



2019

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)*
 - The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

24 June 2020

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 plans for Catholic secondary schooling on our adjoining site with the building of a campus of Marymede Catholic College South Morang for 2024.

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 resulted in the construction of another learning building and outdoor recreation spaces in 2019.

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 (via our SPARKLE Parents Team and Family Schools Partnership Team), families, parish and local community. We respect the role that each group plays in the development of our children and our school culture.

Our 2019 February Census recorded an **enrolment 293 students supported by our 39 full and part time staff**, comprising 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 **13 classes: 3 x Prep (Foundation) classes, 5 x Junior Level classes (Year One/Two), 3 x Middle Level classes (Year Three/Four) and 2 x Senior Level classes (year Five/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 10% of 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 2019, 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, equipment and facilities.

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, Parish Feast day, Parish Picnic 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, Book Week, our inaugural Showcase of Learning and welcoming new families to SPA Doreen.



Principal's Report



In 2019, our fifth 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 once again spent six days working with us in 2019, 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. Through a whole school inquiry, we introduced a new learner disposition to the children when they unpacked what it meant to be a "Respectful learner" building on their other dispositions as Responsible learners, Collaborative learners and Inquiry learners by collaborating with others and incorporating these dispositions into their own preferred learning styles.

Following on from our first School Review process undertaken in 2018, the completed Specific Focused Review Report contained recommendations and actions to enhance student wellbeing and student learning outcomes into the future, which were highlighted in our School Development Plan (2019-2022) and in our 2019 Annual Action Plan.

In 2019, a major Goal highlighted in our Specific Focused Review Report contained within our 2019 Annual Action Plan focused on "Learner Agency" and set about creating conditions by which all young learners were active agents in their own learning, strengthening student voice and ownership. This was most evident when the children were active agents in designing and performing in our inaugural "Showcase of Learning" school concert.

Our SPARKLE Parents team (School Partnerships Actively Re-imagining Kids Learning Experiences) enabled parents and families 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 St Paul the Apostle Catholic School provides a wonderful opportunity for families to become part of our school and parish community of Christ the Light, 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 2019, involving children from our three parish primary schools and the local schools.

In 2019, 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



SPARKLE Parents Team

Annual General Report 2019

The SPARKLE Parents Team set out with 4 key goals for improvement in 2019.

- GOAL 1: Increase transparency and communication with our broader school community
- GOAL 2: Nurturing a welcoming inclusive image for our SPARKLE Parents Team
- GOAL 3: Review and develop our sub-committees
- GOAL 4: Improve communication and processes within our SPARKLE Parents Team

In the initial stages of Term 1, our focus was on how we could formalise some of the SPARKLE Parents Team processes and documentation.

A Code of Conduct was established in consultation with the committee outlining rights and responsibilities of members of the committee as well as the role description for subcommittee leaders.

As part of this process the committee established 5 core values to guide our decision making and actions;

- Connectedness
- Collaboration
- Inclusive community
- Making a difference
- Commitment

GOAL 2 was a key focus of term one. A SPARKLE Parents Team Open Night was trialled to encourage new members of the school community to get involved, regular calls in the newsletter and other communication platforms went out to encourage participation. Although we did not receive an overwhelming response from these initiatives there were some new members to sub committees as a result providing those who wanted to be involved with a clear avenue.

GOAL 3 and 4 have been an ongoing focus through the year and whilst we have seen some improvements this is an area that will continue to be a focus in 2020.

Overall, a huge thank you to our amazing parents who volunteer their time to make things happen for the children at St Paul's the Apostle School. All the big and little things that you do make coming to school special and exciting - a gift that your children will remember long beyond the primary years. Parents were once again generous in coordinating our School Banking program for children, our School Uniform Shop and Working Bees. The SPARKLE Parents team represented our school on various committees including the Parish Fete Committee, Parish Fundraising Committee, the Parish Picnic Committee and our Parish Fete team in 2019 which strengthened their connection with the wider Community.

It is a pleasure to work with such committed and generous individuals.

