



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 13 Mar 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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 50-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 2025 there was an enrolment of 285 students; the 2025 grade structure consisted of two classes (streams) at Foundation (Prep.), three composite / multiage Year 1 / 2 classes, three composite / multiage Year 3 / 4 classes and two classes at Year 5 and 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 a STEM Leader

St. Paul's Primary School - a small school with a big heart, 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 STEM, 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.

Throughout 2025 the school continued to focus on & develop its strengths through in line with recently launched MACS position statements *Vision for Instruction* and *Vision for Engagement*:

- 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.
- exploring high quality curriculum units from OCHRE Education.
- 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 3 and Year 4 levels with three classes at that level. Current enrolment projections will see the introduction of composite classes in all Junior, Middle & Senior levels in 2026, with three Year 1 / 2 classes, three Year 3 / 4 classes and three Year 5 / 6 classes.

The 2025 school year continued to be a year wherein our St. Paul's community strengthened connections, continued to value the known, re-engaged with the familiar & relished the newly discovered. Throughout 2025 the staff of St. Paul's Primary School worked with commitment, passion and enthusiasm. 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 2025; 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.

Patrick Pantalone

Acting 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

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.

The following are some of our achievements in the Education in Faith area in 2025:

- Forging stronger links with the local St. Vincent de Paul chapter, with a very successful Christmas Appeal with an overwhelming response from our school community with each class assigned an area: toys, Christmas items and food.
- Children volunteered 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.

- School Assemblies each week start a prayer focus for the school community to witness and join in. Some year levels have Religion as their main focus for assembly, for example Praying the Rosary.
- 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. Some students in Year 6 chose Prayer and Mary as their Passion Projects.
- A stronger commitment to incorporate Godly Play, Bibliodrama and the use of felt board story telling to engage students in our sacred stories.
- Continued rostered weekly masses for each Year Level where students joined local parishioners.

Value Added

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 and story telling.
- Social Justice initiatives linking to and living our faith and life.
- MACSIS Data saw Catholic Identity in Student Survey increase from 64% (2022) to 70% (2025). Catholic Identity in Staff Survey increases from 70% (2022) to 80% (2025) which passed our actual target of 72%.

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

Achievements

The academic school year commenced with three days of Literacy testing to establish the learning needs of the students. The testing provided teachers with valuable information about how to best support all of our students in the area of Literacy.

The 2025 school year began with the usual programs, establishing classroom routines & expectations, as well as providing opportunities for connection with new classmates and teachers. We began the year with a school wide Learning To Learn unit. The unit assisted students in understanding themselves as a learner and to develop insights to improve how they approach their own 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 term for individual classes.

The highlights of 2025 included-

- Continued development of assessment tasks linked to the school's curriculum plan
- MACS mandated testing of all students 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 - 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 for all Foundation students
- Provision of whole school professional development around developing the skills of teachers in their Catholic Mission and Identity
- Provision of whole school professional development around Coaching and Feedback
- 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 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
- Whole staff professional development based on Full Participation and Opportunities to Respond, to more effectively engage students in their learning
- Whole staff professional development on Team Teach to assist staff in managing student behaviour, support staff safety and to build and maintain a positive school culture
- School leaders attended the Flourishing Learners Conference which provided an opportunity to deepen understandings of how to create learning environments where every student can thrive
- School leaders attended a Respectful Relationships professional development opportunity to work towards developing a school based Respectful Relationships program to be embedded in 2026

- Whole staff professional development based on the MACS Vision For Instruction and MACS Vision for Engagement to develop teacher skills and knowledge around achieving excellence and equity in Catholic school
- Staff and students engaged in planned activities to celebrate important events such as Book Week, NAIDOC Week, Harmony Day, Daniel Morcombe Day
- 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 and level planning
- Various forms of formal assessments were conducted throughout the year, including
 - Running Records
 - MOI
 - Letter/ sound Identification
 - Year 1 Phonics Check
 - High Frequency Words
 - PAT Reading (adaptive) 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 2025, 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 2025 and provides an overview of student results.

SUMMARY OF RESULTS

St Paul's continues to gain pleasing results in NAPLAN. The majority of our students are placed in the Developing and Strong levels of achievement, however, even more pleasing, are the results in the area of Reading in Year 3 and Year 5, where the majority of our students are placed in the Strong and Exceeding levels of achievement. St. Paul's can boast that in 2025 there were no students placed in the Needs Additional Support category in the areas of Year 3 Numeracy and Year 3 Writing.

The school's response to those students requiring additional support in any areas was met through focussed based teaching in small groups, school based intervention programs and LSO support.

