



2018

REGISTERED SCHOOL NUMBER: 2096



St Paul the Apostle
Catholic Primary School Doreen

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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 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

20 June 2019

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

St Paul the Apostle Catholic Primary School opened our doors to the community of Doreen, an outer northern suburb in the rapidly expanding growth corridor of Melbourne, for the first time in February 2015. We are a Foundation to Year Six school with the provision of attached secondary schooling, planned by Catholic Education Melbourne within the next few years.

Set on approximately 13 hectares of previously pastoral land, stage one of our building consists of an administration block and a learning building, designed to accommodate eight learning spaces with a capacity to accommodate 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. In 2018, we constructed another classroom learning building and late 2018 commenced our Stage Two capital works program which will result in the construction of another learning building and outdoor recreation spaces.

As a Catholic school, our values are based on the teachings of Jesus Christ. We strive to live out his message in our everyday life and learning in our school community. Together we explore the relevance and importance of faith in our lives and the ways in which it supports us as we grow. We accept our call to service through participation in a variety of social action initiatives and work closely with our community to offer support to those in need. We are part of the vibrant parish of Christ the Light which encompasses Doreen, Mernda, Whittlesea and Kinglake.

As a learning community, we believe in the potential of all children. We highlight the importance of learning how to be effective, creative and dynamic learners, while covering the required content of the Victorian Curriculum. Through a culture of thinking we continue to develop the curious and questioning minds of our children. Supported by the research of Project Zero, Harvard University and Dr Ron Ritchhart, we strive to develop learners who can think deeply, analyse critically and identify what is important.

We are a learning community that works in partnership with parents, families, parish and local community. We respect the role that each group plays in the development of our children. We look forward to welcoming you into our community and invite you to share in the learning.

Our 2018 February Census recorded an **enrolment 232 students and 229 enrolments at August Census 2018. Our 29 full and part time staff**, comprised of experienced teachers, graduate teachers, learning support officers, school counsellor/chaplain, school psychologist and administration staff.

To enhance our sense of team-work, to reflect our families and society and our belief that we have a shared responsibility to educate all children, our children were organised in a multi-age setting in eleven classes: **3 x Prep (Foundation) classes, 4 x Junior Level classes (Year One/Two), 4 x Senior Level classes (Year Three-Six).**

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.** 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 capacity).

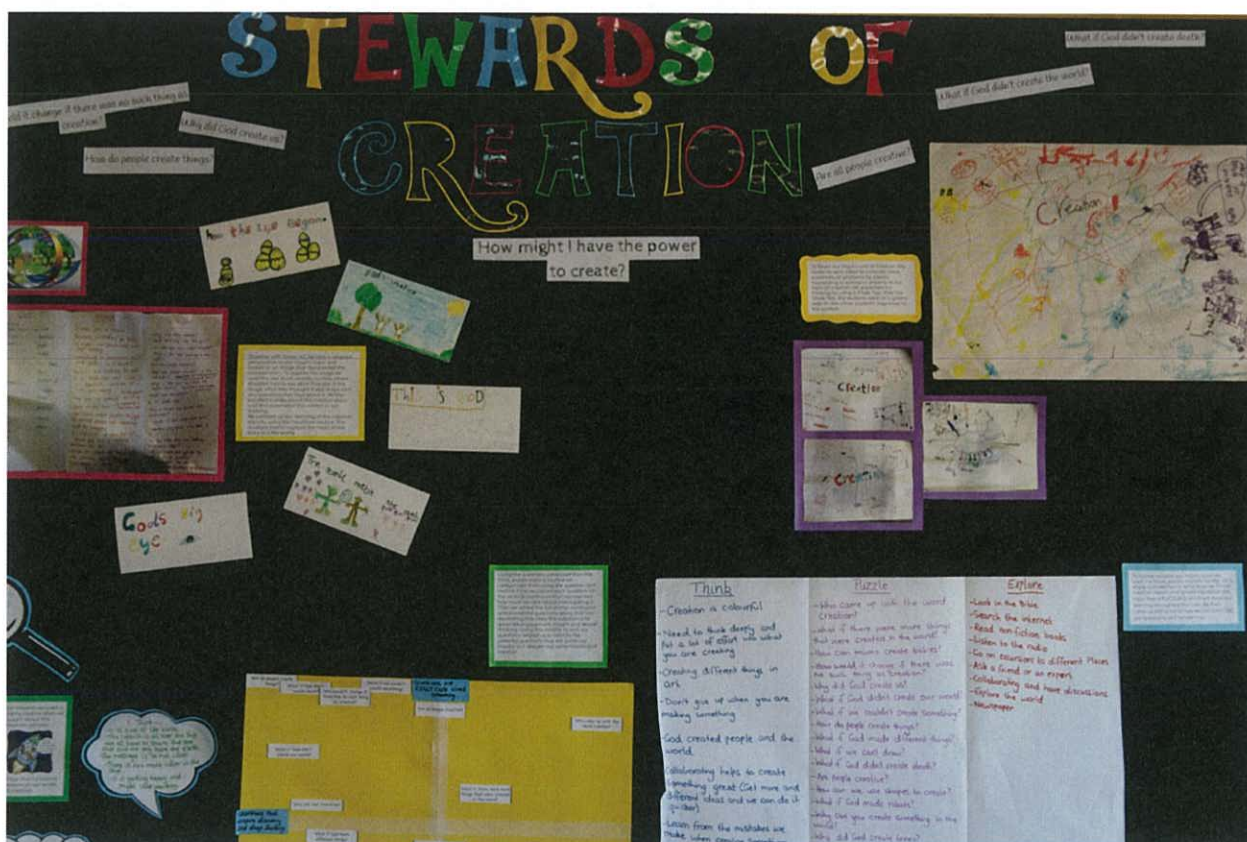
Our school population included **35% of families who had at least one parent born overseas** with **16% from a Language Background Other Than English (LBOTE)** and **8% of our families** who were recipients of the **Camps Sports Excursion Fund (CSEF)**.

