



St Paul's Primary School Coburg

2022 Annual Report to the School Community



Registered School Number: 336

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Minimum Standards Attestation

I, Maria Mercuri, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

10/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

*With Jesus as our leader,
We at Saint Paul's Catholic Parish Primary School,
endeavour to build an inclusive learning community.
Embracing the courage of Saint Paul,
and in the spirit of the Sisters of Mercy,
we aspire to provide an education
that empowers us in
unity, faith, hope, love and respect.*



School Overview



St. Paul's Primary School was established over 160 years ago. It is one of the oldest schools in Melbourne and has enjoyed a resurgence in student numbers due to a changing demographic and the establishment of housing in the old Pentridge goal site and other surrounding industrial areas that have become residential.

The history of St Paul's is intrinsically linked to the history of Merribek and most importantly and more directly, Coburg. We remember our past to remind us of the sacrifices made by those before us - their struggles to maintain and support Catholic Education. Our history also allows us to appreciate the present and look forward to the future with a dedication to ensure that quality Catholic Education continues at St Paul's.

There is a rich diversity of nationalities at our school. We continue to welcome many new children from Asia and the Sub Continent, all bringing with them a diversity of rich cultures that has added much to the school. As well, we continue to see a number of European families enter the school community. A vibrant and dedicated Parent Association works tirelessly to support the school, as does a group of parents dedicated to supporting student learning during Literacy and Numeracy sessions.

The school leadership team comprises the Principal, Deputy Principal/Wellbeing Leader, Literacy Leader/Learning Diversity/Learning Leader, Numeracy Leader/Religious Education; Inquiry/STEM Leader, Face and Community Engagement (FACE) Leader and in 2022 we introduced a Sustainability Leader.

Our specialist programs include Visual Arts, Performing Arts (Drama & Music), LOTE (Italian), STEM (Science, Technology, Engineering, Mathematics) and Physical Education. The library is well resourced and the librarian ensures that students' interests in books are nurtured. Science, Technology, Engineering, Mathematics (STEM) has been established and money raised from parent fundraising has been spent on purchasing robotics, coding and other resources to support learning. Classrooms are future focused, flexible learning areas. St Paul's caters for contemporary and personalised learning, to ensure students' learning needs are met. We offer Literacy and Numeracy intervention, an optional music program (guitar and keyboard), School Counsellor, Learning Support Officers across all levels of the school.

St Paul's School is at the heart of the Parish of St. Paul's Coburg and the school looks to support the life and work of the wider Parish. The school is committed to the faith development and ongoing support of students and families. Social and Emotional Learning (SEL) is central to the school's long term vision and strategic planning.



Principal's Report

Our 2022 year was another extremely successful year at St Paul's. The challenges of the past two years were behind us as we worked to rebuild and reset our school community. Our focus for 2022 was to reconnect our school community and establish clear as consistent expectations as we got used to being onsite five days a week. Our school motto of *Wellbeing and Learning for All* was at the heart of all we did.

I want to thank our highly dedicated and hard-working staff, who exceeded the highest of expectations, working with the children and parents to re-establish our wonderful vibrant school community with a genuine focus on learning and on the wellbeing of our students. These achievements can be attributed to the shared belief that student wellbeing is the foundation on which all learning is built. Our school has strived to develop a school community which is positive and provides opportunities for students to connect with each other. The value and strength of the partnerships held between the families, the children and the school are a standout at St Paul's. The importance of these partnerships underpinned all we do.

St Paul's were very fortunate to have been awarded a two-million-dollar capital grant from the Victorian state government to update our junior learning spaces and outdoor areas. These works began in 2021, and we were excited to be in the learning spaces in 2022. The children and staff enjoyed being in these learning spaces and reflected on how to utilise these spaces in new ways.

Central to our role as a Catholic school and as a faith community, we continue to give students and families opportunities to develop faith through; prayer and liturgy; celebration of sacraments; Family Sacrament Faith Evenings; class masses; whole school masses; celebrating our patron St Paul's day and Year 6 Graduation mass. We have a very active Mini-Vinnies group that looks at ways to support those in need in the community and through Caritas. Our children have a social justice awareness, looking for ways to support others in need.

I would like to acknowledge and thank our Parish Priest, Father James Puppady, for his great support during the 2022 year. St Paul's Parish is very fortunate to have such a dedicated, faith leader.

We thank the parents for their incredible support in 2022. Parents also had to reset and re-establish their routines of ensuring children were at school onsite everyday. Our partnerships continued to strengthen, parents had new understandings about their children's learning and were better informed to ask questions. Staff and parents' respect for each continued, with the common focus on ensuring children's wellbeing and learning continued.

