



ANNUAL REPORT TO THE SCHOOL COMMUNITY



ST PAUL'S PRIMARY SCHOOL MONBULK

2018

REGISTERED SCHOOL NUMBER: 1879

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Contact Details

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Minimum Standards Attestation

I, Michael Watt, attest that St Paul's Monbulk is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

10 April 2019

Our School Vision

Together

Active in the Spirit

Journeying in God's Love

Striving for Success

Reaching Out to All



School Overview

St Paul's is a Catholic primary school located in a quiet residential area close to the Monbulk town centre in the Dandenong Ranges. Our students come from the surrounding areas

including Silvan, Emerald, Avonsleigh, Macclesfield, The Patch, Mt Dandenong, Olinda and Cockatoo. St Paul's is part of the Belgrave Parish which has mass centres at Monbulk, Belgrave, Emerald and Gembrook. Two schools comprise the Parish – St Paul's in Monbulk and St Thomas More's at Belgrave.

At St Paul's we provide programs that cater for the spiritual, academic, physical, social and emotional development of all students. The children, parents and staff work together to provide a curriculum with an emphasis on providing every child with the skills necessary to become life-long learners. We provide a curriculum that offers meaningful learning for students, through an integrated focus on knowledge, skills and behaviours which can be transferred to new and different environments. Wherever possible, learning is presented using an Inquiry approach. This approach encourages children to be confident in challenging themselves to learn through open-ended tasks by drawing on a range of tools and strategies, empowering them to become independent learners. Involvement with the local community provides opportunities for students to see learning beyond the classroom and in context. We provide learning opportunities that are:

- relevant
- rich
- personalised
- explicit

We support, engage and enable our students to develop core knowledge, skills and understanding through:

- reflecting and planning
- thinking and working creatively
- communicating and collaborating
- exploring, experimenting and creating new knowledge.

Our Catholic school provides a stimulating and enriching education based on our faith in the teachings of Christ's Gospel. The ethos and curriculum of St Paul's invites and supports students to discover God's presence in their daily lives.

Principal's Report

This report is presented as a reflection on the preceding school year at St Paul's Primary School. It is divided into five spheres - *Education in Faith, Teaching and Learning, Student Wellbeing, Leadership and Management and School Community*. Although these are presented independently, all spheres are linked by our school vision.

EDUCATION IN FAITH

The long term goal in this sphere is: To strengthen and support the Catholic Identity of our school community. Over the past year the St Paul's staff have worked hard to develop relevant links between inquiry learning and Religious Education.

In 2018 we welcomed Fr Geoff McIlroy to the St Paul's community as the Parish Administrator for the St Thomas More Parish. Fr Geoff, Denham and I bonded from the beginning, and we have enjoyed a solid working relationship. St Paul's gathered as a faith community on many occasions to celebrate Mass. As well as Mass, we celebrated several special events and liturgies, including Ash Wednesday, Holy Week, St Paul's Feast Day, Special Persons Day, End of Year Christmas Mass, Carols Evening, Passing On Ceremony and Graduation Mass. Regular Class Mass was held with the Parish community on Wednesday mornings strengthening the connection between St Paul's School and the Parish. It was wonderful to see parents attending Class Mass on these Wednesday mornings. The Class Masses give our students further opportunity to strengthen their faith and gain a sense of the sacredness of Mass. Our Sacramental programs were planned in conjunction with the Parish. During 2018 we celebrated First Reconciliation, First Eucharist and Confirmation. The school staff work in the classroom, supporting the parents in guiding students to a deeper awareness of the Sacrament.

STUDENT WELLBEING

In the School Community sphere the long term goal is to develop reciprocal partnerships between the school, home, local and global communities. It is intended that partnerships with parents and the community develop, and thus, lead to improvements in student learning. It is very important for our students to be supported in making the right choices with regard to behaviour. Home and school work in partnership to help all students reach their full potential. Each year our PAASS document is sent home to families and in 2018 this continued. On Yard Duty we implemented extra resources as our Learning support staff are out with teachers and students. Lunchtime clubs were introduced in 2018 and these will continue to grow.

A big thanks to all teaching staff and to those families that were in attendance for our Human Development sessions held in October. Robyn, from Interrelate, presented the evening and did a marvellous job. Robyn facilitated discussions for parents and families around human development, staying safe and relationships. Sarah Kleverkamp organised the experience for our families and we thank her for this.

TEACHING AND LEARNING

The St Paul's School Improvement Goal for Teaching and Learning is: To provide a contemporary, personalised learning environment for all students. To personalise learning effectively, current research indicates teachers must focus on being explicit with learning intentions, criteria for success and specific feedback for each student. A key strategy for improvement in this area is around building teacher capacity to use multiple sources of evidence to differentiate the curriculum. This will then ensure that teaching is targeted at each student's point of need.

