



ANNUAL REPORT TO THE SCHOOL COMMUNITY

2017

REGISTERED SCHOOL NUMBER: 2096



**St Paul the Apostle
Catholic Primary School Doreen**

Contents

Contact Details.....	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report	6
Parish Priest's Report	7
Education in Faith.....	8
Learning & Teaching	11
Student Wellbeing.....	14
Child Safe Standards	17
Leadership & Management.....	19
School Community	22
Future Directions.....	26
VRQA Compliance Data	27



Contact Details

ADDRESS	80 Bassetts Road Doreen VIC 3754
PRINCIPAL	Mr Philip Doherty
PARISH PRIEST	Fr Martin Ashe
SCHOOL BOARD CHAIR	Mr Phil Devlin
TELEPHONE	(03) 9216 2000
EMAIL	principal@spadoreen.catholic.edu.au
WEBSITE	www.spadoreen.catholic.edu.au
ABN	86763916066
E NUMBER	E1401
FEDERAL DET NUMBER	2096

Minimum Standards Attestation

I, Philip Doherty attest that St Paul the Apostle Catholic Primary School Doreen is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

29 May 2018

Our School Vision

We Dream of a School.....

We Dream of a School that meets the needs of the children of the 21st century

that builds their capacity to think; to be both independent & collaborative; encourages creativity and innovation and gives them the opportunities that will allow them to fly.

We Dream of a School that teaches to the specific needs of its children

that has high expectations and clear expectations; gathers information from reliable data and is true to the children in our care.

We Dream of a School that values the wellbeing of the children

that supports children to live in their world, not hide away from it; is a safe place for children to be; builds resilience, empowerment and confidence and develops articulate children who can use their voice to build a better world.

We Dream of a School that is a learning community

that works in partnership with families; that shares the vision for success of its children and speaks the same language for education.

We Dream of a School that is fluid and cohesive

teachers and staff who have a vision for learning opportunities; who share common goals; who model lifelong learning and who build relationship within our community.

We Dream of a School based on the values of our faith

that is welcoming; where all can belong and acknowledges our call to the service of others.

We Dream of a School where one day parents will say, “they know my child.”

At St Paul the Apostle Catholic Primary School we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel. (CECV Commitment Statement to Child Safety).

School Overview

In 2015, St Paul the Apostle Catholic Primary School opened its doors to the community of Doreen, an outer suburb in the rapidly expanding northern growth corridor of Melbourne.

As a semi-rural town in its early years, Doreen has enjoyed a rich and colourful history and in recent times along with our neighbouring suburb of Mernda, has undergone a dramatic population boom, bringing with it significant change in demographics, urban development and infrastructure.

Set on approximately 13 hectares of previously pastoral land, stage one of our building consisted of an administration block and a learning building, designed to accommodate eight learning spaces with a capacity of 200 children. The welcome court area, connecting the two buildings, was specifically designed to create a gathering space to enhance the emerging school community culture, as well as providing outdoor recreational spaces and learning opportunities.

Since our inception, and through our professional partnership with Dr Ron Ritchhart, Principal Researcher – Project Zero, Harvard Graduate School of Education USA, we have been committed to embedding a Culture of Thinking within a multi-age setting here at SPA Doreen to help children to deepen their understanding and to create life-long learners.

In 2017, we commenced our third year and coinciding with our emerging reputation within our local and wider community, our enrolments continued to grow in line with our projected figures from Catholic Education Melbourne. Our 2017 February Census recorded an enrolment 182 full time students from 139 families, 181 fulltime enrolments by August Census 2017 from 138 families and concluded the year with 185 students from 140 families. Our 23 full and part time staff, comprised of experienced teachers, graduate teachers, learning support officers, school counsellor/chaplain, school psychologist and administration staff.

To nurture our sense of team-work and our belief that we have a shared responsibility to educate all children, our children were organised once again across four Year levels; 3 x Prep (Foundation) classes, 3 x Junior Level classes (Year One/Two), 2 x Middle Level classes (Year Three/Four) and 1 x Senior Level class (Year Five/Six). This comprised: Prep – 59 students, Year One – 40 students, Year Two – 29 students, Year Three – 17 students, Year Four – 16 students, Year Five – 12 students and Year Six – 9 students

As a school in our third year, we continued to attract enrolments from our local parish catchment boundary of which 82% of the students enrolled in Year Prep(Foundation) were baptised Catholics, however this percentage of Catholics will increase with demands for places at St Paul the Apostle School projected to increase significantly in future years. Baptised Catholic students have priority of enrolment into our Catholic school community but we welcomed families from other Christian and non-Christian backgrounds (dependent on enrolment capacity).

Our school population included 37% of families who had at least one parent born overseas with a Language Background Other Than English (LBOTE) and 7% of our families who were recipients of the Camps Sports Excursion Fund (CSEF).

In this rapidly developing outer suburb of Melbourne, our young families have sought the opportunity to make connections within their local community and have quickly established positive relationships with the families and staff of St Paul the Apostle School. In this isolation, the tyranny of distance (especially for working parents) and the lack of urban infrastructure, parents, families, (including grandparents), have been determined to contribute to building the culture of our school and have been visible in their involvement throughout 2017.

Our Before and After School Care Program (Camp Australia), School Counsellor, our School Psychologist in 2017, our parish sacramental programs and our school, parish and local community events and special gatherings have provided support for families and an opportunity to engage and contribute.

Through the efforts of our SPARKLE Parents team (School Partnerships Actively Re-imagining Kids Learning Experiences) our parents and families played an integral role in creating additional recreation spaces including our gardens, play areas, connecting paths and the extension of our garden beds used in our “Kitchen to Garden” program.

We relocated our much-loved sandpit to make space for our SPA cubby houses, and the installation of our half basketball court made possible through the efforts and fundraising of our SPARKLE team and school community. In supporting our SunSmart policies and practices, our SPARKLE Parents Team also funded the erection of our sunshade structure over the existing adventure playground and also created passive play areas with the addition of turf and irrigation.

