



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

St Paul's Kealba Catholic School

Kealba

2022

Annual Report to the School Community



Registered School Number: 1761

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Contact Details

ADDRESS	230-240 Sunshine Avenue Kealba VIC 3021
PRINCIPAL	Denis Daly
TELEPHONE	03 9366 6033
EMAIL	principal@spkealba.catholic.edu.au
WEBSITE	www.spkealba.catholic.edu.au
E NUMBER	E1297

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

02/05/2023

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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, four 40 minute F-6 Specialist Program sessions are provided, in Health & Physical Education, L.O.T.E. (Language Other Than English) – Italian, Arts: Visual Arts & Arts: Performing Arts - Music. 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 2022 there was an enrolment of 318 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. 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 eLearning 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 all school buildings (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.

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 2022 school year began with the ever present COVID-19 pandemic 'front & centre' in our lives, yet we commenced with a sense of hope for all that lay ahead. The changes, challenges & crises, of the previous two years, whilst still strong in our minds, were beginning to be replaced with a sense of and desire to return to a sense of normality. Whilst our living & learning had changed in ways we could never have predicted or thought to have ever had to deal with, some of those changes had a positive & significant impact on our learning & teaching community.

Having met adversity & challenge head on, with agility & hope, we moved back to a conventional delivery of the curriculum. Our engagement with a digital learning environment, continued with families & staff realising the value & positive impact of learning & teaching in new ways

Throughout 2022 the school continued to focus on & develop its strengths through:

- continuing to successfully enact 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 as we returned to new ways of learning & teaching
- the continued 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.
- 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.
- the Positive Behaviours for Learning 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.

For our St. Paul's 'family' the 2022 school year proved to be a year wherein we renewed connections, returned to the known, re-engaged with the familiar & relished the newly discovered. Our learning & teaching community worked with diligence & intent to adapt to and thrive in what had become our 'new normal'; a new normal which meant new ways of learning & teaching, in supportive & informed school & home learning & teaching environments. We struggled with, supported and adapted to children starting school, with little or no face-to-face preschool or kinder learning experiences. Our Foundation students began their primary school 'journey' with some trepidation and a great deal of enthusiasm, completing their first year of primary school with courage & confidence.

Throughout 2022 the staff of St. Paul's Primary School continued to work with commitment, passion and enthusiasm, as we welcomed back our young learners to face-to-face learning & teaching; their unflagging 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 re-familiarised themselves with face-to-face learning and continued to look out for and care for one another.

2022 proved that as a community, whilst we acknowledged the impact of the virus on our lives and the learning & teaching, we were convinced of our strength & commitment to 'bounce back'.

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 focused 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 re-engaged with its face-to-face learning & teaching throughout 2022; we 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.***

Principal

Denis Daly

Catholic Identity and Mission

Goals & Intended Outcomes

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

Intended Outcome:

- That students will 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 chapter of the St. Vincent de Paul Society & 'Minnie Vinnies'.

- A whole school 'Socktober' initiative, to raise funds for and awareness of Catholic Mission, during the month of October.
- 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 at Christmas.
- Children volunteering to lead afternoon school prayer, through the 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.
- Children volunteering to be 'stewards' of the school by collecting rubbish, ensuring the maintenance of a clean and tidy school environment.
- Attention to Faith-Life Planning to make meaningful and relevant curriculum links; this encouraged dialogue with other people, seeking other points of view & perspectives and ultimately strengthening personal spirituality and a sense of 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 were planned in conjunction with the Religious Education Leader and the Learning and Teaching Leader; teachers were able to plan Inquiry Units which made 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.

- 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.
- Prayer and relevant content resources for staff, students and families, celebrating important days in the liturgical calendar and secular holidays.
- The continuation of Sacramental Family Information sessions, facilitated by School Leaders, added to the depth of faith dialogue and the building of family-school partnerships.
- Staff Professional Development led by the R.E. Leader, in areas such as prayer, scripture and human sexuality, using the 'Identity & Growth Framework'.

Learning and 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 2022 school year began with excitement and joy with the end of the COVID-19 pandemic and remote learning, for the first time in 2 years. Teachers were back to face-to-face teaching with their own class and in their own classroom; this was very exciting for our students, teachers and our families. The usual programs, establishing classroom routines & expectations, as well as providing opportunities for connection with new classmates and new teachers was a joy to witness.

