

St Paul the Apostle Doreen

2020

Annual Report to the School Community



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Minimum Standards Attestation

I, Phil Doherty, attest that St Paul the Apostle 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 2020 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.

25/06/2021

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

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; encourages 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 thriving community of Doreen, an outer northern suburb in the rapidly expanding growth corridor of Melbourne, for the first time in February 2015.

Set on approximately 13 hectares of previously pastoral land, stage one of our building consisted of an administration block and a contemporary 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 erected a modular building consisting of four classrooms and shared spaces. In early 2019 we continued stage two of our school's capital works master plan. This resulted in the construction of another contemporary learning building to accommodate our Senior and Middle Year levels and outdoor recreation spaces in readiness for the 2020 school year.

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 2020 February Census recorded an enrolment 337.6 students supported by our 46 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 15 classes: 3 x Prep (Foundation) classes, 6 x Junior Level classes (Year One/Two), 4 x Middle Level classes (Year Three/Four) and 2 x Senior Level classes (Year Five/Six).

Our Before and After School Care Program (Camp Australia), School Counsellor, our School Psychologist, 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 helping to shape our culture, providing onion support and additional recreation spaces, equipment and facilities.

Despite the COVID interrupted school year, our SPARKLE Parents team found innovative ways to support us in building a welcoming and inclusive community through their social endeavours, some fundraising and by supporting our school gatherings and celebrations when permitted with the lifting of the COVID restrictions throughout 2020.

Principal's Report

In our sixth 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.

However, 2020 became one of our most challenging years as our way of life was impacted by the ravages and uncertainty of the global COVID19 pandemic.

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.

Despite the COVID interrupted school year, severely impacted by two lengthy lockdown periods in Victoria, we remained uncompromising in our determination to enhance our Culture of Thinking in a multi-age setting.

Through the development of our online Remote and Flexible learning portal, the children were provided with a variety of rich, relevant and purposeful learning opportunities ensuring that our thinking remained visible for our children. Our vision for Remote and Flexible learning was based on our school's unique thinking culture and values and reflected our pedagogical approaches to learning. This online facility promoted independence, engagement and student choice which complemented our current learning and teaching practices.

Our approach to Remote and Flexible learning is a multi-faceted approach and focuses on the provision of engaged, enjoyable and purposeful learning activities but not relying on reams of uninspiring worksheets. Through a thinking lens, our children were able to focus on everyday activities that involved reading, writing and mathematics and also allowed our children to extend their learning and thinking through research and activities based on their current Inquiry topic or their own home environment.

In a sense of family-school partnership, the online Remote and Flexible learning portal, provided parents with a timely insight into the culture of our school and our contemporary approaches to learning and teaching with an expectation that they would support the children with their learning from home. With a continued focus on "Learner Agency" we set about creating conditions by which all young learners were active agents in their own learning, strengthening student voice and ownership both onsite at school and also from the home.

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. In 2020 through a whole school inquiry, we introduced a new learner disposition to the children building on their other learner dispositions developed in previous years, Responsible, Collaborative, Respectful, Inquiring and Reflective learners who collaborate with others and incorporated these dispositions into their own preferred learning styles. In 2020, we unpacked what it meant to be a "Resilient learner" so timely and essential during COVID19 and provided support via our Student Wellbeing foci and whole school inquiry, our school counsellor and school psychologist.

Due to the COVID19 global pandemic, school events, fundraising activities, onsite meetings and social gatherings were severely limited however the SPARKLE Parents team 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 continued to set about designing different

learning experiences for our children, such as our inaugural Colour Fun Run, 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.

In 2020, 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 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 to coordinate the celebration of the sacraments of Reconciliation, Eucharist and Confirmation in 2020, involving children from our three parish primary schools and the local schools. However, the COVID19 pandemic limited our capacity to celebrate the sacraments with only the Sacrament of Confirmation able to be held in each school late in Term Four with strict compliance to the COVID safe practices in place.

More than ever at this time, when there is still uncertainty and struggle in people's lives, how important it is to offer Christ as the source of light and hope for people's lives. Even now as we continue to go through this challenging time, it is to trust that the "Light of Christ" guides us to adapt in new ways to the COVID environment we are living in, and to engage creatively in being a community that makes a difference to the world around us.

Fr Martin Ashe

Parish Priest - Christ the Light Parish

Education in Faith

Goals & Intended Outcomes

To deepen our understanding of our school theme for 2020, "Be the Hands, Heart and Voice of Jesus" and our call to spread the news of God's love to all we meet modelled in our words, thoughts and actions.

