



St Paul's Kealba Catholic School

Kealba

2021

Annual Report to the School Community



Registered School Number: 1761

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Minimum Standards Attestation

I, Denis 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 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

31/03/2022

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

Governing Authority Report

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

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

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

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

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

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

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

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 ethnic groups and promotes acceptance, tolerance and respect of others. The school comprises many 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 the 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 & grassed oval, 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 Health & Physical Education, L.O.T.E. (Language Other Than English) - Italian and Visual Arts. The school 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. An extensive CCTV camera network is 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 2021 there was an enrolment of 332 students; the current grade structure consists of two classes (streams) at each year level, Foundation (Prep.) to Year 6. Learning and Teaching programs were supported by a staff group composed of 30 teacher staff members and 12 support staff members. Student learning was supported and enhanced by a Targeted Teaching Program in English and Mathematics, as well as the provision of a Reading Recovery Program and a Levelled Literacy Intervention Program. Learning and Teaching programs were supported by a leadership structure comprising the Principal, Deputy Principal-Religious Education Leader, Student Wellbeing Leader, Learning and Teaching Leader, Learning Diversity Leader, a Literacy Leader, a Mathematics Leader and an I.C.T. (Information & Communication Technology) Leader.

St. Paul's Primary School has a strong emphasis on the Faith Dimension of the curriculum, inclusive of the teaching of Religious Education, as well as on student attainment of Literacy, Numeracy & 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 technologies 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 Church's 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 & teaching of Religious Education lessons and in the relationships fostered & encouraged amongst all school community and parish community members.

Our School Improvement Plan focusses on:

AN EXPLICIT IMPROVEMENT AGENDA:

To embed our agreed pedagogy, focusing on personalised learning, which translates into effective student learning and teaching practice.

GOALS:

- To support teachers to be confident in their practice
- To empower students in their learning
- To create opportunities to develop attitudes and actions that reflect the Catholic Faith
- To establish a learning architecture that supports the explicit learning agenda

CORE DRIVERS:

- Communicating the Strategic Plan
- Clarity of direction
- Ownership by all
- Cohesion
- Consistency
- Monitoring & tracking
- Transparency (frequent & timely)

LANDING POINTS IN WORKING TOWARDS GOAL ATTAINMENT:

- Teachers are confident in their practice (Learning & Teaching)
- Students are empowered in their learning (Learning & Teaching and Student Wellbeing)
- Students attitudes & actions reflect the Catholic Faith (Faith Dimension)
- The learning architecture supports the explicit improvement agenda (Leadership & Management)

ATTITUDES, SKILLS & DISPOSITIONS - STUDENTS ARE:

- Resilient
- Persistent
- Problem solvers
- Literate & numerate
- Collaborative
- Engaged & empowered

- Optimistic
- Compassionate
- Adaptable
- Enthusiastic
- Inquisitive
- Open to learning
- Risk-takers
- Effective communicators

It is our strategic intent to:

- continue to systematically review student outcomes data, to identify specific achievement targets that should be improved across the school, as a matter of priority. The achievement of these targets, will form a narrow and sharp explicit improvement agenda, discussed with all teachers, with the aim of gaining their commitment, to ensuring that the targets are achieved.
- establish and implement a school-wide systematic plan, for the annual collection, communication, analysis and use of student achievement & wellbeing data. This will inform the steps to create knowledge and understanding of data by all staff.
- build the capacity of, and opportunity for, teachers to visit each other's classes, learn from each other, receive quality feedback and use that feedback to reflect upon and improve classroom learning.
- review and further develop all curriculum and assessment documents, to ensure that all learning and assessment aligns with the Victorian Curriculum content descriptors and standards.
- agree and formalize a pedagogical model for St Paul's Kealba, that is research based, clearly defines the core teaching & learning beliefs held by the school, identifies the agreed core & consistent practices expected and establishes processes for ongoing review, renewal & leadership oversight.

St. Paul's Primary School has a strong emphasis on promoting positive behaviours for learning and consideration for all community members; this is achieved, in part, through our commitment to the Positive Behaviours for Learning support program.

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 our 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 & 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 2021 school year again proved to be one of change, challenge & crisis, as we continued to deal with the global pandemic of COVID-19. It again proved to be a year wherein every aspect of our lives continued to be impacted; we continued to lose loved ones & fight the deadly disease of COVID; and, our living & learning as we had known continued to be changed in ways we could never have predicted or thought to have ever had to deal with.

Yet through all that continued to be 'thrown' at us, as a learning and teaching community, we again met adversity & challenge head on, with agility & hope; our delivery of the curriculum continued to change to meet the ongoing challenges of the pandemic, moving again to periods of remote (home) learning, in a digital learning environment, with families & staff constantly coping with the pressures of learning & teaching in new ways, whilst living in constant stress & pressure from an unseen menace, affecting everyone's physical & mental health & wellbeing.

Throughout 2021 the school continued to focus on & develop its strengths through:

- successfully enacting our School Vision, in 'working together for the common good, by building deep and genuine relationships'; these genuine relationships were embedded in all aspects of the school community and are the reason so many parents, staff and students refer to the school as a 'family'; and, our St. Paul's 'family' continued to be a source of support, understanding & encouragement in the good times & the bad times.
- the development of a strong data culture, as evidenced by the use of Focus Diaries and a focus on data collection & analysis, to track and monitor learning progress of individual students.