Our major initiative as a staff has been around THE LEARNING COLLABORATIVE - Lyn Sharratt. Our Teaching and Learning focus was on using student data to drive improvement. The many benefits of personalizing data include increased student engagement and positive impact on school culture. A whole school approach to data analysis will help teachers refine their processes around setting goals, adjusting lessons, identifying students' strengths and weaknesses, and implementing interventions.

We held a successful Guided learning Walk for Parents on 27 August. Parents were given an insight into how we run our literacy programs. We gained positive feedback and we were challenged with things to think about. At the conclusion of the walk we asked parents for 2 words that describe learning at St Paul's - the responses were:

- Flexible
- Varied
- Individualised
- Caring
- Relational
- Supportive

SCHOOL COMMUNITY

In the School Community sphere the long term goal is to develop reciprocal partnerships between the school, home, local and global communities.

A Cybersafety Night was held early in 2018. This was a presentation presented by Yarra Ranges Youth Resource Officer, Senior Constable Lisa Brooks, along with Crime Prevention Officer, Linda Hancock, this presentation is designed to provide parents/guardians with relevant information concerning children using computers and devices at home.

On the last Wednesday of Term 1 we held our Family Welcome BBQ. We engaged KABOOM Sports and we had a sausage sizzle. It was a very enjoyable afternoon.

After School Care begun with Youth Leadership Victoria. The staff at YLV are extremely supportive and caring people. Our P&F transition was successful and the incoming executive committee have done a terrific job this year. They worked tirelessly to organise a brilliant Country Fair and we can't thank them enough. Our school Parents and Friends Pavers project was finally finished. The art mural was mounted on the hall wall as a backdrop to our new kitchen gardens. The garden hothouse/igloo from Fr Geoff's property are a feature of our new Kitchen Gardens.

Our Art Show will be held on September 13 and Emma-lee Curwood organised a wonderful night! The Art Show was very well attended, and we invited local kindergarten families to join us. We did have a small number of visitors from the wider community.

Communication and transparency are values that, as the Principal, I hold strongly in my leadership. Our new newsletter format, along with our website and our new App (Flexibuzz) have been very easy to work with from the school office point of view. As a school we pride ourselves on our communication with parents and the community. Over the past year we have strengthened our communication processes, and streamlined the use of our app, email and Care Monkey systems. We remain cognisant of over communication, people's busy lifestyles and finding the right balance.

We once again held The Parish Cup - soccer tournament. The Parish Cup was a great community event and I thank Andrew Price, along with all involved, for supporting this initiative.

LEADERSHIP & MANAGEMENT

The long term goal in the sphere of Leadership and Management is to lead, enhance and sustain a Catholic professional learning community for continuous improvement.

Continuous improvement is tangible around the school, with our facilities being upgraded and our building works are now completed.

Kinder Visits are a top priority, as well as Digital Marketing. We updated the look of our website to fall in line with our digital marketing campaign. We are now part of the Enrolment Maximisation Framework. We held a joint SAB meeting with St Thomas More's in September and this was very informative for all members of both School Advisory Boards. We ran a Prep readiness/transition program - "St Paul's VIP (Very Important Prep) Program" - where we invited children from the kinders around us to experience 'a taste' of school. This was a great experience for all involved and we plan to continue this in 2019.

CONCLUSION

At the end of 2018 Paula Kinsella began one year of leave and we welcome Irene Haritos to St Paul's as Music Teacher and RE Administration Leader. Further to this, Greg McCourt moved on from the St Paul's staff. Greg continues to be a regular teacher in a relief teaching capacity and this gives him the opportunity to explore other opportunities.

Denham Harvie has also left St Paul's to take up a position as Deputy Principal at Holy Trinity, Wantirna South. Denham made a significant contribution to St Paul's in his time with us. He was instrumental in driving our Catholic Identity, he was a great leader on staff and an incredibly supportive Deputy Principal to me, as Principal. Denham is an extremely hard worker and he did a terrific job managing a varied role.

On behalf of the St Paul's community we wish Denham and Greg every success in their new roles. We welcome Rebecca Gage to the St Paul's staff to teach Year 5/6.

We are aware that the tenure for a small number of SAB positions have come to an end. Four SAB Members will step down from their positions - Tarnia Hiosan (outgoing Chairperson), Brad Trinnick, Kylie

O'Grady and Tanya Hammond. We can not thank Tarnia, Brad, Kylie and Tanya enough for their dedication, commitment and support, providing sound advice and feedback on many school issues and decisions. It has been tremendous working with all four of these parents on the SAB and we are extremely grateful for the time they gave up to support St Paul's.