To continue to nurture within our children, an understanding of and commitment to social justice enacted through our social outreach initiatives.

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 2020 school theme, "Be the Hands, Heart and Voice of Jesus"

Throughout SWELL Week at the beginning of first term, the children in each Year Level used a variety of thinking routines to unpack and deepen their understanding of the new school theme.

In collaborative groups, the children were encouraged to articulate their thinking about key elements within the theme, which was an adaptation of the quote from St Teresa of Avila, "Christ has no body now on earth but yours." The children focused on the life, example and teachings of Jesus and how they could personally model Jesus on earth by spreading the message of God's love. Throughout the school year, the children lived out our school theme in their daily interactions and incorporated a social justice, social outreach focus to help make the world a better place.

Throughout SWELL Week at the beginning of first term, 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.

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 of the Sacraments of Reconciliation, Eucharist and Confirmation co-ordinated by our Parish Sacramental team. Even with the uncertainty of COVID restrictions and the imposition of lockdowns throughout the school year, our teachers, RELs and leaders from the three schools and parish, worked collaboratively to plan each sacramental program, hold "in-school" workshops and retreat days for our children and provided family faith nights online to assist the families.

We remained committed to embedding our "Catholic identity" and our Religious Education program and other units of learning, enabled us to explore and experience what it meant to be active members of our school and parish community and our connection to our global Catholic church.

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

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. Within the constraints of COVID, families were involved in the prayer life of our children.

VALUE ADDED

During the COVID lockdowns, our school helped 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.

When permitted with the return to on-site school and with the easing of COVID restrictions, families were able to participate both on-site and remotely in a number of parish and school prayer and faith sessions including: Family Faith nights (some of which were accessed online), joining us for morning prayer at school or via Zoom during lockdown, prayer liturgies for Mothers,' Fathers' and Grandparents days when possible, social outreach appeals, sacramental preparations, our school Feast day and our Year Six Graduation ceremony held onsite with family representatives.

We continued to strengthen our social justice platform which led to social outreach initiatives and 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, with their Winter and Christmas appeals an providing food and gifts for our Christmas Giving Tree.

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 Caritas Missions, Lent appeal, Lillies for Hope Childhood Cancer research appeal and the "Cook Houses and Tanks A Lot" project for communities in remote areas of PNG through the Sisters of Mercy.

COVID19 impacted on the comparison gained from the normal external data sources schools gather in a typical school year. COVID prevented Catholic schools from administering assessments such as: Enhancing Catholic Schools Identity Survey. We also needed to create a modified reporting format using nForma to compensate for the exclusion of the Catholic Identity data.

Learning & Teaching

Goals & Intended Outcomes

To provide engaging and purposeful learning experiences for our children via our Home Learning portal on our school website.

To continue to provide children both onsite and via remote and flexible learning with opportunities to further strengthen learner agency with the provision of tasks that give them freedom to pursue their own learning.

Following staff reflection with feedback from parents and our children, we worked diligently to build upon our remote and flexible learning program during the lengthy COVID Lockdown #2.

Like all schools, remote learning 1.0 for us was largely a leap of faith. While it didn't change our pedagogical approach, and we covered the same concepts as if we were teaching face to face, clearly the way we needed to deliver the learning experience was completely turned on its head.

Armed with the experience, and looking at other models of best practice, we built upon COVID Lockdown #1 and planned for a more engaging and purposeful remote learning experience for our children.

We remained true to our 'culture of thinking' and resisted relying on copious worksheets as 'busy work' for children. Instead any 'worksheets' were used to either gauge children's understanding or as a template to guide their thinking.

Our remote and flexible home learning portal included explicit teaching sessions via zoom and videos. We built significantly on our ability to deliver the wider curriculum including live weekly cooking lessons and fortnightly Blue Earth PE sessions. Our school choir participated in regular virtual rehearsals and we formed a virtual choir including children, staff, and families.

We set a home-based STEM FOR HUMANITY challenge requiring children from Years Five and Six to respond to the problem of modifying their home to make it suitable for a person with a disability. Children also accessed a medical science virtual unit focusing on the science of health and wellbeing, with the ability for children to ask clinical questions of doctors, learn first aid, and understand things like blood pressure and heart rate.

For our Italian languages, we introduced a regular story-time session read entirely in Italian via Zoom and videos.'