- a strategic focus on Catholic identity, which underpins all areas of school life at St. Paul's, Kealba, as evidenced by rich relationships, language, rituals and iconography.
- maintaining high levels of confidence, trust and respect, as reported by parents, staff and students, and encouraged & supported by School Leaders.
- a positive learning atmosphere, as evidenced by the immaculate presentation of the school, the stimulating classroom environments and the calm & 'busy' work conducted by teachers and students, in remote & onsite contexts.
- the enactment of the school's vision of being 'inclusive', as evidenced by the way in which the learning and wellbeing needs of all students were identified and the actions taken to address those needs were strategic, focused & individualised.
- the comprehensive knowledge that teachers possessed of their students' personalities, home environments, interests and learning outcomes data, and the manner in which they use this knowledge, to develop differentiated & personalised learning experiences for their students, in remote & face-to-face contexts.
- the School Wide Positive Behaviour Support Program, to support and further develop the beliefs and relationships, that drive the learning culture at St Paul's.
- the clear understanding possessed by School Leaders, of school data trends over several years.
- the strong content links that have been developed between the Religious Education program and other curriculum programs, specifically through planned Faith-Life inquiry units of work.
- the support provided to teachers as they develop units of work and lessons, by the Learning and Teaching Leader and Curriculum Leaders.
- the way in which coverage of the curriculum content descriptors are mapped, ensuring that the Victorian Curriculum is enacted.
- the partnerships developed with social justice organisations, such as The St. Vincent de Paul Society, through the school's Minnie Vinnies Program; the program provides students with the opportunity to help disadvantaged members of the community, focusing on Catholic social teachings.

As a St. Paul's 'family' 2021 continued to be a year of immense struggle for all of us to keep our connections; developing what remote learning meant at home & at school, restarting face-to-face learning & teaching, the cancellation of significant school events, major changes to school operations, ongoing health concerns for our school community in a 'pandemic world', the stress & worry of illness, trying to understand why we were or were not permitted to do something or go somewhere and continuing to try and explain all these changes to our children.

The staff of St. Paul's Primary School worked with commitment, passion and enthusiasm, as we continued to face unprecedented challenges, to ensure the safety, health, happiness and education of all students; their support of all members of the St. Paul's Primary School community, continued to be borne out in the calm, gentle and considerate nature of the children, as they too continued to look out for and cared for one another, in their day-to-day interactions with each other and in another year when so much was asked of them to adjust their lives & learning in ways no one could have previously predicted or prepared for.

As our community continued to come to terms with the ongoing impact of the virus, it was our collective experiences of 2020 that proved that we are part of a strong & supportive community, for which, as Principal, I am immensely grateful & proud.

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 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, again throughout a difficult year, continued to live, learn and grow together and to be a calm, gentle and respectful learning community, where all were encouraged to be the best they could be in a safe, happy and loving learning & teaching environment.

As our 'Essence Statement' proclaims:

Like Christ,

We believe in

Valuing each individual

For who they are

And

Who they can be.

School Advisory Council Report

Not applicable: School Council not yet in place

Education in Faith

Goals & Intended Outcomes

To create opportunities for students to develop attitudes and actions that reflect the Catholic Faith.

Achievements

The Religious Dimension and Catholic Identity of St. Paul's Primary School 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, learning, celebrating, belonging and reaching out.

The following are some examples of our achievements in this area:

- A continued focus on Social Justice throughout the school year, with a concerted effort towards increasing contributions to Project Compassion and a determination to be more focused & strategic with our commitment to Catholic Social Teachings, through our association with the parish St. Vincent de Paul association.
- Forging stronger links with the local St. Vincent de Paul chapter, with 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 local community.
- Children volunteering to lead afternoon school prayer, recording their names on a daily Prayer Roster. The children demonstrated enthusiasm, dedication and reverence towards prayer, as well as the ability to learn & recite traditional prayers, with the whole school.
- Attention to Faith-Life Planning to make meaningful and relevant curriculum links. This encourages dialogue with other people, seeking other points of view & perspectives and ultimately strengthening our own personal spirituality and place in the world.
- Providing staged planning in Religious Education, to support the phases of Inquiry Learning. Teachers planned units in stages, allowing for student voice (wonderings and interests) to guide unit development and direction.
- Faith-Life Inquiry Units are planned in conjunction with the Religious Education Leader and the Learning and Teaching Leader. Teachers are able to plan Inquiry Units which make genuine links between curriculum areas, such as Science or Humanities and faith.
- The reorganisation, re-categorising, auditing and cataloguing of R.E. resources, to allow for easier locating of and access to resources for staff and students as well as an emphasis on digital learning resources to meet the challenges of remote learning.

- A budget commitment to supplementing & replacing R.E. resources, through an annual audit.

VALUE ADDED

- The 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 budget commitment to supplementing & replacing R.E. resources, through an annual audit.
- Online Prayer and relevant content resources for staff, students and families, celebrating important days in the liturgical calendar and secular holidays during remote learning.
- The continuation of Sacramental Family Information sessions facilitated by school leaders adds to the depth of faith dialogue and building family-school partnerships.
- Live-streaming important faith/life events such as sacraments, graduations and Christmas celebrations.

Learning & Teaching

Goals & Intended Outcomes

GOAL: To support teachers to be confident in their practice. INTENDED OUTCOME: Teachers are confident in their practice

GOAL: To empower students in their learning.

INTENDED OUTCOME: To empower students in their learning.

GOAL: To create opportunities to develop attitudes and action that reflect the Catholic Faith
INTENDED OUTCOME: Students attitude and actions reflect the Catholic Faith

GOAL: To establish a learning architecture that supports the explicit improvement agenda
INTENDED OUTCOME: The learning architecture supports the explicit improvement agenda

Achievements

The 2021 school year began with the usual programs, establishing classroom routines & expectations, as well as providing opportunities for connection with new classmates. In recognition of the challenges experienced by many of our students around self-regulation and positive self-image, we began the year with a school wide Learning To Learn unit focussing on a program called 'The Zones of Regulation.' As part of this program, we sought to develop a school-wide language and a school-wide approach to emotional intelligence and the development of dispositions for learning and life. The program was well received by students at all levels.

