



**ANNUAL
REPORT
TO THE
SCHOOL
COMMUNITY**



2019

**ST PAUL'S PRIMARY SCHOOL
MONBULK**

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 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

27 April 2020

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, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community*. Although these are presented independently, all spheres are linked by our school vision.

EDUCATION IN FAITH

At the end of 2019 we farewelled Fr Geoff McIlroy from the St Paul's community. Fr Geoff was a great leader for us and we wish him well at St Macartin's, Mornington. 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, Grandparents and 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 2019 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

St Paul's school stands for Wellbeing. Home and school work in partnership to help all students reach their full potential. It is very important for our students to be supported in making the right choices with regard to behaviour. Each year our PAASS document is sent home to families and in 2019 this continued. On Yard Duty we implemented extra resources as our Learning support staff are out with teachers and students. Lunchtime clubs were continued, providing an option for students that prefer passive play.

Student Welfare is an integral part of the success and wellbeing of students at St Paul's. As a school, providing a safe, happy, supportive learning environment is of utmost priority for all staff at St Paul's. There is a school counsellor on site, and a Wellbeing team that includes the Principal.

In 2019 all families received an invitation to complete the CEMSIS - Catholic Education Melbourne School Improvement Surveys. This is the first year that the CEMSIS was used as previously we completed surveys through InsightSRC. From 2-20 September we conducted the CEMSIS in order to collect school community perception data - what people think and feel about the learning environment at St Paul's - from students, families and staff. Wellbeing featured prominently as a strength of our school, with results demonstrating the following:

Students responded positively to the following domains:

- **Rigorous expectations:** Students indicated that their teachers hold them to high expectations of their effort, understanding, persistence and performance.
- **Student safety:** Perceptions of student physical and psychological safety while at school are positive.
- **Learning disposition:** Students' at St Paul's indicate they have a positive mindset about themselves as learners.

Our teachers and non-teaching staff responded positively to...

- **Student safety:** Staff perceptions of student physical and psychological safety while at school are positive.
- **School climate:** Perceptions of the overall social and learning climate of the school are positive for our staff.
- **Staff-leadership relationships:** There are quality relationships between staff and members of the leadership team.

Our families responded positively to...

- **School Climate:** Families' perceptions of the social and learning climate of the school are strong.
- **School fit:** Families' perceptions of how well St Paul's matches their child's developmental needs are positive.
- **Barriers to engagement:** There are very few, if any, factors that hinder a family's interaction or involvement with or at St Paul's.

LEARNING AND TEACHING

In 2019 St Paul's undertook a thorough school review. The major goal from the review was, *"To collaboratively develop a pedagogical framework for delivery of curriculum that incorporates shared understanding and consistent research-based approaches to learning and teaching"*. As a result of the review staff have worked hard to identify the strengths in our pedagogy and add value to our programs. Our major initiative as a staff has been around implementing the use of data and evidence to inform teaching and drive instruction as part of THE LEARNING COLLABORATIVE - Lyn Sharratt. We are focussed on creating a solid plan around the use of data, and a priority for the school coming out of review is, *"To build on the current data schedule to construct a data plan F-Year 6 for systematic collection, analysis and use of data to drive learning"*. Our Learning and Teaching 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.

SCHOOL COMMUNITY

St Paul's promotes a strong partnership between students, teachers and parents, based on mutual respect and understanding. There is a commitment to Child Safety and a belief that all children have a right to feel safe and be safe at all times. All staff and volunteers are required to observe child safe standards and expectations for appropriate behaviour towards and in the company of our students. Communication and transparency are values that, as the Principal, I hold strongly in my leadership. 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 enrolled 18 Prep students at St Paul's in Monbulk following the 2019 "Taster Days" and "Prep Readiness" program. The Prep students began 2020 confident and eager to learn due to the success of the transition programs at the school known as "Taster Days" and the "Prep Readiness" programs. In February 2019 we began "Prep Taster Days" by inviting 3 year old, 4 year old and 5 year old children to the school on a fortnightly basis for 'a taste of school'. This involved sessions which focused on cooking, gardening, dancing, singing, art and even a science fair! In the second half 2019 St Paul's began their "Prep Readiness" program and Prep Transition. St Paul's enrolled 25 new students from October 2019 - January 2020.