Belinda Galloway (SPARKLE Parents Team Chairperson)

Education in Faith

Goals & Intended Outcomes



- To deepen our understanding of our school theme for 2019, “Love One Another As I Have Loved You” and our call to be truly present for others.
- To build within our children and families, an appreciation and commitment to the importance of prayer in nurturing 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, much time was spent in especially in first term focusing on our 2019 school theme, **“Love One Another As I Have Loved You”**.

Throughout SWELL Week, the children in each Year Level used a variety of thinking routines to unpack and deepen their understanding of Jesus’ commandment which Jesus gave so unconditionally.

In collaborative groups, the children were encouraged to articulate their thinking about key elements within the theme and focused on how Jesus modelled love, helping them to develop a shared understanding of the theme and how they could follow Jesus by spreading the message of God’s love. Throughout the school year, the children lived out our theme in their daily interactions and incorporated a Social Justice, Social Outreach focus to help make the world a better place.

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 co-ordinated by our Parish Sacramental team. 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.

Based on the recommendations from our School Review, we focused on what it meant to be a Catholic in contemporary Australian society and our mission of service and social outreach.

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.

Families were actively involved in the prayer life of our children, and the school help families to support their child's faith journey at home via our home learning activities which called on families to contribute to the RE focus through family prayers and social justice/outreach activities. Parents, grandparents and families were able to join together here at school for a number of our school liturgies including our: Family Faith nights, Family Masses (via the Parish), joining us for morning prayer, prayer liturgies for Mothers' Fathers' and Grandparents days, social outreach appeals, sacraments, School Feast day, Opening and Closing of the School Year Masses and Graduation.

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, Missions, Lillies for Hope, 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 2019 with regard to the Catholic Identity Index, scored 83%, 68% and 83% respectively each above the Catholic Education average and mirroring the high data of 2016 – 2018.

In particular, data from the ECSI (Enhancing Catholic School Identity Project) survey found that 68% of our staff were in the recontextualising domain well above the Catholic Education average. In recontextualising, the staff recognised that the evangelical message remains relevant for people today and tomorrow. The driving question when recontextualising was, "how, in the midst of present-day culture, can we live like a Christian and to be a Christian in a Catholic school?"

Value Added

- Celebration of the Sacraments of Reconciliation, Eucharist and Confirmation
- Retreat days for the Sacraments of Reconciliation, Eucharist and Confirmation
- Parent and also Family Faith Nights for 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.
- Prayer Liturgies and celebrations including Mothers', Fathers' and Grandparents' days.
- Participating in the events of Catholic Education Week and the CEM Visual Arts Festival
- Social outreach in support of St Vincent de Paul, Lillies for Hope, Caritas 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
- Our School Choir performing carols at the Aged Care Facilities within the local community

Learning & Teaching

Goals & Intended Outcomes

- To create the conditions by which our young learners are “active” agents in their own learning
- To strengthen our curriculum design processes to enable our children to become co-designers of their learning.

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.

Through a whole school inquiry, we introduced a new learner disposition to the children when the children explored what it meant to be a “Respectful learner.” We were also committed to focusing on learner agency by providing opportunities for the children to have a voice in the design of their learning and to showcase their thinking and new understandings.

Our inaugural SPA-TACTULAR Showcase of Learning School Production held in Term Three provided an excellent opportunity for our children and teachers to become co-designers in the learning.

Our Showcase of Learning provided families and audience members with a deeper insight into what makes SPA so unique, highlighting our children’s engagement, emotional resilience and their willingness to “reach for the stars!”.

The showcase represented the culmination of many hours of learning, built from the diverse range of classroom Inquiry units all underpinned by the theme of RESPECT GROWS RESPECT. It brought to life a reality made possible by Collaboration, Respect, Resilience, Harmony, and the Desire to respect each other and the environment, to make a difference to one’s life, the lives of others and the global community.

Each Year Level deepened their understanding of respect during their Term Two Inquiries which are the central focus in each act. Leading up to this showcase, each Year Level also participated in a special Inquiry Unit, “All the World’s A Stage” which provided them with a greater insight into live performance.

The true creators of the Showcase of Learning were the children whose voices were most evident throughout the showcase with each Act built around their learning as identified by the children as being an important message to share with the world around them.