During Term One, with the continuation of the Covid-19 pandemic, there were major changes in the community and sweeping changes to education. Students and workers were directed to 'work from home' and to learn 'remotely.' The switch to remote learning during parts of Terms 1, 2, 3 and 4, significantly impacted the planning, delivery and assessment of school programs throughout 2021.

Teachers at all levels developed weekly Continuity of Learning Plans (CLPs). The CLPs included Mathematics, English, Religious Education and Inquiry lessons for the students to complete throughout the week. Set activities and tasks clearly indicated which were to be completed for assessment and those for which the teachers would provide specific feedback to the students. With a growing focus on Well-being and Mental Health in the wider community and in schools, the teachers also incorporated daily Well-being activities in the CLPs. As a school, we placed high priority on the well-being of our students and believed this approach to be very important for our students and their families. The CLPs also covered Specialist Friday activities which included Art, Italian, Music and Sport/Health activities Foundation-Year 6.

In an effort to maintain connection with the students and in order to facilitate explicit instruction, teachers were able to teach online using Google Drive. The teachers were always ready online

at 9.30am to check in with the students and to provide a run of the day as well as explain the first two lessons. Teachers were online again with the students at 12pm, providing explicit teaching instruction. This process occurred Monday to Thursday so that the teachers could 'teach' their students. The teachers provided explicit instruction or modelling of an activity or concept. The students were then given time to complete the activity at home or at school. The teachers remained online for another 15 minutes after each 12pm session to ensure any queries or questions from the students could be answered. By making use of the Google Meet application, teachers were able to maintain connection with their students by holding whole class, year level and small group meetings. These meetings provided a forum which allowed social interaction between the students, facilitated explicit instruction and provided an opportunity for teachers to maintain connection with all students.

During lock down, several students attended school. These students were those of essential workers and those considered 'vulnerable and at risk'. This vulnerability may have been based on disability, educational needs/background and/or personal family circumstances.

It was with great joy and relief that we were able to invite our students back to school for part of Term 4. Despite the many restrictions in place, school life returned to being busy and noisy and finally, face-to-face!

Upon our return to school, in Term 4, the teachers were able to conduct various forms of formal assessment including:

- Observation Surveys and Running Records for the Junior years
- PAT Reading and PAT Maths for the Senior Years
- Victorian Assessment Essentials online Math Assessment tasks
- Class based assessments in the areas of Writing, Religious Education and Inquiry

STUDENT LEARNING OUTCOMES

ASSESSMENT AND REPORTING

Remote learning had a significant impact on the teachers' ability to assess and report on student progress.

The authenticity of the tasks submitted, as truly reflective of student ability, meant that changes were necessary in the way we reported to parents & guardians for Semesters One and Two.

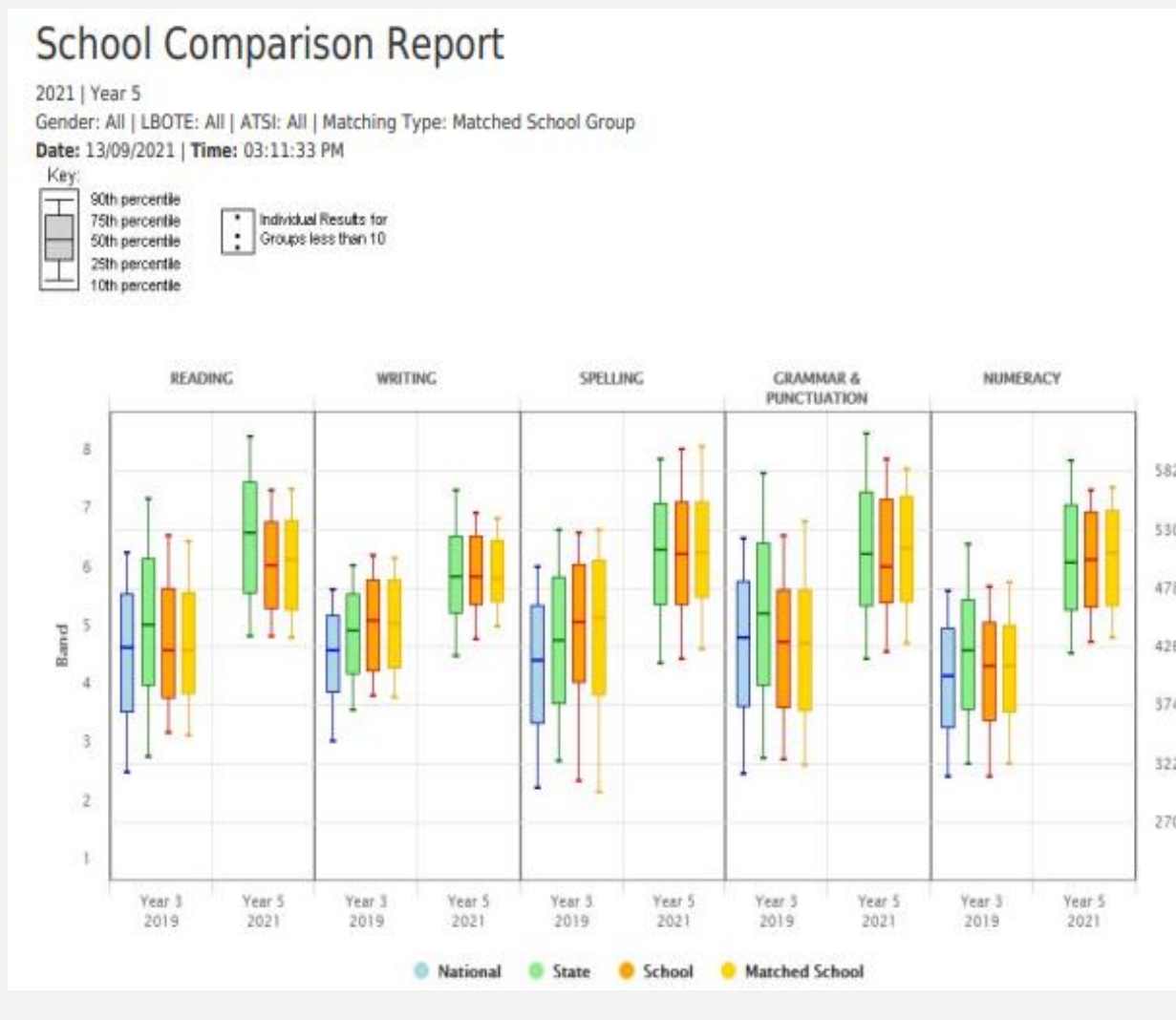
With considerable flexibility afforded to schools, we were able to modify and adjust our reporting system to suit our school.

