



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Paul's School

59 Moores Road, MONBULK 3793

Principal: Nicholas Frederiksen

Web: www.spmonbulk.catholic.edu.au

Registration: 1879, E Number: E1335

Principal's Attestation

I, Nicholas Frederiksen, attest that St Paul's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 01 Mar 2024

About this report

St Paul's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Paul's Vision Statement

"Together...

Active in the Spirit

Journey 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 integrated approach. This approach encourages children to make connections to their own lives and experiences and those of others as they learn about, and engage with, the world around them. 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

As a Catholic school, we are called to be a community that serves one another both within our school and without. The idea of sitting at the feet of another and serving is a powerful challenge to us all but one, nonetheless, and it lies at the heart of what it means to be a Christian person and an authentic Catholic school. Working alongside so many children, staff and families who have embraced this idea throughout 2023 is a privilege.

At the end of the year, it is good to take a moment to look back and celebrate it all... the successes, challenges, learning, relationships, questions, quality conversations, robust discussions, decisions, growth opportunities, and so much more. We welcomed 17 new preps to St Paul's along with their families, and it was a very settled Term 1. At the beginning of March, we held our Ash Wednesday and

Staff Commissioning Mass to celebrate the beginning of another school year. It was fantastic to see students attend inter-school sports, with the district swimming carnival taking place.

Our Parents and Friends Association continued to re-establish itself with expressions of interest being sought from parents who wished to form an executive committee. It has been amazing to see the group work together and achieve so much. Our P&F were able to organise many activities, including - hot lunches, Mother's Day and Father's Day and the school disco, to name just a few! We had our Country Fair, which was again a giant success and continued to add funds to support the school.

Towards the end of Term 1 this year we held our Whole School Sports Day, NAPLAN was moved to Term 1 and then we finished a term with a whole staff professional learning day.

Throughout Term 2 the students started preparing for Confirmation. This included a family workshop night. We began our four-year review process and some students attended Taster Day sessions at Mater Christ, St Joseph's and Mt Lilydale Mercy College. We also had a small group of senior boys work with students from St Joseph's College on the Boys Lighthouse program where they created a movie and screened the movie at an expo evening.

Students participated in District Cross-Country and winter sports and had Softball incursions. We had our bi-annual art show, which was a great success in showcasing the wonderful learning that happens within this space.

During Term 3, we saw our review days held in person with our reviewer. Michael completed a valuable Indigenous Immersion program in the north of Queensland. The students continued to have access to sporting opportunities with Hooptime, District Athletics Division Soccer and Netball. We celebrated Grandparents and Special Person's Day with our wider community. Our students went to Ambleside Historic Homestead, consolidating their Integrated learning as long as well incursions from Mad About Science and creating a living museum. We continued with working bees, hot lunches and the Emerald BBQ. Footy Colours Day finished off the term for the students and staff.

Term 4 is always a busy term and it flew through quickly. We continued using See-Saw work samples to demonstrate the students' learning and growth for continuous reporting. Towards the end of the year, our Year 6s are engaged in graduation preparations as well as their Year 7 orientation programs with the various secondary schools. We took the opportunity to thank and acknowledge all of our families for their support and assistance throughout the year at our Gratitude Day Mass.

I wish to thank and acknowledge every member of our School Advisory Council for your guidance and support this year. We say a huge thanks to Fr Cruz for his support, and also to Cara for her continued dedication as our Chairperson.

We also had a chance to celebrate the wonderful contribution Michael Watt made to the St Paul's community over the past 7 years. On behalf of the community I want to acknowledge the work Michael did in helping to make St Paul's the wonderful community it is.

Teaching and parenting are, of course, a privilege. It is a privilege to work with this group and it is very clear that the closer we can work together, the more fruitful the opportunities for each and every child to continue to be in our school.

Many Thanks,

Nick Frederiksen

Catholic Identity and Mission

Goals & Intended Outcomes

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

Achievements

- Parent-child faith development sessions based on the Sacrament Confirmation. The goal being to empower parents through their involvement with their children as they work on tasks specifically designed to encourage dialogue and sharing of understandings.
- Whole school recognition of Sacramental Candidates.
- 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 whole school masses.
- 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 and the continued association with the Monbulk Care Network. Continuation of Christian Meditation as part of morning prayer in the classroom.
- Continued setting appropriate standards by exploring, developing the understandings of, and practising the values which have direct links to living in a religious way.
- 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 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

- The Year 6 "The Mini Monbulklers" Social Justice Group planned social justice actions to inspire and involve the school community to support the disadvantaged and needy in local and global communities, e.g. Monbulk Care Network.