Our SPARKLE Parents team continued to support us in building a welcoming and inclusive community through their social endeavours (including our inaugural School Trivia Night, our School Feast Day Celebration incorporating our “Lillies for Hope” Walkathon to raise funds for research into Childhood Cancer) and by supporting our school gatherings and celebrations.

With a view to the provision of state of the art facilities we set about planning for our Stage Two Building project and were successful in acquiring funding to commence building a Middle School Learning Building and a large outdoor recreation learning space for 2018/19

Principal's Report



In 2017, celebrating our third year as a vibrant and contemporary learning community, we continued to create a culture that was warm, welcoming and inclusive and provided families with opportunities to connect and engage within our community.

In the footsteps of St Paul the Apostle, we continued to be witnesses to the teachings of Jesus Christ, engaging with our local and wider community. As an inclusive school community, we worked in a spirit of partnership and cooperation within our parish community, with Fr Martin Ashe our Parish Priest, Fr Joseph our assistant Priest, Sr Anne Hill our Parish Pastoral Associate, our Parish Leadership Team, parish groups and with our two sister schools, St Joseph's Primary School Mernda and St Mary's Primary School Whittlesea.

We provided a curriculum that was rich, relevant and rigorous, within a stimulating learning environment. We were uncompromising in our determination to embed a Culture of Thinking in a multi-age setting and strengthened our professional learning relationship with Dr Ron Ritchhart, Principal Researcher – Project Zero, Harvard Graduate School of Education.

Dr Ritchhart spent several days working with our staff and children in 2017, and was the key presenter at a two day workshop, "Exploring a Culture of Thinking" here at St Paul the Apostle School for leaders in our Catholic Schools. We were explicit in making our thinking visible where our children were taught how to think, not what to think and enhanced our resources and the technologies to enhance learning in our flexible learning spaces.

Our staff continued in their commitment to shaping the rich learning culture here at SPA Doreen and continued to view themselves as life-long learners. We created a culture which focused on building resilience and nurturing the children's self-esteem, building their confidence and enabling them to take risks in their learning.

The children and staff have continued to develop a shared understanding and used a similar language allowing them to articulate their new insights gained about their learning and to pursue further learning that inspired them. The children developed their dispositions as responsible learners, collaborative learners and inquiry learners and with their growing confidence, took risks with their learning, collaborating with others and setting high standards for themselves.

Our children have developed the skills, confidence and freedom to articulate their thoughts about their thinking and learning when speaking to each other, our staff, parents and visitors to our school. It was evident that they were in fact "Walking the Talk!"

As our reputation has spread as a Cultures of Thinking school, we welcomed visits from a wide number of schools, both primary and secondary from the Government, Catholic and Independent sectors, educational systems including the Catholic Education Melbourne, visits from Universities and film crews.

Our SPARKLE team (School Partnerships Actively Re-imagining Kids Learning Experiences) enabled parents to have a visible presence and a clear voice in their child's educational journey here at St Paul the Apostle School. Throughout 2017, the SPARKLE team set about designing different learning experiences for our children, while providing much needed resources and creating an essential partnership between the home and school which have been outlined in our School Community section.

Parish Priest's Report



It was incumbent on us to create and build up a school community whose way of life is influenced by the values of the Gospel and to take every opportunity to be explicit in regard to the importance of the Christian story and the traditions and customs of our Catholic community.

Doreen with its many new housing developments is an environment where new families have come to find a new life for themselves and their children. Therefore the establishment of St Paul the Apostle Catholic School in 2017, created a wonderful opportunity for families to become part of a new community, where children and their families found friendship and support in this new environment.

In 2017, after months of consultation within our school and parish communities, we were delighted to finally name our recently formed parish, "Christ the Light" incorporating, Mernda, Kinglake, Whittlesea and Doreen during our Feast Day Mass and celebrations held on the site of St Paul the Apostle School.

We have ensured that as a newer school, St Paul the Apostle Catholic School is very much part of the overall parish community through various forms of communication and through parish, school and community celebrations and events. The whole sense of collaboration and partnership between family, school and parish has been most important for all concerned.

It is also within this environment that our children are initiated fully into our Catholic community through the sacraments of Eucharist and Confirmation. In a true sense of partnership, our Parish-Schools Sacramental Team worked together and coordinated the celebration of the sacraments of Reconciliation in Year Three, Eucharist in Year Four and Confirmation in Year Six in 2017, involving children from our three parish primary schools and the local schools.

In 2017, our Parish Leadership Team directed a great deal of time, resources and energy into formulating Child Safety policies and implementing procedures and practices within our parish and school communities to ensure that we remained visible, vigilant and committed to ensuring Child Safety at all times.

It is true to say that we are living and experiencing a new frontier in the kinds of perspectives and values that are part of this pluralistic environment. How best to respond to this new challenge to this new frontier requires creativity, courage and a capacity to relate with young families who are starting out a fresh in this new place.

Fr Martin Ashe

Parish Priest

Education in Faith

Goals & Intended Outcomes

- To strengthen the connections between our three Catholic Parish Primary Schools, our Catholic school community and the life of our parish.
- To build within our children and families, an appreciation and commitment to the celebration of our faith.



Achievements

“Learning Brings Hope. In a Catholic school, hope is based on the experience of God’s love and care for all...It is a journey that is enlightened by faith, animated by love and leading to hope.” Horizons of Hope.

With this in mind, our 2017 school theme, **‘We Walk As One,’** was launched at the beginning of the school year. Throughout our SWELL Week (Student Wellbeing) held at the beginning of the year, the children developed an understanding of our theme, inspired by the life and teachings of both Oscar Romero and St Mary of the Cross Mackillop.