Following the longer lock down for the majority of Term 2 and 3 and the subsequent return to face-to-face teaching in part of Term 4, government direction mandated formal reporting and scoring of English and Mathematics for Semester Two. Whilst this presented challenges to teachers (who preferred to focus on reconnection with their students and the re-establishment of classroom and school routines, rather than assessment) students were provided with a formal achievement report at the end of Semester Two, which provided Victorian Curriculum scores and descriptions of progress in other curriculum areas.

School-based assessment indicated that students made some progress in all areas of the curriculum. There was evidence of positive movement in the areas of Maths and Reading - reading levels and Comprehension across the school.

It was also evident, however, that some students' progress had been impacted by the periods of remote learning. The progress made by these students was identified as being below expected levels and several discussions were held about the best way in which to cater for these children's needs. Response to these needs was met through focused based teaching in small groups.

NAPLAN:



Summary of data:

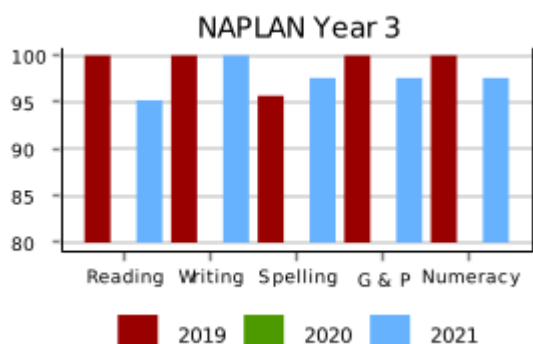
- There has been growth in all areas for students in Year 3 2019 and Year 5 2021.
- The Year 5 students in Writing, Spelling, Grammar and Punctuation and Numeracy are will within the State and National means.
- The Reading data indicates our lower 25th percentile and below are performing below levels achieved by like state schools.
- It is very pleasing to see the 90th percentile exceeded like state schools in the area of spelling
- In all areas, except for spelling, the goal over the coming years will be challenging the students in the 75th percentile.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	97.6	-
YR 03 Numeracy	100.0	-	-	97.6	-
YR 03 Reading	100.0	-	-	95.2	-
YR 03 Spelling	95.7	-	-	97.6	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	97.7	-	-	97.8	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	95.6	-
YR 05 Spelling	100.0	-	-	97.8	-
YR 05 Writing	100.0	-	-	100.0	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goal: To empower students in their learning

Intended Outcomes

- That students initiated their own learning through their passion projects
- That students co-constructed SMART goals with their classroom teachers

Achievements

The staff of St. Paul's Primary School, Kealba, prioritise the wellbeing of our students and all members of our school community. This is our greatest focus, as well as our greatest achievement.

eXcel - Wellbeing for Learning in Catholic School Communities, states that, "Wellbeing is strongest when learners are engaged within a community". In 2021, the focus on connections within our school community remained as a high priority. At St. Paul's Kealba, it is clearly understood that all members of our community help to create an environment wherein every student can 'build a culture of learning', where 'belonging enables all to thrive', with the ultimate aim being that when we leave we can 'make a difference in the world'.

"In Catholic schools, wellbeing encompasses all dimensions of life. As a central outcome of schooling, wellbeing is integral to learning excellence, good health and life success. A positive sense of wellbeing can foster higher levels of engagement, school connectedness, emotional vitality, psychosocial functioning and academic performance. It is a key factor in enabling children and young people to contribute to society and enjoy meaningful and spiritually enriched lives." eXcel- Wellbeing for Learning Catholic Education Melbourne.

In 2021, the COVID-19 pandemic continued to challenge our school community as we had to navigate further rapid transitions to remote learning, which affected almost every facet of school-based education. Understanding the ongoing effects on our school community is one of our priorities as we continue to work through what education is looking like whilst it is still impacting our lives.

Achievements included:

- The continued utilisation of a school-based psychologist service to support students, parents, guardians and staff, throughout 2021 (where possible).
- Ensuring student wellbeing practices and processes supported students, families and staff, with a focus on Positive Behaviours for Learning (PBL). St Paul's continued our engagement with MACS (Melbourne Archdiocese of Catholic Schools) and were assigned our own Behavioural Support Consultant. Staff and parents/ carers /guardians also had access to ongoing learning and development opportunities.
- The strategic planning and delivery of staff professional learning, to support all students with learning challenges. This involved professional development online via Staff meetings and external Professional Development opportunities.
- The continued development and implementation of an Integration Timetable, to ensure that support was directed to children on a needs-basis during each learning block. The scope of

the timetable and support program continued to be enhanced by our Learning Support Officers (LSO's). The LSO's were greatly utilized onsite during the pandemic, working with our vulnerable students during lockdown periods in 2021.

