



St Paul the Apostle Doreen



Registered School Number: 2096
St Paul the Apostle | Doreen

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Contact Details

ADDRESS	80 Bassetts Road Doreen VIC 3754
PRINCIPAL	Philip Doherty
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 9216 2000
EMAIL	principal@spadoreen.catholic.edu.au
WEBSITE	www.spadoreen.catholic.edu.au
E NUMBER	E1401

Minimum Standards Attestation

I, Philip 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 2021 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 Schools.

07/04/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

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 well-being 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 well-being 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).

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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 2020 we completed 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.

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 and support them in developing learner dispositions which will support them throughout their lives. Building upon our previous learner dispositions (Responsible, Respectful, Collaborative, Inquiring, and Resilient), our children focused on the new learner disposition of "Inclusivity", so vital for the children to model when they returned to school after lengthy lock-downs throughout 2020/2021.

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 Family School 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 2021 February Census recorded an enrolment 318.6 students supported by our 44 full and part-time staff, comprising experienced teachers, graduate teachers, learning support officers, specialist teachers, a school counsellor/chaplain, a school psychologist and administration staff.

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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, 5 x Junior Level classes (Year One/Two), 4 x Middle Level classes (Year Three/Four) and 3 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 SPA Family School Partnership Team, 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 yet another COVID interrupted school year, our SPA Family School Partnership Team found innovative ways to support us in building a welcoming and inclusive community through their social endeavours, some fund-raising and by supporting our school gatherings and celebrations when permitted with the lifting of the COVID restrictions throughout 2021.

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Principal's Report

In our seventh 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. Following on from a very disrupted school year, 2021 remained 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 the Parish of Christ the Light - our former Parish Priest Fr Martin Ashe who was ordained as a Bishop in July, Fr Jude Johnston, Fr Hien Vu as our new Parish Priest, Sandy Starbuck (Parish Pastoral Associate), our Parish Leadership Team, parish groups and our sister schools, St Joseph's Primary School Mernda and St Mary's Primary School Whittlesea.

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

Through the continued development, fine-tuning and re-imagining 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 learner choice which complemented our current learning and teaching practices.

Our approach to Remote and Flexible learning remained a multi-faceted approach and focused 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 specialist lessons while allowing our children to extend their learning and thinking through research and activities based on the 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 on-site at school and also from the home.

Our Remote and Flexible Learning portal contained learning opportunities to further develop learner agency, mirroring the type of learning provided for the children during on-site learning. We provided opportunities for the children to grapple with the big ideas questions that mattered to them, opening the possibilities for deeper understanding.

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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 2021 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 2021 we unpacked what it meant to be an "inclusive learner" so important after the COVID19 Lockdowns and provided support via our Student Well-being foci and whole school inquiry, our school counsellor and school psychologist.

Due to the COVID19 global pandemic, school events, fund-raising activities, on-site 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 SPA Family School Partnership team continued to set about designing different learning experiences for our children, such as our second Colour Fun Run, while providing much needed resources and creating an essential partnership

between the home and school.

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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 2021, 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 were 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 2020 and 2021, involving children from our three parish primary schools and the local schools.

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.

Bishop Martin Ashe Parish Priest - Christ the Light Parish

School Advisory Council Report

Due to the uncertainty with and the impact of the COVID19 pandemic and our lengthy periods of lock down, the formal parent advisory structures were in recess for much of 2021. Coinciding with the change in School Governance, St Paul the Apostle PS now operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS). The school will introduce a formal School Advisory Council framework in 2022 in line with MACS policy directives to ensure that parent voice is sought, heard and valued to inform and support decisions made by the principal and school leadership on important school matters.

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Education in Faith

Goals & Intended Outcomes

To deepen our understanding of our new school theme for 2021, "Together Be Open Arms of Jesus" linked to our new learner disposition of "Inclusivity" and our mission to spread God's love to all we meet, modelled by 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.)

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, "Together be the Open Arms of Jesus."

In collaborative groups, the children were encouraged to articulate their thinking about key elements within the theme, which built upon last year's theme, "Be the Hands, Heart and Voice of Jesus."

The children focused on Jesus' invitation to spread the message of God's love modelled by our words, thoughts and actions and to accept, respect and include others. 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.

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 lock-downs 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.

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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 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

However, with the postponement of the sacramental programs in 2020 due to the COVID19 pandemic, we celebrated the 2020 sacraments in first term 2021 and celebrated the 2021 sacraments later in the year with between lock-downs with strict compliance to the COVID safe practices in place.