Our Before and After School Care Program (Camp Australia), School Counsellor, our School Psychologist in 2018, 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.

In this rapidly developing outer suburb of Melbourne, our young families have remained determined to contribute to growing the culture of our school and were very visible in their involvement throughout 2018.

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 outdoor education programs.

Our SPARKLE Parents team continued to support us in building a welcoming and inclusive community through their social endeavours (including our School Trivia Night, our Wine and Pizza Welcome night for new families, Parish Fete, Whittlesea Show stall and our School Feast Day Celebrations incorporating our "Lillies for Hope" Walkathon to raise funds for research into Childhood Cancer) and by supporting our school gatherings and celebrations such as Mothers' and Fathers' day, Grandparents' day and welcoming new families to SPA Doreen.





Principal's Report

In 2018, our fourth year as a vibrant faith and contemporary learning community, we continued to nurture 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, and worked in a spirit of partnership with Fr Martin Ashe our Parish Priest, Fr Shymon, Sandy Starbuck (Parish Pastoral Associate), our Parish Leadership Team, parish groups and our sister schools, St Joseph's School Mernda and St Mary's School Whittlesea.

Our thinking was visible and our children were taught how to think not what to think ensuring that our curriculum was rich and relevant. We remained uncompromising in our determination to embed a Culture of Thinking in a multi-age setting. We continued to strengthen our professional learning relationship with Dr Ron Ritchhart, Principal Researcher – Project Zero, Harvard. Dr Ritchhart spent four days working with us in 2018, and was the key presenter at our annual two-day workshop, "Exploring a Culture of Thinking" held here at St Paul the Apostle School for staff, educators and leaders.

There is an enormous sense of pride in being an integral member of the St Paul the Apostle community. Our staff continued their commitment in 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 built on their dispositions as responsible learners, collaborative learners and inquiry learners and took risks with their learning, collaborating with others and setting high standards for themselves.

In 2018, we undertook our first School Review process, which Catholic schools are mandated to undertake every four years. We chose to undertake a Specific Focused Review and secured the services of the team from Ed Partnerships International as our critical friend and coach. Through collaboration, we undertook an Action Research process utilising interviews with key stakeholders (children, parents and staff) and used the data gathered over the preceding years.

The staff set about investigating what the data revealed *"about the strengths of our learning community? – in relation to what it means to be a learner and a staff member in this community and in relation to the learning experiences offered to young learners and staff."* The staff then identified areas to be strengthened as they focused on, *"What did our investigations reveal about areas to be strengthened in our learning community?"*

The completed Specific Focused Review Report contained recommendations and actions to enhance student wellbeing and student learning outcomes into the future which are highlighted in our School Development Plan (2019-2022) and in our future Annual Action Plans.