- The embedding of practices for identifying the needs of students (both academically and behaviourally), as well as the strengthening of processes for the development of strategies to support 'at risk' students or those who need additional supports.
- The continued exploration and creation of online learning spaces, inclusive of Google Classrooms and Google Meets, which allowed students to continue to work in positive environments, reflective of their needs.
- The continuation of the 'Positive Behaviour Passport' program in all year levels across the school. This acknowledgement of positive behaviour choices was strongly reinforced, as the children returned to face-to-face learning, to create a positive return to school. Again, the focus for these positive behaviours was made explicit through our PBL framework.
- The continued use of Casual Relief Teacher folders in each classroom, which contained vital information pertaining to student needs, as well as class and whole school processes and procedures, enabling a consistent approach, even when the classroom teacher was absent.
- The provision of Wellbeing Lessons for all levels during Remote Learning periods. These lessons were designed to create a positive mindset for all children while at home. This helped to continue to emphasise the importance of wellbeing throughout the remote learning periods.
- The creation and implementation of Wellbeing/Social Emotional Learning lessons for all year levels across the school to further support the students upon their return to school.
- Strengthened opportunities for Student Leadership and empowerment across the school. This was done through listening to and responding to Student Voice and Agency. Some examples of this include:
 - Buddy System, which involved Foundation, Year 1, Year 5 & Year 6 students, whilst at school
 - Student Voice through the practice of "Circle Time" (in Senior Year Levels)
 - The re-introduction of the Breakfast Club which was run by Year 5 & Year 6 student volunteers each Monday (where permissible).
 - The creation and implementation of St Paul's 'Student Leader Lunchtime Support' program where our Senior School students volunteered some of their break times to support their fellow students and teachers

VALUE ADDED

- Interschool Swimming
- Kindergarten Conversations (over the phone)
- Grade 6 School Camp
- Grade 5 School Camp
- Grade 4 School Camp

- Grade 6 Confirmation
- Grade 3 Reconciliation
- Grade 6 Big Day Out
- Grade 6 Graduation
- Prep Information sessions
- Prep Orientation Days
- School assemblies (held online)
- Fundraising events (i.e. National Pyjama Day)
- NED program (F-6)
- Guest Speaker- Luke Kennedy (online) to promote Mental Health for students in Years 3-6 and parents/guardians/carers information night (online)
- Live streaming of events/celebrations that were restricted due to the pandemic

STUDENT SATISFACTION

2021 was another challenging year for all members of our school community. We were all subject to exhaustion and frustration yet again due to the ongoing pandemic. Despite this, all members of our school community continued to demonstrate resilience, which allowed them to cope with and manage the challenges of a global pandemic.

During remote learning, based on feedback from parents, guardians and students, further changes and improvements were made to our Continuity of Learning plans and communications, to best support the students and their families. These changes were positively embraced by all members of the school community and this was noted by teachers, as student's engagement levels increased, along with the quality of the work they produced.

Each time our students returned to school, there was a great sense of satisfaction, appreciation and relief by all members of our school community, as we transitioned yet again back to face-to-face learning & teaching (although it was interrupted numerous times by snap lockdowns). The students returned happily and more independent each time and continued to be flexible and adjust as needed. Whilst the challenges of the pandemic and remote learning were significant for all members of the school community, each stakeholder developed different skill sets and acquired greater competencies in their use of digital technologies. One of the biggest lessons though was all members of the school community recognising the true importance of social skills, friendships and connections and the impacts the pandemic had on all people.

Student Satisfaction results from MACSISS 2021 School Improvement Survey:

- Rigorous Expectations: 73%
- School engagement 50%
- School Climate 62%

- Teacher-student relationships 72%
- School belonging 70%
- Learning Disposition 69%
- Student Safety 57%
- Enabling Safety 50%
- Student Voice 45%

STUDENT ATTENDANCE

Children must be signed in and out between 9:10am and 3:15pm Electronic attendance rolls are marked between 8:50am and 9:10am

Student absences are expected to be notified to the school by 8:50am, in writing, via phone or through the school app

Any unexplained student absences are followed up by administration staff via a phone call to parents, guardians or carers. If administration staff are unable to contact a parent, guardian or carer, emergency contacts are the called. In the event that no contact can be made with a student's parent, guardian, carer or emergency contacts to seek an explanation for their absence, the police will be called

Classroom teachers must report extended absences to the Principal and/or School Leaders

An Extended Leave form or "Notification in writing" must be completed by a parent, guardian or carer and provided to the school, if it is known that the student will be absent from school for more than three consecutive days

Parents, guardians or carers are required to provide reasons for non-attendance at school, as well as for late arrivals and early departures

Where non-attendance becomes an issue, a meeting is convened with parents, guardians or carers and the Principal or School Leaders to ascertain the reasons for the student's frequent non-attendances

An 'Everyday Counts' expectation is in place and an Extended Leave Policy is also available on the school website

During Remote Learning:

Students were required to be present online each morning between 9.00 am and 9:30 am, for a whole class Google Meeting where the teacher was able to note those students who were online and ready to learn.

If a student was not able to attend this session, the expectation was that the parent, guardian or care would contact the classroom teacher via email to explain why.

Students were also expected to be present online for other small group Google Meetings scheduled each day and respond to teachers posts on Google Classroom/Sites, to indicate that they were learning online.

If a student did not present online for two consecutive days, the parents, guardians or carers were contacted by the classroom teacher, via email or phone, to ascertain the reasons for their child's absence.

An attendance roll was completed each day for students who were learning on site (vulnerable students and those whose parents were essential workers). Student absences were expected to be notified to the school by 8:50am, in writing, via phone or through the school app.