In recognition of the challenges experienced by many of our students around self-regulation and positive self-image, we began each term with a school wide Learning To Learn unit focussing on developing and maintaining new friendships and working together in small groups and as a whole class.

The normality of the 2022 school year meant that the teachers were able to do what they do best, teach and deliver lessons in a face to face capacity, plan collaboratively with school leaders and peers as well as conduct various forms of formal assessment throughout the year including:

- Observation Surveys and Running Records
- SEAPART Assessment
- PAT Reading and PAT Maths
- Victorian Assessment Essentials Online Math Assessment tasks
- Class based assessments in the areas of Maths, Reading, Writing, Religious Education and Inquiry

STUDENT LEARNING OUTCOMES

Being back to face-to-face teaching, meant there was a significant positive impact on the teachers' ability to assess and report on student progress. The authenticity of the tasks submitted by the students was truly reflective of student ability, and this was reported to parents, guardians and carers using the Semester One and Two School Achievement Reports.

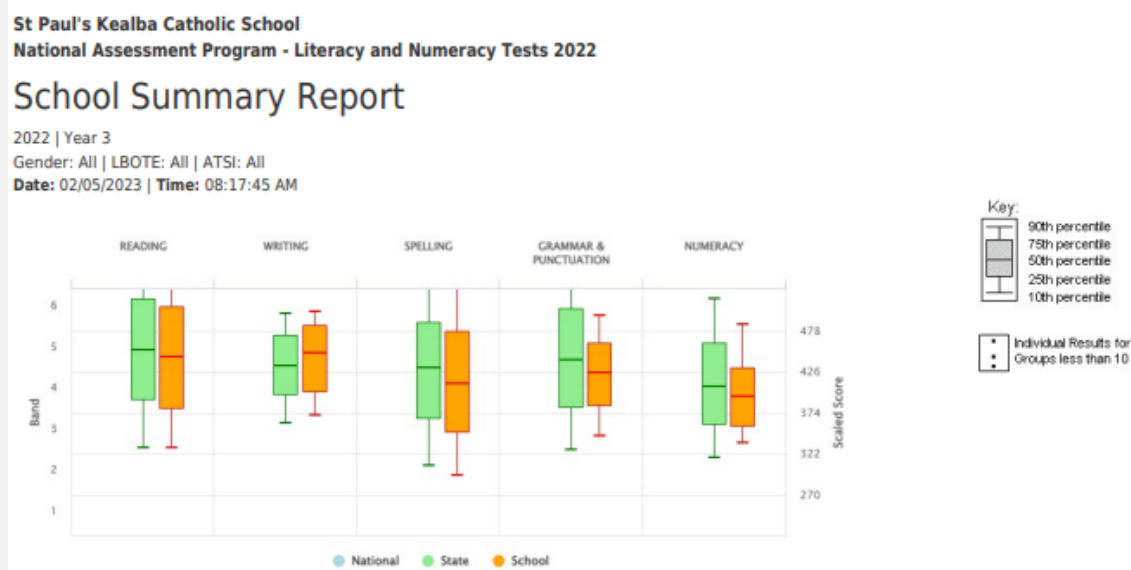
There was evidence of positive movement in the areas of Maths and Reading - reading levels and Comprehension skills across the school.

It was also evident, however, that the progress of some students had remained impacted by the periods of remote learning during 2020 and 2021. The progress made by these students was identified as being below expected levels of standard and several discussions were held about the best way to cater for the individual learning needs of these students. The school's response to these needs was met through focused based teaching in small groups, the use of the Tutor Learning program throughout 2022 and school based intervention programs.

NAPLAN

NAPLAN was conducted during Term 2 in 2022 for our Year 3 and Year 5 students.

The following graphs give an overview of our results.



SUMMARY OF RESULTS:

- The Year 3 students are comparable to the state means in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.
- It is very pleasing to see the 90th percentile exceeded the 6th bands in the area of reading and spelling in Year 3.
- The goal over the coming years will be to challenge the students in the 10th and 25th percentile in the areas of Reading and Spelling.