The children became the script writers, designers, choreographers, actors, singers, dancers and performers of the showcase. The linking acts highlighted what makes SPA Doreen uniquely different to any other school, namely our “Culture of Thinking” which is embedded in each act.

Throughout the weeks of preparation, practices weren’t viewed as an “add-on” but viewed as a continuation and extension to their learning. The teachers seized upon the opportunity to assess each child within the key learning areas, their learner dispositions and capabilities.

The conversations with young learners before, during and after the Showcase of learning demonstrated their **desire to learn, their love of being a learner**, including the **challenge of learning**. 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.

Our 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).

2019 provided a further opportunity to embed our functional Italian 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.

New data gained through both quantitative and qualitative assessments, reflected that our children and staff were gaining confidence and making significant gains in their use of conversational Italian and vocabulary incorporating gestures signing. This vocab included the use of simple and more complex greetings, directions and responses to questions posed in the Italian language.

All domain areas of the Australian Curriculum for 2019 were attended to and extra-curricula activities such as an intensive swimming program from Years Prep to Six, Twilight Sports, Interschool sports, sacramental programs and an outdoor education camp for Years Three to Six, school choir, our special ensemble, our tennis coaching program, soccer coaching, Blue Earth program and Before and After school care were provided for the children.

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.

From our School Data Snapshot 2019 provided by the Catholic Education Melbourne (CEM) our children valued, Rigorous Expectations, School Climate, Teacher-Student Relationships and Student Voice with each domain scoring above the CEM average for schools. The young learners also scored highly in School Engagement, School Belonging & Learning Dispositions.



Student Wellbeing

Goals & Intended Outcomes

- For our learners to recognise the importance of learning with and from others to deepen their understanding, build a sense of relationship and enhance their capacity to learn collaboratively across all levels of the school.
- To be explicit in promoting our shared vision and commitment for Child Safety made visible through our practices in promoting wellbeing and inclusivity .

Achievements

As in previous years, we commenced the 2019 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. Based on our belief that student wellbeing leads to improved learning outcomes, we introduced a special SWELL (Student Wellbeing) Day at the beginning of each term to allow the children to gently enter back into our school culture, lessening any anxiety.

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.

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.

Much time was spent in especially in first term focusing on our 2019 school theme, **“Love One Another As I Have Loved You”**. The children were encouraged to articulate their thinking about key elements within the theme and focused on how Jesus modelled love, helping them to develop a shared understanding of the theme and how they could follow Jesus by spreading the message of God’s love. Throughout the school year, the children lived out our theme in their daily interactions and incorporated a Social Justice, Social Outreach focus to help make the world a better place.

Through a whole school inquiry, we introduced a new learner disposition to the children in 2019 when they unpacked what it meant to be a **“Respectful learner”** building on their other dispositions as Responsible learners, Collaborative learners and Inquiry learners by collaborating with others and incorporating these dispositions into their preferred learning styles.

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 Leaders Geraldine Crowe and Anna O’Grady 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.

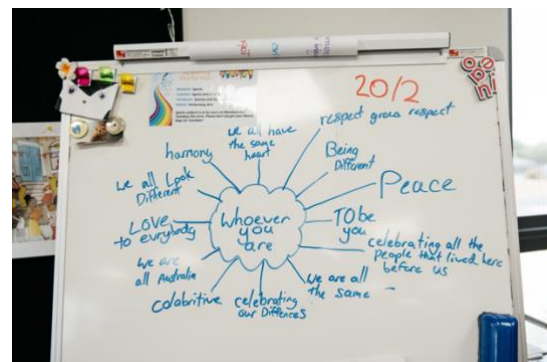
Throughout the year, each class participated in the Mindful Me program, designed to build the resilience and self-regulation capacity in students. The success of the program was seen through the positive responses of the children who were able to recognise when they needed to take the time to be mindful at home and at school.

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.