Any unexplained student absences were followed up by administration staff via a phone call to parents, guardians or carers. If administration staff were unable to contact a parent, guardian or carer, emergency contacts were the called. In the event that no contact could be made with a student's parents, guardians, carers or emergency contacts, to seek and explanation for their absence, the police were.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.3%
Y02	95.1%
Y03	97.0%
Y04	95.6%
Y05	96.1%
Y06	95.4%
Overall average attendance	95.8%

Child Safe Standards

Goals & Intended Outcomes

Goal:

To 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 & Statement of Commitment to Child Safety)

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 and updates
- To engage in periodic reviews and audits of the effectiveness of child safety strategies and the revision of them where appropriate and/or required

Achievements

- 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
- Staff and parents/guardians/carers have been updated about the changes to the Child Safe standards which will commence on July 1st, 2022. St Paul's is identifying and actioning any relevant changes that need to be made prior to this date in order to be compliant
- All sector (Melbourne Archdiocese Catholic Schools- MACS) and government (Department of Education & Training) updates regarding Child Safety, are communicated to the school community in a timely manner, through meetings and eNews communications
- The prominent display of the school's 'Statement of Commitment to Child Safety', the 'School Vision' (child-safety focused), the CECV 'Child Safe Schools' poster and the 'PROTECT' resource posters, in all common areas of the school, all school offices and all classrooms
- Open communication between Leadership and staff is highly encouraged, particularly regarding any concerns/matters pertaining to child safety
- PBL - Positive Behaviours for Learning- posters (School ALWAYS Expectations, Behaviour Purpose Statement and Behaviour Matrix) are displayed in all common areas of the school and classrooms
- The appointment of a Child Safety Committee, comprising the Principal and three Child Safety Officers (the Deputy Principal-Religious Education Leader, the Student Wellbeing Leader & the Learning Diversity Leader)
- Child Safety Officers have continued to work with the Principal, School Leaders, staff & families, 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' was signed by all staff members, as a condition of continuing employment, for the 2021 school year
- The 'Child Safety Register / Checklist' continues to be used, 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' included, as a standing agenda item
- Necessary communications within staff are ongoing and on a 'need-to-know' basis to protect child confidentiality
- 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'
- Continued focus on the implementation of the 'PROTECT: Identifying and Responding to all Forms of Abuse in Victorian Schools' resource, through Staff Meetings and in the day-to-day learning & teaching program
- Continued focus on the 'Child Safe' standards, through Staff Meetings and email communications, for both staff and families
- Continued focus on 'Mandatory Reporting' obligations, through updates at Staff Meetings, email communications and ensuring all staff have completed the relevant training (every 12 months)
- Continued focus on the 'Reportable Conduct Program', through updates at Staff Meetings
- Continued focus on the 'Commission for Children and Young People' and its responsibility for the oversight of the Reportable Conduct Program, through updates at Staff Meetings
- Engaging with students through classroom 'conversations/Circle Time' (student-voice), focusing on being safe at school and how they can be supported if they are feeling unsafe
- A range of posters regarding child safety (for both online and in person) are displayed in each classroom and shared space throughout the school
- Ensuring both Covid-Safe plans and Risk Assessments are carried out by staff and required from, all excursion & incursion providers & sites/venues, as well as from school camp sites

Leadership & Management

Goals & Intended Outcomes

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 & personnel, were allocated, to develop staff competencies, skills & 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 (Catholic Education Melbourne facilitated: CEM), internally (school facilitated: Internal) and externally (external provider facilitated: External).

Due to the restrictions imposed by the COVID-19 pandemic, the majority of staff professional learning was accessed remotely online, with face-to-face attendance severely limited & restricted.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Description of Professional Learning undertaken in 2021

- MACS - Outer North Western Region: Principals Network Meetings
- MACS - School Governors & Principals Briefings
- MACS - Northern Region Governance Forum
- MACS - School, Advisory Councils Forum
- MACS - Outer North Western Region: Deputy Principals Network Meetings
- MACS - Northern Region: Religious Education Leaders Network Meetings
- MACS - Northern Region: Learning & Teaching Leaders Network Meetings
- MACS - Learning Diversity Leaders Network Meetings
- MACS - Northern Region: Literacy & Maths Leaders Network Meetings
- MACS - Northern Region: eLearning Network Meetings
- MACS - Northern Region: Additional Learning Needs Cluster Meetings
- MACS - Northern Region: NCCD Network Meetings

- MACS - Northern Region: School Officers Finance Cluster Meetings
- MACS - Student Wellbeing Leaders Network Meetings
- MACS - New Arrivals Network Meetings
- MACS - NCCD Briefings
- MACS - ICON Migration Support
- MACS - Agile School Leadership Program
- MACS - Agile Schools Regional Partnership
- MACS - HALT Certification Committee
- MACS - Primary Principal Transitional Appraisal Program
- MACS - NCCD Moderation & Quality Assurance
- MACS - School Attendance, Refusal & Re-engagement
- MACS - Positive Behaviours for Learning Consultation
- MACS - Positive Behaviours fore Learning: Team Training
- MACS - Wellbeing Support: 'Building Calmness & Composure'
- MACS - Wellbeing Support: 'Cultivating Attentiveness & Awareness'
- MACS - User Level B Training & Accreditation
- MACS - ICON Pre-training Check
- MACS - ICON eSIS Training
- MACS - ICON: eFIN Training
- MACS - ICON eHR Training
- MACS - ICON Principals Workshop
- MACS - Re-engaging Young People in Face-to-face Learning
- MACS - Mentoring: Leading a Learning Culture
- MACS - ECSI Data Workshop
- MACS - Intervention Framework Briefing
- MACS - School Improvement Review, School Leaders Workshop
- 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: School Leaders & Curriculum Leaders)
- Internal - School Closure: Staff Wellbeing & Student Achievement Reports (Facilitators: School & Curriculum Leaders)
- Internal - School Closure: Learning & Teaching: Student Achievement Reports - 'Writing The Report' (Facilitators: School & Curriculum Leaders)
- Internal - Staff Meeting: Learning & Teaching / Leadership & Management: Running Teaching Sprints (Facilitators: School Leaders)
- Internal - Staff meeting: Learning & Teaching / Leadership & Management: R.E. Accreditation - Scripture (Facilitator: Religious Education Leader)
- Internal - Staff Meeting: Learning & Teaching: See Saw (Facilitator: eLearning Leader)
- Internal - Staff Meeting: Student Wellbeing: Always, Be You website & Wellbeing online resources (Facilitator: Student Wellbeing Leader)
- Internal - Staff Meeting: Learning & Teaching / Student Wellbeing / School Community / Faith Dimension / Leadership & Management: School Improvement Review & School Improvement Framework / Rubric (Facilitators: School Leaders)
- External - Leadership & Management / Learning & Teaching: Developing a Culture of Coaching & Feedback (Facilitator: Katrina Bourke)
- External - Leadership & Management: VACPSP Executive Committee Meeting (Facilitator: VACPSP)
- External - Leadership & Management / School Community / Wellbeing: Emergency Management Training & Emergency Drills / Practice (Facilitator: Dynamiq Emergency Management Training)