During the COVID lock-downs, 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 knock-down, 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 on-site 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 via 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.

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Being a Catholic school, we administered Enhancing Catholic Schools Identity ECSI Survey which identified that our staff and children surveyed, viewed our school as distinctly Catholic with approximately 80% of our children from Catholic (including Orthodox) backgrounds. The ECSI data also supported this judgement with 74% of our staff and 57% of our children identified in the Recontextualising category, well above the MACS average of 6-0% and 16% respectively.

Via the Annual MACSSIS Survey reflecting the student satisfaction, our children's responses were above the MACS average of Catholic Primary Schools in the CatholicIdentity Domain (students perceptions about the Catholic Identity of the school).

Learning & Teaching

Goals & Intended Outcomes

Continue to provide engaging and purposeful learning experiences for our children via our Home Learning portal on our school website and on-site on their return from lock-down.

Continue to provide children both on-site and via remote and flexible learning with opportunities to further strengthen learner agency with the provision of tasks that give them an authentic voice and the freedom to pursue and direct their own learning.

Embed our new learner disposition of "Inclusivity" leading the children to deepen their understanding of that it means to be an inclusive learner and the need to acknowledge, accept, respect and include others, so essential on their return to on-site schooling throughout the school year.

Achievements

Following staff reflection with feedback from parents and our children, we worked diligently to enhance our remote and flexible learning program during the lengthy COVID Lock-down #1 and #2.

Initially, remote learning 2020 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 needed to be enhanced via our use of the technologies.

Therefore, in 2021, based on prior knowledge, and looking at other models of best practice, we built upon COVID Lock-down #1 and #2 and planned for a more engaging and purposeful remote learning experience for our children especially during COVID Lock-down #3 and #4.

We remained true to our 'Culture of Thinking' core to our learning culture 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 cooking lessons, PE, Performing Arts and Science 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 a real life problem/provocation to act upon. For the 2021 STEM Mad Project, we aimed to use the immediate environment around our school to explore environmental issues ranging from the destruction of habitat to the issues that urbanisation has on ecosystems trying to adapt to increased human activity. We focussed on a small wetland area surrounded by a number of very old River Red Gums. In utilising a STEM approach to our learning, we adopted a student led inquiry that allowed the children to explore the issues that impact on this area of interest. Our students comprised a team that was selected via a formal application process for a 'Special Project'. This Team is predominantly Year Five / Six students and is now known as the STEM Ambassadors.

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In order to 'kick start' the project, we purchased an automated Wildlife camera and this revealed a number of interesting situations for us to explore. The Project was based on the fact that Introduced or Invasive species had an adverse impact on our area of interest. The use of our wildlife camera not only revealed the destruction caused by wild rabbits, foxes and various birds but in particular the predatory nature of a domestic cat. The fact that a Domestic cat was part of a problem allowed the children to focus on a project that aimed to lessen the impact. Our provocation became 'Design a Product that will minimise the impact and danger that cats have on other species and flora in their natural environment.

The results in the design stage focussed on the team designing a type of collar that would allow owners to track their cats. (This incorporated the use of a tracking device using GPS - Apple Air Tags were explored). To further extend the possibilities, we looked at the use of a lightweight microchip (Arduino) to allow an infrared sensor and alarm to be activated in the case of a cat preying on other creatures.

For our Italian languages, we continued to incorporate our Teachers as Co-Learners approach with functional language and provided a variety of meaningful learning opportunities to support the children with their language acquisition via videos, zoom, language app and online lessons. Our regular story-time session, read entirely in Italian continued via Zoom and videos.

Regular Zoom sessions enabled teachers and staff to touch-base and nurture student well-being with classes and also for explicit teaching purposes and clarification of the learning tasks. Lessons for children with additional learning needs were also provided by our Learning Support Officers, Tutor teachers and Intervention teachers both remotely and on site. The SEESAW App, the Google education suite, nForma Reporting and Assessment Online Platform and Attendance Roll, SchoolStream App and our Remote and Flexible Learning Portal strengthened 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 utilised the "breakout rooms" function in Zoom to enable collaborative learning to occur naturally, replicating what our students experienced and valued on-site.

Weekly student well-being sessions and the availability of counselling and psychology sessions with children via Zoom were value added features during COVID Lock-down.