Regular Zoom sessions enabled teachers and staff to touch-base and nurture student wellbeing with classes and also for explicit teaching purposes and clarification of the learning tasks. Lessons for children with additional learning needs were also provided. The SEESAW app was implemented early in 2020 to enhance two-way communication between home and school and to engage families with their child's learning journey.

Feedback from our children indicated that they missed the collaborative nature of learning embedded in our thinking culture here at SPA. In response, the teachers in the Senior Level implemented the "breakout rooms" function in Zoom to enable collaborative learning to occur naturally, replicating what our students experienced and valued on-site.

Weekly student wellbeing sessions and the availability of counselling and psychology sessions with children via Zoom were value added features during COVID Lockdown.

The community of SPA Doreen displayed our new learner disposition of resilience throughout the uncertainty of the 2020 school year and responded well to the challenges of remote learning.

I'd particularly like to thank our entire SPA staff for their inspirational efforts and collective wisdom, along with our families for their support and engagement.

During the challenging disruptive times for both schools and families we worked together and support each other to ensure the children receive the best educational opportunities possible.

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 "Resilient 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 young learners recognise 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). Due to COVID we were not able to work with Ron in person however we continued embedding the eight cultural forces of thinking: Expectations, Language, Opportunities, Interactions, Routines, Environment, Time and Modelling.

2020 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 (through the use of the Speak Up online assessment tool) and qualitative assessments, supported our conclusion 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 2020 were planned to be covered throughout 2020 however the COVID interrupted year severely impacted on extra-curricula activities such as an intensive swimming program from Years Prep to Six, Twilight Sports, Interschool sports, and an outdoor education camp for Years Three to Six, school choir, our special ensemble, coaching programs, Blue Earth program and Before and After school care many of which were cancelled. Our parish sacramental programs were also cancelled with only the sacrament of Confirmation celebrated on the school site in December 2020.

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.

STUDENT LEARNING OUTCOMES

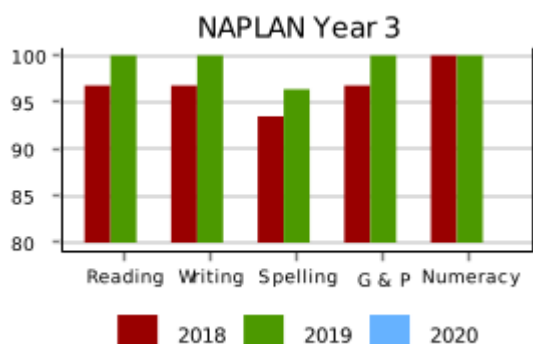
COVID19 impacted on the comparison gained from the normal external data sources schools gather in a typical school year. COVID prevented schools from administering assessments such as: NAPLAN, School Improvement Survey and Enhancing Catholic Schools Identity Survey. We also needed to create a modified reporting format using nForma to compensate for the exclusion of assessment against the Victorian curriculum as per the directive from the VCAA and CEM.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	96.8	100.0	3.2		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	96.8	100.0	3.2		
YR 03 Spelling	93.5	96.4	2.9		
YR 03 Writing	96.8	100.0	3.2		
YR 05 Grammar & Punctuation	100.0	93.3	-6.7		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	93.3	-6.7		
YR 05 Writing	88.2	100.0	11.8		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

For our learners to unpack the "Resilient" learner's disposition using a variety of thinking tools to deepen their understanding and to incorporate the traits of a resilient learner into their personal lives affected by the global pandemic.

To maintain our sense of connection and support with each other especially during remote and flexible learning from home through the use of the online digital resources.

To be uncompromising in our commitment for Child Safety made visible through our practices in promoting wellbeing, inclusivity and resilience.

Achievements

As in previous years, we commenced the 2020 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 2020 school theme, **"Be the Hands, Heart and Voice of Jesus"**. The children focused on the life and teachings of Jesus how they could model Jesus on earth by spreading the message of God's love. Throughout the school year, the children lived out our school theme in their daily interactions and incorporated a social justice, social outreach focus to help make the world a better place.

In 2020 through a whole school inquiry, we introduced a new learner disposition to the children building on their other learner dispositions developed in previous years, Responsible, Collaborative, Respectful, Inquiring and Reflective learners who collaborate with others and incorporated these dispositions into their own preferred learning styles. In 2020, we unpacked what it meant to be a "Resilient learner" so timely and essential during COVID19 and provided support via our Student Wellbeing foci and whole school inquiry, our school counsellor and school psychologist.

