



# St Paul's School Monbulk

2020

Annual Report to the School Community

**St Paul's**  
Catholic Primary School  
Monbulk



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## Contact Details

|                    |                                     |
|--------------------|-------------------------------------|
| ADDRESS            | 59 Moores Road<br>Monbulk VIC 3793  |
| PRINCIPAL          | Michael Watt                        |
| PARISH PRIEST      | Fr Anthony Cruz                     |
| SCHOOL BOARD CHAIR | Sally Zylinski                      |
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| E NUMBER           | E1335                               |

## Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

13/04/2021

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

## Our School Vision

**St Paul's**  
Catholic Primary School  
Monbulk



### **St Paul's School Vision Statement**

"Together ...

Active in the Spirit

Journeying in God's love

Striving for success

Reaching out to all."

Please [CLICK HERE](#) for a copy of the St Paul's School Vision Statement.

## 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

2020 was our first year of enacting a new School Improvement Plan after a very successful 2019 School Review.

Some of the main highlights for the 2020 school year included a restructure of our Leadership Team, re-introducing a Deputy Principal and streamlining our leadership processes. We worked hard to co-construct a dynamic and rigorous learning and teaching framework with all staff, based on the Gradual Release of Responsibility high impact teaching strategy. Our work within The Learning Collaborative, Putting Faces on the Data (Sharratt, 2012) with a focus on the 14 Parameters for effective schools, continued in earnest and has driven improvement right across the school.

Our focus in 2020 was based on managing Remote and Flexible Learning. With the Covid-19 pandemic, our staff were challenged to respond by finding innovative ways of improving student outcomes. Finding and understanding animated and explicit ways of teaching our students from home was a constant learning experience for the staff. Our communication processes were put to the test and we needed to become adaptable in responding to constant shifts with Government enforced regulations. A major part of this journey included developing effective Remote and Flexible learning programs, introducing video conferencing, managing our Intervention Framework, counselling, staff working from home, community safety and our duty of care.

The main platforms for our Remote and Flexible Learning programs were:

- SeeSaw
- Google Classroom
- Google Meet
- Mathletics (Year 2-6)
- Mathseeds (Prep/1)
- Reading Eggs (Junior School)
- Reading Eggspress (Middle-Senior School)

Students from Prep-Year 6 logged in to their scheduled Google Meets as required.

When we returned to on-site schooling after the period of Remote and Flexible learning ended we prioritised 2 areas:

### Priority 1 - Mental Health and Wellbeing

Our highest priority was on the mental health, safety and wellbeing of every student and member of staff. This meant encouraging and sustaining motivation for learning, re-engaging students and families where needed, and supporting the social and emotional learning of children alongside curriculum-based learning.

## Priority 2 - Learning and Excellence

Some students were better able to progress in their learning in the remote and flexible learning environment, others maintained their rate of progress, and some have, despite their best efforts and those of their families and teachers, fallen behind.

Our priority was, and continues to be, to ensure those who have fallen behind can catch up and those who have progressed significantly can continue to be extended and stretched in their learning. Literacy and numeracy across the curriculum remain a focus while adapting our teaching and learning program to be responsive to student needs.

We were extremely proud of the way we supported students as they returned to on-site schooling. Students settled in very well and we were able to then focus on transition into 2021. Transition into 2021 was a challenge, particularly for 4-year-old children coming into school, as well as our Year 6 students. For our Year 6 students heading to Secondary School, we held on to hope that they would be allowed to attend their Secondary School before the end of the year, and they were able to do so which was a relief.

At St Paul's we welcomed 16 new Prep students and their families into the 2021 school year. Prep Transition Sessions were held throughout November and December with a mix of on-line and on-site sessions.

We put together a Transition Pack for the families. Helen ordered reusable shopping bags with St Paul's logo on them. These were collected by 2021 Prep parents from the School Office and contained:

- Prep VIP T-Shirt
- Pencils
- St Paul's Drink Bottle
- Any school preparation type materials we wish to add such as an alphabet and number chart
- A literacy activity (for 27 November)
- A maths activity (for 10 December)
- A SEL (Social and Emotional Learning - Student Wellbeing) activity
- 2021 Parent Handbook

Throughout all of these highlights, it was extremely satisfying to watch our students grow in confidence with their ability to adapt to constant changes and unknowns. St Paul's is such a vibrant and enriching place to be.