The community of SPA Doreen displayed our new learner disposition of "Inclusivity" throughout the uncertainty of the 2021 school year and responded well to the challenges of remote learning. They deepened their understanding of that it meant to be an inclusive learner and the need to acknowledge, accept, respect and include others, so essential on their return to on-site schooling throughout the school year. 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 supported each other to ensure that our children received the best educational opportunities possible.

STUDENT LEARNING OUTCOMES

Year Three and Five children at SPA participated in the NAPLAN assessment in 2019 and 2021, using the same cohort of children and also taking into consideration the impact of COVID on our children's wellbeing, our results remained very similar to previous years, with Spelling and Language Conventions showing a slight improvement in growth in Years Three and Five.

Programs and strategies in place to improve student learning outcomes:

- Assessment and reporting is relevant and timely to each learner.
- Children understand their learning progress.
- Children receive feedback about their challenges while forming and valuing positive attitudes towards learning.
- Educators critically question the impact of their decisions on student learning.
- Feedback is integral to the learning process, enabling children to self-regulate, self-assess and reflect on their own learning.
- Assessment and reporting will provide a strong foundation for authentic dialogue about learning progress between teachers, children and families.
- Children and teachers are both partners in the learning as the teacher constantly shapes and evolves their practice and pedagogy, while the child progresses in response to evidence uncovered and timely feedback.
- Teachers are alert to the needs of their children, founded on their knowledge of each child's assessment.
- Assessment, feedback and data-gathering techniques are authentic, varied and diverse.
- Assessment of learning is continuous, allowing children to demonstrate their progress and flourish.
- Feedback is continuous, accurate and forward-focused

Processes used to set goals and targets for outcomes including students at risk:

Individual and small group interventions are planned and delivered by teachers and Learning Support Officers with a variety of programs and strategies used to improve student learning outcomes. SPA Doreen also employs an Intervention Teacher through the Government Tutoring Program where Individual, small groups and extension groups happen weekly.

Goals and Targets are set by

- Teachers
- Teaching Teams
- Professional Learning Teams

- Program Support Group Meetings
- Child - Parent Teacher Goal Setting Interviews
- Learning Area Leaders - Literacy, Mathematics, Student Wellbeing, Learning Diversity • Whole Staff (Staff Meetings)
- Leadership
- Learning Consultants from the Melbourne Archdiocese Catholic Schools • MACS Four Year Cyclic Review Cycle
- Ed Partnerships - Professional Learning modules
- Cultures of Thinking - PL Modules
- STEM Action Research Project with MACS & Monash
- Teachers as Co-learners approach to Language Action Research Project with MACS and Melbourne

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS 2019 %

**Changes
2021 %**

2020 – 2021 Changes

2020 2019 – 2020

YR 03 Grammar &

* * *

100.0	
100.0	
100.0	
96.4	
100.0	

93.3	-	
100.0	-	
100.0	-	
93.3	-	
100.0	-	

YR 03 Numeracy Punctuation -

YR 03 Reading - YR 03 Spelling - YR 03 Writing -

YR 05 Grammar & Punctuation - YR 05 Numeracy -

* 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 "Inclusive" learner's disposition using a variety of thinking tools to deepen their understanding and to incorporate the traits of an Inclusive 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 well-being, inclusivity and resilience.

Achievements

As in previous years, we commenced the 2021 school year with SWELL Week (Student Well

being 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 well-being leads to improved learning outcomes, we also hold a special SWELL (Student Well-being) Day (Lock-down permitting) 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 children were able to develop their Class Manifestos (What did they Stand For, Value and Believe?) which set the expectations for the year ahead and was constantly referred to throughout the school year.

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

Much time was spent in especially in first term focusing on our 2021 school theme, "Together Be the Open Arms 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.

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, "Together be the Open Arms of Jesus." The children focused on Jesus' invitation to spread the message of God's love and to accept, respect and include others. 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 2021 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, Reflective and Resilient learners who collaborate with others and incorporated these dispositions into their own preferred learning styles. In 2021, we unpacked what it meant to be an "Inclusive learner" so timely and essential during COVID19 and provided support via our Student Well-being 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 Well-being and Learning Diversity Leader Geraldine Crowe and our School Psychologist, Cassandra Lee to support student well-being 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 regular zoom sessions enabled teachers and staff to touch-base and nurture student well-being with their children, allowing for the social interaction and sense of connectivity. Lessons for children with additional learning needs were also provided. The teachers 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 well-being sessions and the availability of counselling and psychology sessions with children via Zoom were value added features during COVID Lock-down.

