



Melbourne Archdiocese
Catholic Schools

2024

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 24 Apr 2025

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.

As one of over 300 Melbourne Archdiocese Catholic Schools (MACS), St. Paul's is proud of our Catholic traditions and heritage, and the part we play in making Christ known in our local parish & wider community, as well as being open to the enrolment of students from diverse ethnic and faith backgrounds.

St. Paul's Primary School's student cohort comprises students from a diverse range of ethnic groups and promotes acceptance, understanding 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 first educators of their children and key stakeholders in their children's education and future. An open and transparent home-school partnership is fostered and encouraged, with parent-educators and teacher-educators, working together in partnership to ensure children flourish in a learning and teaching environment built on trust and the realisation of possibilities. Strong community partnerships ensure all students are best placed 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, learn 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 twelve 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 lockable gates, as well as internal fencing and lockable 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 2024 there was an enrolment of 313 students; the 2024 grade structure consisted of two classes (streams) at Foundation (Prep.), three composite / multiage Year 1 / 2 classes and two classes at Year 3 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 Intervention 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 Religious 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 eLearning, with the students having access to 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 & teaching 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 encouraged & supported to flourish, 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 the curriculum, to ensure needs are met and then be explicit in teaching the children the next 'steps' they need to take in their learning 'journey'.

The curriculum is built around and compliant with all expectations of the current Victorian Curriculum 2.0 F-10; it is inclusive of Religious Education, English & Mathematics, and it is integrated with studies in Geography, History, Science, Civics & Citizenship, Arts & 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.

2024 saw the St. Paul's school continue to consolidate normality of school routines, as well as the delivery of teaching and children's learning. The ever-pervasive presence of COVID dimmed and it was wonderful to see students, staff & families relishing the normality of school life, fully engaged and flourishing 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, 2024 saw us consolidate 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 2024 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 continue refer to the school as a 'family'. Our St. Paul's 'family' continued to be a source of support, understanding & encouragement, as we continued to work together to deliver the curriculum, as well as continuing to utilise 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, 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 well-maintained presentation of the school, the provision of stimulating & creative learning spaces and the calm & 'busy' work conducted by teachers and students.
- the continued realisation & living out 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 this knowledge was used to develop differentiated & personalised learning plans, programs & experiences for their students.
- the Positive Behaviours for Learning Program, to support and further develop the beliefs and relationships, that drive the positive & student-centred 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, focussed & 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, where the faith & Religious Education permeate all aspects of school life.
- the support provided to teachers by the Learning and Teaching Leader and Curriculum Leaders, as they worked together to develop units of work and lessons.

- the way in which coverage of the curriculum content descriptors were mapped, ensuring that the Victorian Curriculum 2.0 was prioritised and enacted.
- the partnerships developed with social justice organisations, such as the local St. Vincent de Paul Society chapter, through the school's Minnie Vinnies Program; the program provided students with the opportunity to help & support disadvantaged members of the community, with a major focus on Catholic social teachings.

A steady drop in enrolments saw the introduction of multi-age or composite groupings at Year 1 and Year 2 levels in 2024, with three Year 1 / 2 classes. Current enrolment projections will see the introduction of composite classes in all Junior, Middle & Senior levels by 2026, with three Year 1 / 2 classes, three Year 3 / 4 classes and three Year 5 / 6 classes.

The 2024 school year continued to be a year wherein our St. Paul's 'family' strengthened connections, continued to value 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 and continues to be supportive & informed school & home learning & teaching environments.

Throughout 2024 the staff of St. Paul's Primary School worked with commitment, passion and enthusiasm, as we continued to relish & realise the immense value & importance of 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 the benefits of face-to-face learning and continued to look out for and care for one another.

2024 allowed the St. Paul's 'family' to acknowledge the adverse & overwhelming impact of the virus on our lives and the learning & teaching but it continued to afford us opportunities to build on our strengths & commitment, and to realise our capacity to 'bounce back' after all we encountered and overcame in the 'COVID years'.

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 continued to engage in new ways of learning & teaching throughout 2024; 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' as well as Catholic Care.

The following are some of our achievements in the Catholic Identity and Mission throughout 2024:

- 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.
- Create a social justice link with Catholic Care and running the 'Carry A Can' campaign to support the under privileged in the 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.
- A stronger commitment to incorporate Godly Play, Bibliodrama and the use of felt board story telling to engage students in our sacred stories / scripture.

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, story telling and the Liturgical Year
- Social Justice initiatives linking to and living out our faith and life.