I would like to take this opportunity to thank the staff and students of St Paul's and in particular, the outstanding work of the School Advisory Board (School Advisory Council as of 2021) in 2020. Although we did not meet as regularly as we would have hoped, the SAB was a constant source of encouragement and support. I was able to 'temperature check' how we were going by

corresponding with you. The staff and SAB (SAC) continue to support the school towards the vision, with teamwork, positivity and immense love for this community of St Paul's.



## School Education Board Report

As we are all aware most things in 2020 looked very different due to the Global Pandemic Covid-19. Due to Months of hard lock down and social distancing requirements it was impossible for us to come together as a group for meetings. However we did manage to have a couple of meetings remotely via Zoom, and Michael took the opportunity to check in with me periodically to canvass if I felt meetings or anything further was required at that time.

Given that there is not a great deal for me to report on as Chairperson of the School Board for 2020, I felt it was an opportunity to report instead on my experience of Remote Learning 2020, as a parent.

Arguably the most challenging aspect of 2020 for our school community and no doubt every school community, was the implementation and roll out of Remote Learning. It would be fair to say that no one was prepared for the immense task and learning curve that was thrust upon us, both teaching staff and parents alike.

No one liked the situation we suddenly found ourselves in and no one fully understood it either. But as good leaders do Michael rallied his Educators/Staff, and before we knew it we had a comprehensive, and I believe well thought out approach to Remote Learning.

I'll be honest at the beginning I didn't like the format. I wanted to be told what my child/children should be doing each day. I wanted a foolproof list of activities and time slots for Monday, Tuesday and so on. Instead, at the beginning of each week we were given a grid. That grid contained several activities/tasks for each area of learning. The aim for the week was to complete, in a perfect world each and every activity, in reality as much as possible.

It didn't take long for me to appreciate the thoughtfulness that went into this format. The face of lock down was extremely different from household to household. Scenarios were vast and ever changing. It would have been near on impossible to create a Remote Learning environment for Primary aged Students, that required a strict timetable adherence and routine. Every household had vastly different challenges and a "one size fits all" mentality would have no doubt created more stress and angst than the model adopted by St Paul's.

This model gave parents the flexibility to fit their children's learning in around their own work commitments. There were students completing school tasks after hours and on weekends, as this was the best time for their family to be involved. There were days that were extremely productive and days that weren't so. There were online activities and tasks, Reading Eggs, Mathletics, cooking classes, outdoor activities, paper handouts to complete, reading recordings to do, spoon people to make, paintings to do, obstacle courses to design, books to read and discuss in book club, Anzac biscuits to bake, stories to write, maths games to play, exercise routines to follow, treasure hunts to go on, and perhaps my personal favourite, there were many pet appearances on Google meets. I think there were numerous cats, dogs, chickens and goats to name a few.

It really was a massive undertaking. Everyone had to get tech savvy quickly and adapt quickly. Remote Learning was eye opening. I like to think that as a parent I am fairly involved in what my children are doing, and I am hands on at school. However, I was completely unaware of how my children approach learning. I was completely unprepared for how they deal with the challenges of learning and how they respond to the expectations. And I found I had no idea or bench mark of what to expect from them in terms of their work. After all I am not a teacher. My Junior schooler was keen on the most part to partake in most activities, she was bored and was craving stuff to do, and would mostly perform activities to the best of her ability. On the other hand my son in

Grade 5 at the time, took the approach that Remote Learning was inconvenient and in fact "lame". His mindset was to just get the task done so that you could tick it off as complete, with no real over reaching effort. In some school environments I've no doubt this would have continued throughout the program. However St Paul's teachers were checking in with parents, and so I had the opportunity to raise this with his teacher. I completely understand that it was a delicate time, and things such as pushing back on students regarding the quality of their work needed to be done sensitively. But I was grateful for the opportunity to say " he's just being lazy and pushing the boundaries, he needs firmer feedback."

And with that we were on the same page and that's what he got. I felt the communication lines between staff and parents were always open, but without judgement at the same time.

Many of my friends children attend different schools throughout the local area, and I have friends that are teachers within the area. It gives me great confidence to know that out of everyone, I have been most satisfied with the approach and effort that was put into our Remote Learning Program. There will be parents within our community that have different opinions and experiences and I respect that. However I feel that St Paul's really got it right, and should be very proud of the program they delivered.