Following our school theme, we continued to strengthen our partnership between our three Catholic primary schools and our parish of “Christ the Light”, to support the faith experience of our children and families. Once again this was particularly evident in the preparation and celebration of the Sacraments of Reconciliation, Eucharist and Confirmation coordinated by our parish. Throughout 2017, our teachers, RELs and leaders from the three schools and the parish, worked collaboratively to plan each sacramental program, lead workshops, retreat days and family faith nights for the children, parents and families preparing for the reception of the sacraments.

To continue to develop and nurture our sense of connectedness to our parish, each sacrament was intentionally aligned to one of our three parish primary schools as in 2016. Our intention was to enable the children, staff and families to experience the uniqueness of each community within our parish boundary and to establish relationships with each other.

The benefits of this work was seen in the engagement of the children at combined workshop days; the attendances and engagement of parents during our sacramental faith nights, the enhancement of the program through the professional sharing of ideas; the participation of families in the program preparation and celebration; and in the commitment and planning to build and improve the learning of both teachers and students in 2018 and beyond.

Developing our “Catholic identity” also remained a constant focus and our Religious Education program and other units of learning, enabled us to explore and experience what it meant to be active members of school and parish community and our connection with our global Catholic church. The staff spent much time in exploring the new CEM Religious Education Framework based on a pedagogy of encounter, closely aligned with the principles of a Culture of Thinking.

We continued to deepen our awareness of the life and missionary work of our patron saint, St Paul the Apostle, who continued to inspire us in our commitment to spreading the Good News of God’s love and in developing our social outreach platform.

Our school was invited by Catholic Education Melbourne (CEM) to participate in a pilot program looking at “Catholic Identity.” The appreciative inquiry helped us to further understand and strengthen our position as contemporary Catholics in Australia and the role that we played in the promoting the mission of the Catholic Church.

Daily prayer remained an important aspect of building our new faith community when we gathered around the prayer cloths and prayer candles, personalised by each class, which provided us with a way to draw the children together and recognise ourselves as a community in God’s family. The ritual, iconography and symbolism around this daily practice was a key element in building our new culture and a sense of our Catholic identity.

Embedding a social justice platform which led to social outreach initiatives continued to be an integral part of our culture where we focused our efforts on helping those in need within in our own community and the wider community through our support of Caritas Australia. This once again included supporting the Doreen/Mernda conference of the St Vincent de Paul Society, where the children participated in a range of events designed to assist the group and the work that they do in supporting the local community.

This nurtured a sense of empathy and connection within our children and enabled them to put their faith into action by supporting relevant and purposeful local causes such as the annual St Vincent de Paul’s Winter Appeal and Christmas Appeal and the Lillies For Hope Walkathon.

We were proud to be able to support the inaugural “Lillies For Hope,” in memory of beautiful young Lilly Fish, loved daughter of Sarah and Liam Fish (a SPA foundation family) and loving sister to Zoe (Junior CP) and young Roland. It has a symbolic link with our celebration of the Feast of St Paul the Apostle who walked and travelled many kilometres, spreading the good news of God’s love and funds were donated to assist in the research and trials for the improved treatment of childhood cancers.



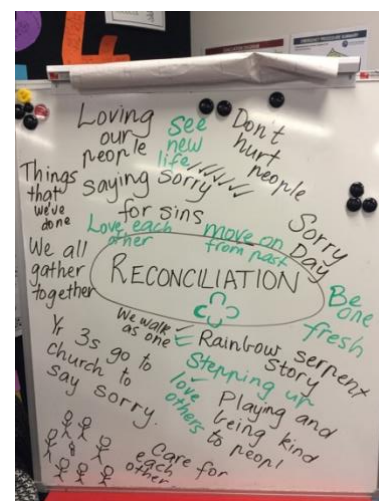
In recognising “student voice,” we were able to support a group of Year Four girls who, inspired by Mary MacKillop’s quote, “*Never see a need without doing something about it,*” approached us and asked whether they could run a special “Homeless” appeal to support women experiencing domestic violence. When building upon ideas presented to them at the National Young Leaders Day earlier in the year, these young leaders initiated a campaign to alert the community of the vital need to show support for these families who had to escape their homes and seek refuge in these shelters. They recognised toiletries as an essential item not only for health and hygiene but for their own dignity.

Our community donated countless items of toiletries and the girls with their parents, researched shelters and donated the toiletries directly to the (Catherine) McAuley House, which supports women who are homeless or at risk of homelessness on their journey towards recovery and independence by providing medium term accommodation, meals and intensive and individualised case management support.

Our staff, student parent data for 2017 mirrored the high data of 2016 with regard to the Catholic Culture Index, scoring either within the top 25% and middle 50% of schools. In particular, the data for compassion and social justice by our staff, social justice by our students and compassion and social justice by our parents ranked consistently higher in the top 25% range. We recognise that maintaining these numbers will be our challenge for the years ahead.

Value Added

- Celebration of the Sacraments of Reconciliation, Eucharist and Confirmation
- Retreat days for the Sacraments of Reconciliation, Eucharist and Confirmation
- Parent Faith Nights for the Sacraments of Reconciliation, Eucharist and Confirmation
- Family Faith Nights for the Sacraments of Reconciliation, Eucharist and Confirmation
- The celebration of our whole school family Mass in March, our School Feast Day Mass, Easter Alleluia Mass and End of the Year Family Mass and Graduation.
- The celebration of the feast of St Paul the Apostle as a school
- Participating in the events of Catholic Education Week and the CEM Visual Arts Festival
- Social outreach activities in support of St Vincent de Paul, Lillies for Hope
- Supporting McAuley House via the Year Four girls’ Homeless Toiletries’ Appeal.
- Supporting Caritas Australia’s Mission Appeal
- Food and present Christmas hampers from our Giving Tree
- Christmas carol buskers—students singing to raise money or SVDP
- Our School Choir performing carols at the Aged Care Facility and within the local community



Learning & Teaching

Goals & Intended Outcomes

- To further enhance our Culture of Thinking through an in-depth exploration of the learning opportunities we provide.
- To develop strategies for improved literacy practice through an exploration of assessment.
- To enrich learning through the implementation of Italian LOTE, modelled on the AIM (Accelerative Integrated Methodology) gesture based methodology.