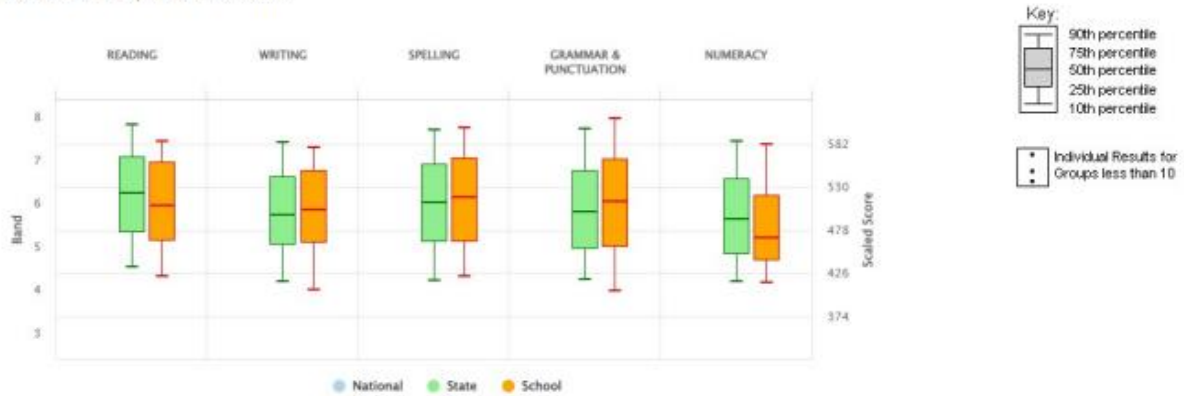
St Paul's Kealba Catholic School
National Assessment Program - Literacy and Numeracy Tests 2022

School Summary Report

2022 | Year 5

Gender: All | LBOTE: All | ATSI: All

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SUMMARY OF RESULTS:

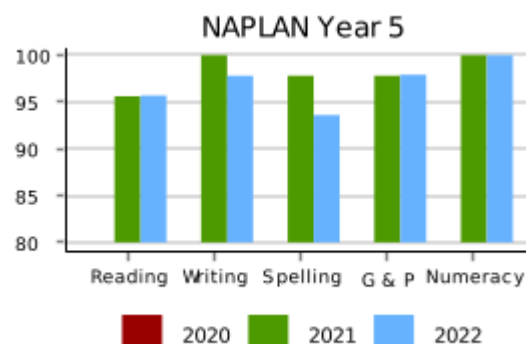
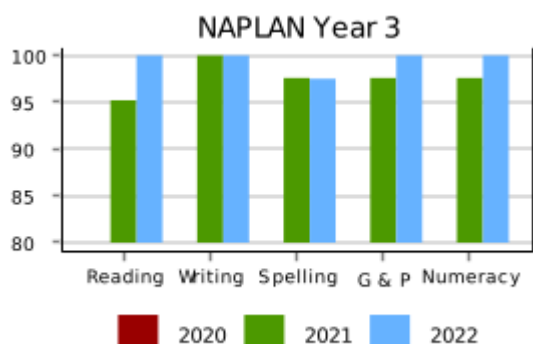
- The Year 5 students in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy are comparable to the State means.
- The Reading data indicates our lower 25th percentile and below are performing slightly below levels achieved by like state schools.
- It is very pleasing to see the 90th percentile exceeded like state schools in the area of spelling and grammar and punctuation.
- The goal over the coming years will be to challenge the students in the 10th and 25th percentile in all areas.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.6	-	100.0	2.4
YR 03 Numeracy	-	97.6	-	100.0	2.4
YR 03 Reading	-	95.2	-	100.0	4.8
YR 03 Spelling	-	97.6	-	97.5	-0.1
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	97.8	-	97.9	0.1
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	95.6	-	95.7	0.1
YR 05 Spelling	-	97.8	-	93.6	-4.2
YR 05 Writing	-	100.0	-	97.8	-2.2

* 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
- Enhancing student engagement through student-led learning (i.e. Student Initiated Inquiry)
- Providing students opportunities to share their voice and ideas to create change in the school community
- Explicit teaching of Social Emotional Skills to enhance academic and behavioural outcomes

Achievements

At St. Paul's Primary School, we place the highest value on the wellbeing of our students and the entire school community; it is our top priority and our proudest accomplishment.