## Education in Faith

### Goals & Intended Outcomes

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

### Achievements

- Continuation of parent-child faith development evenings based on the three Sacraments of Initiation - Reconciliation and Confirmation . 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. Unfortunately, because of COVID-19 we were unable to follow through with Reconciliation and First Eucharist, however they will continue in 2021.
- Whole school recognition of Sacramental Candidates at Prayer Gatherings.
- Continuation of fortnightly whole-school Prayer Gatherings through Google Meets format, 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 where applicable and within the number limits due to COVID-19.
- 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 via Google Meets when needed.
- 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 via Google Meets when applicable.
- 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 via Google Meets 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.
- Fortnightly whole-school Prayer Gatherings/Assemblies, which parents are encouraged to attend
- Parent-child faith development 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, filmed and distributed, for the school community

## Learning & Teaching

### Goals & Intended Outcomes

- Develop a Pedagogical Framework for teaching and learning which reflects a consistent approach using common language and understanding
- Improve student learning outcomes by using the data we collect in a purposeful manner
- Enable students to become invested in their learning by focussing on personalised learning.

### Achievements

- An assessment data plan was developed as a working document in collaboration with teachers in order to create shared beliefs and understandings around the data we collect and its purpose.
- A school closure day was used to create a collaborative inquiry involving all St Paul's staff in the area of spelling
- A synthetic phonics approach to the teaching of reading in the Junior School was formalised with a clear scope and sequence using Jolly Phonics and all St Paul's staff were provided with basic knowledge of synthetic phonics and the evidence behind it
- A pedagogical framework for teaching and learning using the Gradual Release of Responsibility model was developed as a staff, and shared beliefs and understandings around this developed
- The St Paul's Learning and Teaching Implementation Guide was redeveloped to reflect changes to pedagogy
- Teachers continued to work on co constructing learning intentions and success criteria in the area of writing to develop student efficacy
- Maintained existing levels of support and intervention during school closures through the use of video conferencing
- Continued to implement the Victorian Curriculum across all grade levels F-6
- 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.
- 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

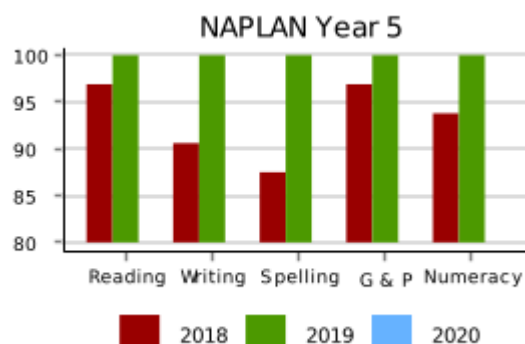
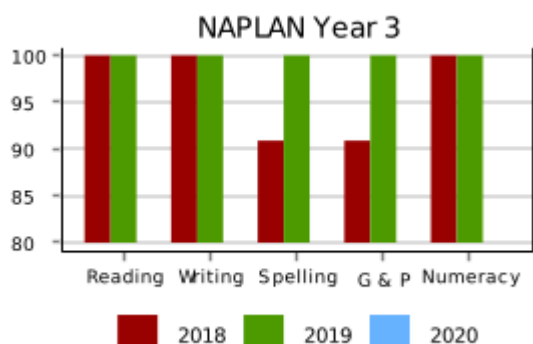
PAT-M and PAT-R Data has been used to track student progress. Using this data, we have measured growth and students have been identified for tutoring and intervention programs.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS |       |       |             |      |             |
|--|-------|-------|-------------|------|-------------|
| NAPLAN TESTS   | 2018  | 2019  | 2018 – 2019 | 2020 | 2019 – 2020 |
|  | %     | %     | Changes     | %    | Changes     |
|  |       |       | %           | *    | *           |
| YR 03 Grammar & Punctuation                          | 90.9  | 100.0 | 9.1         |      |             |
| YR 03 Numeracy                                       | 100.0 | 100.0 | 0.0         |      |             |
| YR 03 Reading  | 100.0 | 100.0 | 0.0         |      |             |
| YR 03 Spelling                                       | 90.9  | 100.0 | 9.1         |      |             |
| YR 03 Writing  | 100.0 | 100.0 | 0.0         |      |             |
| YR 05 Grammar & Punctuation                          | 96.9  | 100.0 | 3.1         |      |             |
| YR 05 Numeracy                                       | 93.8  | 100.0 | 6.2         |      |             |
| YR 05 Reading  | 96.9  | 100.0 | 3.1         |      |             |
| YR 05 Spelling                                       | 87.5  | 100.0 | 12.5        |      |             |
| YR 05 Writing  | 90.6  | 100.0 | 9.4         |      |             |