In 2022 we established a School Advisory Council (SAC). We had our first meeting in Term 4. The parents on the SAC are very excited to be part of a voice for the parent population when the school is making decisions and setting directions and a forum, issues to be discussed and present initiatives from the parent community perspective.

School Advisory Councils are an essential component of governing and operating Catholic schools in the Archdiocese of Melbourne. They provide a forum for consultation and participation for parish and school communities. School Advisory Councils are advisory bodies which form an important expression of the educational partnership that exists between parents, schools, parishes and the wider community to support all students. The School Advisory Council provides a forum for discussion and discernment, where parent voice and community perspective are available to influence and support the decisions made by the principal and parish priest for the good of school and parish where students' wellbeing and outcomes are paramount.

Congratulations to everyone at St Paul's School community for an outstanding 2022 year embracing all that came our way. I look forward to continuing to ensure we provide Catholic education for families within our community, where our students discover their passions and have a healthy sense of wellbeing, feel successful and are confident learners.

Catholic Identity and Mission

Goals & Intended Outcomes

To enliven the Catholic identity of the school

- That the Catholic identity of the school permeates all spheres.
- That our Catholic Identity inspires and defines who we are.

Achievements

In 2022, we continued to explore ways to further enhance our Catholic Identity with a strong focus on prayer and social action.

Religious Leadership

The school supported professional development in RE for staff. In June, staff attended a Faith Day to explore our mission statement. The Sisters of Mercy inspired our staff as we came to understand the work of the sisters in our schools, community and the world. The origins of our Mercy school became meaningful and relevant.

Praying and Celebrating

The sacramental program returned to a pre-covid normal. During the year, students in Year 6 were confirmed by Bishop Terry Curtin in the Sacrament of Confirmation; students in Year 4 received the Sacrament of Eucharist and students in Year 3 received reconciliation in the Sacrament of Penance. A reflection day was organised for the Confirmation Candidates at school. It was a lovely day, engaging in reflective dialogue about their faith and what Confirmation means for them.

We maintained opportunities for parents to be involved in a faith focused experience with their children at Family Faith Nights. Family faith nights were able to be moved online with a high attendance. Maria Forde facilitated all our Sacrament Family evenings.

Prayer and paraliturgies have continued to be part of our school culture. Staff meetings always commence with a prayer. In the classroom, children regularly pray in a variety of ways. The School Prayer is a part of the Whole School Monday morning assembly, and also our Whole School Assemblies, and is displayed around the school. Year levels created Prayer Mats and Sacred Space for Morning prayer. Our Easter Play was performed with a whole school participation. Classes continued to be rostered on to attend Friday parish masses. Attending these masses provides the grades with opportunities to practise communal prayers, practice reverence in mass and experience aspects of church traditions, whilst engaging with the parishioners of our parish.

Throughout the year and when possible, grade levels took the opportunity to connect with Fr. James, by inviting him to their classroom to visit and speak to the children. Before these sessions, Fr. James and the RE Leader would discuss aspects of the children's current learning and make suggestions as to the direction the session would take.

As part of our shared journey of faith we also celebrated the feast of Saint Paul as a whole school, engaging in many activities about St Paul in our classrooms including On this day we also participated in the Great Australian Book Swap and raised funds for Indigenous Literacy.

A Christmas Liturgy was prepared by the Religious Education Leader. Students from all year levels participated in a Nativity play. This was held in our church and attended by our Parish Priest Fr James Puppady and families.



Catholic Mission

Catholic Social Teaching was the foundation and purpose of the Mini-Vinnies team. Mini-Vinnies regularly promoted awareness of upholding the dignity of every human person and the common good by organising fundraising and donations of food to support the St Vincent de Paul Christmas appeals. They also raised funds for Project Compassion during Lent, The Good Friday Appeal and the Indigenous Literacy Foundation. These actions supported students' awareness of their responsibilities in the local community, and linked the Religious Education Curriculum, as lived actions within the Principles of Catholic Social Teaching. Students from years five and six sang to residents at a local aged care facility. The continued development of the Inquiry based learning planner to support the use of the Pedagogy of Encounter to renew the Religious Education curriculum, team learning meetings for design, planning and implementation of the Pedagogy of Encounter,