Being a relatively newer school, we are still bottom heavy with our largest cohort of our children in the Prep and the Junior Classes. With a smaller number in the Year Five and Six classes (34 children), the traditional Prep Buddy program has been enhanced by the School Community groups structure. Our six School Community Groups enable children (especially our Preps) to feel connected, safe and supported by a larger number of children across each Year level, providing them with a natural support group and induction into our SPA culture.

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 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/ Dep 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 also 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 monthly and throughout the term.
- Family participation in whole school celebrations including Mothers' day, Fathers' days Book Week, Twilight Sports and our Grandparents' day.
- Participation in social outreach: St Vincent de Paul Winter and Christmas appeals, Caritas Australia
- 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 and the Parish Fete
- Participation in community events such as: ANZAC Dawn Services and Whittlesea Show
- Our Mindfulness program
- School and Level 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
- End of the Year whole school picnic at Funfields
- Involvement in aspects of the Interschool Sports through the District Sports Association
- Participation in the School Camping Outdoor Education programs at Phillip Island (Middle and Senior Levels and the inaugural one day camp at Amberley – Lower Plenty for the Junior Level
- Excursions, Incursions and Community walks
- Involvement in Catholic Education Week celebrations
- Involvement in Catholic Education Week Radio Broadcast Show (Years Five/Six)
- Participation in Robo-Gals program at University of Melbourne (Year Five girls)
- Involvement in the Halogen National Young Leaders day for our Senior Year Level

Student Satisfaction

Our student data indicates that the children rated highly for School Climate, Teacher-Student Relationships, School Belonging and Student Voice which reflects that our school valued student wellbeing. This was highlighted when the children rated Rigorous Expectation, School Engagement, Learning Disposition and Student Voice even higher, indicating a tangible connection between learning engagement and wellbeing and focused purposeful teacher leading to improved learning outcomes.



Child Safe Standards

Goals & Intended Outcomes

- To promote and adhere to our Child Safety Policy to support all school stakeholders in the implementation of the Child Safe Standards.
- To provide Professional Learning opportunities (including mandated sessions) 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 2019, 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:

- Ensuring that the design of our newly constructed Middle Level building included a variety of features (multiple windows and open spaces) to ensure visibility at all times.
- The Middle Level building incorporates standalone self-contained toilet cubicles as a prototype for future constructions to enhance child safety and wellbeing.
- Adherence to Child Safety Policies including additional enhancements
- Professional Learning and induction of staff relating to our Professional Code of Conduct
- Strengthening of volunteer/visitor procedures.
- The embedding of policies and commitments into every day practice

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 , and asthma management.
- Revisiting our Emergency Management procedures including responding to “000” calls
- Staff Professional Learning and training in areas of student learning diversity
- Staff participated in a Reportable Conduct session.
- Implementation of ‘PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools’
- 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 Professional Learning

Consultation with the Community:

- Working with the Parish Priest and Christ the Light Parish Leadership team regarding Child Safety Standards Compliance and implementing and strict adherence to safety procedures both at school and parish gatherings involving children.
- Informing School Community of ongoing commitment to Child Safety
- Announcements made and enforcing Child Safe procedures at all school events.
- Enhancing Child Safety Team/Committee structures at SPA
- Engagement of families and communities in promoting child safety
- Our school's inclusion in the Family School Partnerships Cluster involving both staff and families and ongoing PL promoting family harmony, relationships and 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 advocating student voice
- Strategies addressing the principle of inclusion



Leadership & Management

Goals & Intended Outcomes

- To further strengthen the capacity of leaders, teachers and staff to lead the learning of their colleagues as they re-imagine ways of designing for learning.
- 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.

Achievements

Throughout 2019, the staff were steadfast in their determination to create the conditions enabling the children to develop as intrinsically motivated learners and to harness their curiosity and creativity to help extend their thinking and to deepen their understanding.

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. 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.

Following on from previous years, the 2019 school year began with a whole inquiry unit centred around our school theme, *‘Love One Another As I Have Loved You,’* and the staff were asked to articulate their own thinking of how they could model Jesus’ commandment 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 previous years.

A commitment to building our thinking culture was the induction of our new staff to St Paul the Apostle School Doreen. Once again 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. As a component of our ongoing professional partnership, Dr Ritchhart also spent several additional days working with our staff and children in 2019, modelling our thinking routines and collaborating with our staff.