\* 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

- 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

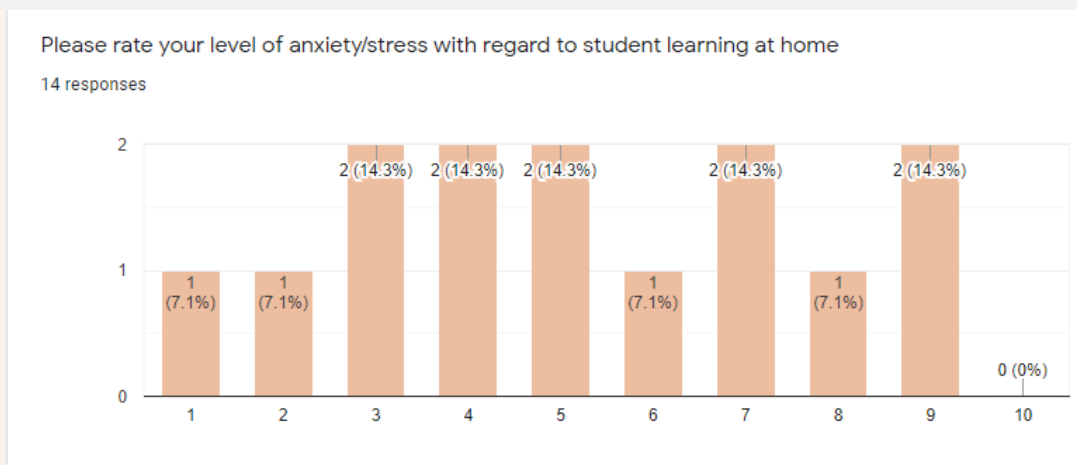
- Walk to School Fridays, in which staff and parents walk with the students from the Monbulk shopping centre to the school; a distance of approximately 900m.
- Active participation in National Walk to School Day.
- Active participation in National Day Against Bullying, National Child Protection Week, 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.



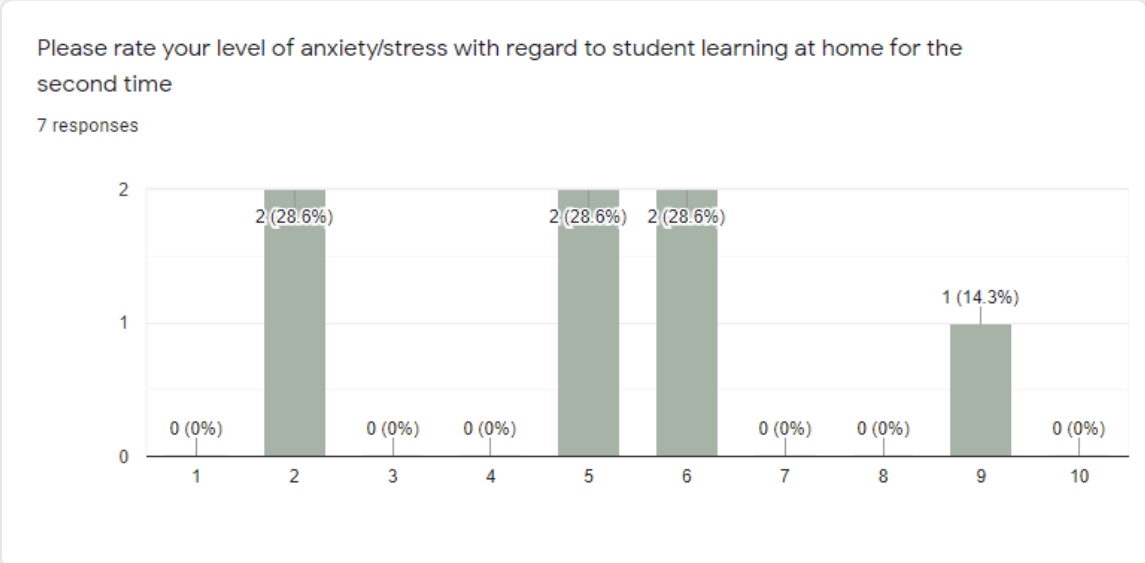
- Maintained essential networks with local community services, e.g. Student Focus Youth Services.
  - A developmental and successful camp program.
  - Student Forums with the Principal
  - Explicit teaching of 'Cybersafety' awareness.
  - Bendigo Bank scholarship to outstanding Year 6 student.
  - Mini 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

