



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Paul's Kealba Catholic School

230-240 Sunshine Avenue, KEALBA 3021

Principal: Denis Daly

Web: www.spkealba.catholic.edu.au

Registration: 1761, E Number: E1297

Principal's Attestation

I, Denis Daly, attest that St Paul's Kealba Catholic School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 14 May 2024

About this report

St Paul's Kealba Catholic School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system- wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

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 thirteen 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 2023 there was an enrolment of 313 students; the 2023 structure consisted of two classes (streams) at Foundation (Prep.) to Year 6 levels. Learning and Teaching programs were supported by a staff group comprised of 30 teacher staff members and 13 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.

2023 saw the St. Paul's school community returning to some semblance of normality of routines, the delivery of teaching and children's learning.

Whilst COVID remained an ever-present consideration, it was wonderful to see students, staff & families back on campus, engaged in face-to-face learning & teaching.

The changes, challenges & crises, of the COVID years, whilst still strong in our minds, were replaced with our return to a real 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 continued to have a positive & significant impact on our learning & teaching.

Having met the adversity & challenges of COVID with agility & hope, 2023 saw us return to the conventional delivery of the curriculum. Nevertheless, our engagement with a digital

learning environment throughout COVID, saw families & staff continuing to realise the value & positive impact of learning & teaching in new ways

Throughout 2023 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 the conventional delivery of the curriculum, as well as continuing to utilise new ways of learning & teaching, developed & accessed throughout the pandemic
- 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, and to plan individually focussed & strategic learning programs.
- 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; allowing them to provide strategic & individualised support to staff and students.
- 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.

The 2023 school year continued to be a year wherein our St. Paul's 'family' strengthened connections, continued to relish the known, re-engaged with the familiar & relished the newly discovered. As a learning & teaching community we continued to adapt and thrive, building on our 'new normal'; a new normal in which we discovered, developed & took on new ways of learning & teaching, in what has always been & continues to be supportive & informed school & home learning & teaching environments.

Throughout 2023 the staff of St. Paul's Primary School worked with commitment, passion and enthusiasm, as we returned to face-to-face learning & teaching; their continued support of all members of the St. Paul's Primary School community, was borne out in the calm, gentle and considerate nature of the children, as they too relished a year of face-to-face learning and continued to look out for and care for one another.

Whilst 2023 allowed the St. Paul's 'family' to acknowledge the adverse & overwhelming impact of the virus on our lives and the learning & teaching, it also afforded us the opportunity realise our strength & commitment, and to 'bounce back' after all we had encountered and overcome.

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 enthusiastically engaged in new ways of learning & teaching throughout 2023; 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.***

Denis Daly

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To empower staff and students to engage in dialogue around faith and life.

Intended Outcome:

That the mission of the Church and the school is lived out.

Achievements

Achievements in the Religious Dimension and Catholic Identity of St. Paul's Primary School continue 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.

There was a continued focus on Social Justice throughout the school year, with a concerted effort towards increasing contributions to Project Compassion, as well as 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'.

The following are some of our achievements in the Education in Faith area in 2023:

- 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, 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 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.

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 the Liturgical Year.
- Full day Professional Development led by Fr Elio Capra focusing on the use of Art in the Religious Education classroom.

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 establish a learning architecture that supports the explicit improvement agenda

Intended Outcome:

The learning architecture supports the explicit improvement agenda

Achievements

Achievements

The 2023 school year began with the usual programs, establishing classroom routines & expectations, and providing opportunities for connection with new classmates and teachers. 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. The unit assisted students in understanding themselves as a learner and in developing insights to improve how they approach their learning.

At St. Paul's, the 'Learning to Learn' units, which take place at the beginning of each term, encourage a growth mindset, emphasising that intelligence and abilities can be developed

through effort, perseverance and embracing challenges. These units have proven to shape the learning for the term for individual classes.

- Continued development of assessment tasks linked to the school's Curriculum Plan
- Introduction of the English Online Interviews (EOI) and Mathematics Online Interviews (MOI)
- Differentiation of lesson content and assessment tasks to make learning accessible for all students from Foundation to Year 6
- Embedding the evidence-based research of the Science of Reading, to refine the teaching strategies and protocols of Literacy in the Junior School
- The purchase of decodable readers as a result of evidence-based research
- Provision of whole-school professional development around reinvigorating our Faith/Life units of work
- Improved Assessment Schedule and Facilitated Planning structures to better cater for the needs of our students
- Continuation of English and Maths Intervention Programs
- Embedding of Essential Assessment online Maths program from Years 1 to 6
- Continuation of the one-to-one student Chromebook Program
- A strong focus on cyber safety and using the Chromebook as a device to develop student engagement
- Whole staff professional development based on the High Impact Teaching Strategies (HITS), to develop teacher skills and knowledge
- Embedding a whole school approach to goal setting to empower students in their learning
- All classroom teachers plan collaboratively with School Leaders and peers during Facilitated Planning
- Various forms of formal assessments are conducted throughout the year, including:

Running Records

EOI and MOI

Letter Identification

High Frequency Words

PAT Reading and PAT Maths

Essential Assessment: Online Maths Assessment Tasks

Class based assessments in the areas of Maths, Reading, Writing, Religious Education and Inquiry

Student Learning Outcomes

In 2023, NAPLAN went from being administered in May to March for the Year 3 and Year 5 students. The previous 10 NAPLAN bands of achievement and the national minimum standard (set in 2008) was replaced by the following four levels of achievement: Exceeding, Strong, Developing and Needs Additional Support. These new proficiency standards include a baseline benchmark to identify students who are likely to need additional support. ACARA designed these changes to provide parents, school leaders and teachers with a better understanding of how individual students are performing in Literacy and Numeracy. Results from 2023 onwards will not be directly compared with results from 2008 to 2022.

The following table indicates how the students in Years 3 and 5 performed in 2023 and provides an overview of student results.

Summary of Results

St Paul's continues to achieve pleasing results in NAPLAN; the majority of our students are placed in the Developing and Strong levels of achievement, with smaller percentages of students requiring additional support.

The school's response to those students requiring additional support in any areas, was met through focussed based teaching in small groups, the Tutor Learning Program and school-based intervention programs. The goal over the coming years will be to challenge the students to improve their skills in all curriculum areas.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	386	46%
	Year 5	486	69%
Numeracy	Year 3	392	61%
	Year 5	482	71%
Reading	Year 3	393	67%
	Year 5	496	80%
Spelling	Year 3	391	52%
	Year 5	480	67%
Writing	Year 3	433	93%
	Year 5	507	82%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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 2023, 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.
- 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 (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 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 a Speech Pathologist 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).

-Introduced MHiPS (Mental Health in Primary Schools) representative and training

Value Added

- 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. Socktober)
- Raising money for Social Justice Initiatives such as Project Compassion
- Lunch Bunch Club in the Library (rostered)
- 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

2023 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 77%
- **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 55%
- **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 60%.
- **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 69%.
- **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 51%.
- **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 58%.
- **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 59%.

Catholic Identity: students' perceptions about the Catholic identity of the school were at the MACS average for all schools of 64%.

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. The class teachers will mark the roll again at 2.15pm.

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	
Y01	92.9%
Y02	93.3%
Y03	92.6%
Y04	92.5%
Y05	93.3%
Y06	93.4%
Overall average attendance	93.0%

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

Throughout 2023, continued 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).

With a return to the face-to-face delivery of professional growth & formation throughout 2023, staff also continued to access online professional learning.

Staff continued to engage readily with professional growth & formation opportunities, were particularly enthusiastic about the return to the face-to-face delivery model and remained positive about the online delivery mode.

Expenditure and Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
INTERNAL - <i>SM (Staff Meeting) / PLT (Professional Learning Team Meeting):</i>	
•	14.02 SM: 1st Aid Training - Anaphylaxis
•	15.02: PLT: Religious Education
•	22.02 PLT: Nationally Consistent Collection of data (NCCD)
•	07.03 SM: Positive Behaviours for learning (PBL) / Neurodiversity
•	08.03 PLT: Science of Reading (SoR)
•	15.03 PLT: Numeracy / English As An Alternate Language (EAL)
•	28.03 SM: School Improvement
•	02.05 SM: Time In Lieu / 30:8 Time
•	03.05 PLT: High Intensity Teaching Strategies (HITS)
•	09.05 SM: PBL
•	10.05 PLT: HITS
•	17.05 PLT: Moderation
•	23.05 SM: R.E.
•	24.05 PLT: English - Science of Reading
•	30.05 SM: Mental Health in Primary Schools (MHIPS)
•	31.05 PLT: PBL
•	07.06 PLT: HITS
•	13.06 SM: Dreaming - Term Planning
•	18.07 SM: Conceptual Framework
•	26.07 PLT: Mandatory Reporting
•	01.08 SM: Conceptual Framework
•	02.08 PLT: HITS
•	08.08 SM: Mental Health in Primary Schools (MHIPS)
•	15.08 SM: Conceptual Framework
•	16.08 PLT: HITS
•	22.08 SM: MHIPS
•	23.08 PLT Neurodiversity
•	30.08 PLT: HITS
•	31.10 SM: MHIPS
•	14.11 SM: MACSSIS Data
•	15.11 PLT: Conceptual Framework
•	28.11 SM: MHIPS
•	29.11 SM: Conceptual Framework
•	15.12 SM: See Saw
MACS:	

Expenditure and Teacher Participation in Professional Learning

- MACS Principal Forums
- Principal Network Meetings
- Deputy Principal Network Meetings
- Religious Education Leader Network Meetings
- Learning Diversity Leader Network Meetings
- Student Wellbeing Leader Cluster / Network Meetings
- Numeracy Leader Network Meeting / Community of Practice
- Principals & Admin. Officers ICON Shared Services Online Information Meetings
- Regional Numeracy Workshop: ACER - PAT-Maths
- Nationally Consistent Collection of Data: Q & A Session
- OH & S Online Information Sessions
- eHR Online Information Sessions
- Victorian Association of Catholic Primary School Principals: Annual General Meeting