Achievements

As a welcoming, inclusive school community, we provided a curriculum that was rich, relevant and rigorous, within a stimulating environment. We remained uncompromising in our determination to embed a Culture of Thinking in a multi-age setting, where thinking was visible and children developed skills in learning how to think, not what to think. We incorporated the latest technologies to enhance their learning in our flexible learning spaces.

The notion of culture building was explored through our work with Dr Ron Ritchhart. While on the surface this work appeared to be related to learning and teaching, it did in fact impact across all aspects of the school organisation. Continuing to create an environment that supported the pedagogical beliefs built from the collaborative work of staff in establishing the learning and teaching culture and the development of effective programs at SPA Doreen, remained a major focus throughout our second year.

In recognising the unique qualities and opportunities provided by our flexible learning spaces, we also recognised the need to explicitly develop the appropriate dispositions for learning in our children. The development of the 'responsible learner' model was a key focus throughout our first two years.

In 2017, we built upon the notion of a "responsible and collaborative" learner and exposed children to the understanding that a responsible learner also needed to be a "Inquiring" learner. Explicit instruction, consistent promotion and practice of the attributes of a collaborative learner enabled our students to develop effective work habits within our flexible learning spaces. The obvious benefits of this focus were seen in the children's increased ability to confidently articulate their learning, use a common language to talk about learning and take ownership of their learning.

By utilising a number of valuable Thinking routines such as Think-Pair-Share, Chalk Talk and See-Think-Wonder, the children and staff had many opportunities to collaborate and to share their thinking with each other in a safe and secure environment, thereby building upon their own thinking and understanding.

The decision to continue our multi-age approach in our learning community was driven by our research and experience and not by the unbalanced spread of numbers in each Year level. Our multi-age groupings allowed children (and staff) to build more relationships across the school with other students and consequently a greater social capital which enabled the children to learn from a greater range of perspectives to further enhance their learning.

Our work continued in creating effective learning environments that supported student achievement, developed through our professional learning with Dr Ron Ritchhart (Principal Researcher - Project Zero, Harvard Graduate School of Education). Our staff were engaged in several additional Professional Learning opportunities through the CEM including STEM (Science, Technology, Engineering Mathematics), Digital Technologies Curriculum, DALL (Developing Autonomous Language Learners) and an introduction to Robotics.

Following assessment of each child, additional support was provided for our children in literacy through several initiatives, one being the implementation of our Levelled Literacy Intervention LLI program. The LLI program, implemented by trained learning support officers is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching with engaging levelled books and systematically designed lessons. As a result of their involvement in the LLI program, the children gained much enjoyment, confidence and success which provided them with improved skills and strategies to achieve further success in literacy.

2017 provided a further opportunity to embed Italian LOTE languages program, introduced in 2015 which was modelled on the AIM (Accelerative Integrated Methodology) gesture based methodology. Our professional learning was informed by our inclusion in the Languages Education Advisory Committee (LEAC) supported by Catholic Education Melbourne to further enhance our Italian - gestural program.

Through initial data gained through both quantitative and qualitative assessments, it was apparent that our children and staff gained a confidence in using limited amounts of Italian vocabulary with signing in conversation. This vocab included the use of simple greetings, directions and responses to questions posed in the Italian language.



The children's exposure and immersion in the Italian language is also supported by its integration with our school kitchen program. The kitchen program was another innovative program established in 2015 that continued throughout 2016 and 2017. In both class and half group session, our children immersed themselves in the garden to kitchen program where they learnt the skills and techniques of food preparation and cooking, explored the nutritional role of food and incorporated the Italian language of cooking, from Years Prep to Six.

All domain areas of the Australian Curriculum for 2017 were attended to and extra-curricula activities such as an intensive swimming program from Years Prep to Six and an outdoor education camp for Years Three to Six, school choir, our special ensemble, our Gymnastics program and Before and After school care were provided for the children.

STUDENT LEARNING OUTCOMES

As a newer school commencing our third year of operation, we remain "bottom heavy" with the larger number of our children enrolled in the Junior Year Level as compared with the Middle and Senior Year Levels.

All children enrolled here in Years Three to Six in 2017 had transferred from other school experiences both positive and negative. Once again for the commencement of 2017 we had a number of children transferring into the Year Three and Year Five levels for a variety of reasons and therefore the timing of NAPLAN in May 2017 prevented us from gaining authentic data. With only 17 children in Year Three and 12 children in Year Five, the NAPLAN data primarily reflected a number of the children's academic progress from their previous schools apart from our small cohort of children who had enrolled at SPA Doreen in the previous one or two years.

The NAPLAN data could not be published in 2015 as we did not satisfy minimum enrolment numbers to be tested. In 2016, we reached the minimum benchmark requirements to satisfy privacy considerations by having a slightly larger cohort of children being tested. However we do not have accurate trend data as yet to compare in NAPLAN due to our small cohort of children being tested in Years Three and Five in both 2015 and 2016 with the 2017 data.

We acknowledge that as our student enrolment numbers continue to grow in future years, accurate comparative data will be gained from NAPLAN along with other quantitative data collected from school based assessments, to inform our provision of programs and approaches to achieve improved student learning outcomes.



Student Wellbeing

Goals & Intended Outcomes

- To develop a shared vision and implementation for our school approach to student behaviour support.
- To continue to build a sense of relationship and the capacity to learn collaboratively across all levels of the school.
- To develop a shared vision and implementation for our school approach to Child Safety.

