have similar needs as their own, students are given the opportunity to work in small groups, focusing on specific skills and/or understandings they need to develop further.

PRIOTISING TEACHER INVOLVEMENT IN PROFESSIONAL LEARNING

In an effort to enhance pedagogical practices at St Paul's, staff members have been encouraged to attend any professional learning outside of the school, which they feel will support them in their role.

School based professional development opportunities included a spiritual retreat to Mary MacKillop Place in Sydney and the engagement of Daniel Birch, International Education Consultant, to present on Visible and Evidence based learning.

STUDENT LEARNING OUTCOMES

STUDENT ACHIEVEMENT – NAPLAN

YEAR 3

In all areas of NAPLAN, mean scores for Year 3 were above the state. Areas of greatest strength included Reading, Spelling, Statistics & Probability and Measurement & Geometry. Areas in which students performed below similar schools across the state were Number & Algebra and Grammar & Punctuation.

YEAR 5

In all areas assessed through NAPLAN, Year 5 students outperformed similar schools across the state. In all areas, the lowest 10% of scores were above, if not well above, similar schools across the state (with the exception of Reading).

RELATIVE GROWTH

In the area of Reading, 21% of students showed low growth from Year 3 to Year 5. Only 1 out of 38 students showed low growth in the area of Writing and only 18% showed low growth in the Spelling section of the Assessment. 15% of Year 5 students had low growth in the area of Numeracy since Year 3, a very pleasing 6 students out of 38 who took part in NAPLAN.

5 YEAR TRENDS

READING:

YEAR 5:

After a slight drop in 2016, 2017 results show a lift in the 75th percentile. Lowest 10th percentile shows a slight drop between 2016 and 2017.

YEAR 3:

Data shows that results at this level have been maintained. Lowest percentiles have been consistently above similar schools in the state and median often on par or slightly higher

WRITING:**YEAR 5:**

2017 shows pleasing improvement in all aspects and in all range, with median, 10th and 90th percentile well above the state.

YEAR 3:

Again, a consistently pleasing data trend over the five year period. In 2016 and 2017, almost the entire cohort is sitting above the state median scores. The challenge will be to maintain these high levels.

NUMERACY:**YEAR 5**

The five year trend in Numeracy is outstanding, with the greatest improvements occurring between 2016 and 2017. The cohort 'stretch' is quite small and data indicates there is an opportunity to stretch the top 90th percentile.

YEAR 3:

Over the five year period, Year 3 Numeracy data has matched or outperformed state data, particularly in the last three years.



Student Wellbeing

Goal

To create an inclusive environment that maximises 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 and all members of our school community. Our school vision states that, '*We work together for the common good, by building deep and genuine relationships*'. Catholic Education Melbourne (CEM) supported the staff of St. Paul's, 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.) and the School Wide Positive Behaviour Support Team (SWPBS), 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 2017 were:

- Strengthened opportunities for student leadership, with the continuation of the 'Leaving Your Mark' program at Year 6 level, as well as the extension of the Buddy System to incorporate both Foundation & Year 1 and Year 5 & Year 6 students.
- Students involvement in Learning Showcase Nights as well as presentations at Monday afternoon whole school assemblies.
- The extension of the Discovery Learning program to help children work across grades and levels, as well as outside of their own classrooms
- The extensive utilization of a school-based psychologist service to support students, parents, guardians and staff.
- The creation of a School Wide Positive Behaviour Support Team, who, with the support of Catholic Education Melbourne, have begun the process of developing a School Wide Positive Behaviour Support plan.