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 on-site learning. On our return to school in Term

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Four, we ensured that we were able to nurture their wellbeing, hope and connection to the community by planning for a number of major school events which involved their families, staff and classmates. These included: BOOK WEEK, our Annual School Sports Afternoon on-site, "Carols By Daylight" on-site, our inaugural Year Six Mystery Tour, Year Six Graduation and the annual school picnic.

Now in our seventh year since foundation, 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. Well-being videos posted by staff for the school community.

A "We Miss You" music video performed by staff for our children.

Welcome Back signage and Balloons on our gates and fences to welcome back our children on their return to school.

Embedding COVID Safe practices for the children during remote learning on-site and for the children returning to school.

Family participation in whole school celebrations on occasions when COVID restrictions allowed communal gathering.

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

We celebrated BOOK WEEK @ SPA - Old Worlds, New Worlds, Other Worlds on-site in Term Four

We celebrated a one-day extended Camping Experience for the Junior, Middle and Senior Levels in Term Four

We celebrated our Annual School Sports Afternoon on-site in Term

Four We celebrated "Carols By Daylight" on-site in Term Four

We celebrated our inaugural Year Six Mystery Tour in Term Four

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We participated in the MACS STEM Mad Project and as State winners made it through to the Nationals

Class and Level Assemblies permitted

Liturgical Celebrations in classes or Year Levels when permitted

St Paul the Apostle Feast Day celebrations - virtually

End of the Year School Mass,

Year Six Graduation with limited numbers on-site

End of the Year whole school picnic at Funfields @ Whittlesea

Involvement in aspects of the Inter-school Sports through the District Sports

Association Excursions, Incursions and Community walks (when permitted)

Involvement in Catholic Education Week celebrations (online)

Via the Annual MACSSIS Survey reflecting the student satisfaction, our children's responses were on par with the MACS average of Catholic Primary Schools in the following Domains:

Rigorous Expectations (their teachers hold them to high expectations), Student Safety (Physical and Psychological), and Student Voice (children have the opportunity to have an impact on their school).

Via the Annual MACSSIS Survey reflecting the student satisfaction, our children's responses were above the MACS average of Catholic Primary Schools in the following Domains:

School Engagement (how attentive and invested students were), Teacher-Student Relationships (social connection between the teachers and children), School Belonging (how students feel they are valued members), Enabling Safety (Access to and quality of staff support for them) and Catholic Identity (perceptions about the Catholic Identity of the school).

It's also interesting to note that even though our collective responses were at or above the MACS average, our female students' responses were significantly higher than our male cohort.

Via the Annual MACSSIS Survey reflecting the Staff satisfaction, our staff's responses were above the MACS average of Catholic Primary Schools in the following Domains:

Catholic Identity, Student Safety and School Climate.

Throughout 2021, we implemented and continued to maintain COVID safe practices within the school and ensured that we strictly adhered to Government, Health Department and CECV regulations to ensure the health, safety and well-being of our community.

Throughout 2021, the school maintained a consistently high Attendance Rate in line with the MACS Average for Catholic Primary Schools - 95% Semester One and 98% in Term Three.

Throughout 2021, the school maintained a consistently high Attendance Level above the MACS Average for Catholic Primary Schools - 90% Semester One and 97% in Term Three.

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 are directed to inform the school of any absence beforehand to ensure the safety of their children.

Parents use the SchoolStream 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/ Deputy 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 well-being 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 well-being leader, Year Level Team leaders, classroom teachers and our learning support officers are available to support our children experiencing anxiety at school.

During COVID Lock-downs, parents informed us of their child's absence from the day's program via the SchoolStream App, and the child was marked absent on the nForma electronic roll.

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 96.5% Y02 96.2% Y03 96.6% Y04 95.7% Y05 95.1% Y06 95.3% Overall average

attendance 95.9%

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 and Child Safety) 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 2021, 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 the new Senior Learning building and the STEM Learning Showcase Building includes a variety of features (multiple windows and open spaces) to ensure visibility at all times.

The current Middle Level building incorporates standalone self-contained toilet cubicles as a prototype for future constructions to enhance child safety and well-being. The new Senior Learning building and the STEM Learning Showcase Building will also incorporate standalone self-contained toilet cubicles and multiple windows and open spaces to promote 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.