Achievements

As in 2015 and 2016, we commenced the 2017 school year with SWELL Week (Student Wellbeing Week) to provide our children with the opportunity to gently immerse themselves in to the life and culture of our school.

The focus of SWELL Week focused on building relationships within the school enabling the children to participate in a variety of inclusive and engaging activities designed for children and staff to become familiar with new routines and expectations of the new school year.

There was no testing nor the beginning of formal learning during SWELL Week. The focus was purely on transition and familiarisation at a classroom and whole school level. This was a crucial element of a successful beginning to the school and school year.

The SWELL Week timetable also provided the staff with opportunities to share and embed our school approaches to student behaviour. This was the catalyst for further discussion with the children and staff about our shared expectations as responsible learners, explicit teaching of social skills via our social skills program and mindfulness sessions and monitoring of behaviours throughout the school year to ensure that all children felt safe, affirmed and supported.

As an additional support, students, families and staff were able to access the services of Kaye Lock, our school counsellor funded by the National Schools Chaplaincy Program. As school counsellor, Kaye worked closely with school staff and with our newly appointed Student Wellbeing and Learning Diversity Leader Geraldine Crowe and Sophia our School Psychologist to support student wellbeing and their connectedness to our community. This dynamic team also provided resources and support for teachers in their classroom work.

In the second half of 2017, we also participated in the Respectful Relationships Program and initiative of the Victorian Government and were involved in a quality Professional Learning program which will extend into 2018. Respectful Relationships supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.

Throughout the year, each class participated in the Mindful Me program, designed to build the resilience and self-regulation capacity in students. The program skilled the children in calming themselves, learning to be present in the moment, simple meditation techniques and self-awareness. Teachers were able to integrate and hold mindfulness sessions within their own classes and Year Levels on a regular basis and at other times when the children needed to reflect, refocus and then re-engage within their learning environment.

The measurement of the success of the program was seen through the positive responses of the students who were able to recognise when they needed to take the time to be mindful both at home and at school and through the positive responses from parents and staff, many of whom adopted some of the practices in their personal lives.

With our commitment to multi-age learning we designed a buddy system to involve all students and continued our “School Community Groups” which comprised students from each Year level including their siblings and designated staff in each of our groups. The School Community Groups met fortnightly and worked on strategically planned tasks and projects designed to develop broader school connections, challenge students with different perspectives, provide opportunities for leadership and create supportive relationships.

Management of Non-attendance

- Attendance is monitored by teachers using the nForma online roll package, twice daily at 9:00am and 2:30pm, and teachers record reasons given for absences.
- Parents have the option of explaining the reason for absences in writing or digitally via the school (Tiqbiz) Flexi-buzz App.
- Teachers follow up any unexplained student absences, or periods of prolonged absence directly with parents.
- Regular non-attendance is reported to the principal noted in the student reports.
- Principal or Deputy Principal meet with parents to review ongoing non-attendance concerns.
- School counsellor support is given for school refusal issues.
- Our School Psychologist is available to support families dealing with school refusal



Value Added

- Promoting and actively using our local Active Travel Paths
- School celebrations including Mothers' and Fathers' days
- Supporting our Book Week activities
- Participation in social outreach: St Vincent de Paul Winter and Christmas appeals, Caritas Australia, Lillies for Hope
- Involvement in the Lillies for Hope Walkathon
- Involvement in the Parish Annual Picnic here at SPA Doreen
- Participation in community events such as: ANZAC Dawn Services and the Whittlesea Show
- SWELL Week Activities
- School Community Groups
- Mindfulness program
- School Counsellor
- School Psychologist
- School Assemblies
- Liturgical Celebrations
- St Paul the Apostle Feast Day
- Welcome Year Family Mass and BBQ
- End of the Year School Family Mass,
- Year Six Graduation and picnic
- Involvement in aspects of the Interschool Sports through the District Sports Association
- Participation in the School Camp in Cowes Phillip Island
- Excursions, Incursions and Community walks
- Participation in the Walk Ride and Scoot to school days

Student Satisfaction

Our student data indicates that we were ranked in the middle 50% of Australian Catholic primary schools in the emotional wellbeing of students when dealing with personal distress, and their connectedness to their school. However the students scored teacher empathy, purposeful teaching and stimulating learning consistently higher in the Teacher Relationships data. Student motivation and Connectedness to Peers was also rated highly by the students and student compassion was in the top 25%.



Child Safe Standards

Goals & Intended Outcomes

- To develop the required documentation to enable and support all school stakeholders in the implementation of the Child Safe Standards.
- To plan and implement the necessary learning to support all staff with regard to the Child Safe Standards.

Achievements

“At St Paul the Apostle School we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.” (CECV Commitment Statement to Child Safety).

At St Paul the Apostle school, we are committed and vigilant in our efforts to ensure Child Safety is at the forefront of our endeavours. Throughout 2016 and again in 2017, the school leadership team and staff investigated, discussed and began documenting our Child Safety Policy by adhering to the Child Safe Standards, as documented by the Catholic Education Commission of Victoria (CECV).

“The CECV commits to providing a safe and nurturing culture for all children and young people in Victorian Catholic Schools through:

1. *Upholding the primacy of the safety and wellbeing of children and young people.*
2. *Empowering families, children, young people and staff to have a voice and raise concerns.*
3. *Implementing rigorous risk-management and employment practices.”*

The development of policies and commitments:

- Development and Adherence to a Timeline for implementation of Child Safety Policies
- Development of Child Safety Policy
- Development of Professional Code of Conduct
- Development of Community Code of Conduct
- Strengthening of volunteer/visitor procedures with an online Working With Children app.