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					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	449	71%	*	*
	Year 5	494	62%	492	63%
Numeracy	Year 3	430	79%	*	*
	Year 5	486	64%	488	67%
Reading	Year 3	419	83%	*	*
	Year 5	491	79%	490	80%
Spelling	Year 3	399	67%	*	*
	Year 5	481	62%	483	67%
Writing	Year 3	432	92%	434	92%
	Year 5	495	81%	496	80%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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

Achievements

At St. Paul's Primary School, the wellbeing of our students and broader community is our foundational priority and most significant achievement. We recognize that a strong sense of wellbeing drives student engagement, emotional resilience, and academic success. It is essential for helping young people lead meaningful, spiritually enriched lives and contribute positively to society.

Throughout 2025, our team worked diligently to foster a supportive environment that empowers students across all areas of their development. Throughout 2025, 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 Pyjama Day and a Christmas Card Art Competition. Buddy System, which involved Foundation, Year 1, Year 5 and Year 6 students, whilst at School. SRC also ran school tours in conjunction with the Principal and welcomed Hon Natalie Suleyman MP to the opening of our remediation works.

- 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 support. (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 2025
- 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

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.
- Brimbank Council Youth Services conducted Living Ripples Resilience Surveys Years 3-6.
- PLAY Leaders Program for selected students in Years 5/6 to become Leaders and co-ordinate PLAY activities during lunch/recess for younger students.
- Brimbank Council Youth Services organised Reach Out to deliver a Transition to Year 7 workshop for our Year 6 students.
- Kindergarten Transition Conversations
- Grade 6 School Camp
- Year 5 School Camp
- Year 3 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

Student Satisfaction

2025 MACSSIS data indicated pleasing student satisfaction with school life and learning:

Overall school positive endorsement is 66% which is above MACS average of 63%.

School Engagement: students proved to be attentive to and invested in school; with results increased from 60% in 2023 to 70% in 2025

Enabling Safety: students; perceptions of their access to and quality of staff support in order to feel connected, safe and respected while at school. Student Safety has increased from 61% to 75% in 2025.

Student Voice: the extent to which students feel they have opportunities to have an impact on their school, is above MACS average(57%) at 62%

Catholic Identity: students' perceptions about the Catholic identity of the school were above the MACS average (65%) at 71%.

Student Attendance

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 our average student attendance rate was 92.6 which was an increase from the previous year.

Average Student Attendance Rate by Year Level:

Prep: 92.4%

Y01: 92.9%

Y02: 94.6%

Y03: 92.6%

Y04: 93.1%

Y05: 91.1%

Y06: 92.6%

Overall average attendance

92.6

Average Student Attendance Rate by Year Level	
Y01	92.8
Y02	92.23
Y03	90.63
Y04	90.18
Y05	92.21
Y06	92.11
Overall average attendance	91.69

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 2025, 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
- Emergency Management Training 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

2025 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 2025
TERM ONE
29/1 Level 1 First Aid Training
11/1 Staff Meeting: MACS Code of Conduct
17/2 Enquiry Tracker PD
18/2 Staff Meeting: High Impact Teaching Strategies (HITS)
19/2 PLT: PBL with Jo Patrick (MACS)
20/2 OCHRE Curriculum Project
25/2 Staff Meeting: Emergency Management Training
26/2 PLT Wellbeing and PIVOT
26/2 Northern Region School Improvement Network
28/2 Deputy Principal Network
4/3 Staff Meeting: Vision for Instruction
4/3 Mental First Aid PD
5/3 PLT Literacy & Numeracy
11/3 Mental First Aid PD
12/3 PLT Religion: Year of Jubilee
13/3 Ochre Curriculum Project
14/3 Principal Network Meeting
15/3 Staff Meeting Dream and Concept Mapping
20/3 Simply Maths PD
25/3 Staff Meeting Victorian Curriculum 2.0 and OCHRE
26/3 PLT Coaching
28/3 Science of Reading PD