Our SPARKLE Parents 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. 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.

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 provides a wonderful opportunity for families to become part of our school and Christ the Light parish community, where children and their families find friendship and support.

We have ensured that as one of our parish primary schools, 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 2018, involving children from our three parish primary schools and the local schools.

In 2018, our Parish Leadership Team once again allocated a great deal of time, resources and energy into formulating and updating 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 with a renewed optimism and hope in this ever changing community.

Fr Martin Ashe

Parish Priest



Education in Faith

Goals & Intended Outcomes

- To deepen our understanding of our school theme for 2018, "We are called to be more" and our call to be truly present for others.
- 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 2018 school theme, **'We are Called to be more,'** was launched at the beginning of the school year. Throughout SWELL Week, the children in each Year Level used the Think-Puzzle-Explore- Thinking routine to unpack and deepen their understanding about our school theme for 2018, "We are Called to Be More."

In collaborative groups, the children were also asked to articulate their thinking about key words within the theme, WE – CALLED – BE MORE - to help them to develop a shared understanding of the theme and how they could "be more" and make the world a better place incorporating a Social Justice, Social Outreach focus throughout the coming year.

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. This was particularly evident in the preparation and celebration of the Sacraments of Reconciliation, Eucharist and Confirmation coordinated by our parish. Our teachers, RELs and leaders from the three schools and parish, worked collaboratively to plan each sacramental program, workshops, retreat days and family faith nights to assist the families.

Embedding 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 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.

As a vital component of our Specific Focused Review process in 2018, we undertook an Action Research process utilising interviews with key stakeholders (children, parents and staff) and the data gathered over the preceding years. This provided the staff with rich and relevant data to help to shape and inform our practices in the years ahead.

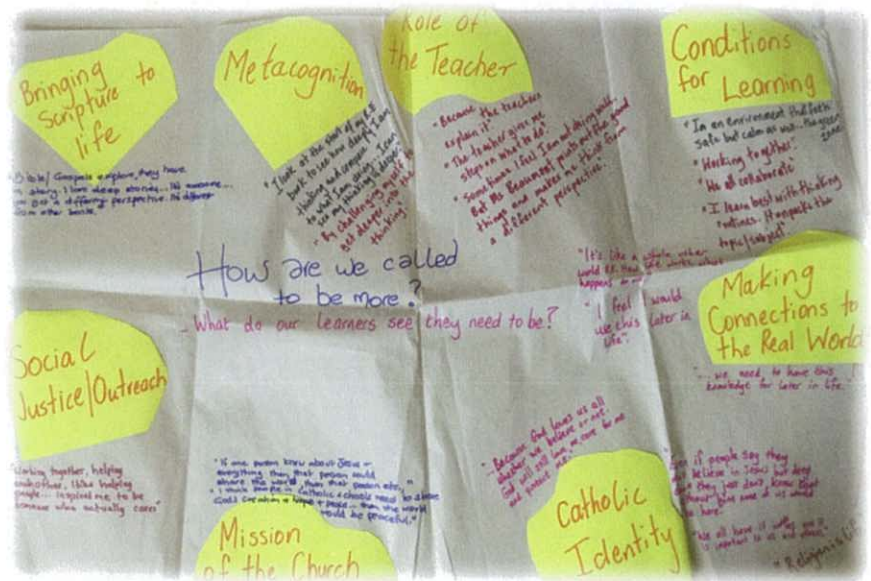
The Specific Focused Review revealed:

Our young learners experienced **learning in Religious Education as being important**; having a purpose and meaningful to them as young people. This was particularly evident in the first set of interviews focused on learning in general, when young learners were asked: *What kind of learning matters to you?* A number of young learners chose learning that was related to the domain of religious education.

"I like the whole other world of RE. How life works, what happens to us?"

"...learning about God, prayer circle is my favourite part of the day."

"....RE is important to us as a Catholic school it helps us live our lives, it connects with our school theme and we are following in Jesus' footsteps."



When our young learners reflected on questions directly related to learning in Religious education they spoke of the **opportunities to engage in scripture as important** and how these texts offered them messages about their daily lives.