One of our core documents, **eXcel- Wellbeing for Learning** (MACS) states that, *'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, psycho-social 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.'* Throughout 2022, this was how St Paul's Primary School worked concertedly to promote wellbeing and empower our students in all aspects of their learning.

Achievements included:

- 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:
 - The creation of our St Paul's Student Representative Council (SRC) with students from Years 3-6, who helped promote student voice and agency in a number of ways, i.e. the purchasing of our three flags, school fundraising ideas, adding resources to the school based on student needs/wants
 - Buddy System, which involved Foundation, Year 1, Year 5 & Year 6 students, whilst at school
 - Student Voice through the practice of 'Circle Time' (in Middle & Senior Year Levels); the feedback from these sessions was shared with Leadership and discussed at meetings; issues/concerns and ideas were followed up and addressed by school leaders.
 - The continuation of the Breakfast Club, which was run by Year 5 & Year 6 student volunteers each Monday (where permissible).
 - The continuation of the 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, during lunch & recess play-breaks.

- 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.
- Developing a shared language of our school expectations; these are displayed in all classrooms and amongst the school community, e.g., Be a kind and good friend.
- Promoting School values; these have been displayed outside our Year Six classrooms, on Indigenous Totem Poles (one of our Student Representation Council projects in 2022). STARS - **St Paul's Community/ Try Your Best/ Act Responsibly/ Respect Others/ Stay Safe.**
- The strategic planning and delivery of staff professional learning, to support all students with learning challenges; this involved professional development 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 embedding of practices for identifying the needs of students (both academically, socially, emotionally & behaviourally), and the strengthening of processes for the development of strategies to support 'at risk' students or those who need additional supports. (Tier 2 and 3).
- The continuation of the 'Positive Behaviour Passport' program in all year levels across the school; this acknowledgement of positive behaviour choices was strongly reinforced; again, the focus for these positive behaviours was made explicit through our PBL framework and a whole school focus on the explicit teaching of social and emotional expectations; Student Awards were given to students displaying these expectations.
- 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 continued utilisation of both a school-based psychologist service and an Occupational Therapist to support students, parents, guardians and staff, throughout 2022.
- The continued creation and implementation of Wellbeing Lessons for all levels, including explicit Social Emotional Learning skills, through the use of resources, such as picture story books this was further developed by the creation of social stories for each of our PBL expectations, which were explicitly discussed and taught to students across all year levels (age appropriate).

VALUE ADDED

- Interschool Swimming
- Kindergarten Conversations
- 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 (awards distributed)
- Fundraising events (i.e. National Pyjama Day)
- Raising money for Social Justice Initiatives such as Project Compassion
- Lunch Bunch Club in the Library (rostered)
- NED program (F-6)
- Sacramental / Liturgical Celebrations
- Weekly Social Emotional Learning lessons
- Engagement with external agencies to promote student wellbeing through parent education
- Professional Development opportunities
- NAIDOC Week acknowledgement and celebration

STUDENT SATISFACTION

2022 MACSSIS data indicated pleasing student satisfaction with school life and learning:

- **Rigorous Expectations:** students felt that their teachers held them to high expectations of their effort, understanding, persistence and performance; with results in Year 4 to Year 6 at or above the MACS average of 78%
- **School Engagement:** students proved to be attentive to and invested in school; with results mainly at a like level to all MACS schools, with an average of 53%
- **School Climate:** students' perceptions of the social and learning climate of the school, showed results at a like to level to all MACS schools, with an average of 61%.

- **Teacher-Student Relationships:** the strength of the social connection between teachers and students, within and beyond the school, was strong, with results being slightly above the MACS average for all schools of 73%.
- **School Belonging:** students felt they are valued members of the school community, with results above the MACS average for all schools of 71%.
- **Learning Disposition:** students' had reasonably positive mindset about themselves as learners, with results at the MACS average² for all schools of 73%.
- **Student Safety:** students' perceptions of their physical and psychological safety while at school, were on average with all MACS schools, at 58%.
- **Enabling Safety:** students' perceptions of their access to and quality of staff support in order to feel connected, safe and respected while at school, was slightly above the MACS average for all schools of 57%.
- **Student Voice:** students felt they had some opportunities to have an impact on their school, with results at the MACS average for all schools of 57%.
- **Catholic Identity:** students' perceptions about the Catholic identity of the school were at the MACS average for all schools of 63%.