VALUE ADDED

- The following initiatives have added value to our school throughout 2022;
- Staff Faith Formation Day
- Staff participation in Professional Development
- Sacramental Reflection Day
- Daily Prayer in classrooms,
- Social Justice Initiatives
- St Paul's Feast Day whole school celebration, activities and liturgy
- Mini Vinnies group open to ears 4, 5 and 6
- Year 6 Graduation Mass
- Facilitated level planning allowing for further embedding of Religion across other subject areas.
- Dedicated prayer spaces in all classrooms
- Regular opportunities for prayer and liturgy across the school
- Inviting parents to join online to participate in the Sacramental program parent evenings
- for Penance, Eucharist and Confirmation
- Sacrament and Mass calendar with the community at the beginning of the year and reviewed termly
- Continued participation in Social Justice initiatives such as Project Compassion and the
- St Vincent De Paul Christmas Hampers to support our local and global communities.



Learning and Teaching

Goals & Intended Outcomes

To build the knowledge and expertise of leaders and teacher.

- That leaders capably manage change and support teachers in their work
- That leaders and teachers are confident at using data, evidence-based practice and research to support practice.

To build consistent pedagogical practices across the school.

- consistent and shared approaches are evident in teaching practice
- Numeracy and Literacy Leaders in the classroom to demonstrate strategies and pedagogy.

Achievements

At St Paul's we continue to build a culture of learning together through collaboration, partnership and relationship building while honouring the sacred dignity of each person in our school. The school utilised the Literacy and Numeracy Curriculum Leaders and Learning Diversity Leader to work with year levels across the school to ensure consistent practice and whole school expectations were met. Throughout the year, Leaders provided guidance and support for teachers to deliver quality programs in each area of the curriculum and were responsible for the planning and preparation of Professional Learning Meetings and weekly Facilitated Planning meetings.

Leaders worked to support teachers through co-teaching and the modelling of strategies in classrooms to ensure all learning experiences were differentiated to meet the needs of all students. The Professional Learning Meetings provided opportunities for building professional capacity by ensuring teaching and learning opportunities were aligned with current research and contemporary practices. Teaching Teams met to engage in evidence based dialogue that identified the level of student achievement and measured the effectiveness of the student.

Teams were supported to incorporate and embed practices that focused on improving the level of achievement of all students. Co-Teaching and mentoring opportunities were identified and planned for with a specific focus. Leaders chose to model, co-teach or observe practice. Feedback was offered to support classroom teachers to meet the needs of every student. Teachers were supported by Leaders, to draw on assessment data to plan a differentiated curriculum. Leaders ensured that the appropriate scaffolds and supports were in place to ensure every student experiences success.

The Teaching and Learning Cycle moved through key phases designed to implement and monitor, evaluate and diagnose, prioritise and set goals and develop and plan. Leaders supported teachers to evaluate the impact on learning through the assessment and monitoring of student learning progress including data collection. Leaders worked collaboratively to develop and share curriculum plans.

Identify Learning Goals

- What are the expectations and learning aspirations for each student?
- What are the learning goals for each student?