"Being nice like Jesus and helping people like Jesus – that's important."

"Scripture makes everyone's heart know."

"I feel brave and responsible when I do what God tells me to do."

"We all have it inside of us, it is important for us and for others."

"Even if people say they don't believe in Jesus, deep down they just don't know that without him we wouldn't be here."

"God loves us all whether we believe or not God will still love me, care for me, protect me."

Young learners also identified the way the **thinking routines encouraged them to have discussions in Religious Education**. They also expressed a desire to be challenged in their thinking and explore deeply their understandings of key concepts in religious education.

"I look at the start of my RE book and see how deeply I have been thinking and compare to what I have been doing, I can see my thinking is deeper."

"Exploring gospel stories, I love deep stories, they are awesome, you get a different perspective, it is different from other books."

The review process 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, the "Cook Houses and Tanks A Lot" project for communities in remote areas of PNG and the Christmas Appeal.

Our staff, student parent data for 2018 mirrored the high data of 2016 - 2017 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 high. 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
- Visit from Bishop Terry Curtin
- 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, Christmas Carols and Graduation.
- The celebration of the feast of St Paul the Apostle as a school.
- Prayer Liturgies during our special school assemblies, and celebrations including Mothers' day, Fathers' day and Grandparents' day.
- 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 Caritas Australia's Mission Appeal
- Supporting remote villages in PNG through the "Cook Houses and Tanks A Lot" project
- 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 utilise the findings from our Specific Focused Review to further enhance our Culture of Thinking through an in-depth exploration of the learning opportunities we provide

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.

Our Specific Focused Review provided us deep insights into how we valued the strengths of our contemporary learning community: we are able to draw

heavily on the 'voices of young learners' as they offered significant insights into their experiences of being a learner at St Paul the Apostle.

The conversations with young learners, from across the learning communities, demonstrated their **desire to learn, their love of being a learner**, including the **challenge of learning**.

"...all learning matters, not all kids around the world get an education and we should be grateful for the opportunity."

"My best [learning] is my narrative, I revised it and edited it many times. I liked being able to put my imagination on the paper. Being able to use my imagination stops things being mundane."

"My writing is my best – like I did two and half pages. When I was reading it, I thought it was going to be something else. It was about something real. I felt good for myself. It inspired me for my work. It makes me feel good for the things I do. I felt inspired."

"Challenge is enjoyable. Easy is not enjoyable."

"I always try to make it harder instead of keeping it the way it is."

"...we all have different viewpoints and opinions on things then we create one BIG idea."

Our young learners also recognised the importance of **learning with and from others** and the value of **thinking deeply** as part of the learning process.

"I used to just look on the surface, but now I think more deeply about a lot of things."

"...everything has a meaning thinking deeply into our learning it's challenging and interesting how we learn."

"...it helps we get my wonderings and thinking out, so I don't have to hold it in my head."

"I had to push my limits to keep up with the older kids – the mixed level group is a good opportunity I would say – I challenge myself with my peers who want to do this."

"... we have different viewpoints because of the mixed grades- different thinkers, different ideas, we can branch of other peoples' ideas."

Throughout the conversations young learners spoke of the **strong relationships** within their communities and how these were developed through the collaborative learning opportunities available to them. This made them feel safe and well supported in their learning.

"...a feeling inside that tells me I can do it and be supported."

"...working with each other, helping each other....I like helping people.... It inspired me to be someone who actually cares."

"... not hiding when you don't know what to do."

"...keep multi-age because we learn from each other and build success."

"... we learn more from different opinions, older children encourage younger children to be like them and to be more responsible."

"We can all help each other. This is important when people are stuck, they can ask for help."

They also noticed **teachers' passion and enthusiasm for learning** and the way they were organised for learning. They recognised that teachers treated people fairly and respectfully. This created a learning environment that that was **supportive and without judgement**.

"What's good...the people at our school.... friends and the teachers are the most special part."

"Sometimes I don't feel I am going well. But [my teacher] points out the good things and makes me think from a different perspective."

Overall, the young learners' responses and reflections on their experiences in the learning communities suggest there is a strong sense of **belonging** and **being in relationship** with each other as a way of strengthening everyone's ability as a learner. As one learner aptly stated:

"...our class is like a persuasive piece of writing or a tug of war... sharing different perspectives, finding ways to agree, bouncing off each other, looking for answers, trying to persuade each other."