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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 embedding learner agency

Revisiting and unpacking our school learner dispositions (responsible, collaborative, respectful, reflective, inquiry and resilient learners) and our new learner disposition of "Inclusivity" with our children

Strategies revisiting the principle of inclusivity

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Leadership & Management

Goals & Intended Outcomes

In light of the COVID Pandemic, 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 provide mentoring and support networks to induct graduates and new members of our staff into our school culture.

Achievements

Throughout 2021, and despite the impact of the COVID pandemic and the severe lock-downs #3 and #4, staff remained 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.

The staff were determined to up-skill their own expertise and confidence in the use of the digital technologies to enhance and support student learning and allow for a high level of engagement. Structures, rosters and procedures were put into place by the school leadership to enable the staff to have the time and support to integrate the digital technologies into everyday learning and teaching, especially during the extensive lockdown. Professional learning sessions and online support/PL modules were provided by the school to meet the diverse needs and roles of the staff.

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

form 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 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 members across each Year Level and Specialist areas 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 2021 school year began with a whole inquiry unit centred around our school theme, 'Together Be the Open Arms of Jesus,' 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. Their thinking routines were recorded and shared back to the children at the conclusion of the children's SWELL Week foci and learning activities.

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.

All staff and particularly graduate teachers and new staff members are involved in a Induction program at the commencement of the school year to familiarise themselves with our contemporary learning culture, our Annual Action Plan, our school theme and new learner disposition for 2021. Graduate teachers work with their mentor teachers and their associate teachers and staff within their Year Levels and receive ongoing support from the school leadership team. Release from duties allows the new staff to engage in PL modules and to work closely with their mentor teacher and begin their action research into a specific learning area to support them as they aspire to achieve full teacher registration status via the Victorian Institute of Teaching.

The staff also develops a new cultural force of thinking to implement for the year and selects a Team Goal and a Personal Goal to focus on, master and embed throughout 2021. These goals are addressed at their Annual Review Meeting held each year and periodically throughout the school year. The Annual Review meeting also focuses on the VIT Teaching Profession Code of Conduct and the AITSL Professional Standards.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2021

Once again our staff and in particular our new staff participated in PL modules focussing on our "Culture of Thinking," based on the work of Dr Ron Ritchhart, Principal Researcher - Project Zero, Harvard Graduate School of Education who was unable to work with us in person in 2021 due to the COVID pandemic. Our new staff to St Paul the Apostle participated in an Induction Program further highlighting our ongoing commitment to building our thinking culture. "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.

Throughout 2021, 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 Melbourne Archdiocese Catholic Schools Ltd (MACS) via online Zoom meetings and PL modules. When restrictions were lifted, we were visited by coaches and staff from the MACS Languages team and these new learnings have formed the basis of our Italian program which has been enhanced with the services of three Italian native speakers as a Language Learning Support Officers and our online Teachers' Toolbox developed by our Languages Team.

Staff were invited and also selected to participate in a number of PL teams throughout the 2021 school year in line with our School Improvement Framework and Annual Action Plan. Staff were also invited to participate in one of three key online PL modules facilitated by Ed Partnerships International. These three focus areas included Learner Agency (Learner Agency as a living ecology, a way of being with in the world and being in the world with each other), Inspiring Maths Leadership (becoming a more connected, strategic and researchful Maths Focussed Leadership Team) and Embedding a Culture of Thinking (utilising the work of Dr Ron Ritchhart and the Project Zero Team). Representatives from our School Leadership Team and staff across the Year Levels joined with other school teams across Victoria throughout the six PL modules. As well as their membership on the SWELL Week, Twilight Sports and Book Week planning teams, staff were involved in the Christ the Light Parish Sacramental Teams throughout 2021.

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 three graduate teachers achieved this by the end of 2021.

Staff view themselves as co-learners and remained committed to the modelling our school's key learner dispositions (as responsible, respectful, collaborative, resilient, inquiring and inclusive learners - our new learner disposition for 2021) 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. We continued our commitment to Child Safety through our participation in a number of PL modules and accountability requirements via the Mandatory Reporting module, Child Safety modules and First Aid training.

Through the continued development, fine-tuning and re-imagining 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. Staff continued to up-skill themselves on the use of learning and teaching tools (SEESAW App, the Google education suite, nForma app, SchoolStream App, Zoom and our Remote and Flexible Learning Portal) to further enhance the provision of exemplary learning opportunities for the children and clearer communication between the home and school during the lengthy lockdown periods.