On behalf of the school staff, we thank the 2018 School Community for another wonderful year at St Paul's.

Kind regards



Michael Watt
Principal



School Education Board Report

Another wonderful year as Chairperson of the School Advisory Board has passed so quickly.

I feel privileged to have been a part of this amazing group of people who come together to be a parent voice to assist Michael in matters including:

- promotion and support of the Catholic ethos of the school;
- matters concerning education within the school;
- school development and welfare of the students; and
- budget planning and finance related matters.

During the last year we have discussed a range of issues including:

- Swimming Safety – discussions regarding different options including Monbulk pool and Lysterfield Lake. Thoughts that maybe we could alternate between OWLE (Open Water Learning Experience) at Lysterfield and lessons at Monbulk pool.
- After School Care – further discussions about the importance of keeping the service going even though After the Bell indicated they would cease the service at the end of Term 1, 2018.
- Emergency Management Plan: - Offsite evacuation location is Monbulk Recreation Reserve, we only close for Code Red days, SAB agreed to leave the location at Monbulk Recreation Reserve.
- School website: - Michael showed the board the new website and asked for feedback on how it looked and worked.
- Uniform – This year the SAB considered and approved the outsourcing of the uniform shop to RH Sports. Changes were made to the school bag during this process. It was also decided that girls are not required to wear culottes but can wear plain navy shorts. Girls do not have to wear stockings with the winter skirt (socks are acceptable) and shorts can be worn in winter. The summer dress is for terms 1 and 4 whilst the winter skirt/tunics is for terms 2 and 3.
- Financials – After consultation with our accountant, Rodney, and CEM, Michael proposed the 2019 fees & levies structure which was approved by the SAB. There has been a great response to outstanding school fees thanks to Helen for her hard work.
- Camps – A few discussions were had throughout the year regarding camps. This has become a problem due to our class numbers. Many suggestions were made but mostly around two year levels going to camp together to bolster the numbers. Points raised to keep in mind were tradition, affordability to families and saving money on CRTs.
- Naplan - SAB was talked through the schools NAPLAN results for 2018.
- Child Safe Standards – This is constantly being reviewed to ensure that we are meeting all the legal requirements.

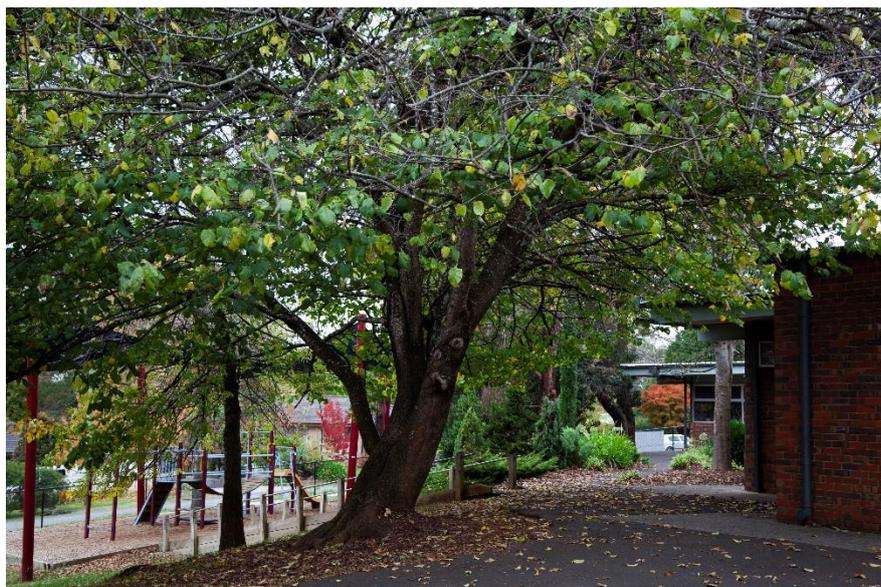
- Enrolment Maximisation – Discussions throughout the year have been about how we can improve our enrolments. Some good ideas have been suggested to Michael and he has implemented some whilst working toward others.
- Staff – At the final meeting for 2018 we discussed staff changes and leadership positions for 2019.

We have also assessed, amended and ratified a number of policies including:

- Social Media Policy
- Homework Policy
- Assistance Dog/Therapy Dog Policy
- Emergency Management Plan
- Attendance Policy
- Camp Policy
- Enrolment Policy
- Uniform Policy

As Chairperson for the last two years, I have enjoyed the knowledge I have gained and the support we have given to assist in making St Paul's a wonderful school. I find myself a little sad that my children have moved on from St Paul's and I am no longer a parent of the school. I leave with fond memories and a great amount of personal growth. I am thankful for the opportunities my children have had due to the amazing staff and parent volunteers.