Training and awareness raising strategies:

- Mandatory Reporting Online Training Module completed by all Employees annually
- Whole Staff Training: Recognising, Responding and Reporting of Abuse
- All staff updating their First Aid qualifications including training in Anaphylaxis, CPR
- Staff PL training in areas of student learning diversity
- All staff attended the Reportable Conduct presentation.
- Staff have a hard copy of and access to a digital copy of our Child Safety Policies, Standards and Procedures.
- Respectful Relationships PL

Consultation with the Community:

- Liaising and working with the Parish Priest and Parish Leadership team about Child Safety Standards Compliance and to implement safety procedures at school and parish gatherings involving children.
- Liaising with Parent SPARKLE team and the school community about Child Safety Standards Compliance
- Informing School Community of ongoing commitment to Child Safety
- Announcements made and enforcing Child Safe procedures at all school events.

New Human Resources practices:

- Child Safety Standards awareness and compliance processes for all new employees
- Mentoring of all new staff in relation to Child Safety Standards



Leadership & Management

Goals & Intended Outcomes

- To continue to embed a Culture of Thinking throughout all aspects of our school.
- To induct new members of our staff into our school culture.
- To establish an expanded School Leadership Team
- To establish a mentoring program to support our graduate teachers

Achievements

Our highly effective, passionate and up to date teachers and staff were key to shaping the rich learning culture that is evident here at SPA Doreen, staff who view themselves as life-long learners and demonstrate a love of learning and children.

The development of our students as ‘thinkers’ remained a key focus of this and other professional learning throughout the year. As learning is recognised as the product of thinking, then it was incumbent upon us as educators to look at the ways in which we can best promote and embed the place of thinking in our pedagogy and our learning culture.

To maintain our commitment to collaboration and collegiality once again in 2017, a whole school approach was taken in the planning and delivery of learning and teaching. Inquiry units of learning were developed under whole-school themes and concepts, professional learning team meetings included all nine classes and leadership decisions were made in consultation with all teachers and staff, reinforcing our belief in listening to the “Collective Wisdom” of our staff.

The commencement of the 2017 school year began with a whole inquiry unit centred around our school theme, *‘We Walk As One,’* which was inspired the ministry of our patron saint, St Paul the Apostle, Oscar Romero and St Mary of the Cross MacKillop. Throughout this inquiry the children explored the concept of spreading the Good News of God’s unconditional love made visible to us through Jesus Christ by living out the gospel messages in their words and actions.

Through a collaborative process, the teachers and staff planned several other inquiries throughout the year which both invited and challenged the children to think deeply and to seek understanding. We incorporated thinking routines to deepen understanding with the focus of our inquiry units to “concept” driven as in 2016.

In our third year, we were committed to continuing to follow alternative organisational structures adopted in our first year. The timing of meetings was also an important consideration and 7:45am meeting times were put in place as staff felt they were more productive and that then left after school hours for them to focus on classroom based preparations.

A vital commitment to building our thinking culture was the induction of our new staff to St Paul the Apostle School Doreen. With the numbers of staff members increasing from our initial eight in 2015 to seventeen in 2016 and twenty three in 2017, it was vital that new teachers and school officers were immersed into our culture. Giving the new staff the opportunities to be exposed to a multitude of professional learning opportunities provided throughout the school year and giving them the opportunities to share their expertise and to contribute to the shaping of our emerging culture.

As a vital component of our induction program, all staff and in particular our new staff participated a two day workshop, “Exploring a Culture of Thinking” facilitated by Dr Ron Ritchhart, Principal Researcher – Project Zero, Harvard Graduate School of Education, held here at St Paul the Apostle School for leaders and staff within our Catholic Schools. Dr Ritchhart also spent several additional days working with our staff and children in 2017, modelling our thinking routines and collaborating with our staff.

Throughout 2017, key staff continued their partnership and professional learning by their participation in the Leading Languages Professional Learning Program (LLPLP). Key members of our leadership team also participated in the Languages Education Advisory Committee (LEAC) facilitated by Catholic Education Melbourne and these new learning have formed the basis of our Italian program which has been enhanced with the services of an Italian native speaker as a Language Learning Support Officer.

Set time blocks for mentoring sessions were allocated to our provisionally registered graduate teachers on a weekly basis to induct them into our school culture while also exposing them to our school organisational structures, exemplary models of teaching and curriculum development. Additionally, these graduate teachers were supported in their endeavours to seek full teacher registration status through the Victorian Institute of teaching. Throughout the year these teachers gathered evidence to support their application and achieved this by the end of 2017 on the advice of the school recommendation panel.

Set times were also provided for a “Cuppa with Kathy” session where individual staff would take the opportunity to have a professional learning conversation with Kathy Green our Learning/Teaching Leader and our Deputy Principal to further build upon their capacity as effective teachers.

The foundations of an inclusive, high functioning learning community continued to be embedded throughout 2017. Our challenge as we move forward is to maintain those values that we hold to be important as we grow in numbers and in capacity and to work strategically and purposely towards that goal.

With this in mind, in October 2017, we began negotiations with Dr Jayne-Louise Collins to prepare for our 2018 Specific Focus School Review. In these meetings the focus of the review and the review methodology was agreed upon and Ed Partnerships was engaged to be our critical friend in this process. To capture the voice of our outgoing Year Six students, “Students As Research Partners” interviews were held in November as both a data gathering exercise and training for the School Leadership Team for the agreed-upon Specific Focus School Review.