Throughout 2019, 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 learnings 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.

In March, Helen Timmons, Geraldine Crowe and Jenny McCormack attended the Inaugural Australasian Conference for Neuroscience, Learning and Wellbeing at the Catholic Leadership

Centre. Highly regarded researchers, psychologists, practitioners and educators presented the latest research in neuroscience and how this impacts learning and wellbeing. The focus of the Conference was to provide educators with a mix of research and strategies to support schools in developing a culture of brain-based learning to maximise learning capacity and wellness. In the coming months staff unpacked some of the key messages to maximise learning capacity, resilience and wellness here at St. Paul the Apostle.

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 2019.

“Chats with Helen” sessions provided individual staff and teams with the opportunity to have a professional learning conversation with Helen Timmons our Learning/Teaching/Literacy and Cultures of Thinking Leader to further build upon their capacity as effective teachers. Staff view themselves as co-learners and remained committed to the modelling the learner dispositions (as responsible, respectful, collaborative and inquiring learners) to the children which they demonstrated throughout their daily interactions with the staff, children and parents.

There is a strong commitment by all staff to their professional learning highlighting their desire to be challenged, and to reflect on their practice. Charged with the challenge of embedding an inclusive and safe culture here at SPA, 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.

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 learning tasks were designed to make connections to young learners’ interests and questions. Student ‘voice and choice’ was evident in the form of young learners sharing their learning with peers, where their voice is valued and fostered as highlighted so powerfully through our Showcase of Learning.

It is evident that by focusing on Learner agency in co-designing the curriculum and learning opportunities, the staff are committed to take the next steps as they explore the possibilities of our school learning community’s next horizon.

Expenditure and Teacher Participation in Professional Learning

Description of Professional Learning Undertaken in 2019

- NCCD PL & NDIS PL
- Family School Partnerships Network MEWS Cluster (ongoing from previous years)
- CEM STEM MAD (Making A Difference) Showcase Advisory Group (ongoing...)
- CEM STEM for Humanity Project (ongoing...)
- CEM Languages Education Advisory Committee (LEAC) Team PL – 3 Staff (ongoing...)
- Christmas Art/Craft PL (1 session) – Zart Art – all staff (ongoing...)
- CEM STEM Network Meetings, PL and in-school PL opportunities (ongoing...)
- PL Digital Technologies Curriculum, (ongoing...)
- Access to CSER – University of Adelaide – Robotics PL (ongoing...)
- CEM DALL (Developing Autonomous Language Learners) PL (ongoing...)
- First Aid (2 sessions) – CPR, Anaphylaxis, Asthma Management, Diabetes – all staff

- Dr Ron Ritchhart, Harvard (6 days)– developing our pedagogy of a Culture of Thinking –
- Exploring the Cultures of Thinking 2 day Seminar – all staff
- North Central Principals & Deputy Network Meetings & Conference
- 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
- NRO New Diversity Leaders PL (2 staff)
- Tier 2 Assessments York, SPAT R, FELA (2 staff)
- New Arrivals PL
- Understanding Significant Reading Difficulties and Dyslexia (8 staff)
- Developing Mathematical Understanding (5 staff)
- Out of Home Designated Teacher Training and Educational Needs and Assessments
- NCCD PL (2 - 4 staff)
- Autonomous Language Learners Workshop (4 staff)
- Essential Assessment PL (all staff)
- Certificate 1V LSO'S
- Understanding Grammar P-2
- Leadership Team participated in the STEM PBL Project with Monash Uni and CEM
- RE Workshops – Advent
- NC Principals attended spaced modules PL with ACU Theology/Philosophy Faculty
- NC Principals PL at the Jewish Museum St Kilda
- NC Principals Pilgrimage to the Holy Lands
- Principal participated in NCEC 2020 Conference Planning Team
- Principal & DP at VACPSP Conference–Impact the Future, Leading Today's learners

Number of teachers who participated in Professional Learning - 23

Average expenditure per teacher for Professional Learning – \$1040

Teacher Satisfaction

Our Performance and Growth lead indicators data in 2019 mirrored the positive data achieved in previous years. Our school climate scores especially in Teaching and Learning all track near the top 25% of primary schools.