LEADERSHIP & MANAGEMENT

In 2019 the Leadership and Management of the school was focussed on the School Review. Many strengths and opportunities were highlighted throughout the review process:

Strengths

- Strong sense of community and ownership among parents, students and staff
- Communication is clear, consistently invited and focussed on development and improvement
- Perceived to 'walk the talk' and ensure that students have the best possible educational opportunities in a context of pastoral care
- The use of the Seesaw App appreciated by parents
- Staff commitment to students' learning and use of a range of strategies in classrooms

- A collegial and inclusive atmosphere supports members of staff
- Professional learning addresses current needs and future planning
- Commitment to partnership with other schools in professional learning
- 'Mini Vinnies' and other social justice initiatives for students.

Opportunities

- Incorporation of the new Religious Education Framework and aligned assessment into the curriculum and reporting process
- Refinement of planning and use of data to better meet all students at their point of need and enhance engagement
- Plan the meeting schedule to use the expertise of staff to maximum effect to improve student learning
- Develop a profile of learning F-6 to ensure teacher knowledge of the progression of learning at all levels
- Student voice further encouraged through individual choices and respectful discussions about decisions for learning

The reviewer recommended that the school:

- **Build on the current data schedule to construct a data plan that is explicit in selection, collation analysis and use of data to drive learning.**
- **Collaboratively develop a pedagogical framework for delivery of curriculum that incorporates shared understanding and consistent research-based approaches to learning and teaching across the curriculum.**
- **Continue to develop, plan for and evaluate opportunities for student voice and practices that encourage each student to be engaged, challenged and a successful learner.**

The new School Improvement Plan and 2020 Annual Action Plan have now been created, based on feedback from review. We adjusted staffing in response to strong feedback around needing clarity and support for staff, appointing a Deputy Principal. We are well placed for the next school improvement cycle.

CONCLUSION

At the end of 2019 Paula Kinsella retired we welcome Irene Haritos to St Paul's as Music Teacher and RE Leader. Further to this, Rebecca Gage moved on from the St Paul's staff. Stephenie Peels has taken take up the position of Deputy Principal at St Paul's. Stephenie is proving to be a great leader on staff and an incredibly supportive Deputy Principal to me, as Principal. Stephenie is an extremely hard worker and is doing a terrific job managing a varied role.

We are aware that the tenure for a small number of SAB positions have come to an end. Steve Hooper has moved on as his youngest son finished year 6 at the conclusion of 2019. We can not thank Steve enough for his dedication, commitment and support, providing sound advice and feedback on many school issues and decisions.

To the 2019 SAB, thank you all for your support and guidance as the St Paul's Principal. On behalf of the school staff, we look forward to working with the 2020 School Advisory Board and all members of the parent community.

Kind regards



Michael Watt

School Advisory Board Report

It seemed that the elements were against us in 2019. It seemed that every time we scheduled a meeting there was either a massive storm upon us, a bushfire or something else beyond our control preventing us from coming together as a group. However, we did manage to meet on several occasions 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 – discussion around the swimming safety program resulted in us moving the 2020 program from Lysterfield Lake to Aspendale Beach with Life Saving Victoria.

After School Care – 2019 saw us change supplier from After the Bell to Youth Leadership Victoria. Our hope was that our small scale model would be more suited to YLV and it would alleviate our viability issues. After School Care and our desire for Before School Care remains a constant issue for the Board. We continue to discuss and research new ways of providing this very important service when we have so few families utilising it.

Financials –After consultation with our accountant, Rodney, and CEM, Michael proposed the 2020 fees & levies structure which was approved by the SAB.

Parents and Friends – The Parents and Friends Group managed to form a committee once again in 2019. February 2019 saw the Bi annual Country Fair raise a significant amount of money to put towards a discussed playground. Other fundraising and school promotion activities throughout the year included,

Emerald BBQ's, Community Car Raffle, Mothers/Fathers day breakfast and stall, Disco, Movie Night, Hot Lunch days, Sushi lunch days, Bunnings BBQ , Community movie night, Merry Monbulk Christmas Market and Monbulk Car Show.

Monbulk and District Bendigo Bank - The School Board continued and continues to foster its relationship with the bank. Bendigo Bank is a massive supporter of ours and we are extremely grateful for their continued support.

2019 School Review - Review went well, the reviewers were extremely impressed with the staff. Commented that our Child Safe Standards and Paperwork were impressive.