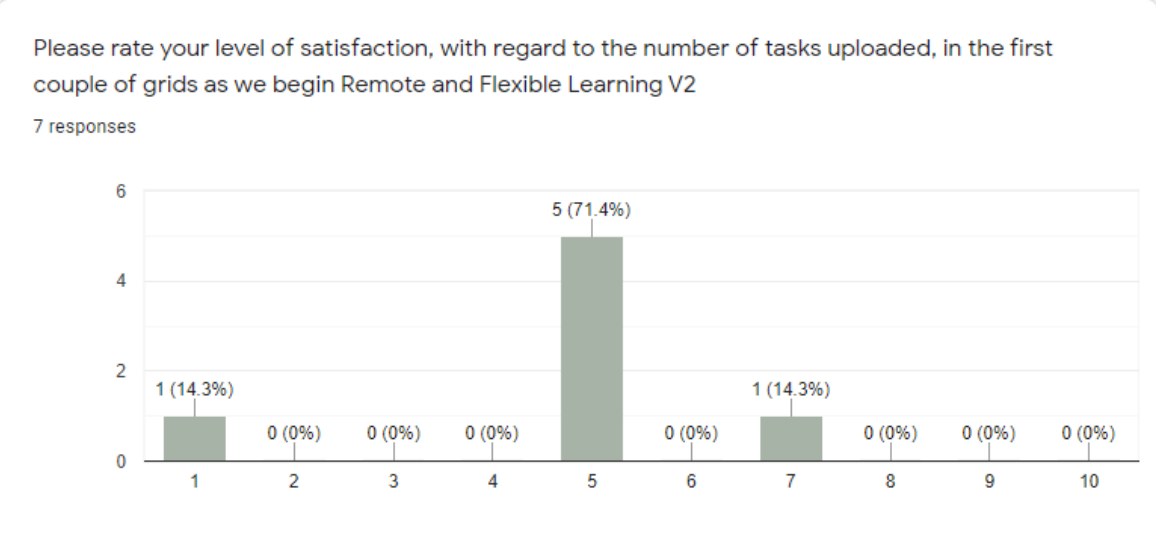
We surveyed parents in April 2020. 1 was low anxiety/stress, 10 was high anxiety/stress.



Based on the survey results from April, we made adjustments and surveyed again in July. These were the results:

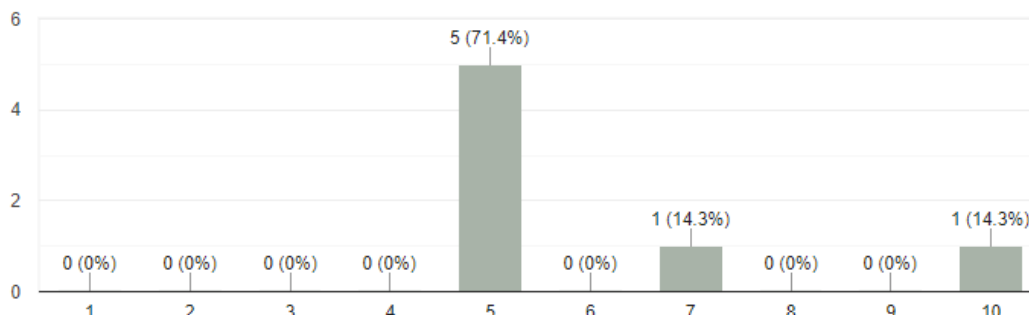


We measured the satisfaction levels of our parents with regard to the number of tasks and the type of learning tasks being facilitated.



Please rate your level of satisfaction with regard to the TYPE of tasks being uploaded so far in Remote and Flexible Learning V2

7 responses



Comments included:

"The home learning packs are ideal for both classes. Hard copies give instant visibility to the workload and make it so much easier to plan the next hour or the afternoon. The staff are doing a truly brilliant job. Thank you from all of us."

## STUDENT ATTENDANCE

- A review of the Attendance Guidelines for schools was undertaken by the Victorian Minister for Education in Term 4, 2017.
- Resulting changes to the Attendance Guidelines now state: 'schools must advise parents/guardians of unexplained absences, on the same day, as soon as practicable, including for post-compulsory aged students'.
- St Paul's will contact parents via text message at 9:30am, or as soon as possible if a child is marked as absent and the parents have not notified the school.