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).

2018 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.



All domain areas of the Australian Curriculum for 2018 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, tennis coaching program, Blue Earth program and Before and After school care were provided for the children.

STUDENT LEARNING OUTCOMES

As a school commencing our fourth year of operation, we remained “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 Four to Six in 2018 had transferred from other school experiences both positive and negative. Once again in 2018 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 2018 may not truly represent our achievements.

- All students in Years 5 were at the expected level in Grammar & Punctuation, Numeracy, Reading and Spelling with a slight drop in Writing which has been targeted for the children requiring additional assistance.
- Most students in Years 3 were at the expected level but there was a slight drop in Grammar & Punctuation, Reading, Writing and Spelling with additional ongoing assistance provided for the children requiring intervention.
- The results demonstrate that Numeracy levels across Years 3 and 5 (which has been a major focus in 2017 and 2018) are improving with all students at the expected level (or range).
- Teachers have analysed the results for this year and have identified children requiring further intervention with assistance being provided and programs implemented across Year Levels to improve student learning outcomes.

We regard NAPLAN as a “snapshot” of a day in the life of our young learners here SPA Doreen whereas the student progress reports, interviews, goal setting, blogs and work sent home along with testing implemented throughout a school year provides a “video” of a child’s overall progress and engagement. 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 implement 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 implement a shared vision for our school approach to Child Safety.

Achievements

As in previous years, we commenced the 2018 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.

On reflecting upon the benefits of our SWELL week initiative, the staff decided to introduce a SWELL day at the commencement of each new term to provide the children with a gentle way of returning to the new school term.

As an additional support, students, families and staff were able to access the services of Jenny McCormack, our school counsellor funded by the National Schools Chaplaincy Program. As school counsellor, Jenny worked closely with school staff and with our Student Wellbeing and Learning Diversity Leader Geraldine Crowe and 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.

Once again we participated in the Respectful Relationships Program and initiative of the Victorian Government and were involved in a quality Professional Learning program to promote and model respect, positive attitudes and behaviours.

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

Our six School Community Groups (comprising children from Years Prep to Six and their siblings) met fortnightly with their School Community Group staff members and worked on strategically planned tasks and projects designed to develop broader school connections, challenge children 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 been directed to inform the school of any absence beforehand to ensure the safety of their children.
- Parents generally use the school Flexi-buzz App for informing the school of their child's absence.
- When a child is marked as absent on the electronic attendance roll, parents will be notified immediately via a text message.
- Teachers will 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.
- A member of the school leadership is always visible on yard duty before and after school and can monitor the safety and wellbeing of the children arriving and departing school via the main school gate.
- School leadership, school counsellor, student wellbeing leader, Year Level Team leaders, classroom teachers and our learning support officers are available to support our children experiencing anxiety at school.
- Our School Psychologist and/or school counsellor are available to support families dealing with school refusal.

Value Added

- Promoting and actively using our local Active Travel Paths
- Our involvement in Walk Ride and Scoot to school days each month.
- School celebrations including Mothers' day, Fathers' days and our inaugural grandparents' day
- Supporting our Book Week celebrations and activities
- Participation in social outreach: St Vincent de Paul Winter and Christmas appeals, Caritas Australia, Lillies for Hope
- Supporting remote villages in PNG through the "Cook Houses and Tanks A Lot" project
- Involvement in the Blue Earth Foundation (changing kids' lives through movement and mindfulness).
- 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

- Participation in SWELL Week Activities
- School Community Groups
- Our 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
- Inaugural School Sports day
- End of the Year whole school picnic at Fun fields Whittlesea
- Involvement in aspects of the Interschool Sports through the District Sports Association
- Participation in the School Camp in Sovereign Hill Ballarat
- Excursions, Incursions and Community walks
- Involvement in Catholic Education Week celebrations
- Involvement in the Halogen National Young Leaders day in the city for our senior children



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.

The students scored Teacher Empathy, Purposeful Teaching and Stimulating Learning consistently high in the Teacher Relationships data. As would be hoped, Learning Confidence, Student motivation and Connectedness to Peers was also rated highly by the students in the Engagement in Learning section. There was also improvement noted in the Student Safety indicator.