St Paul's has a unique community which I feel honoured to have been a part of and I wish you all the very best in the future.



Education in Faith

Goals & Intended Outcomes

- To strengthen and support the Catholic Identity of our school community.

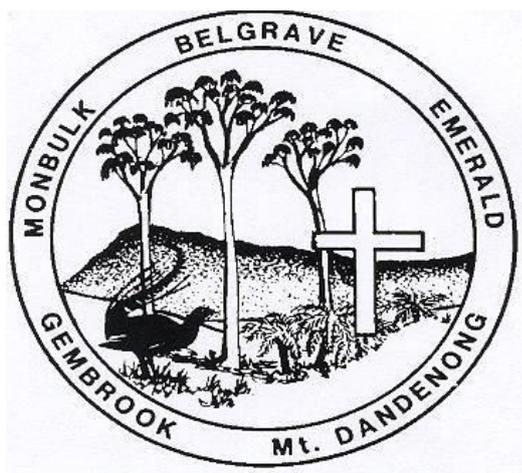
Achievements

- Combined Schools Opening Year Mass with St Thomas More's, St Joseph's and Mater Christi College
- Continuation of parent-child faith development evenings based on the three Sacraments of Initiation – Reconciliation, Confirmation and Eucharist. The goal being to empower parents through their involvement with their children as they work on open-ended tasks specifically designed to encourage dialogue and sharing of understandings.
- Whole school recognition of Sacramental Candidates at Prayer Gatherings.
- Expectation that all staff attend Sacramental Masses.
- Continuation of fortnightly whole-school Prayer Gatherings, where the focus of the prayer relates to units of work, topical events or the church cyclical calendar. Parents are warmly welcomed and invited to the Prayer Gatherings.
- Further strengthening of links with story, symbolism, and traditions of our faith through whole school liturgical celebrations of the significant events in the Church calendar e.g. Lent and Holy Week, Easter, St. Paul's Feast Day, Advent and Christmas, in addition to Graduation celebrations, class liturgies and termly whole school masses.
- Continuation of whole school Grandparents'/Special Persons' Day Mass and morning tea
- Continuation of class masses each term, shared with the local faith community.
- Continuation of social justice actions where children support the disadvantaged and needy in the local and global communities. These actions included projects such as Project Compassion, support of the St Vincent de Paul Society, and the continued association with the Monbulk Care Network.
- Timetabling Christian Meditation throughout the school four times a week and fortnightly during whole-school Prayer Gatherings.
- Continued setting of appropriate standards by exploring, developing the understandings of, and practising the values which have direct links to living in a religious way.
- Emphasis of the Nine Australian Values for Schooling at St Paul's – Principal's Awards given weekly to highlight modelled practices.
- Linking of classroom prayer time and Circle Time to the Nine Australian Values for Schooling.
- Maintaining attention to staff spirituality through planned weekly prayer and reflection. Planned timetabling of staff prayer to include as many staff as possible.
- Continuation of the focus on innovative and purposeful teaching practices in Religious Education drawn from previous professional development and the purchase of relevant resources.

- Maintaining Professional Learning Team meetings devoted to teaching and planning using the Religious Education Frameworks combined with Inquiry strategies.

VALUE ADDED

- Continuation of the Year 6 Mini Vinnies Action Group – renamed as “The Mini Monbulklers”.
- Planned Social Justice actions by Senior school students who act to inspire the school community to support the disadvantaged and needy in local and global communities, e.g. St Vincent de Paul.
- Continuation of Christian Meditation throughout the entire school four times a week.
- Daily prayer in the classroom.
- Continuation of whole school Grandparents’/Special Persons’ Day Mass and morning tea
- Fortnightly class masses shared with the local faith community.
- Weekly whole-school Prayer Gatherings/Assemblies, which parents are encouraged to attend
- Parent-child faith development evenings based on the sacraments of Reconciliation, First Eucharist and Confirmation
- Whole school involvement in social justice initiatives such as Project Compassion.
- Linking Advent practice to community action for Monbulk Care and St Vincent de Paul. Junior school students’ excursion to Monbulk Main Street to spread Christmas cheer through carolling and distributing gifts. Middle school visit to Monbulk Care and collection of gifts to be distributed within the local community. Senior School students promotion and collection of gifts for the Angel Tree to be distributed by St Vincent de Paul.
- Whole School Christmas Nativity Play for the school community



Learning & Teaching

Goals & Intended Outcomes

- To provide a contemporary, personalised learning environment for all students.