- 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 scope of the timetable and support program was further enhanced by the employment of two new Learning Support Officers (LSO's).
- The engagement of staff in professional learning, to improve teacher knowledge in addressing the social-emotional needs of students. This included attending further sessions with the Berry Street Group, as well as the 'Peaceful Kids' program
- 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 implementation of elements of the Berry Street model into learning and teaching practices, as well as keeping the school community informed of the school approach to wellbeing
- The embedding of practices for identifying students at risk
- The strengthening of processes for the 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 and their diverse & changing learning styles
- The continuation of the 'Behaviour Passport' program in all senior grades and sticker books in junior grades
- The continuation of weekly Achievement Awards on a Friday, as well as the presentation of Principal Awards at whole school assemblies on a Monday, have ensured the acknowledgement and celebration of children's learning and achievements throughout the school week.

VALUE ADDEDExtra Curricular Activities for 2017

Interschool Swimming	Interschool Cross Country
Interschool Athletics	Soccer Gala Days (Boys and Girls)
AFL Gala Day	Summer / Winter Sports Program
Kindergarten Visits	Grade 4, 5 and 6 School Camps
Learning Showcase Nights	Prep Information night
School Walkathon	Easter Bonnet Parade
Transition program with CRC St Albans	Christmas Carnival & Carols
Sports programs with CRC Year 9 classes	

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, the process of implementation & compliance and any changes & amendments which have been introduced throughout the year
- Child Safety Officers have continued to work with the Principal and School Leaders, to ensure compliance, as well as regular reviews and auditing occur
- The school's 'Statement of Commitment' to Child Safety (see School Vision & School Website), continues to be referred to in communications with the school community
- The 'Child Safety Code of Conduct' has been signed by all staff members, as a condition of continuing employment, for the 2017 school year
- The 'Child Safety Register / Checklist' continues to be use, 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, include a focus on Child Safety

- All newly employed staff members' 'Contract Letter(s) of Appointment', 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 2017

- 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: Learning & Teaching – ‘The Why, What & How’; Statement of Belief, Learning Intentions, Making Learning Visible’ (Facilitators: Daniel Birch, Education Consultant – New Zealand & Ms Deborah Vietri, Education Consultant – Australia)
- Internal – School Closure: Combined Staff Retreat-Conference (St. Paul’s Primary School, Kealba & St Mary MacKillop Primary School, Keilor Downs) – ‘Who Was St Mary MacKillop?’, St. Mary MacKillop Centre, North Sydney (Facilitators: Staff of St. Mary MacKillop Place & Monsignor Charles Portelli, Parish Priest)

- 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: Student Wellbeing / Learning Diversity: ‘Understanding ASD Teaching Strategies & Behaviour Support (Facilitator: Sue Larkey)
- 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: C.P.R. / Asthma / Anaphylaxis (Facilitator: Stitches First Aid Training)
- External – Leadership & Management: ‘Principal Wellbeing’ (Facilitator: Queensland Educational Leaders Institute & Catholic Education Melbourne)
- External – Learning & Teaching: ‘Discovery Learning – New Teachers Day’ (Facilitators: Deb Vietri & Vanessa Willis)
- External – Learning & Teaching: ‘Discovery Learning Cluster Meetings’ (Facilitators: Deb Vietri & Vanessa Willis)
- External – Learning & Teaching: ‘Journeys Into Discovery’ (Facilitators: Deb Vietri & Vanessa Willis)
- External – Student Wellbeing: ‘Promoting Trauma-Informed Practice In Schools’ (Facilitators: MacKillop Education Services)
- External – Student Wellbeing / Learning Diversity: ‘Supporting Students With Anxiety & Disengagement From School’ (Facilitators: The Austin School)
- External: Learning & Teaching: I.C.T. – ‘Microsoft STEM Ed. Experience’ (Facilitators:)