The North Central Zone Principals' Network continued to meet remotely via Zoom meetings throughout 2021 and continued our professional learning goals which focussed on "Embedding an Aboriginal and Torres Strait Islander (A&TSI) Perspective." The Network met for two days in November exploring our Indigenous heritage at Mitchelton, facilitated by the local Elders, significant Aboriginal speakers and members from the MACS.

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

NCCD PL & NDIS PL

Family School Partnerships Network MEWS Cluster (induction)

MACS STEM MAD (Making A Difference) Showcase Advisory Group

MACS STEM for Humanity Project

MACS STEM Network Meetings, PL and in-school PL opportunities

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

CEM DALL (Developing Autonomous Language Learners) PL

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

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

(online) North Central Principals Network Meetings & Conference

Mandatory Reporting Module - All staff

MACS 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

MACS Principals and Parish Priests Briefing Days

MACS Finance Briefings

NCCD PL

Autonomous Language Learners Workshop

Leadership Team participated in the STEM PBL Project with Monash Uni and

CEM RE Workshops - Advent

Inspiring Maths Leadership PL - six modules with Ed Partnerships

Learner Agenc PL - six modules with Ed Partnerships

How Can We Notice & Support Our High Potential learners PL - Dr Susan Nikakis CEM

Number of teachers who participated in Professional Learning - 23

Average expenditure per teacher for Professional Learning - \$1040

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.

Number of teachers who participated in PL in 2021

47

Average expenditure per teacher for PL

\$242

TEACHER SATISFACTION

42 members of staff participated in the confidential online MACSSIS 2021 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) which provided us with our staff satisfaction results for 2021. Our school data was compared with the MACS average gained from over 13, 354 respondents from Catholic Schools throughout the Archdiocese of Melbourne.

It's pleasing to note that our overall School Positive Endorsement by our Staff was 80%, significantly higher than the MACS average of 68%. These were broken down in a number of Domains including the Staff's Perceptions of: Collective Efficacy (Teachers' perceptions that staff at our school have what it takes to improve instruction) 96% - MACS average 80%; Support for Teams 84% - 68%; Psychological Safety (How safe it feels to take risks and make mistakes)

81% - 65%; Staff Safety 86% - 67%; School Leadership 82% 60%; Feedback 66% - 41%; Instructional Leadership 74% - 57%; Staff - Leadership Relationships 95% - 81%; School Climate 86% - 80%; Catholic Identity 83% - 75%; Professional Learning 68% - 55%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 78.0%

ALL STAFF RETENTION RATE

Staff Retention Rate 85.4%

TEACHER QUALIFICATIONS

Doctorate 0.0% Masters 15.0% Graduate 15.0% Graduate Certificate 0.0% Bachelor Degree 70.0%
 Advanced Diploma 30.0% No Qualifications Listed 15.0%

STAFF COMPOSITION

Principal Class (Headcount) 3.0 Teaching Staff (Headcount) 33.0 Teaching Staff (FTE) 26.0
 Non-Teaching Staff (Headcount) 21.0 Non-Teaching Staff (FTE) 13.8 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 by re-branding the SPARKLE Team into the SPA Family School Partnership Team.

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

Achievements

In 2015, coinciding with our foundation year as a new school community, we established our SPARKLE Parents team (School Partnerships Actively Re-Imagining Kids Learning Experiences) to nurture a sense of a partnership between the home and school.

It was a natural evolution through our continued involvement in the Family and Community Engagement Schools (FACES) Collective between our local schools that we renamed our SPARKLE team to emphasise our commitment to strengthening our Home School Partnerships into the future. Therefore, in 2021 we introduced the SPA FSP Team (St Paul the Apostle Family School Partnership Team) to replace the SPARKLE Team. The SPA FSP Team's new role would primarily focus on the social, community and fund-raising aspects of the school which would redefine its role in light of the new SPA School Advisory Committee to be launched in 2022.

Therefore, despite the limitations imposed by another COVID interrupted school year, our parents were able to support us through a variety of initiatives, some virtual and others on-site when restrictions were eased.

In 2021 the SPA FSP team was capably led by our key Co-ordinator, Kate Solyom supported by Cara Buhagiar and Sarah Callegari from the coordinating team. Parents were once again generous in coordinating our School Uniform Shop, fund-raisers and Special Food days in the absence of a Tuckshop at SPA. Whenever, the easing of restrictions allowed, the SPA FSP Team represented our school by supporting the Parish Fund-raising initiatives and events such as Christmas celebrations which strengthened their connection with the wider Community.