Achievements

- Ensure strategic and explicit reference is made to St. Paul's Guiding Principles in Literacy and Mathematics in agendas and planning of PLMs.
- Develop a whole school developmental approach to the teaching of Literacy.
- Ensure the design of learning tasks provides sufficient challenge for demonstrating students' learning and capacity.
- Ensure continual access to a range of technologies that support interactive learning, and digital content that is directly relevant to the curriculum to enable students to:
- Create and communicate appropriately with Digital Technologies in different contexts;
- Gather real world data to support problem solving
- Engage with diverse perspectives
- Maintain, and possibly increase, current levels of support and intervention
- Investigate the Horizons of Hope documentation
- Implement the Victorian Curriculum
- Consolidate our whole school approach to the teaching and learning of Mathematics
- Broaden the opportunities for students to seek, give and receive feedback – student to student, student to teacher, teacher to student

STUDENT LEARNING OUTCOMES

Data provided by the Catholic Education Office Melbourne illustrates the proportion of students at St Paul's School who met the National Benchmarks as assessed by NAPLAN (National Assessment Program Literacy & Numeracy) testing during the period 2015 - 2018. When interpreting the data, it is important to note that due to small student numbers in year levels at St Paul's, one student may be reflected as approximately 4-7% of the total. This data is examined by staff, along with other data collected internally, to inform our annual planning for improvement, as part the School Improvement Framework.

The Year 3 NAPLAN results showed an upward trend, with a high percentage of students meeting or exceeding the minimum standards across Numeracy, Reading and Writing. From the previous year there was a decline in the areas of Spelling and the area of Grammar & Punctuation. The Year 5 results indicated a decline in all areas.

Student Wellbeing

Goals & Intended Outcomes

- To maximise student wellbeing and sense of connectedness to school.
- That student learning confidence will improve.
- That student relationships will be improved.

Achievements

- Maintained networks with local community services, i.e. Student Focused Youth Services (SFYS).
- Working relationships with community groups such as Monbulk Care.
- Senior students connect with the wider community using service learning as its focus. Continuation of the Mini Vinnies program.
- Incorporated social justice student organised initiatives, e.g. Mini Vinnies *Mini Market*.
- Continued the focus on Social Emotional Learning (SEL) using strategies such as *Circle Time*.
- Continued Restorative Practices throughout the school (including part-time staff and specialists).
- PAASS document outlining rights, responsibilities and expectations throughout the school. Common language used when dealing with students, parents and teachers.
- Chaplaincy program maintained through the National School Chaplaincy Student Welfare Program.
- Chaplaincy allocation was used at early intervention and intervention stages with groups, families and individual students.
- Student Wellbeing Co-ordinators attended 2 annual CEO professional development days in the format of a 2 day Wellbeing and Community Partnerships Conference.
- Conducted an extensive Prep Orientation Program.
- Conducted information sessions/workshops on Transition into Primary School (based on Kids Matter), Restorative Practices and ICT practices for the parents of 2015 Foundation students during orientation sessions.
- Student Forums with the Principal.
- Parent Forums with the Principal.
- Chess program run by Chess Kids: Years 3 – 6
- Inter-school Sports and Round Robin Day
- Encouragement for students to have daily fruit break at 10.00am and a water bottle on their tables.
- Continued practice of Christian Meditation across the whole school.
- Staff revisited different meditation practices for use in the classroom.
- Buddy program between Junior and Senior students.
- Continued opportunity for school choir membership, including performances for the Rotary Club, Senior Citizens and Monbulk Christmas Parade.
- P-6 Student Representative Council – student lead initiatives; development of leadership capacity.
- Successful and supportive camp program: Year 6 camp to Coonawarra Farm Resort; Year 4 camp to CYC Phillip Island; and Year 2 sleepover.

- Transition Programs: Maintained regular communication between local kindergartens and regional secondary colleges.
- Bendigo Bank Award presented to a senior student at the end of the year.
- Explicit teaching of the Nine Values for Australian Schooling within the classroom.
- Fortnightly focus on nominated values across whole school.
- Fortnightly values award presented to a member of each class by the Principal.
- Term 1 curriculum focus on building relationships, resilience and the values.
- Explicit teaching of 'Cybersafety' awareness.
- Annual update by all staff on Mandatory Reporting online module.
- SunSmart awareness: Maintained accreditation as a SunSmart School.
- End of year orientation session for years P – 5 to encourage familiarity with the following year's classroom environment, teacher and classmates.
- Continued to work on the eSmart Framework at St Paul's.