Expenditure And Teacher Participation in Professional Learning

1/4 Staff Meeting Literacy & Numeracy

TERM TWO

22/4 Staff Meeting Reporting Guidelines

22/4 PLT Student Adjustment Plans and Personalised Learning Plan

29/4 DATA with MACS consultant

30/4 PLT Literacy & Numeracy

6/5 Staff Meeting Data Analysis

7/5 PLT Goal Setting

12/5 School Closure Day Feedback with Katrina Bourke

13/5 Staff Meeting Respect at work

14/5 PLT Literacy & Numeracy

15/5 Simply Maths PD

16/5 Western Region School Improvement Network

19/5 Discovery Learning Cluster

20/5 Mentoring with Graduates PD MACS & VIT Day 1

20/5 Staff Meeting STEAM

21/5 PLTPIVOT & Religion - Godly Play

27/5 Mentoring with Graduates PD MACS & VIT Day 2

28/5 PLT Literacy/Numeracy

2/6 Deputy Principal Network

3/6 Staff Meeting: Staff Mental Health & Wellbeing with school psychologist

4/6 Religion Network

Expenditure And Teacher Participation in Professional Learning

4/6 PLT Data and Internal Referrals

10/6 Exploring Explicit Instruction in Mathematics PD Day 1

10/6 Staff Meeting Religion

11/6 PLT Literacy/Numeracy

13/6 Principal Network

20/6 PE Teachers Conference

24/6 PBL Data and Assessment Books

26/6 Emotional Regulation Workshop

27/6 School Closure Day - Team Teach

TERM THREE

21/7 School Closure Day - Outer North West Zone RE Professional Learning Day

23/7 PLT: Goal Setting and High Impact Teaching Strategies (HITS)

29/7 Staff Meeting Vision for Engagement

30/7 PLT Literacy & Maths

31/7 Wellbeing in the workplace workshop

5/8 Staff Meeting Child Safety Standards

6/8 Science of Reading Decodable Australia PD

7/8 Western Region School Improvement Network PD

11/8 Learning Diversity Leader Network meeting

12/8 MACS Code of Conduct

13/8 PLT Literacy & Maths

14/8 Wellbeing in the Workplace PD Session 1

15/8 Respectful Relationships Catholic Schools 2025 Induction Day

Expenditure And Teacher Participation in Professional Learning

20/8 PLT PIVOT & Discovery Learning

21/8 Wellbeing in the Workplace PD Session 2

26/8 Staff Meeting Mandatory Reporting

27/7 PLT Literacy and Maths

2/9 AFL Schools - Practical Workshop

3/9 WIAT-III Refresher Session 1

9/9 MACS Flourishing Learners Conference

10/9 MACS Walk Thrus PD

TERM FOUR

10/10 Student Engagement Action PD

14/10 Staff Meeting Religion

14/10 Tier 2 PBL PD

15/10 PLT Literacy

16/10 New EAL Curriculum 2.0 webinar

21/10 Staff Meeting Respectful Relationships

22/10 PLT Walktrus

27/10 & 28/10 Respectful Relationships PD

28/10 Staff Meeting MACSSIS Data

29/10 Western Region Primary Religious Education Leaders Network

30/10 Learning Diversity Network

5/11 Exploring Explicit Instruction in Mathematics

7/11 Literacy Leaders Network Day with Principals

10/11 ACER PAT WEbiner

Expenditure And Teacher Participation in Professional Learning	
11/11 Staff Meeting Team Teach	
12/11 PLT Walktrus	
13/11 & 14/11 Principal Network Meeting	
18/11 Staff Meeting: Data with PAT Testing from Acer	
19/11 PLT Vision for Engagement	
20/11 Western Region School Improvement Network	
25/11 Staff Meeting: Data with PAT Testing from Acer	
26/11 PLT DIBELS	
Number of teachers who participated in PL in 2025	41
Average expenditure per teacher for PL	\$1003.00

Teacher Satisfaction

With ongoing personnel, time & financial investment in staff development, teacher satisfaction in 2025 saw vast improvements in many areas above and beyond the MACS average:

- Staff indicated that positive attitudes of colleagues greatly improved in 2025, a stark difference to 2024 and now sits 12% above the MACS average.
- Staff show that 2025 has had an orderly feel to the working environment rising 23% compared to 2024 and is now 18% above the MACS average.
- The majority of staff acknowledge the positive tone set by school leaders with a score 92%, 20% above the MACS average.
- Perceptions of the quality and coherence of professional learning opportunities sits at 74% for the 2025 school year.
- Another big positive to take is that staff feel comfortable to speak up about what's on their minds with a rating of 81%, 23% above the MACS average.

While some 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 where they valued and heard.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	3
Graduate Certificate	1
Bachelor Degree	19
Advanced Diploma	7
No Qualifications Listed	1

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	26.56
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	8.29
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 2025 included:

- Term 1 and Term 2 Parent-Teacher Learning Conversations
- Year Three students First Reconciliation Family Information Evening, followed by the students receiving the sacrament
- The Sacrament of Confirmation and a Family Night for Year 6 students, with a sponsor and their guests
- Year 3 First Communion Family Night prior to the celebration of First Communion
- 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
- 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 2026, 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 awards presentation.
- 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 and Fire Rescue Victoria, to ensure our students developed positive attitudes to and became informed about community services.
- Parents and Friends Group meetings and fundraising events
- School Advisory Council meetings

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 74% 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.

We have a viable Parents and Friends Group who work together to raise extra funds for our school and a robust School Advisory Council to ask questions and support the work of the school.

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