Learning and Teaching

Goals & Intended Outcomes

Goals:

- To support teachers to be confident in their practice.
- To empower students in their learning.
- To establish a learning architecture that supports the explicit improvement agenda

Intended Outcomes:

- Teachers are confident in their practice
- To empower students in their learning.
- The learning architecture supports the explicit improvement agenda

Achievements

The 2024 school year began with the usual programs, establishing classroom routines & expectations, as well as 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 developing insights into how they approach their own learning.

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 effective in shaping the term for students and class groups.

Other achievements realised throughout the year are as follows:

- Continued development of assessment tasks linked to the school's curriculum plan
- MACS mandated testing of all students Foundation to Year 2: English Online Interview (EOI) and Foundation & Year 1: Mathematics Online Interview (MOI)
- Differentiation of lesson content and assessment tasks to make learning accessible and equitable for all students from Foundation to Year 6

- Embedding the evidence-based research of the Science of Reading, to refine teaching strategies and protocols for Literacy in the Junior years (P-2).
- The purchase of decodable readers as a result of evidence-based research for all Foundation students
- Provision of whole-school professional development focussed on reinvigorating Inquiry units of work
- An 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 Year One-Six
- Continuation of the one-to-one 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 High Impact Teaching Strategies (HITS) to develop teacher skills and knowledge
- Whole staff professional development based on the MACS Vision For Instruction, to develop teacher skills and knowledge around achieving excellence and equity in Catholic school
- Embedding a whole school approach to goal setting to empower students in their learning
- Classroom teachers planned collaboratively with School Leaders and peers during Facilitated Planning and level planning sessions
- Varied formal assessments were 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 Mathematics, Reading, Writing, Religious Education and Inquiry Learning

Student Learning Outcomes

In 2024, NAPLAN was administered in March for the Year 3 and Year 5 students.

NAPLAN is reported against the four levels of achievement: Exceeding, Strong, Developing and Needs Additional Support. These 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.

The following [link](#) indicates how the students in Years 3 and 5 performed in 2024 and provides an overview of student results.

St Paul's Primary School continues to gain pleasing results in NAPLAN. The majority of our students are placed at the Developing level of achievement and the Strong level of achievement, with smaller percentages of students placed at the Exceeding level of achievement or the Needing Additional Support level of achievement.

The school's response to those students Needing Additional Support in any areas was met through focussed-based teaching in small groups 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	*	*
	Year 5	489	63%
Numeracy	Year 3	*	*
	Year 5	490	70%
Reading	Year 3	*	*
	Year 5	489	81%
Spelling	Year 3	*	*
	Year 5	484	71%
Writing	Year 3	*	*
	Year 5	497	79%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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 build student engagement in learning.

Intended Outcome:

- That students are empowered in their learning.

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.

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 2024, 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 included: St Paul's Student Representative Council (SRC) with student representatives from Years 3-6, who helped promote student voice and agency in a number of ways, such as organising a Breakfast Day, assisting with Sushi Day and a School Sausage Sizzle. Students also ran two special assemblies for NAIDOC week and D Day for Daniel (Child Safety). Students organised a Christmas Card Art Competition. Buddy System, which involved Foundation, Year 1, Year 5 and Year 6 students, whilst at School.
- We are a Positive Behaviours for Learning (PBL) school where we continue to engage with MACS (Melbourne Archdiocese of Catholic Schools) and work with a Behavioural Support Consultant to provide Staff with ongoing learning and development

opportunities. We had a School closure day dedicated to Wellbeing for all staff. Two members of staff attended the PBL Conference in Cairns.

- We have a shared language of our school expectations; these are displayed in all classrooms and amongst the school community as well as specifically mentioned each week and at assembly. For example:, Be a kind and good friend. We use a token system to reward positive behaviour and we use a positive reward chart system.
- Promotion of 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).
- 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 2024
- 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 storybooks , PBL social stories for each of our expectations, which were explicitly discussed and taught to students across all year levels (age appropriate).
- We have continued with MHIPS (Mental Health in Primary Schools) representative and training through which we introduced PIVOT (evidence based student surveys from Years 3-6) where we can identify at risk students and assist them through interventions. For example: Guided Meditation
- We have introduced Kimochi Wellbeing Program P-2 where Kimochi toys are used to teach emotions and regulate feelings.

Value Added

- Continued working with Canine Comprehension for students identified through NCCD
- Kids Helpline online workshops for students in Years 5 and 6: Staying Safe Online and Bullying.