VALUE ADDED

- Walk to School Fridays, in which staff and parents walk with the students from the Monbulk shopping centre to the school; a distance of approximately 900m.
- Active participation in National Walk to School Day.
- Active participation in the Day for Daniel - Daniel Morcombe Foundation: Keeping Kids Safe.
- Active School Choir: Practice once per week.
- Public performances by the school choir at the Country Fair, Monbulk Merry Christmas and the Senior Citizens
- Chess program run by Chess Kids: Years 3 – 6
- Interschool chess competitions.
- Involvement in inter-school sport.
- Parent information sessions/workshops on Restorative Practices.
- Parent information session on Cybersafety.
- Maintained essential networks with local community services, e.g. Student Focus Youth Services.
- A developmental and successful camp program.
- Student Forums with the Principal
- Explicit teaching of 'Cybersafety' awareness.
- Bendigo Bank scholarship to outstanding Year 6 student.
- Mini Monbulkiers raising the awareness of social justice issues.
- Mini Monbulkiers fundraising for people in need in the community
- Mini Monbulkiers continued strong community links with local organisations.

STUDENT SATISFACTION

The Insight SRC data indicated that student motivation, which is the extent to which students feel safe at school and their connectedness to school, has declined slightly but remains

strong overall. Students have strong emotional wellbeing. The data indicates that students feel relatively positive about their ability to learn.

STUDENT ATTENDANCE

When students are absent from school, written communication – either letter or email – is required from the parents/guardians. Should a student be away from school, and the school not be notified, the school will make direct contact with the parents/guardians as soon as practicable. If a student is ever absent for a prolonged period of time or with regular frequency, either the Principal or Student Wellbeing Leader will make direct contact with the parents/guardians. In certain instances a letter will follow the phone conversation.



Child Safe Standards

Goals and Intended Outcomes

At St Paul's Monbulk 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.

Achievements

- Compliance with requirements under Ministerial Order No. 870 Child Safe Standards
- Consistent and regular newsletter communication
- Consultation with the School Advisory Board to write and ratify a Child Safe Policy and Child Safety Codes of Conduct
- Human Resources practices include collecting references for parent volunteers and reference checks that include Child Safe questions for potential new staff
- All staff are now required read, understand and sign the Child Safe Code of Conduct as part of their letter of appointment
- Strategies to embed an organisational culture of child safety such as electronic sign in for all visitors, including Parishioners attending Mass on Wednesday morning
- A Statement of Commitment to Child Safety is on our school website
- Child safety Code of Conduct – Volunteers is displayed on our website
- Child safety Code of Conduct – Visitors is displayed on our website
- St Paul's Child Protection – Reporting Obligations Policy is displayed on our website
- Child Safety Policy is on our school website
- Procedures for responding to and reporting suspected child abuse
- Strategies to identify and reduce or remove risks of child abuse
- Strategies to promote child participation and empowerment

Leadership & Management

Goals & Intended Outcomes

- To lead, enhance and sustain a Catholic professional learning community for continuous improvement.
- To develop a work environment characterised by shared vision, a strong sense of teamwork and a focus on continuous improvement.
- That staff climate will continue to improve.

Achievements

Key emphasis was placed on:

- Providing and aligning resources, personnel and facilities to support the teaching and learning goals.
- Alignment between the Leadership Team, policy formation and the goals of the school
- Developing a shared understanding of our core educational purpose.
- Accountability by all to the established processes within our school community
- All staff being committed to our Vision and Mission and actively fulfilling the school's goals and following procedures
- Providing clear and consistent processes
- Open communication between all members of the school community, students, staff, parents and Parish
- Providing the resources and professional development that was necessary for staff to meet expectations
- The Leadership Team had fortnightly, minuted meetings.
- A schedule for policy review was established.
- All protocols and processes were included in the Staff Handbook and the Learning and Teaching Implementation Guide.
- Parents were regularly reminded of school procedures through the weekly newsletter.
- Continued use of school app notifications.
- Continued use of "Care Monkey" to manage student medical details and excursions.
- Communication to the school community was through the weekly online newsletter, augmented by the "Updat-ed" App, See Saw, St Paul's Facebook Page and the school website.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