From our School Data Snapshot 2019 provided by the Catholic Education Melbourne (CEM) our children valued, Rigorous Expectations, School Climate, Teacher-Student Relationships and Student Voice with each domain scoring above the CEM average for schools. The students also scored highly in School Engagement, School Belonging and Learning Dispositions.

Data from our School Data Snapshot 2019 (CEM) taken from the “School demonstrates leading practices for Teaching, Learning and Student Wellbeing” achieved high scores from our teachers. Staff - Leadership Relations (80%), Staff Safety (71%) Psychological Safety (73%) and Collective Efficacy (80%) scored heavily in the data. Collaboration in Teams and Support for Teams was also highly valued by the teachers who consistently modelled this to the children to demonstrate their own commitment to nurturing a collaborative culture.

School Community

Goals & Intended Outcomes

- To continue to re-imagine and re-create authentic partnerships with families 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

Through the support of our SPARKLE Parents team (School Partnerships Actively Re-Imagining Kids Learning Experiences) throughout 2019, 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 2019 the SPARKLE Parents team was capably led by our Chairperson(Belinda Galloway) and Deputy Chairperson(Taigen Hornsby). 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 Parish Fete team in 2019 which strengthened their connection with the wider Community.

The SPARKLE Parents Team set out with 4 key goals for improvement in 2019.

- GOAL 1: Increase transparency and communication with our broader school community
- GOAL 2: Nurturing a welcoming inclusive image for our SPARKLE Parents Team
- GOAL 3: Review and develop our sub-committees
- GOAL 4: Improve communication and processes within our SPARKLE Parents Team

The SPARKLE Parents Team Executive introduced structures to formalise some of the SPARKLE Parents Team processes and documentation. A Code of Conduct was established in consultation with the committee outlining rights and responsibilities of members of the committee as well as the role description for subcommittee leaders. Five core principles (Connectedness, Collaboration, Inclusive community, Making a difference and Commitment) were agreed upon to guide their decision making and actions throughout 2019

To enhance communication with families and to encourage more representation and participation in SPARKLE events, an Open Night was trialled to encourage new members of the school community to get involved resulting in several new members to sub committees. Our SPARKLE Newsletter was launched to provide families with clearer communication channels and to nurture a welcoming inclusive image for our SPARKLE Parents Team.

The SPARKLE Team should be acknowledged for their instrumental role in building our school culture with a range of social and fundraising events. Once again this has included their ongoing commitment to the Mothers' Day Afternoon Tea and stall, the Fathers' Day Breakfast and stall, our 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. The newly revamped St Paul the Apostle 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. Child Safety remained a major and ongoing focus throughout the year.

Through their various teams, 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
Community connection to the garden
Establishing new Garden beds
Laying of artificial grass in passive play area

Fundraising and Promotion:

Easter and Christmas Raffles
Special days at School
Mothers' and Fathers' Day stalls and raffles
Sponsorship
Trivia Night
Inaugural Bunnings BBQ

Community & Social Outreach:

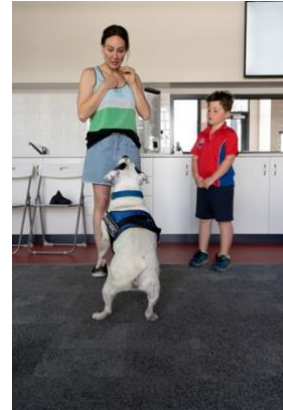
Opening of the School Year Mass and Celebrations
School Picnics and School BBQs
End of the School Year fun day at Fun fields
Fathers' Day Breakfast and Mothers' Day Afternoon Tea
Family Christmas Party
ANZAC Day Dawn Service at Laurimar school reps
Support for families in need
Year Six Graduation Mass
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
Grandparents Day
Involvement in the Christ the Light Parish Fete
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 Grandparents' day celebrations
School Liturgies/Assemblies
ANZAC Day Dawn Service at Laurimar representatives
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
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
Year Level Information Nights for current SPA parents to learn more about our unique culture
Welcoming visitors from local government, the Archdiocese of Melbourne and Catholic Education Melbourne
Welcoming educational visits from schools and parishes Australia wide
Joint Professional Learning partnerships and collaborations 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 continuing challenge as we move forward into our sixth year is to maintain those values that we hold to be important and our unique thinking culture and to work strategically and purposely towards that goal.