Even with the impact of COVID restrictions, the SPA FSP 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 Colour Run4Fun event which luckily occurred in week two of term two before the COVID Lock-downs. The colour Fun Run involved meticulous planning and work by Kate Solyom and the SPA FSP 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 new digital display sign at the front of the school fence, 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 SchoolStream app, school and parish newsletters, letters home, school term calendar of events, publications, surveys, parent meetings, 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. However, as the year progressed, a number of the sacramental celebrations and school liturgies needed to be postponed due to the impact of COVID.

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.

Staff continued to up-skill themselves on the use of learning and teaching tools (SEESAW App, the Google education suite, nForma App, SchoolStream App, Zoom and our Remote and Flexible Learning Portal) to further enhance the provision of exemplary learning opportunities for the children and clearer communication between the home and school during the lengthy lock-down periods. Families were able to gain a clearer insight into our unique thinking culture, our approaches to learning and teaching, learner dispositions and to the close relationships established between the children and staff. Parents also supported the Child-Parent- Teacher Goal setting Interviews via zoom and the Program Support Group Meetings via Zoom.

Once Lock-down restrictions were eased, families were able to come onto the school site and participate in our Colour Run4Fun activity, Book Week Parade - Old Worlds, New Worlds, Other Worlds; our Annual School Sports Afternoon; our "Carols By Daylight" and our Year Six Graduation ceremony.

PARENT SATISFACTION

Due to problems associated with COVID we were not able to gain adequate data to gauge Parent satisfaction via the MACSSIS Survey Tool. However, over 95% of our families participated in the Child Parent Teacher Goal Setting Interviews via Zoom with the teachers making separate arrangements with those families unable to attend via zoom on the day. We had almost 100% of the parents attending the Program Support Group meetings with the teachers and the Learning Diversity Team via zoom each term to learn their child's progress and ways to support their child in their learning journey. When they were able to, families supported our on-site events onsite. Families and staff communicated effectively via our communication platforms, especially the SeeSaw App, Zoom and SchoolStream and kept up to date with the COVID restrictions via regular COVID Updates home.

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Our most recent MACSSIS data for Families 2019. Our school data was compared with the MACS average gained from over 7, 700 respondents from Catholic Schools throughout the Archdiocese of Melbourne. It's pleasing to note that at that time, our overall School Positive Endorsement by our Families was 87%, significantly higher than the MACS average of 69%. These were broken down in a number of Domains including the Family Engagement 72% - 47%; School Fit (perceptions of how a school matches their child's developmental needs) 93% - 76%, School Climate 98% - 85%; Student Safety 90% - 73%, Communication 77% - 74% and Catholic Identity 83% - 65%

Future Directions

Our continuing challenge as we move forward into our eighth 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 for Stage Two A of our Capital funding project.

Stage Two A Capital funding will build the next stage of our Master-Plan in 2021-22 providing us with a Senior Learning building and a designated multi-purpose use STEAM (Science Technology Engineering Arts Mathematics) learning space.

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 Doreen Secondary Campus planned to open with Year Seven in 2024. Marymede Catholic College Doreen Campus will also construct an Early Learning Centre on the adjoining site during 2022 incorporating a three and four year-old kindergarten program to be opened in 2023.

Since 2020, MACS (Melbourne Archdiocese Catholic Schools) has engaged in a single model of review, using the School Improvement Framework (SIF) as the core tool. The SIF Rubric is used to support deep learning and ongoing monitoring of improvement throughout the four-year cycle of the whole School Improvement process for all Catholic schools in the Archdiocese of Melbourne

We will be engaged in a formal School Review process in 2022 which will enable ongoing monitoring, deep learning and measuring of impact on improvement, as well as ensuring that our school continues to meet external legislative and regulatory requirements.

The School Review process has two dimensions: Improvement: supports self-assessment and reflection (SAR) of performance and growth in school improvement and informs planning for future growth. Post-review, schools work closely with their Regional Learning Services team to set their future improvement agenda, grounded in the school's next School Improvement Plan (SIP).

Compliance: an audit/verification process of the minimum standards for school registration at State and Commonwealth levels for Catholic schools is conducted for schools engaging in the school review process.

Following on from extensive Professional learning and Research in 2021, a major learning focus for 2022 will be embedding Learner Agency into our pedagogical understandings.