## IN A REMOTE CONTEXT

St Paul's staff used a range of mechanisms to determine if students are attending in a remote learning context.

This included:

- Learning contact: the school verifies that the student has engaged with learning tasks through participation in the teaching schedule. This may include through the student's engagement with the school's learning platform, through teachers' direct interactions with the student and through student's submission of work.
- Student, parent or carer contact: the school makes contact with the student, parent or carer to verify the student's participation that day.
- On-site attendance: student is recorded as present at a school site for on-site programs.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL |       |
|---|-------|
| Y01   | 96.4% |
| Y02   | 94.8% |
| Y03   | 94.8% |
| Y04   | 96.8% |
| Y05   | 94.8% |
| Y06   | 96.9% |
| Overall average attendance                    | 95.7% |

## Child Safe Standards

### Goals & 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 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 Professional Learning undertaken in 2020

- CEM - Parish Priest and Principal Briefings
- CEM - Eastern NCCD Network Meetings
- CEM - Religious Education Leader Eastern Region Network
- CEM - Eastern Region Learning Diversity Network Meetings
- CEM - Learning & Teaching Network
- CEM - Eastern Region Deputy Principal's Network
- CEM - The Learning Collaborative
- CEM - Finance Clusters Meeting - East
- CEM - Eastern Region Literacy Leadership Network
- CEM - Eastern Region Mathematics Leadership Network
- CEM - Creating organisational cultures for child safety
- The Intervention Framework
- Education in Faith - RE COLLABORATIVE
- Emergency Management Training with Dynamiq - all staff
- Weekly Professional Learning Meetings: Literacy, Numeracy, Religious Education, Wellbeing and Teaching and Learning focus
- CPR and Anaphylaxis Update - all staff
- Asthma Update - all staff
- Disability Standards online modules
- Mandatory Reporting Online Module - all staff
- Child Information Sharing Scheme
- Respectful Relationships Professional Learning

|   |       |
|---|-------|
| Number of teachers who participated in PL in 2020 | 17    |
| Average expenditure per teacher for PL            | \$290 |

**TEACHER SATISFACTION**

The staff satisfaction, although 2020 was challenging, was anecdotally high. Staff presented one another with gifts, messages of thanks, supported one another through supervision, and were recognised for their hard work.

"What we did for our school worked really well for our community and we put our community first by consulting with them on our remote learning programs."

Our workload changed. There was an opportunity for a different style of teaching with the students and we were able to create ways to engage with them individually in small groups and as whole classes."

Staff members report that leadership supported them and the whole staff as a team supported one another.

#### TEACHING STAFF ATTENDANCE RATE

|                                |       |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 93.8% |
|--------------------------------|-------|

#### ALL STAFF RETENTION RATE

|                      |       |
|----------------------|-------|
| Staff Retention Rate | 83.3% |
|----------------------|-------|

#### 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)           | 1.0  |
| Teaching Staff (Headcount)            | 14.0 |
| Teaching Staff (FTE)                  | 8.5  |
| Non-Teaching Staff (Headcount)        | 5.0  |
| Non-Teaching Staff (FTE)              | 3.8  |
| Indigenous Teaching Staff (Headcount) | 0.0  |



## School Community

### Goals & Intended Outcomes

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

### Achievements

- School Advisory Board addressed by Principal.
- Planned social events by the P&F e.g. Family Movie Night. Many of these did not take place however we were hopeful.
- Working bees concluding with a social gathering.
- 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 (online) to which parents and relatives are warmly invited.
- 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.
- 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.

### PARENT SATISFACTION

Remote Learning had many challenges and our parents were surveyed:

- We are really happy with the balance of online and paperwork we have received for learning. The teachers have been great at checking up on us and making sure we are ok. If we have questions we have had responses in great timing. Kids are on track.
- Teachers have been great in answering emails - thank you. If possible it would be great if there could be more "hands on" tasks. It would also be great if there were some videos from teachers each week relating to a task - for example, where there is a google slide presentation to be read, it would be great to have the teacher "talking" to it so it's a little bit more interactive for the kids. Teachers voices or physical appearance in expanding tasks / teaching would be great! Might help the kids remember who they are accountable to as well. These are just suggestions for things I think could work and add to it for the kids - there are no complaints here!
- I think it's fine, you and us are all doing our best in very challenging circumstances