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 2018, the school leadership team and staff investigated, discussed and documented 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:

- 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:

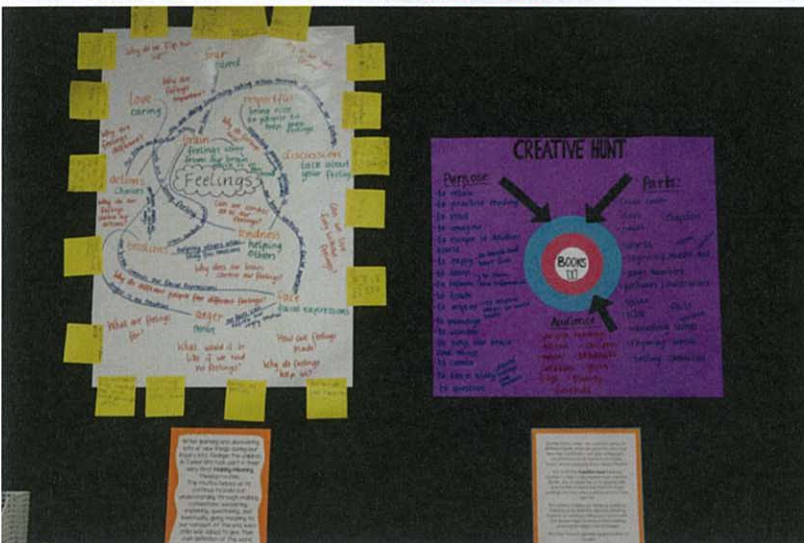
- Mandatory Reporting Online Training Module completed by all Employees annually
- Whole Staff Training: Recognising, Responding and Reporting of Abuse
- All staff updating their First Aid qualifications including training in Level Two, Anaphylaxis, CPR and asthma management.
- Staff PL training in areas 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 located on our intranet.
- 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.
- Informing the SPARKLE Parents' 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.
- Child safety Team/Committee structures
- Engagement of Families and communities in promoting child safety

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
- Student participation and empowerment strategies
- Strategies addressing the principle of inclusion



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 effective forums for communication within our school community

Achievements

It was evident that there was a strong **commitment to learning by all staff** and colleagues recognised, in each other, their **passion for learning** and their **commitment to make a difference in the lives of young learners**.

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 children 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, 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 2018 school year began with a whole inquiry unit centred around our school theme, *‘We Are Called To Be More,’* and the staff were asked to articulate their own thinking of how they could “be more” to each other and the children by incorporating a Social Justice, Social Outreach focus within their planning.

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 2015-17.

A commitment to building our thinking culture was the induction of our new staff to St Paul the Apostle School Doreen. Our 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. Once again Dr Ritchhart also spent several additional days working with our staff and children in 2018, modelling our thinking routines and collaborating with our staff.

Throughout 2018, 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. Additionally, these graduate teachers were supported in their endeavours to seek full teacher registration status through the Victorian Institute of teaching and achieved this by the end of 2018.

“Cuppa with Kathy” sessions were provide individual staff with the opportunity to have a professional learning conversation with Kathy Green our Learning/Teaching and Cultures of Thinking Leader to further build upon their capacity as effective teachers.

As a vital component of our **Specific Focused Review process in 2018**, we undertook an Action Research process utilising interviews with key stakeholders (children, parents and staff) and the data gathered over the preceding years. This provided the staff with rich and relevant data to help to shape and inform our practices in the years ahead.

The Specific Focused Review revealed:

Staff were highly committed to the review process, and demonstrated their capacity for respectful collaborative conversations, along with a desire to be challenged, and to reflect on their practices and ways of being a teacher. There is a strong **commitment to learning by all staff** and colleagues recognised, in each other, their **passion for learning** and their **commitment to make a difference in the lives of young learners**. There was an enormous sense of pride in being an integral member of the St Paul the Apostle community.