As an additional support, especially throughout the COVID interrupted school year, children, 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 continued to work closely with school staff and with our Student Wellbeing and Learning Diversity Leader Geraldine Crowe and our School Psychologist, Cassandra Lee to support student wellbeing and their connectedness to our community. This dynamic team also provided vital resources and

support for teachers and staff as they coped with the pressures in helping their children to cope with the uncertainties of the COVID pandemic.

As mentioned previously the introduction of regular zoom sessions enabled teachers and staff to touch-base and nurture student wellbeing with their children, allowing for the social interaction and sense of connectivity. Lessons for children with additional learning needs were also provided. The Senior Level implemented the "breakout rooms" function in Zoom to enable collaborative learning to occur naturally, replicating what our children experienced and valued on-site. Weekly student wellbeing sessions and the availability of counselling and psychology sessions with children via Zoom were value added features during COVID Lockdown.

Electronic devices were also provided for a number of families to ensure that the children were able to access their learning. Through communication between the home and school, a number of children were deemed vulnerable and special arrangements were made to allow these children to learn onsite for specified periods of time.

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) were only able to gather on occasions with their School Community Group staff members when COVID restrictions permitted on their return to onsite learning.

Being a relatively young school, we are still bottom heavy with our largest cohort of our children in the Prep and the Junior Classes. Therefore 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.

VALUE ADDED

Promoting and actively using our local Active Travel Paths

Our involvement in Walk Ride and Scoot to school days when COVID permitted.

Family participation in whole school celebrations

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

Our Mindfulness program

School and Level Assemblies

Liturgical Celebrations

St Paul the Apostle Feast Day

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
Excursions, Incursions and Community walks (when permitted)
Involvement in Catholic Education Week celebrations (online)

STUDENT SATISFACTION

COVID19 impacted on the comparison gained from the normal external data sources schools gather in a typical school year. COVID prevented schools from administering assessments such as: School Improvement Survey and Enhancing Catholic Schools Identity Survey.

STUDENT ATTENDANCE

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.

Members of the school leadership are 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.

During COVID restrictions, the classroom teachers walked their children to the front gate and the Prep teachers remained with their class at the front of the school for the parents.

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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	96.0%
Y02	96.5%
Y03	97.1%
Y04	95.9%
Y05	97.1%
Y06	96.8%
Overall average attendance	96.6%

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 ongoing Professional Learning modules (including mandated sessions such as Mandatory Reporting) to enable all staff to be informed and adhere 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](#)).

St Paul the Apostle school, remained committed and vigilant in our efforts to ensure Child Safety was at the forefront of our endeavours. Throughout 2020, the school leadership team and staff revisited and updated 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:

Upholding the primacy of the safety and wellbeing of children and young people.

Empowering families, children, young people and staff to have a voice and raise concerns.

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

Public announcements made which were explicit and unequivocal in 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 via our Newsletters, communications home and SPARKLE Parents Team meetings and school events.

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 and learner agency

Revisiting and unpacking our school learner dispositions (responsible, collaborative, respectful, reflective, inquiry and resilient learners) with our children

Strategies revisiting the principle of inclusivity

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

With the COVID19 global pandemic dominating the 2020 school year, our professional learning remained focused on providing learning that was rich, purposeful and engaging for our children.

Therefore, our vision for Remote and Flexible Online Learning was based on a 'Re-imagination of the Learning Landscape' where our school's pedagogical approach to learning through our own unique thinking culture and values came to fruition through the use of contemporary tools that engaged, supported and empowered the learner.

In relation to aspects of Leadership and management, many factors during the planning stages were considered. These factors related to:

Learner Wellbeing, Engagement, Support and Empowerment

Teacher Professional Learning and Wellbeing

Parental Support and Education

It was important that a plan that enabled a transition from a daily face to face learning and teaching environment to a facilitated online learning platform and vice a versa considered the following:

Students' well-being remained at the forefront with learning activities tailored to support the children's emotional wellbeing;

Face to face interaction was essential to ensure connectivity and relationships;

Consistent messaging and communications with parents, students and staff;

Meaningful learning activities that reflected the school's culture;

The level of independence and engagement that each activity presented;

Impact on families facilitating our Remote Flexible learning approach;

Scaffolded instruction;

Website Navigation were clear with easy to find and access links;

Student access to devices and the provision of shared devices when required;

Time allocation for activities;

Ongoing support for parents and children.