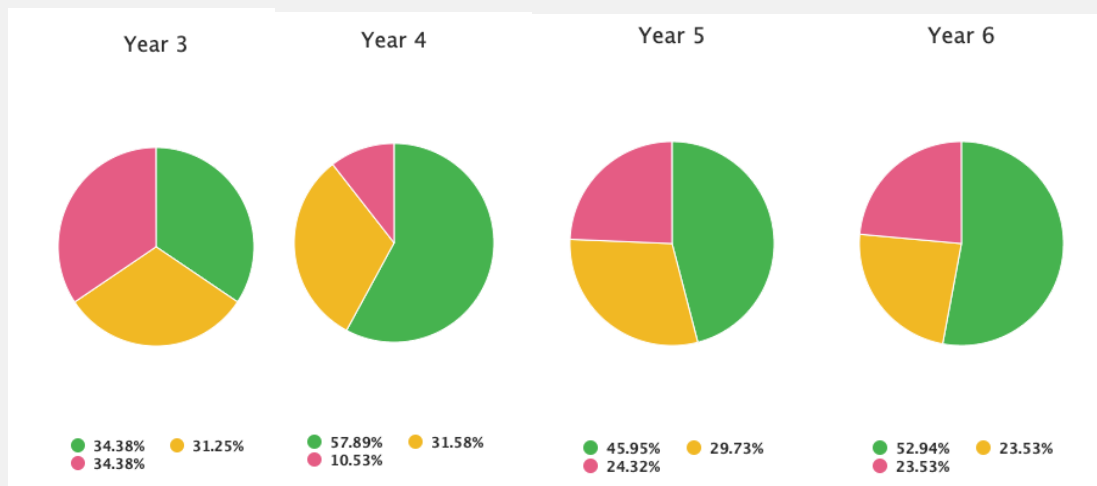
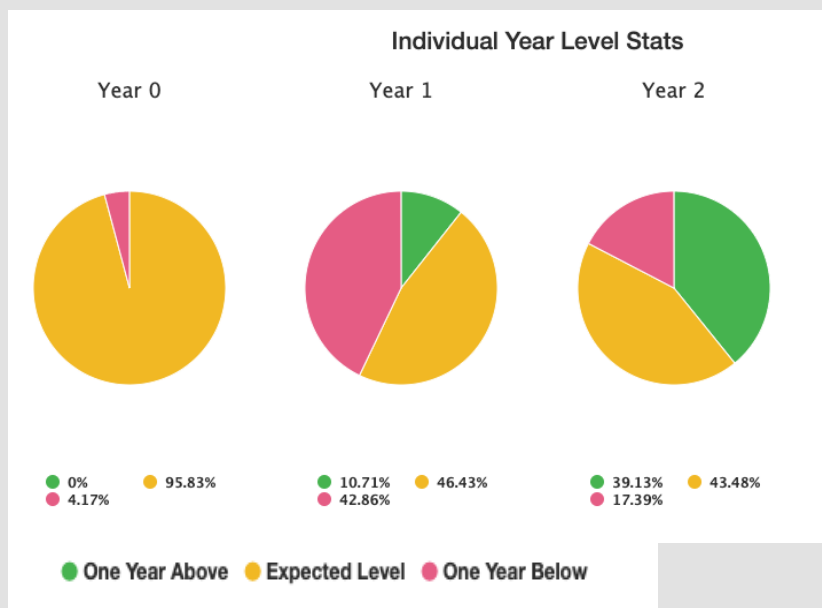
Reading and Viewing, Writing, and Speaking and Listening were all taught in line with the Victorian Curriculum and embedded within the Melbourne Archdiocese Catholic School's Horizons of Hope Framework. Our Literacy program employs proven research-informed strategies that meet the different needs of our students and that caters for the variety of ways that students learn. We continued to support each child to develop the skills, behaviour and knowledge required to become literate lifelong learners.

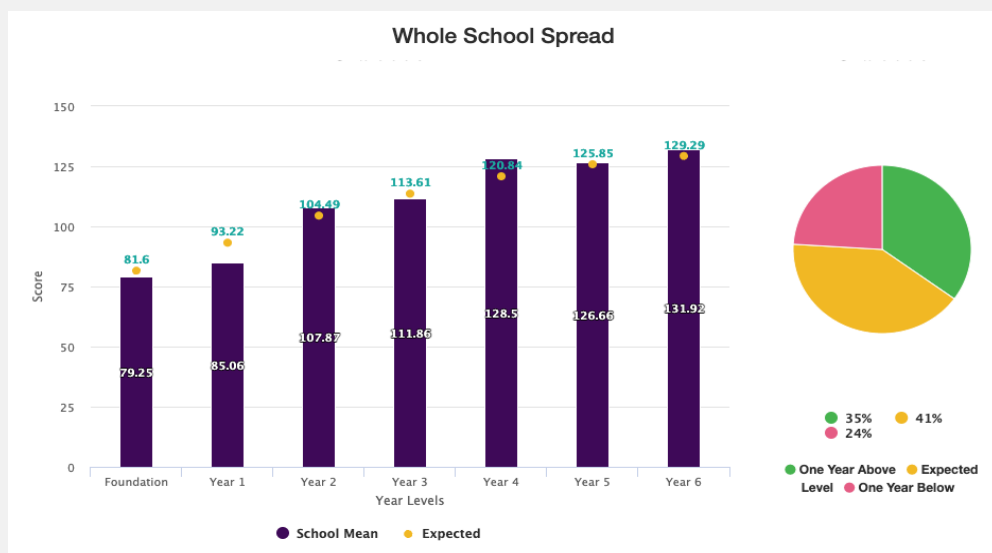


We utilised explicit, focused teaching which built on students strengths and targeted the developmental needs of individual students. We engaged students in purposeful and meaningful learning tasks and embraced 21st Century learning by incorporating a wide variety of multiliteracies. We continued to encourage the transference of literacy skills into all curriculum areas. .