Child Safe Standards – Policies around Child Safe Standards are constantly under review to ensure that we are meeting all legal requirements, and discussion has been held around locking external toilets during the day. Entrance to children's toilets will be locked between play and lunch,

children will enter through the library during that time, and toilets will be opened during break times. This particular discussion come about as a result of the 2019 School Review. We also continue to discuss fencing, gates and CCTV for our school. Financing of these large items is always a barrier and we are constantly looking at ways to provide the very best level of Safety within our financial constraints.

Enrolment Maximisation – Discussions continued throughout 2019 on how to increase our enrolments. Michael continues to have the Boards full support in all that he does in this area. The Prep taster days have been a massive success and we as an entire school community have witnessed the results first hand with 18 Preps on board in 2020.

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

- eLearning agreements
- standard collection notice of information
- parent code of conduct

Thank you to all members of the board for your time, support and insight over the past 12 months. It isn't always easy to find the time to offer, but rest assured it is valued and appreciated that you do. We have a wonderful School/Community which needs your continued support.

Sally Zylinski
Board Chairperson.

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 Monbulkers”.
- 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

- Maintained existing levels of support and intervention
- Deepened our understanding of the Horizons of Hope documentation
- Continued to implement the Victorian Curriculum across all grade levels F-6
- Continued to consolidate our whole school approach to the teaching and learning of Mathematics
- Implemented Fountas and Pinnell Benchmark testing from P-6 to enable the consistent monitoring and assessment of learning growth and progress in reading
- Implemented the use of the Fountas & Pinnell Literacy continuum to target teaching and learning in reading instruction
- Continued to develop staff capacity to use data and evidence for instruction through data walls.
- Continued to embed the whole school approach to reading using the CAFE reading model.
- Furnished and resourced the STEM area in the new library area to enable open ended tasks as part of regular curriculum.
- Planned for the effective integration of digital and design technologies to engage students and develop critical and creative thinking skills.
- Continued to broaden the opportunities available for students to seek, give and receive feedback using learning intentions and success criteria displayed and referred to during instruction.

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 - 2019. 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.

Year 3 NAPLAN results showed an upward trend, with a high percentage of students meeting or exceeding the minimum standards across all areas - Reading, Writing,

Numeracy, Spelling, Grammar and Punctuation. The Year 5 results showed an upward trend in Reading, Numeracy and Grammar and Punctuation.

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 Monbulk program.
- Incorporated social justice student organised initiatives, e.g. Mini Monbulk *Mini Market*.
- Continued the focus on Social Emotional Learning (SEL) using programs and strategies such as *Circle Time*, *Berry Street Education Model (BSEM)*.
- 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 Taster Days and Prep Orientation Program.
- Conducted information sessions/workshops on Transition into Primary School, Restorative Practices and ICT practices for the parents of 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 St Paul's Primary five Values 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 National Day Against Bullying, National Child Protection Week, eSmart Week and 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 Monbulkers raising the awareness of social justice issues.
- Mini Monbulkers fundraising for people in need in the community
- Mini Monbulkers continued strong community links with local organisations.

STUDENT SATISFACTION

The CEMSIS data indicates that students feel relatively positive about their ability to learn.

Students responded positively to the following domains:

Rigorous expectations: Students indicated that their teachers hold them to high expectations of their effort, understanding, persistence and performance.

Student safety: Perceptions of student physical and psychological safety while at school are positive.

Learning disposition: Students' at St Paul's indicate they have a positive mindset about themselves as learners.

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 "Flexibuzz" App, Seesaw, St Paul's Facebook Page and the school website.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

| | |
|---|----------|
| CEOM - Parish Priest and Principal Briefings | |
| CEOM - Eastern NCCD Network Meetings | |
| CEOM - 2019 NCCD Full Day Briefing | |
| CEOM - Religious Education Leader Eastern Region Network | |
| CEOM - Eastern Region Learning Diversity Network Meetings | |
| CEOM - Learning & Teaching Network | |
| CEOM - Eastern Region eLearning Network | |
| CEOM - Eastern Region Deputy Principal's Network | |
| CEOM - The Learning Collaborative | |
| CEOM - Finance Clusters Meeting - East | |
| CEOM - 2019 Administrative Officers' Conference | |
| CEOM - Getting Started with Google Drive Online Module | |
| CEOM - Getting Started with G Suite Online Module | |
| CEOM - Eastern Region Literacy Leadership Network | |
| CEOM - Eastern Region Mathematics Leadership Network | |
| CEOM - Introduction to the Renewed Religious Education Framework | |
| CEOM - Renewed School Review 2019 - SIF Rubric | |
| CEOM - Creating organisational cultures for child safety | |
| CEOM - the Intervention Framework briefing | |
| School Review: Developing the SIP and AAP | |
| Deputy Principal Conference | |
| Education in Faith - Christian meditation | |
| 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 | |
| Disability Standards online modules | |
| Mandatory Reporting Online Module - all staff | |
| NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018 | 17 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | \$955.82 |

TEACHER SATISFACTION

Based on the CEMSIS - Catholic Education Melbourne School Improvement Survey data 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.