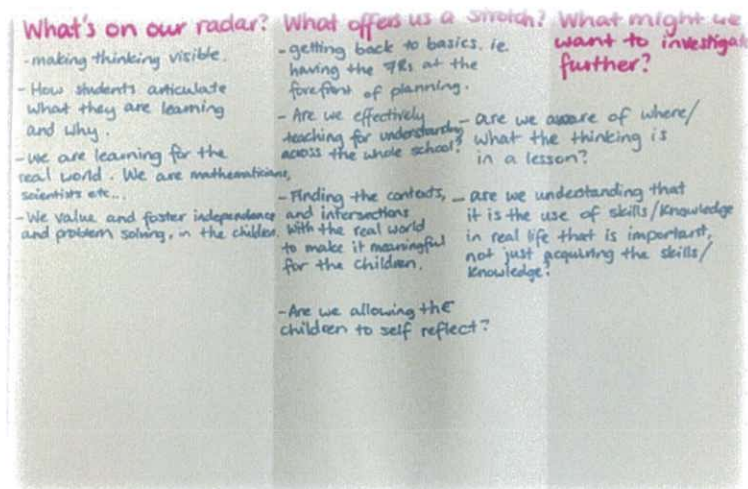
Staff understood the importance of **establishing positive relationships** with young learners and creating a learning environment where young learners feel safe and can express themselves freely. Staff work hard to get to know each student and their learning needs.

It was evident in the conversations with staff that **‘thinking matters here’**. There is a shared language of thinking and the use of thinking routines is a shared practice. Staff offer young learners regular opportunities to explore and explain their thinking across the learning domains through the use of explicit thinking routines. It is common to see the young learners thinking visible in the learning spaces, as a record of learning and a point of reference for further learning. The explicit attention given to thinking encourages reflection, questions and discussion in the learning communities.



The audit of **curriculum units revealed attention to key aspects of design**; overarching understandings, questions and learning foci, along with documentation of assessment tasks. The learning tasks are designed to make connections to young learners' interests and questions. There was also evidence of cross curriculum links and a multi-disciplinary approach. The unit designs in religious education revealed a strong focus on content knowledge. Student 'voice and choice' is evident in the form of young learners sharing their learning with peers, where their voice is valued and fostered.

Overwhelmingly, staff were open and honest throughout the review process because they genuinely care about the outcomes of the review. It was also evident that staff are ready and willing to take the next steps as they explore the possibilities of the learning community's next horizon.



Expenditure and Teacher Participation in Professional Learning

Description of Professional Learning Undertaken in 2017

- Specific Focused Review meetings with Ed Partnerships throughout 2018
- VRQA Compliance PL and visit
- NCCD PL
- NDIS PL
- Family School Partnerships Network MEWS Cluster
- CEM STEM MAD (Making A Difference) Showcase Advisory Group
- CEM STEM for Humanity Project
- 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
- Resource Smart Project
- CEM STEM external PL (Science, Technology, Engineering Mathematics),
- PL Digital Technologies Curriculum,
- Access to CSER – University of Adelaide – Robotics PL
- CEM DALL (Developing Autonomous Language Learners) PL
- 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

- North Central Deputy Principals Conference
- North Central Deputy Principals Network Meetings
- Mandatory Reporting Module – All staff
- CEM Reportable Conduct Briefings
- CEM Child Safety PL
- Staff Child Safety PL
- North Central Zone Deputy Principals, Learning & Teaching, RELs, eLearning, Principals, Student Wellbeing and Learning Diversity Network Meetings
- CEM Principals and Parish Priests Briefing Days
- CEM Finance Briefings
- Respectful Relationships PL – 3 staff

Number of teachers who participated in Professional Learning - 18

Average expenditure per teacher for Professional Learning – \$2859

Teacher Satisfaction

Our Performance and Growth lead indicators data in 2018 mirrored the positive data achieved in 2017. 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, Quality Teaching 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 continue to enhance our communication structures within the SPARKLE team and the wider school community

Achievements

Utilising our SPARKLE Parents team (School Partnerships Actively Re-Imagining Kids Learning Experiences) throughout 2018, 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 2018 the SPARKLE Parents team was capably led by our 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 2018 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, our inaugural Grandparents Day, Feast Day celebrations, Easter Raffle, Christmas Raffle, the Beginning of the Year Family BBQ, Welcome to New Parents Social Night, Prep Transition Program and the Christmas Family Mass celebration. This was further enhanced this year with the School Trivia Night and the Book Fair.

An important task for 2018 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 Flexi-buzz School app, school and parish newsletters, letters home, school term calendar of events, publications, surveys, parent meetings, the SPARKLE Parents 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 Parents team in partnership with the school leadership team established and coordinated teams which contributed to building community engagement and partnerships.