STUDENT LEARNING OUTCOMES

PAT Reading 2022





With regard to Mathematics, the introduction of remote learning still enabled teachers to plan and direct student learning according to their level of understanding. Students were grouped accordingly for each Unit of work. This style of differentiation continued through remote learning for students P- 6 and at school.

Our aim in Mathematics was to continue to provide a comprehensive, high quality teaching and learning program. This was managed through a high level of preparation, management and monitoring.

The Essential Maths Assessment program was able to support students while remote learning, through the My Numeracy element of the program. The testing component was used only through the periods of school based learning to keep the data real and authentic. The Essential assessment program was supported by the Numeracy Leader. It enhanced data collection and analysis and targeted teaching to increase student outcomes.

Learning Intentions and Success Criteria in Mathematics were also identified and communicated in Live Learning sessions and documentation to students. Staff worked in partnerships with leaders to develop their capacity in Mathematics. Leaders and teachers worked alongside each other to review data and plan lessons.

Teachers provided frequent real-time feedback to students through google classroom and differentiated learning tasks to challenge students. Teachers also provided focus groups, at the end of Live learning and one to one sessions to keep students on track.

Utilised specific data to inform practices Explored benefits of personalised learning and how it assists student growth. Used Essential Assessment consistently throughout the school for Maths Adjusted learning experiences to enable and extend students Teacher capacity through PL