CEOM - Parish Priest and Principal Briefings
 CEOM - Learning Support Officer Symposium
 CEOM - Eastern NCCD Network Meetings
 CEOM - 2018 NCCD Full Day Briefing
 CEOM - Religious Education Leader Eastern Region Network
 CEOM - Religious Engagement Forum - Primary Schools Eastern Region
 CEOM - Eastern Region Learning Diversity Network Meetings
 CEOM - Eastern: Administration of the YARC and SPAT R Assessments
 CEOM - Eastern Primary: Analysing YARC Data
 CEOM - Learning & Teaching Network
 CEOM - Exploring Deep Learning In a Catholic Context
 CEOM - Eastern Region eLearning Network
 CEOM - Eastern Region Deputy Principal's Network
 CEOM - The Learning Collaborative
 CEOM - Finance Clusters Meeting - East
 CEOM - 2018 Administrative Officers' Conference
 CEOM - Getting Started with Google Drive Online Module
 CEOM - Getting Started with G Suite Online Module
 CEOM - Getting established with G Suite for school administration staff
 CEOM - Eastern Region Literacy Leadership Network
 CEOM - Integrating Science Learning through STEM and Languages
 CEOM - Eastern Region Mathematics Leadership Network
 CEOM - Reading & Interpreting the ECSI Report of Your School - Eastern
 CEOM - RE Conference 2018 - Open New Horizons for Spreading Joy
 CEOM - Introduction to the Renewed Religious Education Framework
 CEOM - Renewed School Review 2019 - Principal/School Leader Briefing
 CEOM - Leading wellbeing for learning & growth: What lies ahead? (1) S/E
 CEOM - Creating organisational cultures for child safety:A conversation
 CEOM - Exploring Identity and Growth: A Perspective for Catholic Schools
 Emergency Management Training with Dynamiq - all staff
 Weekly Professional Learning Meetings: Literacy, Numeracy, Religious
 Education, Wellbeing and Teaching & Learning focus
 CPR and Anaphylaxis Update - all staff
 Asthma Update - all staff
 Mandatory Reporting Online Module - all staff

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

17

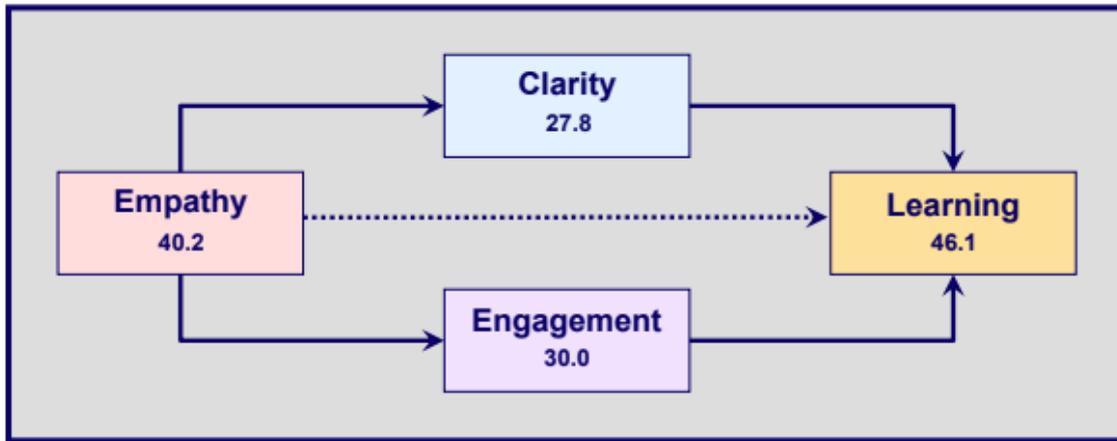
AVERAGE EXPENDITURE PER TEACHER FOR PL

\$723.82

TEACHER SATISFACTION

Based on School Improvement Survey Data compiled by Insight SRC and discussions with, and informal feedback from staff, the level of staff satisfaction with the school is moderately high.

The data positively indicates a culture of empowerment and ownership that is influenced by supportive leadership. Nonetheless, some staff require greater clarity in terms of what the school expects of them and as a staff there are opportunities for improvement around teamwork. The school's percentile ranking on the four cultural pillars is shown below.



School Community

Goals & Intended Outcomes

- To develop reciprocal partnerships between the school, home, local and global communities.