- Online eSafety sessions for parents; facilitated by Inform and Empower.
- Kindergarten Transition Conversations
- Grade 6 School Camp
- Year 5 School Camp
- Year 4 School Camp
- Year 6 Confirmation
- Year 3 Reconciliation
- Year 3 First Communion
- Year 6 Big Day Out
- Year 6 Graduation
- Prep 2025 Information sessions
- Prep 2025 Orientation Days
- Year 5 and 6 Leadership Days using UPP (Unleashing Personal Potential).
- Year 6 Transition Program: facilitated / organised by Brimbank Council (REACH)
- School assemblies (Principal Awards distributed)
- Fundraising for Social Justice Initiatives, e.g., Project Compassion
- Lunch Bunch Club
- Sacramental / Liturgical Celebrations
- Weekly SEL (Social Emotional Learning) lessons
- Garden Club: possible through donations from Brimbank Council.

Student Satisfaction

2024 MACSSIS data indicated pleasing student satisfaction with school life and learning:

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%

Enabling Safety: students' perceptions of their access to and quality of staff support in order to feel connected, safe and respected while at school, is aligned with the MACS average for all schools of 58%.

Catholic Identity: students' perceptions about the Catholic identity of the school were at the MACS average for all schools of 66%.

Student Attendance

Children must be signed in and out between 9:10 am and 3:15 pm.

Electronic attendance rolls are marked between 8:50 am and 9:10 am. Teachers 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 (See Saw). 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 then 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.

If it is known that the student will be absent from school for more than three consecutive days, classroom teachers must report an extended absence to the Principal and / or School Leaders. A written Extended Leave form must be completed by a parent, guardian or carer and provided to the school.

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 a student's frequent non-attendance.

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

Overall average student attendance rate is at 90%; this is in line with the MACS average.

Average Student Attendance Rate by Year Level	
Y01	92.8
Y02	92.2
Y03	90.6
Y04	90.2
Y05	92.2
Y06	92.1
Overall average attendance	91.7

Leadership

Goals & Intended Outcomes

Goals:

- To build teacher capabilities as educators and leaders.
- To foster and develop a Professional Learning Community (PLC) that empowers staff, enhances instructional practice and positively influences student outcomes.

Intended Outcomes:

- That teachers are reflective practitioners.
- That there is shared leadership responsibility.
- To promote shared leadership by increasing staff engagement in the school's decision-making processes.
- To ensure all staff actively participate in professional learning initiatives that have a direct and measurable impact on student achievement.

Achievements

Throughout 2024, the school maintained a strong commitment to professional learning by allocating consistent funding, dedicated time, personnel & resources. These efforts supported staff development across key areas including teaching, administration and facilities management.

The school ensured equitable access to professional learning opportunities, with a clear & strategic focus on fostering professional growth, reflective practice and continuous formation.

Professional development was delivered through a variety of platforms, including:

- System-level training via Melbourne Archdiocese Catholic Schools (MACS);
- School-facilitated programs delivered internally;
- External providers delivering specialist workshops and training

Internal Professional Learning (Staff Meetings & Professional Learning Teams):

Staff engaged in numerous professional development sessions covering a wide array of topics, including Coaching & Leadership Development, Anaphylaxis Training, Positive Behaviour for Learning (PBL), the Science of Reading, High Impact Teaching Strategies (HITS), mental health, neurodiversity, and the school's conceptual framework. The learning

was delivered across school closure days, Staff Meetings (SM) & Professional Learning Teams meetings (PLT).

System-Facilitated through MACS (Melbourne Archdiocese Catholic Schools):

- Principal and Deputy Principal Network Meetings
- Religious Education Leader Regional Meetings
- Learning Diversity Leadership Forums
- Student Wellbeing Network Meetings
- Numeracy Leader Networks
- Regional School Improvement Network Meetings
- ICON Shared Services and compliance training (OHS, eHR)
- MACSSIS: Melbourne Archdiocese Catholic Schools School Improvement Surveys
External Professional Learning

Professional learning sourced externally:

- Discovery Learning / Student Initiated Inquiry: Deb Vietri, Education Consultant
- Reports & Reporting: nForma – Clarisse Data Design
- CPR & Anaphylaxis Training: Dynamiq / R2S (Risk 2 Solution)
- Leadership and Coaching programs: Katrina Bourke, Education Consultant
- First Aid Training: Stitches First Aid
- Assessment and Data Literacy: Elastik
- Conferences on writing, Mathematics and Italian teaching: VATI / Teach Well / Ochre / Australian Decodables / SPELD (Specific Learning Difficulties)
- Programs supporting neurodiverse learners
- Mental Health and Wellbeing: Mental Health in Primary Schools / Be You: Beyond Blue / Yellow Ladybugs / PIVOT
- Department of Education & Training / Vic. Gov.: Child Link – Information Sharing / CCYP - Commission for Children & Young People
- Public Policing Unit (PPU)
- Enrolments Tracking & Growth: Enquiry Tracker
- Brimbank City Council, Education-focussed initiatives & programs
- McCrindle Education
- Dr. Simon Breakspear, Education Consultant
- Dr. Lorraine Hammond, Education Consultant
- Amy Cohen, Speech Pathologist
- Maria Sulaiman, Child Psychologist

2024 saw staff remain engaged with online learning formats; this dual-mode delivery model enabled broad participation and adaptability.

Expenditure And Teacher Participation in Professional Learning		
List Professional Learning undertaken in 2024		
TERM ONE		
·	29.01	2024 Planning Day
·	08.02	Child Link Online Briefing
·	13.032	SM: HITS – Goal Setting
·	14.02	PLT: English / Maths
·	15.02	Principal Network Meeting
·	16.02	PBL Planning Meeting (Jo Patrick, MACS)
·	19.02	Enquiry Tracker Online PD – Lesson #1
·	20.02	LDL Online Meeting
·	20.02	SM: Religious Education
·	21.02	PLT: PBL (Jo Patrick, MACS)
·	21.02	Vic. Curriculum F-10 English 2.0 Primary Q&A
·	21.02	Enquiry Tracker Online PD - Lesson #2/3
·	26.02	Enquiry Tracker Online PD - Application Module
·	27.02	SM: First Aid - CPR Training
·	28.02	PLT: English / Maths
·	29.02	Enquiry Tracker PD, CLC E. Melb.
·	29.02	Public Policing Unit PD, Caroline Springs
·	01.03	Coaching Leaders Day, Katrina Bourke
·	01.03	Deputy Principals Network Meeting
·	05.03	SM: Student Wellbeing / Mental Health in Primary Schools
·	06.03	Student Wellbeing Network Meeting
·	06.03	PLT: English / Maths

Expenditure And Teacher Participation in Professional Learning		
·	07.03	Northern Region School Improvement Network Meeting
·	12.03	SM: Term 2 Planning
·	13.03	PLT: English / Maths
·	15.03	Science of Reading PD, Australian Decodables
·	19.03	SM: eLearning PD
·	21.03	Vic. Curriculum 2.0 – English: Online Q. & A.
·	22.03	MACS Corporate Credit Card Training (Online)
TERM TWO		
·	15.04	CECV Digital Re-imagination: Principal Virtual Workshop
·	16.04	SM: Positive Behaviours for Learning / EBA – Time in Lieu
·	17.04	Reports: nReports Set Up with nForma, Clarisse Data Design
·	17.04	PLT: Student Achievement Reports
·	18.04	Catholic Education Victoria Certifying Committee Meeting 1, Regional & Diocesan Principal Reps.
·	23.04	SM: Coaching, Katrina Bourke
·	24.04	PLT: Discovery Learning P-2; Wellbeing 3-6
·	30.04	SM: Report Writing
·	01.05	PLT: Positive Behaviours for Learning, Jo Patrick MACS
·	06.05	Child Link Online Briefing
·	07.05	SM: EAL / New Arrivals, Jane Banks MACS
·	08.05	Principals Forum, CLC E. Melbourne
·	08.05	PLT: Reports – Moderation
·	09.05	Principals Network Meeting

Expenditure And Teacher Participation in Professional Learning		
·	10.05	Regional Maths Leaders Network Meeting
·	14.05	Annual Report Webinar, MACS
·	14.05	SM: Coaching, Katrina Bourke
·	15.05	MACS Employee Relations: Regional Virtual Drop in for Principals
·	15.05	PLT: High Impact Teaching Strategies
·	16.05	Building Thriving School Communities: McCrindle Education Insights Webinar
·	17.05	Coaching Leaders Day, Katrina Bourke
·	20.05	School Closure: Discovery Learning & Student Initiated Inquiry, Deb Vietri & Vanessa Willis
·	21.05	SM: School Improvement Sphere Teams – SIR Rubric Progress Check
·	22.05	PLT: Speech & Language Acquisition, Amy Cohen, Speech Pathologist
·	22.05	Webinar: The Power of a Core Set of Teaching Techniques, Dr. Simon Breakspear
·	23.05	Northern Region School Improvement Network Meeting
·	28.05	SM: Emergency Management Training
·	29.05	PLT: High Impact Teaching Strategies
·	31.05	Deputy Principals Network Meeting
·	04.06	SM: Term 3 Planning
·	05.06	PLT: High impact Wellbeing Strategies
·	06.06	Principal Network Meeting
·	06.06	Child Link & Information Sharing Reforms, Webinar
·	07.06	School Closure: Coaching, Katrina Bourke
·	11.06	Introduction to The Science of Reading, Dr. Lorraine Hammond
·	11.06	SM: Religious Education