- External - Student Wellbeing / School Community / Leadership & Management: 1st Aid Training: CPR & Anaphylaxis Update (Facilitator: Stitches First Aid Training)
- External - Student Wellbeing / Learning & Teaching: DSE Online Modules (Facilitator: Department of Education & Training)
- External - Student Wellbeing / Learning & Teaching: RESP Transitions Workshop (Facilitator: Refugee Employment & Support Program)
- External - Leadership & Management: VIT Effective Mentoring Program
- External - Learning & Teaching: Writers Workshop: 'Getting the Buzz'
- External - Student Wellbeing: Be You: 'You, Me, Us'
- External - Leadership & Management / Student Wellbeing: Information Sharing & family Violence Reforms
- External - Leadership & Management: Deloitte Education Series - Courageous Principals
- External - Student Wellbeing / Learning & Teaching: Trauma Impacts on Learning Behaviour (Facilitator: Refugee Employment & Support Program)
- External - Student Wellbeing / Learning & Teaching: Promoting an Inclusive School Climate (Facilitator: Refugee Employment & Support Program)
- External - Student Wellbeing / Learning & Teaching: The Refugee Experience Workshop (Facilitator: Refugee Employment & Support Program)
- External - Student Wellbeing / Learning & Teaching: Partnerships with Families (Facilitator: Refugee Employment & Support Program)
- External - Student Wellbeing / Learning & Teaching: Classrooms Strategies for Supporting Students from Refugee backgrounds (Facilitator: Foundation House)
- External - Student Wellbeing: 'Time to Reflect: Introduction to Reflective Practice' (Facilitator: Travancore)
- External - Student Wellbeing: 'Time to Reflect: Depression & Anxiety In Primary Age Children' (Facilitator: Travancore)
- External - Student Wellbeing: 'Time to Reflect: Attachment Theory, Trauma & Care' (Facilitator: Travancore)
- External - Student Wellbeing: 'Time to Reflect: Behaviours of Concern & Crisis Management' (Facilitator: Travancore)
- External - Student Wellbeing / Leadership & management: New Child Safe Standards (Facilitator: CCYP)

Number of teachers who participated in PL in 2021	42
Average expenditure per teacher for PL	\$592

TEACHER SATISFACTION

Teacher satisfaction was severely affected during the first period of remote learning, where the 'unknown' of all that staff were facing was quite overwhelming.

Our staff group experienced some early challenges around the use of digital technology. However, once time was given to reflect and provide feedback as a teaching group and school leaders, we found a pleasing learning curve emerging, allowing adjustments to be quickly made.

From our 'Remote Learning Reflection Survey', teachers indicated that open communication, teamwork and flexibility were the key learnings from remote learning. This new way of teaching and learning opened minds to approaches & resources that could, in the future, be let go of, such as, paper portfolios of student work samples, not overcrowding the school day and clearer

expectations & guidelines for parents around communication with teachers and presence onsite.

Other issues faced by all staff were the amount of emails and demands from parents, who, initially, were very quick to seek help rather than persist with a task or question they were not sure of. This took time away from other aspects of remote learning, such as assessing, creating & adding to Google Sites, organising Google Meets and recording for student learning.

Teacher satisfaction certainly increased with the move to the second period of remote learning. Having consistent and clear guidelines, which were shared with parents, guardians & carers, provided a sense of shared responsibility for staff. This allowed teachers to then utilise their ICT skills or seek help from appropriate personnel, as ongoing support in the ICT area was provided by school leaders and colleagues.

Ultimately, teacher satisfaction fluctuated throughout the year, culminating in a high for staff in Term 4, as students and teachers were able to teach and learn face-to-face, with the benefit of having experienced a new paradigm of what 'school' is, as well as bringing new ways of learning & teaching to a familiar learning & teaching environment.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	72.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	95.1%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	4.2%
Graduate	12.5%
Graduate Certificate	4.2%
Bachelor Degree	83.3%
Advanced Diploma	33.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	26.1
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	13.4
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goals & Intended Outcomes

Goal:

To create opportunities to develop attitudes and action that reflect the Catholic Faith

Intended Outcome:

That students attitude and actions reflect the Catholic Faith

Goal:

To empower students in their learning

Intended Outcome:

That students are empowered in their learning

Achievements

During the ongoing COVID-19 pandemic, it was vital that we worked in partnership with our parents and the school community.

As a staff team we worked together to provide positive experiences for our students and to support our families, in unprecedented times. Regular updates were sent to parents to keep them informed about the latest restrictions, learning expectations and wellbeing information.