EXTERNAL:

- CPR & Anaphylaxis Annual Training (Stitches First Aid)
- Coaching Leaders Training Sessions (Katrina Bourke)
- Team Coaching Facilitation Sessions (Katrina Bourke)
- Student Data Collection & Assessment (Elastik - Jarrod Main)
- Supporting Neurodiverse Students (Occupational Therapist)
- Simply Maths: Addition & Subtraction P.D.
- Writers Conference
- VATI (Italian Teachers) Conference
- Art Online PD (Zart Art)
- Essential Assessment
- Pedagogy - 'Why We Do What We Do' (Deb Vietri)
- Mental Health in Primary Schools (MHIPS) Training / Teaching Gifted Primary Students
- Mary MacKillop Colloquium
- Differentiation For All Learners P.D.
- Student Data Collection & Assessment (Elastik - Jarrod Main)
- Yellow Ladybugs - 'Healthy Body Image'
- Emergency Management Training (Risk 2 Solution)
- Coaching & Feedback (Katrina Bourke)
- Neurodiversity in Children (iCAN Network)
- Decodable Readers: Systematic Synthetic Phonics P.D.
- Student Initiated Inquiry P.D. (Deb Vietri)
- Science of Reading P.D. (Decodables Australia)
- Scripture in The R.E. Lesson (Fr. Elio Capra)

Expenditure and Teacher Participation in Professional Learning	
Number of teachers who participated in PL in 2023	44
Average expenditure per teacher for PL	\$1160.00

Teacher Satisfaction

Teacher satisfaction continues to track at lower levels across most school improvement domains.

Positivity in the working environment continues to be a challenge for teachers, dropping again in 2023; non-teaching staff on the other hand remain very positive about their work. Teaching staff were at 35% and non-teaching staff sat at a healthy 91%. This continues to be indicative of the ongoing teacher-shortage problem all states and jurisdictions are facing, where teachers are leaving the profession, retiring earlier or giving serious consideration to leaving the profession in the not too distant future. Workloads & compliance expectations are putting considerable stress & strain on a considerably depleted teacher workforce.

Teachers' perceptions that staff at the school have what it takes to improve instruction (MACSSIS 2023), have remained above the MACS average (rising by 6%) indicating a positive increase in this area.

2023 again saw a significant difference between our teaching and non-teaching staff. Our non-teaching are significantly more positive around our collective efficacy, with a 16% difference in their result.

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.

Whilst there is a reasonable level of trust between leadership and staff, results declined from 2022 to 2023, falling just below the MACS average. Leadership and staff have historically worked together in a collegial manner, with positivity and satisfaction expressed by both groups. Staff indicated that they believe leadership are friendly towards them, care about them and treat them fairly.

Whilst the 'COVID years' are behind us now, there remains some strain on teacher capacity, their sense of positivity in the workplace and the challenges of an ever-increasing workload. The school has continued to increase planning & preparation time and employed extra support staff; these have gone some way to alleviating these challenges.

The data continues to indicate some challenges moving forward; nevertheless, staff are generally happy & motivated, they endeavour to do their best and work collaboratively to achieve the best possible outcomes for all our students.

Teacher Qualifications	
Doctorate	0.0%
Masters	6.9%
Graduate	10.3%
Graduate Certificate	6.9%
Bachelor Degree	55.2%
Advanced Diploma	20.7%
No Qualifications Listed	0.0%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	25.7
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	9.6
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

To empower staff and students to engage in dialogue around faith and life.

Intended Outcome:

That the mission of the Church and the school is lived out.

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 and Term 2 Parent-Teacher Learning Conversations
- Year Three students' First Reconciliation Family Information Evening, held on March 7th; 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 30th
- Whole school celebration for 'Harmony Day in March
- Introduction of Mother's Day and Father's Breakfasts'
- Grandparents and Elderly Mass and open classroom invitation

- Ss Peter and Paul Feast Day celebration in honour of the school's patron saint, St. Paul
- 'Inform and Empower' online safety presentation to families
- Christmas Carols event; inclusive of food vans, activities and singing
- 'Kaboom Sports' carnival for House Colours event
- Parent Support Group meetings 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.
- Our Vietnamese speaking Learning Support Officer worked with us to keep parents of our Vietnamese EAL (English as an Addition Language) students 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 & See Saw platforms, to communicate with parents, guardians & carers, to set up Parent-Teacher Learning Conversations (meetings) and to share information about school events.
- Foundation (Prep) Orientation sessions for children enrolled for Foundation 2024, were held throughout November and December, where students participated in five 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 celebrations throughout the Liturgical Year
- 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. Families' perceptions of how well a school matches their child's developmental needs scored a positive rating of 79% on the Family MACSSIS survey.

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.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.spkealba.catholic.edu.au