Expenditure And Teacher Participation in Professional Learning		
·	12.06	PLT: MACS 2030 Strategic Plan & Vision for Instruction, Linda Tarraran, SML (MACS)
·	13.06	Brimbank Council Grants Writing Workshop & Drop-in
·	14.06	PBL Training – MACS, Uni. Hill Conference Centre, Bundoora
·	17.06	High Probability Practices for Maximizing Student Success with Behaviour in Schools, MACS, Uni. Hill Conference Centre, Bundoora
·	18.06-20.06	Positive Behaviours for Learning Conference, Cairns
·	18.06	SM: eLearning
·	20.06	Teaching for Impact in Mathematics Series (TIMS), CLC E. Melbourne
·	20.06	Catholic Education Victoria Certifying Committee Meeting 2, Regional & Diocesan Principal Reps.
TERM THREE		
·	16.07	SM: Parent Volunteers and Grandparents Day
·	17.07	NCCD Q & A with Andrea McKay, MACS / NCCD Team
·	17.07	PLT: High Impact Teaching Strategies
·	23.07	SM: Mandatory Reporting
·	24.07	PLT: Vision for Instruction – Implications of Data for Teaching Writing? Our Challenges?
·	30.07	SM: Discovery Learning P-2; Student Initiated Inquiry 3-6
·	31.07	PLT: Coaching
·	02.08	School Closure: Student Wellbeing
·	05.08	Discovery Learning Cluster, St. Michael's P.S., North Melbourne
·	06.08	SM: Autism Spectrum Disorder, Susan Ongarato MACS
·	07.08	PLT: Vision for Instruction – Rosenshine's Principles of Instruction

Expenditure And Teacher Participation in Professional Learning		
·	13.08	SM: Positive Behaviours for Learning, Jo Patrick MACS
·	14.08	PLT: Vision for Instruction – Maths: Ochre Resources
·	16.08	Deputy Principals & Principals Network Meeting
·	20.08	SM: Coaching
·	21.08	PLT: Data Entry
·	22.08	Northern Region School Improvement Network Meeting
·	27.08	Northern Region Transition to Foundation & Primary to Secondary, Online
·	27.08	F-10 Vic. Curriculum 2.0 Updates, Online
·	27.08	SM: Discovery Learning
·	28.08	PLT: Coaching
·	29.08	F-10 Vic. Curriculum 2.0 Updates, Online
·	29.08	Student Wellbeing Leaders Conference
·	02.09	Northern Region 'Fanning the Flames PD'
·	03.09	SM: Science of Reading / Coaching, Katrina Bourke
·	04.09	PLT: Feedback - Daily Review in Maths & Dreaming for Term 4
·	05.09	Principals Network Meeting
·	06.09	Northern Region Mathematics Leaders (Primary) Network Day
·	10.09	SM: Coaching
·	11.09	PAT R / PAT M PD, Webinar
·	11.09	PLT: MACSSIS Data Review
·	12.09	EA Conference
·	12.09	Introduction to The Reportable Conduct Scheme, Webinar
·	12.09	Literacy Leader Briefing, Online
·	16.09	'Make, Know, Do, Act' PD, Deb Vietri