Term One began well, with online Parent-Teacher Conversations. Our Year Four students took part in the Family Communion Information Night, followed by the Sacrament of First Communion, on March 13th. Our Year Three students' First Reconciliation Family Information Evening was held on Thursday May 18th and was followed by the students receiving the sacrament on Thursday March 25th

We were also able to celebrate the Sacrament of Confirmation for with Year 6 students, with a sponsor and four guests only present for each Year Six Confirmation Candidate.

From March onwards the Covid-19 pandemic meant that our connections with the community, were largely made via digital platforms. Offsite / Remote Learning was implemented for part of Term 2, all of Term 3 and part of Term 4.

During remote learning, weekly 'Home Learning Packs' for students in Prep, Year 1 & Year 2, were made available to parents to pick up directly from the school. Parents were also able to borrow a school Chromebook for their child, to use during remote learning, if they had no access to a digital device in their home.

Parent Support Group meetings were conducted online using Google Meet and psychological support for children, who would usually meet with our psychologist in person were conducted via Google Meets.

Teachers made themselves available to parents via email and/or phone, and families of children deemed 'vulnerable' were encouraged to send their children to school to be supervised onsite.

Teachers were able to maintain connections with their students through the Google Meet application. Daily scheduled meetings were held in Term Three, as a means of checking in with children, running through the daily program and for explicit instruction.

Social distancing rules and other COVID-related restrictions imposed by the State Government, meant that parents, guardians & carers were not permitted onto school grounds. Therefore, whole school events, such as performances and the Christmas Carnival & Carols, were not able to go ahead, whilst other events such as the Book Week Book Character Parade, were limited to staff and students only.

The fortnightly eNEWS - 'Keeping Our Connections' newsletters kept families informed about school events and changing guidelines for school operations. Our Arabic-speaking Learning Support Officers worked with us to keep parents of our new arrivals children and their families informed, as well as being available to answer any questions they may have had.

School Leaders and office staff made use of the Caremonkey, Operoo & Skoolbag platforms, to communicate with parents, guardians & carers, to set up Parent-Teacher Conversations (meetings) and to share information about school events.

Foundation (Prep) Orientation sessions for children enrolled for Foundation 2022, were held throughout November and December, where students participated in four Orientation Sessions.

Towards the end of the year, government guidelines permitted us to go ahead with the Graduation Ceremony for our Year Six students and their parents only; we were able to involve their families via a live streaming of the ceremony. We were also able to give parents of these students the opportunity to witness the 'Guard of Honour' farewell on their child's last school day at St. Paul's. This has become a tradition over the years, and was something that we were still able to celebrate, with social distancing measures in place.

PARENT SATISFACTION

The St Paul's Primary School community enjoys a supportive and positive relationship with its parent, guardian & carer body.

This strong relationship continued throughout the year despite the challenges our school community experienced as a result of the Coronavirus pandemic. Parents often commented about the feeling of being part of the St Paul's 'family', as well a sense that their children were / are known and valued as individuals.

During Parent Support Group meetings, parent conversations and incidental interactions, we discovered that parents, guardians & carers were highly appreciative of the school's efforts and support over the period of remote learning. This sense of gratitude was particularly evident in our interactions with the parents of those students deemed vulnerable, who were able to learn onsite during the lockdown periods.

Despite very limited opportunities to gather physically as a community, we were fortunate enough to be able to maintain a sense of togetherness in various ways, including being able to hold our Parent-Teacher Conversations via Google Meet. Important events such as the Year 6 Graduation Liturgy & Ceremony were shared face-to-face with parents and live streamed to other family

members and, where possible & in keeping with government expectations, we were able to invite limited numbers of adults onto school grounds.

Our eventual return to onsite learning for all students was met with positivity and appreciation by all members of our St. Paul's community. Parents were happy with the calm transition back to school and for the measures put in place to ensure the physical and emotional health & safety of all community members.

PARENT SATISFACTION

The St Paul's community enjoys a supportive and positive relationship with its parent, guardian & carer body.

This has continued despite the challenges our school community experienced during 2020 with the Coronavirus pandemic. Parents often commented about the feeling of being part of the St Paul's 'family', as well a sense that their children are known and valued as individuals.

Some parents, guardians & carers found the first Continuity of Learning Plans (CLPs) daunting and overwhelming, because they felt that there was too much choice and not enough direction or structure. This feedback was shared largely through email and phone calls to classroom teachers, as well as to the Leadership Team early in Term 2. As a result, the teachers responded quickly to revise and improve the Continuity of Learning Plans, providing more structure and guidance for both students and parents. This was very well received.

When lock down was imposed once again in Term 3, teachers and Curriculum Leaders incorporated 'face-to-face' time as part of the Continuity of Learning Plans. This was done through Google Meetings and was in response to parent and teacher concerns around maintaining student-teacher relationships and student engagement.

During Parent Support Group meetings, parent conversations and incidental interactions, we discovered that parents, guardians & carers were highly appreciative of the school's efforts and support over the period of remote learning. This sense of gratitude was evident in our interactions with the parents of those vulnerable students who were learning onsite during the lockdown periods.

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Our eventual return to onsite learning for all students was met with positivity and appreciation by all members of our community. Parents were happy for the calm transition back to school and for the measures put in place to ensure physical and emotional health & safety for everyone.

Future Directions

School Improvement Plan

Priority 1:

- Goal: To support teachers to be confident in their practice.
- Intended Outcome: Teachers are confident in their practice

Priority 2:

- Goal: To empower students in their learning.
- Intended Outcome:

Priority 3:

- Goal: To create opportunities to develop attitudes and action that reflect the Catholic Faith
- Intended Outcome: Students attitudes & actions reflect the Catholic faith

Priority 4:

- Goal: To establish a learning architecture that supports the explicit improvement agenda
- Intended Outcome: The learning architecture supports the explicit improvement agenda