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

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL:

- Year 1 95.3%
- Year 2 95.1%
- Year 3 97.0%
- Year4 95.6%
- Year 5 96.1%
- Year 6 95.4%

Overall average attendance 95.8%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	87.1%
Y02	89.3%
Y03	87.8%
Y04	92.8%
Y05	89.9%
Y06	88.8%
Overall average attendance	89.3%

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

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.

Achievements

St. Paul's Primary School is dedicated to upholding the wellbeing and security of every student in its care through the continuous development, evaluation, and enhancement of its child safety approach. We understand that establishing a child-safe setting is an evolving journey that necessitates the active engagement and collective responsibility of all members of the school community. In 2022, we continued to reinforce our child safety policies by regularly assessing and integrating new policies and procedures. We have also provided our staff and volunteers with professional boundaries training and ensured their knowledge of their duties to report any abuse allegations or disclosures.

- The creation of our child-friendly edition of our Child Safety & Wellbeing Policy, in consultation with our Student Representative Council students; this was shared with all members of the school community at assemblies and via email.
- All staff members, as well as our parent community, were kept informed regarding Ministerial Order 870 and the Child Safety Standards, the process of implementation & compliance and any changes & amendments which may have been introduced throughout the year.
- Staff, parents, guardians & carers, were updated about the changes to the Child Safe Standards, which commenced on July 1st, 2022.
- All sector (Melbourne Archdiocese Catholic Schools - MACS) and government (Department of Education & Training - DET) updates regarding Child Safety, were communicated to the school community in a timely manner, through meetings, newsletters and published resources.

- The prominent display of the school's 'Statement of Commitment to Child Safety', the 'School Vision Statement' (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.
- Positive Behaviours for Learning posters (School ALWAYS Expectations, Behaviour Purpose Statement and Behaviour Matrix) are displayed in all common areas of the school, as well as in 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 2022 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 with 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.
- 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.

- Providing educational and learning opportunities for all members of our school community through the engagement of exterior professional agencies (i.e. Wonders of Living Program – Family Enrichment sessions, Inform and Empower sessions regarding Cyber Safety).
- Ensuring both COVIDSafe 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

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

Once again, throughout 2022, 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, formation and practice.

Professional learning was sourced systemically (MACS), internally (school facilitated: Internal) and externally (external provider facilitated: External).

2022 also saw a return to the face-to-face delivery of professional growth & formation, as well as a continuation of online professional learning.

Staff engaged readily with professional growth & formation opportunities, and were particularly enthusiastic about the return to the face-to-face delivery model.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- INTERNAL:**
- 23.02: PLT - Discovery Learning
 - 01.03: Positive Behaviours for Learning Meeting (PBL Team)
 - 02.03: PLT - Religious Education
 - 15.03: Staff Meeting -Religious Education
 - 16.03: Literacy & Numeracy PLT
 - 29.03: Staff Meeting - Intervention Framework
 - 04.05: PLT - Positive Behaviours for Learning
 - 17.05: Staff Meeting - Religious Education

- 18.05: PLT - Literacy & Numeracy
- 25.05: PLT - Reports Moderation
- 31.05: Staff Meeting - Positive Behaviours for Learning
- 14.06: Staff Meeting - Intervention Framework
- 15.06 Staff Meeting – Religious Education
- 19.07: Staff Meeting - Intervention Framework Modules
- 26.07: Staff Meeting – Intervention Framework
- 02.08: Staff Meeting - Intervention Framework
- 16.08: Staff Meeting – Religious Education
- 17.08: PLT – Positive Behaviours for Learning
- 24.08: PLT - Personalised Learning Plans & Student Adjustment Plans
- 30.08: Staff Meeting – Term 4 Planning
- 31.08: PLT – Literacy & Numeracy
- 06.09: Staff Meeting – MACS School Improvement Surveys (MACSSIS)
- 07.09: PLT – Literacy & Numeracy
- 18.10: Staff Meeting – Religious Education
- 19.10: PLT – Moderation
- 25.10: Staff Meeting – Positive Behaviours for Learning (Jo Patrick, MACS)
- 08.11: Staff Meeting - Personalised Learning Plans & Student Adjustment Plans
- 09.11: PLT – Reading
- 16.11: PLT - Personalised Learning Plans & Student Adjustment Plans
- 23.11: PLT - Literacy & Numeracy
- 30.11: PLT – PLT Data Analysis & Student Data Handover
- 06.12: Staff Meeting – Student Data Handover
- 07.12: PLT - eLearning