Expenditure and Teacher Participation in Professional Learning

Description of Professional Learning Undertaken in 2017

- CEM Catholic Identity Pilot Program PL – 1 staff
- CEM Languages Education Advisory Committee (LEAC) Team PL – 3 Staff
- Christmas Art/Craft PL (1 session) – Zart Art – all staff
- Book Week Art/Craft PL (1 session) – Zart Art – all staff
- CEM STEM Network Meetings and in school PL opportunities
- CEM STEM external PL (Science, Technology, Engineering Mathematics),
- PL Digital Technologies Curriculum,
- CEM DALL (Developing Autonomous Language Learners) PL
- An introduction to Robotics PL – Education Advantage.
- First Aid (2 sessions) – CPR, Anaphylaxis, Asthma Management, Diabetes – all staff
- Dr Ron Ritchhart, Project Zero, Harvard Graduate School of Education (5 days)– developing our pedagogy of a Culture of Thinking – all staff
- Exploring the Cultures of Thinking 2 day Seminar – all staff
- Bi-annual Administration Conference (2 days) – Catholic Education Melbourne – 2 staff
- North Central Principals Conference
- North Central Principals Network Meetings
- Mandatory Reporting Module – All staff
- Online Courses in Working with Children with ASD (Sue Larkey and Dr Tony Attwood)
- CEM Reportable Conduct Briefings
- North Central Zone Deputy Principals, Learning & Teaching, RELs, Digital Technologies, Principals, Student Wellbeing and Learning Diversity Network Meetings
- CEM Principals and Parish Priests Briefing Days
- CEM Finance Briefings
- Respectful Relationships PL – 3 staff
- Meetings with Ed Partnerships to commence our formal Specific Focus School Review process for 2018
- Planning for our Stage Two Building Project

Number of teachers who participated in PL - 15

Average expenditure per teacher for PL – \$2680

Teacher Satisfaction

Our Performance and Development lead indicators data in 2017 mirrored the positive data achieved in 2015 & 2016. Our school climate scores especially in Teaching and Learning all track near the top 25% of primary schools.

Data for our Professional Culture in Ownership, Teacher Confidence and Individual Morale were ranked in the top 25% to the Middle 50% range. Data for Performance and Development Cycle indicate that the staff highly rated the School Improvement Focus ranked in the top 25% of Catholic Schools. With regards to Student Outcomes, the staff rated Student Motivation, Respect for Students and Engaging Practice within the top 25% of schools. Our challenge as our staff and student population increase, is to continue to work to improve them and then continue to raise our own standards.

School Community

Goals & Intended Outcomes

- To continue to build an inclusive and welcoming culture in our school community
- To build the capacity of our SPARKLE team to lead school community initiatives
- To continue to enhance our organisational structures within the SPARKLE team

Achievements

Utilising our SPARKLE team (School Partnerships Actively Re-Imagining Kids Learning Experiences) throughout 2017, a coordinating team of volunteer parents enabled parents to opportunity to collaborate with the staff to design different learning experiences for their children which created an essential partnership between the home and school.

In what was our third year as a learning community, it was incumbent on school leadership and staff, supported by Fr Martin Ashe (Parish Priest) and the parish team, to create, nurture and maintain effective partnerships with members of the school, parish, local and wider communities.

With this in mind, in 2017 the SPARKLE team held its first formal election for the positions of Chairperson (Phil Devlin) and Deputy Chairperson (Carole King). They took on these roles with the mandate to establish a more representative and self-regulating parent body, leading initiatives within the school and parish community. Parents were once again generous in coordinating our School Banking program for children, our School Uniform Shop and Working Bees. The SPARKLE team represented our school on various committees including the Parish Fete Committee, Parish Fundraising Committee, the Parish Picnic Committee and our Whittlesea Show team in 2017 which strengthened their connection with the wider Community.

The SPARKLE Team should be acknowledged for their instrumental role in building our fledgling school culture with a range of social and fundraising events. This has included their ongoing commitment to the Mothers' Day Afternoon Tea and stall, the Fathers' Day Breakfast and stall, Feast Day celebrations, Easter Raffle, Christmas Raffle, the Beginning of the Year Family BBQ and the Christmas Family Mass celebration. This was further enhanced this year with the inaugural School Trivia Night, the Online Auction (raising funds for playground equipment) and the Book Fair.

An important task for 2017 was to maintain and enhance communication channels to ensure that our vision for student learning and wellbeing along with our invitation for school families to be actively involved contribute to the shaping of our emerging culture, was communicated to families, our parish and our local community. The school website, the (Tiqbiz) Flexi-buzz School app, school and parish newsletters, letters home, school term calendar of events, publications, surveys, parent meetings, the SPARKLE team, local newspapers and advertising ensured that clear communication channels became embedded.

We worked in close partnership between the three schools (St Mary's Whittlesea, St Joseph's Mernda and SPA Doreen) and our parish community, to support our faith education programs and the development of our parish culture. This was particularly evident in the celebration of the Sacraments of Reconciliation, Eucharist and Confirmation, where staff from the three schools and our parish, worked collaboratively to plan, lead workshops, faith nights and reflection days.

We worked in close liaison and partnership with the Parish Leadership Team and key groups within the parish community through our representation and participation on various committees.

The SPARKLE team in partnership with the school leadership team established and coordinated teams which contributed to building community engagement and partnerships.

Maintenance and Development:	<ul style="list-style-type: none"> The upkeep of our physical environment Working Bees Building and repairs Maintenance of school equipment (playground, fences, gates, paths, structures, air-conditioners)
Garden and Landscape Project:	<ul style="list-style-type: none"> Project managing our garden development Liaising with community resource providers Promoting the outdoor environment Developing community connection to the garden Establishing new Garden beds for use in our Kitchen to Garden program
Fundraising and Promotion:	<ul style="list-style-type: none"> Easter and Christmas Raffles Special days at School Mothers' and Fathers' Day stalls and raffles Sponsorship Online Auction
Community & Social Outreach:	<ul style="list-style-type: none"> Opening of the School Year Mass and Celebrations School Picnics End of the School Year fun day at Fun fields School BBQs Fathers' Day Breakfast Mothers' Day Afternoon Tea Family Christmas Party ANZAC Day Dawn Service at Laurimar school reps SPARKLE & St Mary's School Stall at the Whittlesea Show Support for families in need Whole school participation in the Year Six Graduation Mass Whole school participation in the Carols Night and Picnic Doreen Active Travel Champion Parent and staff reps Walk and Ride to School Days School Banking Team School Uniform Shop Team Donations for St Vincent De Paul Christmas Appeal Family Liturgies School Tours held for current SPA families to gain a first-hand insight into our unique contemporary learning culture.