Achievements

- Rebuild and re-structure of our school website.
- School Advisory Board addressed by Principal.
- Planned social events by the P&F e.g. Girls Night In, Family Movie Night, Bikeathon
- Regular use by parents of the Parent Meeting Room, e.g. regularly scheduled P&F meetings
- Continuation of “Parish Based – School Supported” sacramental program.
- Workshop-based faith development evenings, for parents and children, based on the three Sacraments of Initiation.
- Regular working bees concluding with a social gathering.
- Casserole/Meal bank to support St. Paul’s families in times of need or sickness.
- Each class gathered together with local Parish community to celebrate the Wednesday weekday mass.
- Scheduled Family Masses on early Saturday evenings followed by barbecue to encourage community social connections.
- School Discos twice per year
- Walk to School Fridays – where children walk with teachers from Woolworths car park to the school grounds – approximately 900m.
- Bendigo Bank Sponsorship recognising contributions made by year 6 students.
- Fortnightly Prayer Gatherings/Assemblies to which parents and relatives are warmly invited.
- Inter-school Sport Program – parent involvement.
- Whole school sports day – parent involvement.
- Camp Program – 4 day camp in Year 6; 3 day camp in Year 4; and school-based sleepover in Year 2 – all involving staff and parents.
- Choir performances at the Monbulk Merry Christmas and for the Senior Citizens.
- Emerald Sausage Sizzle, organised by parents, where the school is further promoted in the community.
- Six scheduled school working bees involving school families.
- Discreet support of school families in need through the Monbulk Care Network.
- Reciprocal support of the Monbulk Care Network by the school students at Christmas time through the purchase of gifts for the Angel Tree.
- Middle year students visited Monbulk Care Network to see how the operation works.
- Community BBQ at the conclusion of Term 1.
- Buddying of new Prep parents with existing families.
- Mini Monbulk Group: Year 6 Social Justice action group.

- Involvement of parent helpers in the classroom.
- Parent involvement in Mini Monbulkers fundraising actions.
- Parent organisation of monthly hot lunch days, sushi days once per term and icy poles in Terms 1 and 4.
- Grandparents/Special person's day and Mass.
- Christmas Carol celebration and evening concert.
- Mother's day and Father's day stalls
- Junior school classes visited Main St. Monbulk in December to sing Christmas carols and distributed small gifts.

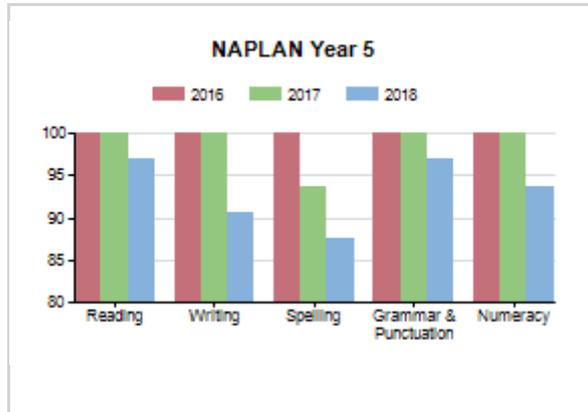
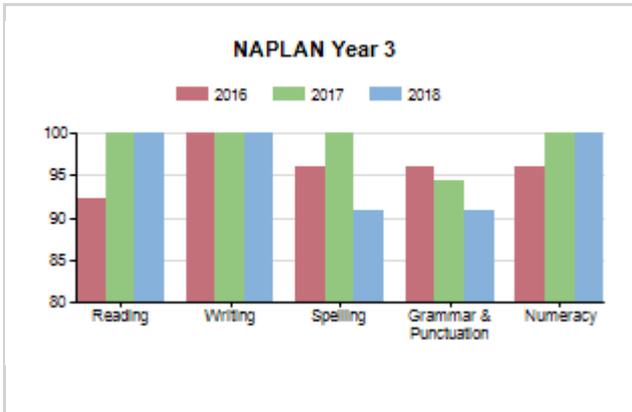
PARENT SATISFACTION

The Parent Opinion scores evident in the 2018 School Improvement Survey Reports reflected a high level of satisfaction, with many 'indicators' reflecting an improved or sustained percentile. Data indicates that parents feel they have input and work in partnership with the school to support their child's education.



School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	96.0	94.4	-1.6	90.9	-3.5
YR 03 Numeracy	96.0	100.0	4.0	100.0	0.0
YR 03 Reading	92.3	100.0	7.7	100.0	0.0
YR 03 Spelling	96.0	100.0	4.0	90.9	-9.1
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	96.9	-3.1
YR 05 Numeracy	100.0	100.0	0.0	93.8	-6.3
YR 05 Reading	100.0	100.0	0.0	96.9	-3.1
YR 05 Spelling	100.0	93.8	-6.2	87.5	-6.3
YR 05 Writing	100.0	100.0	0.0	90.6	-9.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.6
Y02	93.6
Y03	91.5
Y04	94.3
Y05	94.3
Y06	94.1
Overall average attendance	93.4

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.2%

STAFF RETENTION RATE	
Staff Retention Rate	83.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	30.0%
Graduate	20.0%
Graduate Certificate	0.0%
Bachelor Degree	80.0%
Advanced Diploma	50.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	14
Teaching Staff (FTE)	10.0
Non-Teaching Staff (Headcount)	5
Non-Teaching Staff (FTE)	3.1
Indigenous Teaching Staff (Headcount)	0

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