- External: Student Wellbeing: 'Managing Trauma and Challenging Behaviours In The Primary Classroom' (Facilitators: The Austin School)
- External – Learning & Teaching: 'NAPLAN Online Refresher Training' (Facilitators: VCAA)
- CEM – Student Wellbeing / Learning Diversity: 'Understanding Hearing Loss' (Facilitators': Catholic Education Melbourne)
- CEM – Outer North Western Region: Principals Network Meetings
- CEM – Outer North Western Region: Deputy Principals Network Meetings
- CEM – Northern Region: Religious Education Leaders Network Meetings
- CEM – Northern Region: Learning & Teaching Leaders Network Meetings
- CEM – Northern Region: Literacy & Maths Leaders Network Meetings
- CEM – Northern Region: I.C.T. Network Meetings
- CEM – Northern Region: Additional Learning Needs Cluster Meetings
- CEM – Northern Region: School Officers Finance Cluster Meetings
- CEM – School Wide Positive Behaviour Support Training CEM – Leadership & Management: 'Marketing That Works' (Facilitator: Catholic Education Melbourne)
- CEM – Learning & Teaching / I.C.T.: 'Unpacking The Victorian Digital Technologies Curriculum'
- CEM – Leadership & Management: 'Know Your Agreement'
- CEM – Student Wellbeing: 'Strengthening The Mental Health & Wellbeing of Catholic School Communities'
- CEM – Student Wellbeing / Learning Diversity: Understanding Dyslexia
- CEM - Learning & Teaching: 'Administration of The YARC and SPAT-R'
- CEM – Learning & Teaching / Leadership & Management: School Review Using The National School Improvement Tool'

- CEM – Student Wellbeing: ‘PROTECT: Unpacking The Protocol’
- CEM – Student Wellbeing: ‘Child Safe Standards; Next Steps On The Journey’
- CEM – Student Wellbeing: ‘Alumni Master Class’
- CEM – Parish Priests & Principals Briefings

NUMBER OF TEACHERS WHO PARTICIPATED IN P.L.	25
AVERAGE EXPENDITURE PER TEACHER FOR P.L.	\$2135.37

TEACHER SATISFACTION

TEACHING STAFF ATTENDANCE

Teaching Staff Attendance Rate	91.23 %
--------------------------------	---------

STAFF RETENTION

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 community and global community

School Vision

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

Achievements

Community involvement and participation has continued to be a priority for St Paul's Primary School. We value the contribution of families not only to the learning of our students but in the building of our community spirit and culture. Families have many opportunities to visit the school, take part in special events and share their feedback throughout the year.

PREP PARENT INFORMATION NIGHT – EARLY 2017

Following a huge interest in previous Prep Information Nights, it was decided that these evenings be held earlier in the year. These nights are an opportunity for parents & guardians to learn more about teaching practices, terms and organisational matters, within the school. They are able to meet their child's teachers, the curriculum leaders and ask questions or seek clarification about any issues of concern.

REPORT INFORMATION NIGHT

With the implementation of the Victorian Curriculum in all schools in 2017, we took the opportunity to review and revise our School Based Curriculum and Student Achievement Report documents. Staff members were involved in designing the new Student Achievement Report documents and the Curriculum Team worked to format them.

As the key audience for the Student Achievement Documents, parents & guardians have a pivotal role in providing feedback and input. A special information night was held for parents: the aim of this evening was to inform parents & guardians of the new document and how it reflects the new Victorian Curriculum. Parent feedback about the document was invited at the conclusion of the year. This was shared with staff and the curriculum team has taken this feedback into consideration when designing the new document.

LEARNING SHOWCASE NIGHTS

At the conclusion of various terms' work, each year level hosted a Learning Showcase Evening, where parents and families were welcomed to participate in a celebration of learning. The children presented knowledge gained through performance, song, dance, and displays of the work they had done, as well as in some cases, fun quizzes, to amaze and inspire family members. This is always an exciting event for the children, and feedback from families makes the work that goes into the night, well worth the effort.

EASTER BONNET PARADE

The children showcased their creativity again this year, as they made and wore their Easter bonnets with pride. They paraded through the courtyard, showing their festive spirit at the culmination of their learning about the events and celebration of Easter.

CHRISTMAS CAROLS AND CARNIVAL NIGHT

The annual Christmas Carols and Carnival was held at the end of the year. Classes were able to take part in various activities during the school day and the evening was kept as a time for families to gather and share a meal. The Parents' Group was once again heavily involved and the night market was very well attended.

SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

A team of teachers and members of the Leadership Team, attended several sessions of professional development offered by the CEM to support Wellbeing and Behaviour. The 'SWPBS' has helped us to revise and restructure the 'Expectations for Behaviour' at St Paul's. Parents & guardians have been kept informed about this new structure through newsletters, bulletin boards and assemblies.

MINI VINNIES: JUNIOR CHAPTER OF THE ST. VINCENT DE PAUL SOCIETY

As in previous years, the Mini Vinnies Group organized a variety of social; justice awareness-raising events. The group, comprised of student volunteers, continues to highlight social justice issues and inspires an awareness of the plight of people less fortunate than themselves.

SCHOOL CHOIR

Our School Choir, once again this year, supported our Sacramental Celebrations and performed at assemblies and Christmas Carol nights. These children continue to showcase the talent present in our school, and the dedication they have to their craft.

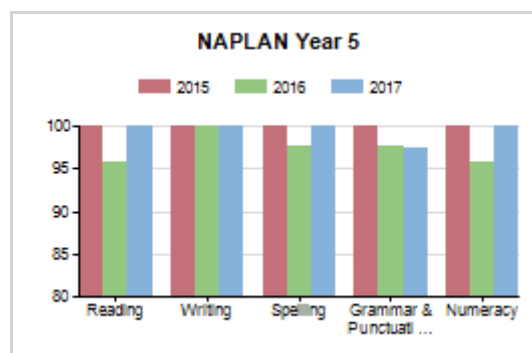
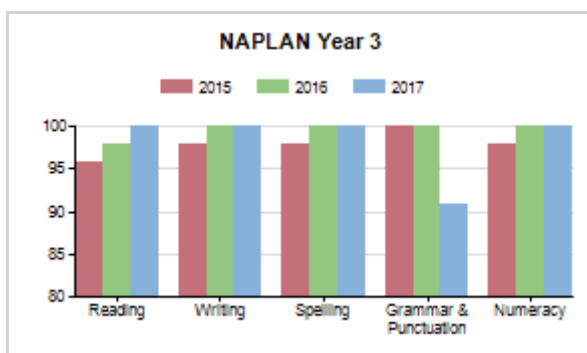
PERFORMING ARTS - CIRCUS PERFORMANCE

Whilst the biannual showcases have been very popular and very well attended over the past years, teachers felt that the children were most engaged by the performance aspect of these nights. In an effort to cater for this interest, it has been decided that the students will take part in circus skill workshops during Term 3 of 2018, culminating in a whole school performance at the end of the term. Families will be invited to attend.

VRQA Compliance Data

E1297
St Paul's Kealba Catholic School, Kealba

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	90.9	-9.1
YR 03 Numeracy	97.9	100.0	2.1	100.0	0.0
YR 03 Reading	95.8	98.0	2.2	100.0	2.0
YR 03 Spelling	97.9	100.0	2.1	100.0	0.0
YR 03 Writing	97.9	100.0	2.1	100.0	0.0
YR 05 Grammar & Punctuation	100.0	97.8	-2.2	97.4	-0.4
YR 05 Numeracy	100.0	95.7	-4.3	100.0	4.3
YR 05 Reading	100.0	95.7	-4.3	100.0	4.3
YR 05 Spelling	100.0	97.8	-2.2	100.0	2.2
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	93.94
Y2	92.90
Y3	94.65
Y4	92.12
Y5	94.17

Y6	91.69
Overall average attendance	93.25

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.23%

STAFF RETENTION RATE	
Staff Retention Rate	96.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	9.09%
Graduate	13.64%
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)	27
FTE Teaching Staff	24.530
Non-Teaching Staff (Head Count)	11
FTE Non-Teaching Staff	7.643
Indigenous Teaching Staff	0

NOTE:

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