Value Added

As well as the SPARKLE team initiatives, there were a variety of ways that school initiatives and celebrations helped to build a deeper sense of community and to promote our Catholic Identity

Opening of the School Year Celebrations
Mothers' and Fathers' Days Celebrations
School Liturgies/Assemblies
ANZAC Day Dawn Service at Laurimar representatives
Whittlesea Show Stall with St Mary's School Whittlesea
Prep Transition program
School Orientation program
School Social Outreach events
Doreen Active Travel Champion staff
Fund raising for St Vincent De Paul
Fund raising for Caritas Australia - Project Compassion
Student Busking for St Vincent De Paul
Donations for St Vincent De Paul Christmas Appeal
Family Liturgies
School Tours for current parents to witness our thinking culture
Welcoming visitors from local government, the Archdiocese of Melbourne and Catholic Education Melbourne
Welcoming educational visits from schools and parishes
Membership in Doreen South Education Precinct
Joint partnerships with Catholic Education Melbourne
Joint partnerships with the City of Whittlesea and State Government
Involvement in the National Young Leaders Day for our Senior Level
Partnerships with Hazel Glen College
Participation in the Doreen Pre-schools and Childcare Network
Participation in the North Central Zone Catholic Schools' Network meetings
Level Information nights for parents of SPA
Cultures of Thinking Night for Parents
School tours for prospective parents and families
Enrolment Information Nights for prospective parents
Membership in the Parish Leadership Team
Membership in the Parish Sacramental Teams



PARENT SATISFACTION

We were most appreciative of the genuine support and involvement displayed by our parents and families who helped to create our school culture throughout 2017. The parents had entrusted their children into our care and appeared to appreciate our efforts as demonstrated in the results from the Insight SRC Parent Survey.

In the Parent Opinion survey, the data indicated strong support in almost all areas with scores in the top 25% of primary schools across all sections: the Community Engagement, Learning Opportunity, Staff Engagement, Student Engagement, Peer Relations, Student Safety.

For Parent Engagement, Parent Relationships scored highly in the areas of Approachability, Parent Partnerships and Parent Input (top 25% of schools) and parents rated the Leadership within the top 25% for School Improvement, Approachability and Parent Input

The results indicate the need for a future focus on the promotion of extra-curricular activities, to enhance the provision of extra-curricular activities and explore what the definition of extra-curricular activities mean to parents.



Future Directions

Our challenge as we move forward into our fourth year is to maintain those values that we hold to be important as we grow in numbers and in capacity and to work strategically and purposely towards that goal.

With this in mind, we look forward to investigating our progress to date as a contemporary learning community and establishing our new four year School Improvement Plan, as we embark on our 2018 Specific Focus School Review with Ed Partnerships as our critical friend throughout this process.

We also look forward to commencing Stage Two of our School Masterplan which will result in the construction of our Middle Learning building incorporating both STEM and Visual Arts areas in our flexible learning spaces and the addition of a large outdoor learning and recreational space to support the children's learning and well-being. We will also continue to plan for our Stage Three Capital funding application which, depending on this funding, will see the construction of our Senior Learning building, extension to the Administration building and a designated multi-purpose use STEAM learning space.



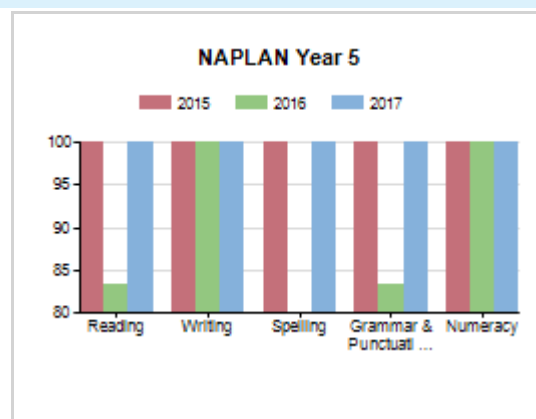
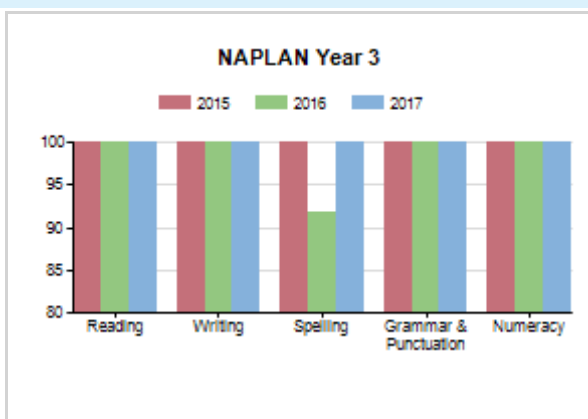
School Data

E1401

St Paul the Apostle, Doreen

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	91.7	-8.3	100.0	8.3
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	83.3	-16.7	100.0	16.7
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	83.3	-16.7	100.0	16.7
YR 05 Spelling	100.0	66.7	-33.3	100.0	33.3
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	95.07
Y2	95.11
Y3	93.88
Y4	95.12
Y5	91.61
Y6	95.14
Overall average attendance	94.32

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.52%

STAFF RETENTION RATE	
Staff Retention Rate	80.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	5.88%
Graduate	17.65%
Certificate Graduate	0.00%
Degree Bachelor	64.71%
Diploma Advanced	41.18%
No Qualifications Listed	5.88%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	14
FTE Teaching Staff	11.600
Non-Teaching Staff (Head Count)	12
FTE Non-Teaching Staff	6.927
Indigenous Teaching Staff	0

NOTE:

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