Maintenance and Development:

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:



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 Garden program
Laying of artificial grass in the passive play are

Fundraising and Promotion:

Easter and Christmas Raffles
Special days at School
Mothers' and Fathers' Day stalls and raffles
Sponsorship
Trivia Night
Inaugural Market Garden Event

Community & Social Outreach:



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
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 Parents 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
Our inaugural Grandparents' day 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
Fundraising for the "Cook Houses and Tanks a Lot" project for the remote communities in PNG
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
2004 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
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
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



Future Directions

Our challenge as we move forward into our fifth 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.

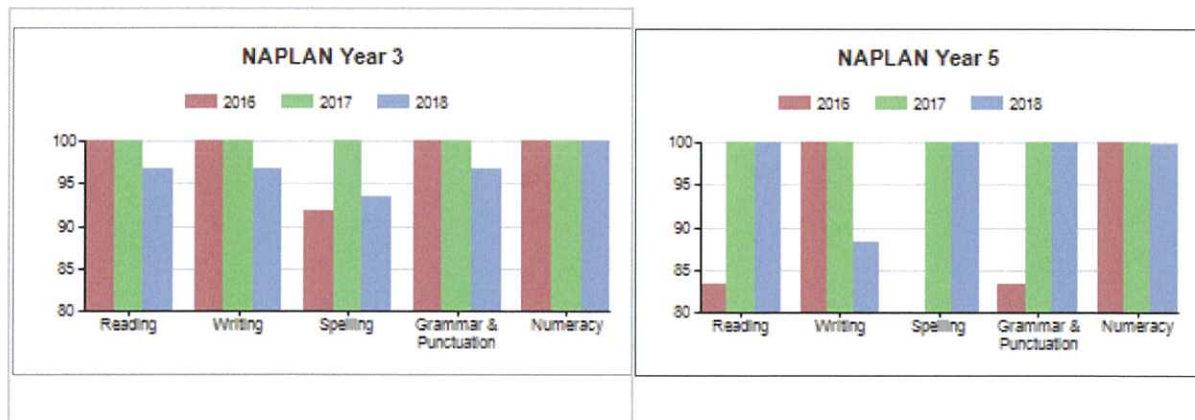
With this in mind, we look forward to implementing the recommendations identified during our 2018 Specific Focus School Review with Ed Partnerships International and detailed in our School Improvement Plan.

We also look forward to completing 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.



E1401
St Paul the Apostle, Doreen
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	96.8	-3.2
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	96.8	-3.2
YR 03 Spelling	91.7	100.0	8.3	93.5	-6.5
YR 03 Writing	100.0	100.0	0.0	96.8	-3.2
YR 05 Grammar & Punctuation	83.3	100.0	16.7	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	83.3	100.0	16.7	100.0	0.0
YR 05 Spelling	66.7	100.0	33.3	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	88.2	-11.8



- All students in Years 5 were at the expected level in Grammar & Punctuation, Numeracy, Reading and Spelling with a slight drop in Writing which has been targeted for the children requiring additional assistance.
- Most students in Years 3 were at the expected level but there was a slight drop in Grammar & Punctuation, Reading, Writing and Spelling with additional ongoing assistance provided for the children requiring intervention.
- The results demonstrate that Numeracy levels across Years 3 and 5 (which has been a major focus in 2017 and 2018) are improving with all students at the expected level (or range).
- Teachers have analysed the results for this year and have identified children requiring further intervention with assistance being provided and programs implemented across Year Levels to improve student learning outcomes.

We regard NAPLAN as a “snapshot” of a day in the life of our young learners here SPA Doreen whereas the student progress reports, interviews, goal setting, blogs and work sent home along with testing implemented throughout a school year provides a “video” of a child’s overall progress and engagement. 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		93.3
Y02		92.1
Y03		93.7
Y04		93.1
Y05		91.6
Y06		94.4
Overall average attendance		93.0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.1%

STAFF RETENTION RATE	
Staff Retention Rate	84.6%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	15.8%
Graduate	21.1%

Graduate Certificate	0.0%
Bachelor Degree	73.7%
Advanced Diploma	36.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	22
Teaching Staff (FTE)	17.2
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	9.1
Indigenous Teaching Staff (Headcount)	1

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

Compliance with the VRQA minimum standards is audited prior to the completion of this report.