Ongoing support for staff with a particular focus on the induction and support for new staff, especially graduates.

In realising our plan, our meetings at a leadership level needed to provide facilitated support for each aspect of the plan. As a result of our plan, teachers working in teams developed their respective Remote and Flexible Online Spaces which linked to the school's main online portal. The spaces developed were constantly evaluated and evolved to meet the needs of our learning community.

The planned introduction and implementation of the new seesaw app was indeed timely and provided our school community with an app that: enabled the children to showcase their learning through the use of built-in tools that captured what they knew; allowed the teachers and staff to gain deeper insights into the children's thinking, adapt their teaching focus and to document their progress; provided families with a window into their child's thinking and understanding, captured in their child's digital portfolio, enhancing communication between the home and school.

Documentation and support processes were also developed in relation to prioritising the wellbeing of children, parents/families and teachers.

It remained essential for our school leadership team to provide ongoing professional learning opportunities and relevant support for our staff as they navigated through onsite and offsite learning throughout 2020.

Our Professional Learning Plan was developed in relation to a timeline which over the course of time in Lock down situations would systematically grow to present a dynamic online environment that would be in line with the school's vision.

Learning and Teaching: Our Plan

In aiming for a 'Re-imagination of the Learning Landscape' our Professional Learning Plan for staff was based on Four Phases of Implementation.

This plan aimed for the development of skills and knowledge and the integration of the best possible resources in delivering Remote and Flexible Online Learning to all students.

Each phase presented the need for Professional Learning. This was achieved via

Whole staff planning sessions - aiming at shared vision/pedagogy

Professional Learning with Google Sites to create our Remote Flexible Online Learning Portal.

Specific application related professional learning Seesaw, Zoom, iMovie

Monitoring and Assessment: Keeping in check with students

Evaluation

Our plan throughout 2020 was constantly evolving. It is a 'needs-oriented' approach that delivers an Online Remote and Flexible Learning Environment. Teachers and parents saw the development of our online portal as a necessary facility during a Lock-down situation, however, there became a growing realisation through our Professional learning, that saw many of our staff incorporate elements of our plan in day to day, face to face teaching and learning situations. For example the See Saw application is now a preferred multimedia tool that captures the child's thinking and their creations. Zoom video conferences have seen children extend their learning to collaborative online projects and teachers are now tapping into the expertise of others via this medium to develop meaningful and insightful learning experiences.

This challenge remains for our School Community. The use of an online portal like all aspects of learning and teaching is not 'just what you have but how you use it'. This is certainly true of our Professional Learning plan and an element that we had to revisit time and time again. However, the benefit has been the fact that our staff have demonstrated the capacity to adapt and provide the support that our children need and the engagement and the empowerment that will allow our children to become lifelong learners.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

A variety of Pupil Free Days to focus on the Provision of Flexible and Remote Learning during COVID19

Diversity and Wellbeing PL day for staff

NCCD PL & NDIS PL

Family School Partnerships Network MEWS Cluster (induction)

CEM Child Information Sharing Scheme PL at Moonee Valley

CEM Family Violence Sharing Scheme PL at Moonee Valley

CEM STEM MAD (Making A Difference) Showcase Advisory Group (ongoing...)

CEM STEM for Humanity Project (ongoing...)

CEM STEM Network Meetings, PL and in-school PL opportunities (ongoing...)

ACARA Digital Technologies Curriculum Review Reference Group, (FFabri - CEM rep)

CEM DALL (Developing Autonomous Language Learners) PL (ongoing...)

First Aid PL - CPR, Anaphylaxis, Asthma Management, Diabetes - all staff

Developing our pedagogy of a Culture of Thinking Dr Ron Ritchhart, Harvard (online)

Exploring the Cultures of Thinking 2 day Seminar - all staff

North Central Principals & Deputy Network Meetings & Conference

Mandatory Reporting Module - All staff

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 via Zoom

Northern eLearning Network PL at Google Headquarters focusing on G-Suite

Melbourne University Robo Gals PL

CEM Principals and Parish Priests Briefing Days

- CEM Finance Briefings
- Out of Home Designated Teacher Training and Educational Needs and Assessments
- NCCD PL (several staff)
- Autonomous Language Learners Workshop (4 staff)
- Essential Assessment PL (all staff)
- Leadership Team participated in the STEM PBL Project with Monash Uni and CEM
- RE Workshops - Advent
- Principal participated in NCZ Principals' Network Conference 2020
- Blue Earth PL by staff
- Enhancing Mathematical Thinking PL Harvard online Module
- Inspiring Maths leadership PL with Ed Partnerships
- Reading Comprehension PL with CEM
- How Can We Notice & Support Our High Potential learners PL - Dr Susan Nikakis CEM
- Gifted and talented Twilight PL - John Munroe