- Whole staff faith development day held at the Mary MacKillop Heritage Centre focusing on Mary's outreach to the poor around Melbourne, and how this relates to Catholic Social Teaching
- Christian Meditation practised throughout the school as part of the morning prayer routine. Teachers were supported in this practice with a MACS facilitated professional development session focusing on Christian Meditation.
- Fortnightly whole-school Prayer Gatherings where classes took turns to prepare and lead the school in prayer. Parents are encouraged to attend.
- Parent-child faith development sessions focusing on the Sacrament of Confirmation Identifying links and making connections between the 2 year cycle of integrated units and the Religious Education Framework and curriculum
- Formulated a planner for teachers to use while planning and teaching Religious Education
- Linking students learning during Advent to taking action in the community for the Monbulk Care Network through the Angel Tree being contributed to by the whole school and parish community.
- Year 5 students visited Monbulk Care as part of their preparation to take on the school leadership and being a member of the Mini Monbulk Social Justice group.
- Whole School end of Year Gratitude Mass and the retelling of the nativity story through both acting and songs for the school community.

Learning and Teaching

Goals & Intended Outcomes

Goals and Intended Outcomes

- That we see a consistent approach to the implementation of teaching & learning across all curriculum areas.
- That we develop common language and common understandings around the St Paul's Pedagogical Framework and instructional programs and strategies. This commonality will apply across all classrooms.
- Implement Spelling Mastery 3-6
- Implement InitialLit in P-2 classrooms.
- RE - create a St Paul's curriculum yearly overview including and integrated with Sacraments.
- Embed Respectful Relationships in all classrooms.
- Integrated (Inquiry) Learning: Apply the use of MAPPEN as a tool for planning units.

Achievements

- In 2023 we successfully implemented InitialLit in Grades P-2 following two whole school closure days to train all staff in delivery.
- In 2023 we successfully used Spelling Mastery in Grades 3-6.
- A 2 year curriculum overview for RE integrated with units of work and including Sacraments has been created collaboratively as a result of a whole school closure day with a focus on teaching and learning in RE.
- We have continued to embed Respectful Relationships across the school with all classes explicitly teaching a particular focus each term and reporting on this to parents.
- Mappen has been effectively embedded as a tool for planning integrated units of work around a termly concept across the whole school. Staff have been supported in the implementation with the provision of PLMs and leadership assistance during planning days.

Student Learning Outcomes

Both adaptive and linear PAT-M and PAT-R data has been used to track student learning progress.

Using this data, we have measured growth and students have been identified for tutoring and intervention programs.

InitialLit Data

In response to student data, we have adapted our teaching and learning approaches to the teaching of reading and spelling and adopted the use of InitialLit in P-2 and Spelling Mastery in 3-6. Using InitialLit end of year testing data we can see that there has been an improvement in student learning outcomes in these areas. As a result the number of students not meeting benchmark has significantly reduced.

- Out of 17 Foundation students all met benchmarks for reading and spelling at the end of 2023.
- Out of our 16 Grade 1 students only 1 did not meet benchmarks for reading and spelling at the end of 2023 (a student identified as requiring additional support)
- Out of our 18 Grade 2 students all met benchmarks for reading, spelling and comprehension except for 4 students identified as requiring additional support.

Naplan

Requiring Assistance:

- In our Naplan data in Year 3 0 students were identified as requiring additional assistance in Numeracy, writing and spelling. There was 1 student required additional assistance in reading and 1 in grammar and punctuation domains.
- In our Naplan data in Year 5 1 student was identified as requiring assistance in Numeracy, writing and grammar and punctuation and 2 students for spelling and reading.

Strong Progress:

- In Year 3 89.4% of students were identified as making strong progress or exceeding the standard in writing.
- In Year 3 63.1% of students were identified as making strong progress or exceeding the standard in reading and grammar and punctuation.
- In Year 5 78.5% of students were identified as making strong progress in Numeracy and Spelling.
- In Year 5 71.4% of students were identified as making strong progress in Reading and Writing.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	422	63%
	Year 5	490	50%
Numeracy	Year 3	398	53%
	Year 5	495	79%
Reading	Year 3	423	63%
	Year 5	500	71%
Spelling	Year 3	406	58%
	Year 5	468	79%
Writing	Year 3	436	89%
	Year 5	480	71%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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. Crazy Sock Day
- Continued the focus on Social Emotional Learning (SEL) using programs and strategies such as Circle Time, Berry Street Education Model (BSEM).

Continue to embed the Respectful Relationships program.

- Continued Restorative Practices throughout the school (including part-time staff and specialists).
- Student Behaviour Policy outlining rights, responsibilities and expectations throughout the school. Common language used when dealing with students, parents and teachers.
- Student Wellbeing Leader attended MACs professional development days.
- Conducted an extensive Prep Orientation Program, including 'Taster Days'
- Conducted information sessions/workshops on Transition into Primary School, Restorative Practices and ICT practices for the parents of Foundation students during orientation sessions.
- Conducted parent information sessions with Student Wellbeing Leader and School Counsellor about Worries and Anxiety
- Encouragement for students to have daily fruit break at 10.00am and a water bottle on their tables.