Our teachers and non-teaching staff responded positively to...

- **Student safety:** Staff perceptions of student physical and psychological safety while at school are positive.
- **School climate:** Perceptions of the overall social and learning climate of the school are positive for our staff.
- **Staff-leadership relationships:** There are quality relationships between staff and members of the leadership team.

School Community

Goals & Intended Outcomes

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

Achievements

- Re-structure of our school website.
- School Advisory Board addressed by Principal.
- Planned social events by the P&F e.g. 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 Monbulkers 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

Our families responded positively to...

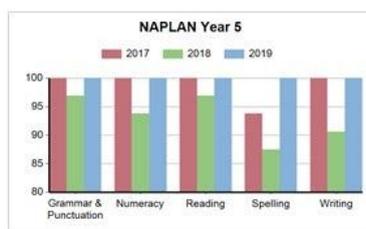
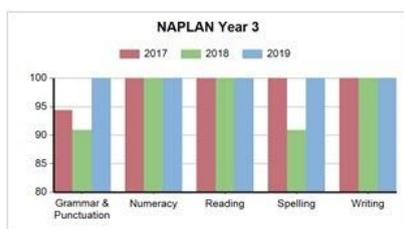
- **School Climate:** Families' perceptions of the social and learning climate of the school are strong.
- **School fit:** Families' perceptions of how well St Paul's matches their child's developmental needs are positive.
- **Barriers to engagement:** There are very few, if any, factors that hinder a family's interaction or involvement with or at St Paul's.



School Performance Data Summary

| |
|------------------------------------|
| E1335 St Paul's School, Monbulk |
|------------------------------------|

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-----------|-----------|-----------------------------|-----------|-----------------------------|
| NAPLAN TESTS | 2017 % | 2018 % | 2017 - 2018 Changes % | 2019 % | 2018 - 2019 Changes % |
| YR 03 Grammar & Punctuation | 94.4 | 90.9 | -3.5 | 100.0 | 9.1 |
| YR 03 Numeracy | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Reading | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Spelling | 100.0 | 90.9 | -9.1 | 100.0 | 9.1 |
| YR 03 Writing | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 05 Grammar & Punctuation | 100.0 | 96.9 | -3.1 | 100.0 | 3.1 |
| YR 05 Numeracy | 100.0 | 93.8 | -6.3 | 100.0 | 6.3 |
| YR 05 Reading | 100.0 | 96.9 | -3.1 | 100.0 | 3.1 |
| YR 05 Spelling | 93.8 | 87.5 | -6.3 | 100.0 | 12.5 |
| YR 05 Writing | 100.0 | 90.6 | -9.4 | 100.0 | 9.4 |



| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|---|------|
| Y01 | 91.6 |
| Y02 | 89.8 |
| Y03 | 92.8 |
| Y04 | 92.2 |
| Y05 | 90.9 |
| Y06 | 92.9 |
| Overall average attendance | 91.7 |

| TEACHING STAFF ATTENDANCE RATE | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 85.7% |

| ALLSTAFF RETENTION RATE | |
|-------------------------|-------|
| Staff Retention Rate | 80.0% |

| TEACHER QUALIFICATIONS | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 27.3% |
| Graduate | 18.2% |
| Graduate Certificate | 9.1% |
| Bachelor Degree | 90.9% |
| Advanced Diploma | 45.5% |
| No Qualifications Listed | 0.0% |

| STAFF COMPOSITION | |
|---------------------------------------|-----|
| Principal Class (Headcount) | 1 |
| Teaching Staff (Headcount) | 12 |
| Teaching Staff (FTE) | 7.7 |
| Non-Teaching Staff (Headcount) | 6 |
| Non-Teaching Staff (FTE) | 4.2 |
| Indigenous Teaching Staff (Headcount) | 0 |