Expenditure And Teacher Participation in Professional Learning	
·	18.09 Catholic Education Victoria Certifying Committee Meeting 3, Regional & Diocesan Principal Reps.
TERM FOUR	
·	09.10 PLT: Coaching – Goal Setting
·	15.10 SM: P-2 Discovery Learning: Learning Intentions and Provocations, 3-6 Student Initiated Inquiry: Investigations
·	16.10 Northern Region School Improvement Network Meeting
·	21.10 Coaching Leaders Day, Katrina Bourke
·	22.10 SM: 'Be You' - Staff Wellbeing
·	23.10 Principal Forum 2, CLC E. Melbourne
·	23.10 PLT: P-2 Science of Reading, 3-6 PIVOT Data
·	24.10 Principals Network Meeting
·	25.10 Religious Education Leaders Network Meeting
·	29.10 SM: Coaching, Vic. Curriculum 2.0 and Reporting
·	30.10 Student Wellbeing - Supporting young People to Recover and Thrive
·	30.10 PLT: Report Writing and Moderation
·	31.10 SPELD: Literacy in Mathematics PD
·	01.11 School Closure: Coaching, Katrina Bourke
·	11.11/12.11 MACS Primary Literacy Leaders Network Masterclass
·	12.11 SM: PIVOT Data
·	13.11 Student Wellbeing Leaders Network Meeting
·	13.11 PLT: Positive Behaviours for Learning, Jo Patrick MACS
·	14.11 Principals Network Meeting

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> 14.11 Ochre Curriculum Project 15.11 Northern Region Mathematics Leaders' Network 19.11 SM: Coaching / High Impact Teaching Strategies 20.11 PLT: Vision for Instruction & Daily Review 26.11 2025 Annual Action Plan Planning - Northern Region 26.11 SM: Planning - Term 1 2025 and Concept Mapping 27.11 Catholic Education Victoria Certifying Committee Meeting 4, Regional & Diocesan Principal Reps. 27.11 PLT: Learning Diversity - Personalised Learning Plans 	
Number of teachers who participated in PL in 2024	44
Average expenditure per teacher for PL	\$1127.00

Teacher Satisfaction

With ongoing personnel, time & financial investment in staff development, teacher satisfaction in 2024 saw improvements in many areas but continued to face some challenges:

- teaching staff indicated that their workload is becoming more manageable, with the school rating equal to the MACS average..
- Notably, staff confidence in their ability to improve instruction rose by 11%, surpassing the MACS average; a promising indicator of growing professional efficacy and confidence.
- The majority of staff would like to see a strategic focus on the provision of timely and effective feedback, along with the acknowledgment of staff achievements; this will be a strategic focus for the 2025 school year
- There was a decline in perceived trust between staff and leadership, falling below the MACS average.
- Positively, staff noted that School Leaders remained approachable, caring and fair, indicating continued collegial relationships.
- In response, the school has increased planning and preparation time and invested in additional support staff; there has also been a budget & process commitment to the exploration of and setup of effective & timely feedback for all staff.

While challenges persist, the majority of staff remain motivated and committed to delivering high-quality, student-focussed education, in a safe and happy learning & teaching environment.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	3
Graduate Certificate	2
Bachelor Degree	18
Advanced Diploma	6
No Qualifications Listed	3

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	35
Teaching Staff (FTE)	28.56
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	8.92
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals:

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

Intended Outcomes:

- That the mission of the Church and the school is lived out.
- That students are empowered in their learning

Achievements

At St Paul's Primary School parents, guardians & carers are valued as being co-educators of their children; the school is committed to working in partnership with them regarding their children's learning, safety 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 with parents, guardians and carers as partners, we ensure that all students are able to fully flourish.

Achievements throughout 2024 included:

- Term 1 and Term 2 Parent-Teacher Learning Conversations
- Year Three students First Reconciliation Family Information Evening, held on February 27th; followed by the students receiving the sacrament on March 7th
- 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 21st
- Whole school celebration of 'Harmony Day in March
- Mothers Day and Fathers Day Breakfasts
- Grandparents and Elderly Citizens Mass and Open Classroom invitation
- St. Paul's Feast Day celebration in honour of the school's patron

- 'Inform and Empower' online safety presentations to families
- Christmas Carnival & Carols event; inclusive of food vans, activities and carols
- 'Kaboom Tabloid Sports Carnival for House Colours
- Parent Support Group meetings conducted online using a combination of Google Meets and face-to-face meetings
- Teachers continued to make themselves available to parents via email, phone and / or face-to-face
- The fortnightly eNews, 'Keeping Our Connections', newsletter 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 & 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 2025, 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 Year 6 students had positive transitions to their secondary education settings
- Engaging with local emergency services, such as the Victoria Police Public Policing Unit, to ensure our students developed positive attitudes to and became informed about community services

Parent Satisfaction

The St. Paul Primary School 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 in being very welcoming and inclusive.

Parents, guardians and 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, guardians and carers on student learning, safety 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 and work samples on the app; and, parents are able to check their children's progress in real time, as well as post 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