With the completion of Stage Two of our School Masterplan in 2019 with the construction of our Middle Learning building incorporating both STEM and Visual Arts areas in our flexible learning spaces and the addition of recreational spaces, we will also continue to plan for our Stage Three Capital funding application.

Stage Three Capital funding will see the completion of our masterplan in 2021-22 providing us with a Senior Learning building, extension to the Administration building and a designated multi-purpose use STEAM (Science technology Engineering Arts Mathematics learning space).

We will continue to plan for and create further recreation spaces as our school population continues to grow. We will begin initial conversations with Marymede Catholic College in South Morang regarding the proposed building of a secondary campus and the possibility of incorporating a facility for three and four year old kinder on the adjoining property.

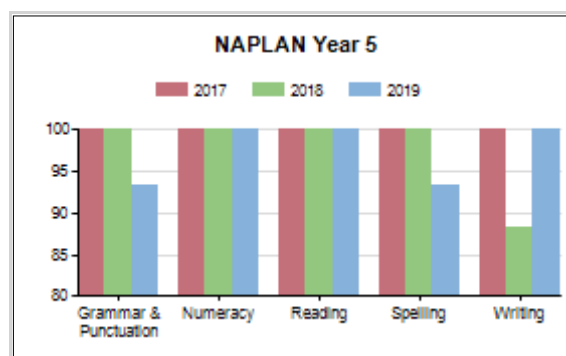
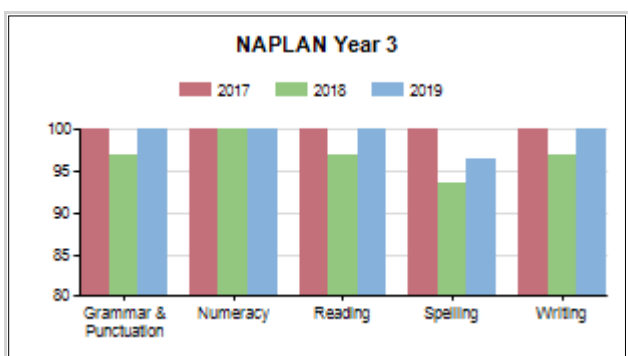


School Performance Data Summary

E1401
St Paul the Apostle, Doreen

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	96.8	-3.2	100.0	3.2
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	96.8	-3.2	100.0	3.2
YR 03 Spelling	100.0	93.6	-6.5	96.4	2.9
YR 03 Writing	100.0	96.8	-3.2	100.0	3.2
YR 05 Grammar & Punctuation	100.0	100.0	0.0	93.3	-6.7
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	93.3	-6.7
YR 05 Writing	100.0	88.2	-11.8	100.0	11.8



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.6
Y02	93.9
Y03	92.2
Y04	93.3
Y05	92.7

Y06	94.2
Overall average attendance	93.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.5%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	82.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	16.7%
Graduate	22.2%
Graduate Certificate	0.0%
Bachelor Degree	77.8%
Advanced Diploma	38.9%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	23
Teaching Staff (FTE)	18.6
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	7.7
Indigenous Teaching Staff (Headcount)	1

All students in Year Three were at the expected level in Numeracy, Reading and Writing Grammar & Punctuation and continued improvement in Spelling which was targeted in 2019.

All students in Year Five (which had a smaller cohort of less than 20 students) were at the expected level in Numeracy, Reading and Writing with a slight drop in Spelling and Grammar & Punctuation, which received targeted intervention support and extension programs for the children requiring additional assistance.

The results demonstrate that Numeracy levels across Years Three and Five (which has been a major focus in 2017-19) are improving with all students at the expected level (or range). Teachers have analysed the 2019 results 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.