Number of teachers who participated in PL in 2020	0
Average expenditure per teacher for PL	\$0

TEACHER SATISFACTION

COVID19 impacted on the comparison gained from the normal external data sources schools gather in a typical school year. COVID prevented schools from administering assessments such as the School Improvement Survey and Enhancing Catholic Schools Identity Survey.

However, from a total of 46 staff, two staff members were successful in acquiring a new teaching position at their respective schools for the 2021 school year which possible reflects a healthy staff morale and staff climate.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	81.8%
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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)	3.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	21.7
Non-Teaching Staff (Headcount)	21.0
Non-Teaching Staff (FTE)	13.0
Indigenous Teaching Staff (Headcount)	1.0

School Community

Goals & Intended Outcomes

To continue to build authentic partnerships with families to build an inclusive and welcoming culture in our school community.

To continue to strengthen our connection with the school community through our involvement in the Family and Community Engagement Schools (FACES) Collective.

Achievements

Through the support of our SPARKLE Parents team (School Partnerships Actively Re-Imagining Kids Learning Experiences) throughout 2020, 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 2020 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 2020which strengthened their connection with the wider Community.

The SPARKLE Parents Team set out with 2 key goals for improvement in 2020.To continue to nurturing a welcoming inclusive image for our SPARKLE Parents Team

To improve communication networks between the home and school

Even with the impact of COVID restrictions, the SPARKLE Parents Team should be acknowledged once again for their vital role in strengthening our school culture and for their effort with a range of social and fundraising events. This was further enhanced this year with our inaugural Colour Fun Run which luckily occurred in First term before the COVID Lockdowns. The colour Fun Run involved meticulous planning and work by Kate Solyom and the SPARKLE Parents Team to ensure that the children would enjoy this unforgettable experience. This major social and fundraising event was another wonderful example of the power of Family School partnerships while raising much needed funds for our synthetic grass area, for "Lillies for Hope" Childhood Cancer appeal and for the "Cookhouses and Tanks Alot" project for villages in Papua new Guinea. 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 newsletter, local newspapers and advertising ensured that clear communication channels were 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 preparation for the celebration of the Sacraments of Reconciliation, Eucharist and Confirmation, where staff from the three schools and our parish, worked collaboratively together.

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. The upkeep of our physical environment, working bees, building and repairs, maintenance of school equipment (playground, fences, gates, paths, structures, air-conditioners), laying of another area of artificial grass in passive play area and fundraising and promoting school events.

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 within our parish and local community and to promote our Catholic Identity.

Families continued to support and be engaged in activities such as Easter and Christmas Raffles, Walk and Ride to School Days, School Banking Team, School Uniform Shop Team. We also held school tours and Prep transition programs when COVID19 restrictions permitted for families to gain a first-hand insight into our unique contemporary learning culture.

We continued our participation in the Family and Community Engagement Schools (FACES) Collective - St Mary's PS Whittlesea, St Paul the Apostle PS Doreen, St Joseph's PS Mernda, St Mary of the Cross McKillop PS Epping Nth and St Peter's PS Epping. (Catholic Ed Melb Sponsored). Our collective focuses on establishing deep transformation learning and practice that strengthens relationships with our parent community and teaching staff.

In light of our Wellbeing outcome, our collective arranged for an eSafety Parent Information Evening Family School Partnership - Proactive e-Safety Approaches for Parents session.

PARENT SATISFACTION

COVID19 impacted on the comparison gained from the normal external data sources schools gather in a typical school year. COVID prevented schools from administering assessments such as: School Improvement Survey and Enhancing Catholic Schools Identity Survey.

Future Directions

Our continuing challenge as we move forward into our seventh 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 were successful in acquiring a \$5,000,000 smarty grants 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. Plans for the establishment of a Catholic Secondary College on our adjoining site are nearing completion with the building of a campus of Marymede Catholic College South Morang planned to open with Year Seven in 2024. Marymede Catholic College South Morang also plans to establish an Early Learning Centre on the adjoining site incorporating a three and four year old kindergarten campus in 2023.