MACS:

- 18.02: Principals Network Meeting
- 25.02: Positive Behaviours for Learning (School Closure)
- 03.03: New Arrivals Network Meeting
- 04.03: Religious Education Leaders Network Meeting
- 28.03: NCCD Forum – Principals & School Leaders
- 30.03: Principals Forum
- 29.04: ONW Principals Network Meeting

- 03.05: Positive Behaviours for Learning – Staff Meeting
- 20.05: Religious Education Leaders Network Meeting
- 01.06: Student Wellbeing Network
- 03.06: School Improvement Review Preparation - School Community & Student Wellbeing (School Closure)
- 06.06 – 07.06: ONW Principals Retreat
- 07.06: Learning Diversity Leaders Network
- 11.07: Intervention Framework (School Closure)
- 21.07: Parish Priest & Principal Forum
- 26.07: Student Wellbeing Cluster (online)02.08: School Community Safety Order Scheme – Principal Briefing
- 05.08: School Improvement Review Preparation (School Closure)
- 12.08: Positive Behaviours for Learning (Jo Patrick)
- 19.08: ONW Deputy Principals Network Meeting
- 01.09: Catholic Education Victoria Certifying Committee Meeting
- 09.09: ONW Principals Network Meeting
- 06.10: MACS Principals Forum
- 14.10: VACPSP Annual General Meeting
- 25.10: Mental Health in Primary Schools – Principals Briefing
- 28.10: ONW Principals Network Meeting
- 03.11: Principals Admin. Forum
- 08.11: School Improvement Plan Workshop
- 16.11: Student Wellbeing Network Meeting
- 18.11: ONW Principals Network Meeting
- 22.11: School Improvement Plan Workshop
- 25.11: ONW Deputy Principals Network Meeting
- 29.11: Victorian Government Capital Funding Program Information Session for Principals
- 01.12: Student Agency & Voice Workshop

EXTERNAL:

- 27.01: Level 2 First Aid (Stitches First Aid)
- 18.02: Simply Maths P.D. - Place Value
- 21.02: Essential Assessments:
- 22.02: NCCD P.D.

- 22.02: Emergency Management Training (Dynamiq)
- 02.03: Embedding Agile School Leadership: School Leaders (Dr. Simon Breakspear)
- 07.03: Team Coaching Facilitation Sessions (Katrina Bourke)
- 22.03: Team Coaching Staff Meeting (Katrina Bourke)
- 25.03: Simply Maths P.D. – Addition & Subtraction
- 28.03: The Big 6 – Literacy P.D.
- 30.03: Intervention Strategies
- 04.04-06.05: User B Training
- 05.04: Coaching Debrief (Katrina Bourke)
- 04.05: Embedding Agile School Leadership (Dr. Simon Breakspear)
- 11.05: Child Safe Standards Briefing
- 27.06: EAL – Language Across the Curriculum (Webinar)
- 02.06: Courageous Principals Webinar (Deloitte)
- 07.06: Staff Wellbeing Check-ins (Katrina Bourke)
- 09.06: ADHA & Autistic Minds Conference
- 19.07: VACPSP Council Meeting
- 20.07: Embedding Agile School Leadership (Dr. Simon Breakspear)
- 21.07: SOLD – EL P.D.
- 09.08: Coaching & Feedback (Katrina Bourke)
- 17.08: SOLD – EL P.D.
- 23.08: Coaching & Feedback (Katrina Bourke))
- 29.08: VACPSP Council Meeting
- 29.08 & 30.08: Staff Wellbeing Check-ins (Katrina Bourke)
- 14.09: SOLD EL P.D.
- 05.10: VCAA 2022 NAPLAN reporting & data Service P.D. (online)
- 11.10: Staff Wellbeing (Katrina Bourke)
- 12.10: Embedding Agile School Leadership (Dr. Simon Breakspear)
- 14.10: Team Coaching (Katrina Bourke)
- 26.10: Student Data Collection & Assessment (Elastik – Jarrod Main)
- 27.10: SOLD EL P.D.
- 03.11: SOLD EL P.D.
- 07.11: VACPSP Council Meeting