- Buddy program between Junior and Senior students.
- P-6 Student Representative Council - student lead initiatives; development of leadership capacity.
- Transition Programs: Maintained regular communication between local kindergartens and regional secondary colleges.
- 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 Wellbeing Week to focus on building relationships and the values, to begin the year.
- Explicit teaching of 'Cybersafety' awareness.
 - Special focus days, such as Day for Daniel, National Day of Action Against Bullying, etc.
- 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.
- Conducted cross year level/family group activities throughout the year

Value Added

- Lunchtime clubs ran 2-3 times per week
- Counseling 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, both on-site and online
- Parent sessions with School counsellor and student wellbeing leader to support families with various topics such as anxiety.

Student Satisfaction

We noted that there was an increase in MACSSIS Student Voice scores via MACSSIS Students indicated that they felt a sense of belonging, had strong relationships with their

teachers and experienced a positive climate. Reading left to right, these scores show the MACS average, then the school scores for 2022 and 2023.

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 as soon as possible if a child is marked as absent and the parents have not notified the school. This contact may be in the form of a phone call, email or text message.
- St Paul's staff member will contact parents of students with high levels of unexplained absences with the view to developing a plan to return to school, and implementing strategies to minimise absences. • Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult and, therefore, absenteeism contributes significantly to student failure at school.
- All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
- Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary.
- Parents have a further responsibility to communicate with the school explaining why an absence has occurred.
- The principal has a responsibility to ensure that attendance records are maintained and monitored at school.
- Staff are asked to inform the principal if a student is away for more than 3 consecutive days.
- Ongoing unexplained absences or lack of cooperation regarding student attendance may result in a formal conference being organised. Unresolved attendance issues may be referred to DHS.
- "Every Day Counts" will be promoted on a regular basis through school newsletters.
- Student absences will be noted on the formal school report at the conclusion of Semesters 1 & 2.

• All student attendance is recorded on the electronic attendance register – nRoll – on a twice daily basis. Please note:

• Attendance roll records are printed in the office at 9:30am and 2:30pm

• If a student arrives at school between 8:50am and 9:30am then they are a LATE ARRIVAL.

• If a student arrives after 9:30am but before 12:00pm they are a MORNING ABSENCE.

• If a student leaves school between 12:00pm and 2:30pm then they are an AFTERNOON ABSENCE.

• If a student leaves school between 2:30pm and 3:00pm then they are an EARLY DISMISSAL.

• Specialist Teachers are responsible for marking the roll after lunch but may negotiate with the classroom teacher if required (to record on nForma)

Please check our website for the St Paul's (MACS) Attendance Policy

Average Student Attendance Rate by Year Level	
Y01	88.9%
Y02	89.6%
Y03	91.4%
Y04	89.6%
Y05	91.0%
Y06	91.1%
Overall average attendance	90.3%

Leadership

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:

- Preparing the school for the review process
- 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 "Operoo" to manage student medical details and excursions.
- Communication to the school community was through the weekly online newsletter, augmented by the SZApp, Seesaw, St Paul's Facebook Page and the school website.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
MACS - Learning Diversity Network	
MACS - Religious Education Leader Eastern Region Network	
MACS - Eastern Region Learning Diversity Network Meetings	
MACS - Learning & Teaching Network	
MACS - Eastern Region Deputy Principal's Network	
MACS - The School Improvement Learning Collaborative	
MACS - Finance Clusters Meeting - East	
MACS - Eastern Region Mathematics Leadership Network	
MACS - Creating organisational cultures for child safety	
MACS - Outer East Principal Network	
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 2023	22
Average expenditure per teacher for PL	\$474.05

Teacher Satisfaction

There is an overall positive climate among staff, and we have strong relationships between leaders and staff, with a particular focus on providing and receiving feedback.

Teacher Qualifications	
Doctorate	0.0%
Masters	20.0%
Graduate	8.0%
Graduate Certificate	4.0%
Bachelor Degree	32.0%
Advanced Diploma	16.0%
No Qualifications Listed	20.0%

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	17
Teaching Staff (FTE)	9.4
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	4.4
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

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

Achievements

- School Advisory Council addressed by Principal.
- MACS School Advisory Council Terms of Reference introduced
- Working bees concluding with a social gathering.
- Bendigo Bank Sponsorship recognising contributions made by year 6 students.
- Fortnightly Prayer Gatherings/Assemblies (online) to which parents and relatives are warmly invited.
- 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.

Parent Satisfaction

A high level of satisfaction is shown in the 2023 MACSSIS results. Parents perceive a positive climate, they feel that their children are safe and we have strong communication channels. We are very clear with our families on school expectations and they support these expectations with minimal fuss.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.spmonbulk.catholic.edu.au