Number of teachers who participated in PL in 2022	40
Average expenditure per teacher for PL	\$594

TEACHER SATISFACTION

Teacher satisfaction has taken a steady decline over the past few years. Positivity in the working environment (MACSSIS 2022) dropped from 92% to 60% in 2022. There was however, a noticeable difference between the responses of teaching and non-teaching staff. Teaching staff were at 52% and non-teaching staff sitting at a healthy 78%. This is indicative of the teacher shortage problem many states and jurisdictions are facing where teachers are either leaving the profession or retiring earlier.

Teachers' perceptions that staff at the school have what it takes to improve instruction (MACSSIS 2022), remained slightly above the MACS average (by 1%) but we are still seeing a steady decline in this area. Again, we are seeing a large difference between our teaching and non-teaching staff. Our non-teaching are significantly more positive around our collective efficacy. A big factor for the profession is teacher workload. Only 24% of our teaching staff indicated that the workload is manageable, further hindering staff satisfaction and contributing to an overall decline in our data.

It was noted in our school review in 2022, that 'there is high-level trust between leadership and staff - Communication is clear and transparent'. Leadership and staff have historically worked together in a collegial manner, with positivity and satisfaction expressed by both groups; this was also noted by the reviewer.

The notable fatigue of staff coming out of the 'COVID years', continued to put a strain on teacher capacity, the sense of positivity in the workplace and an ever-increasing workload. Increased planning & preparation time, as well as the employment of extra support staff have gone some way to alleviating these challenges.

Whilst the data indicates some challenges moving forward, staff are generally happy & motivated, wanting to give their best in achieving the best possible;e outcomes for all our students.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	79.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	8.0%
Graduate	12.0%
Graduate Certificate	8.0%
Bachelor Degree	80.0%
Advanced Diploma	32.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	25.3
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	9.0
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

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

At St Paul's we value parents, guardians & carers as being co-educators of their children; we are committed to working in partnership with them regarding their children's learning and wellbeing.

Our Essence Statement proclaims that, '*Like Christ, we believe in valuing each individual for who they are and who they can be.*' We know that our students have enormous potential and by working together as partners, we ensure that all students are able to fully flourish.

Achievements include:

- Term 1 online Parent-Teacher Conversations, as well as in Term 3
- Year Three students' First Reconciliation Family Information Evening, held on February 22; followed by the students receiving the sacrament on March 16th
- The Sacrament of Confirmation and a Family Night for Year 6 students, with a sponsor and their guests
- Year 3 1st Communion Family Night prior to the celebration of 1st Communion on May 14th
- Parent Support Group meetings were conducted online using a combination of Google Meets and face-to-face, throughout the year
- Teachers continued to make themselves available to parents via email and/or phone
- 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 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.
- Graduation for our Year 6 students was held, with families invited to a Graduation Liturgy, ceremony and supper
- The school continued having a strong relationship with the parish through the sacramental program and school/parish events
- Establishing processes with local kindergartens to ensure a positive transition to school
- Establishing processes with local secondary schools to ensure our students had positive transitions to their secondary education settings
- Engaging with local emergency services, such as Victoria Police, to ensure our students developed positive attitudes to and became informed of community services

PARENT SATISFACTION

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

From our School Improvement Review, the parent focus group stated that a strength of the school is, that the staff know the students and their families well.

Staff are approachable and model the school vision and mission of the school in being very welcoming and inclusive.

Parents, guardians & carers are encouraged to be involved in school activities and events; with the school going to great lengths to ensure the school community is well-informed of all that is happening.

The school works in partnership with parents on student learning and wellbeing, with significant emphasis placed on the importance of the parent educator / teacher-educator partnership..

The use of the Seesaw app has seen an increase in parent engagement in student learning; teachers are able to post learning progress & work samples on the app, and parents are able to check their children's progress in real time and make comments.