STUDENT LEARNING OUTCOMES

PAT Maths 2022

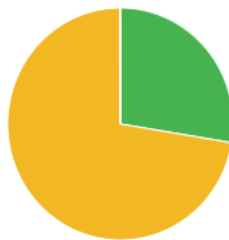
Individual Year Level Stats

Year 0



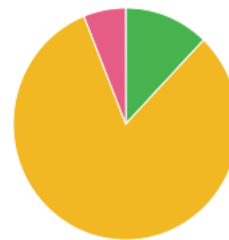
● 63.16% ● 36.84%
● 0%

Year 1



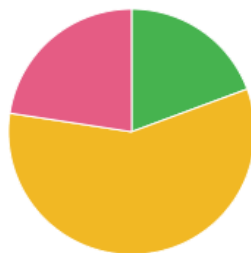
● 27.59% ● 72.41%
● 0%

Year 2



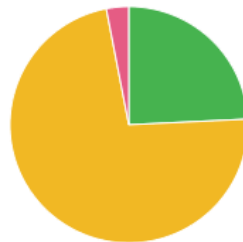
● 12.12% ● 81.82%
● 6.06%

Year 3



● 19.35% ● 58.07%
● 22.58%

Year 4



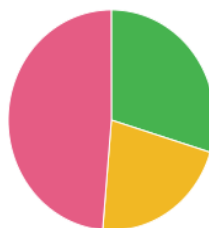
● 24.24% ● 72.73%
● 3.03%

Year 5



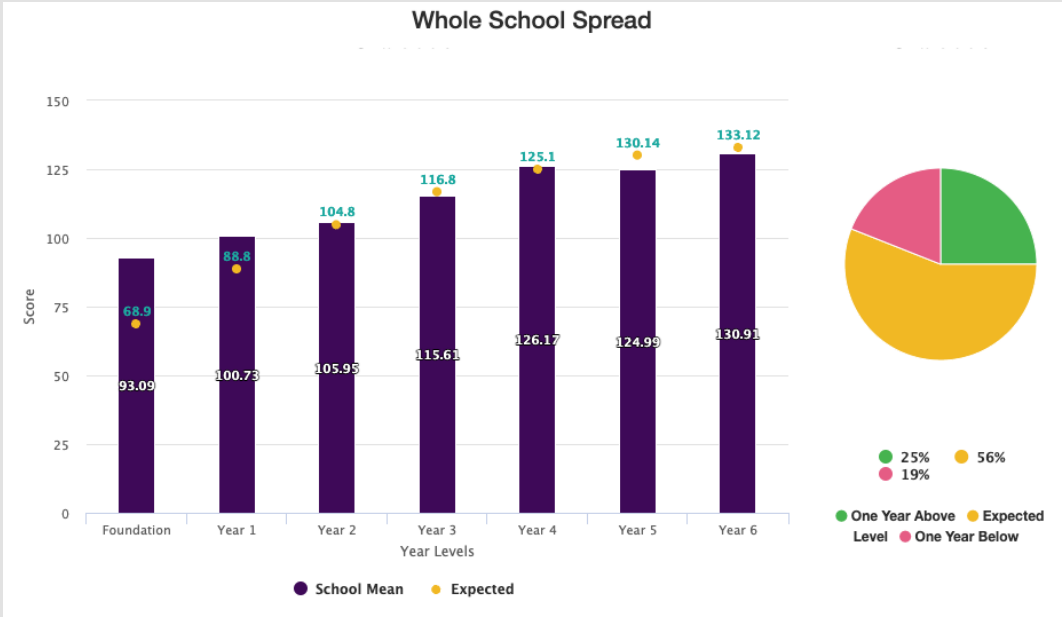
● 14.71% ● 44.12%
● 41.18%

Year 6



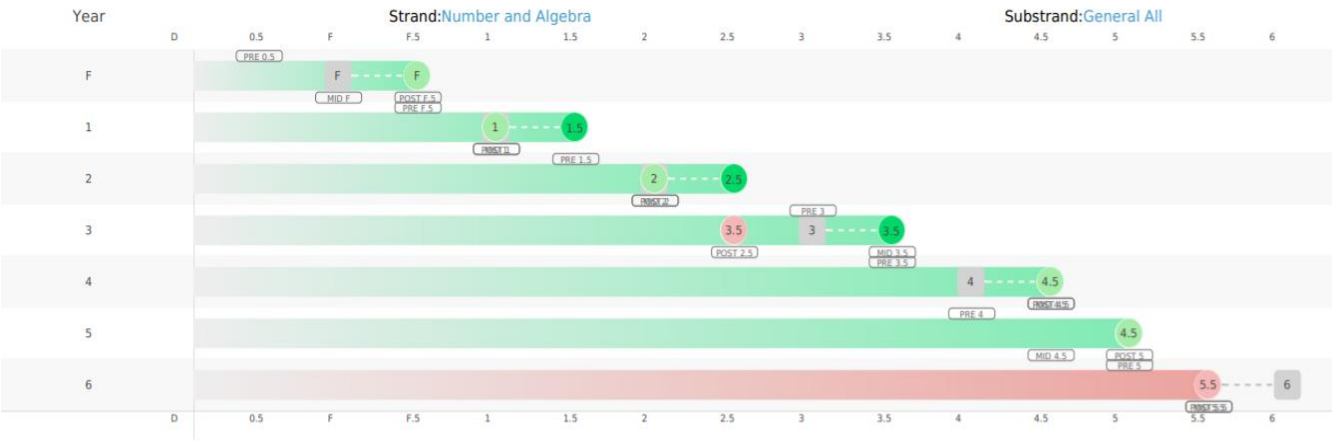
● 29.73% ● 21.62%
● 48.65%

● One Year Above ● Expected Level ● One Year Below

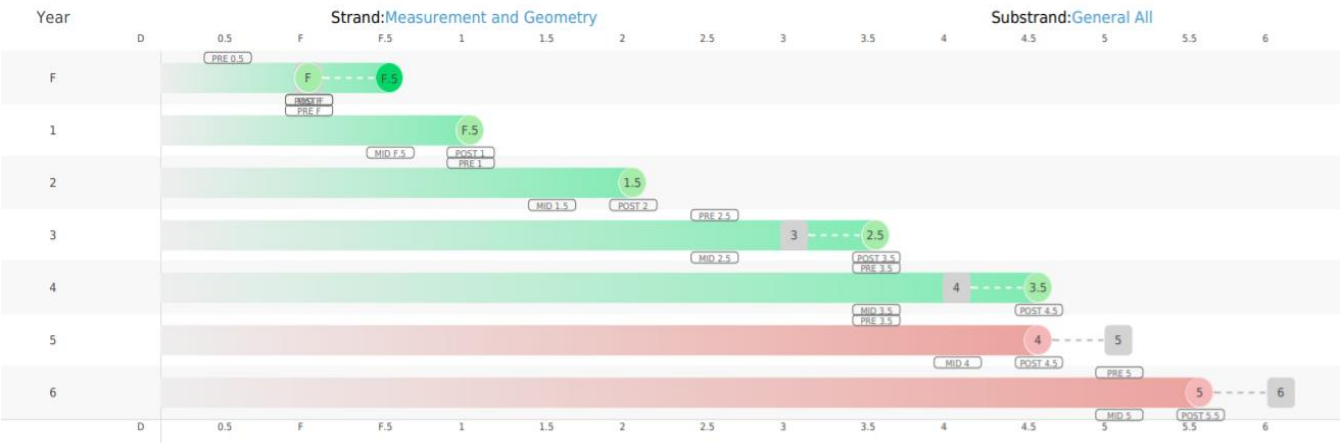


Essential Assessment Data 2022

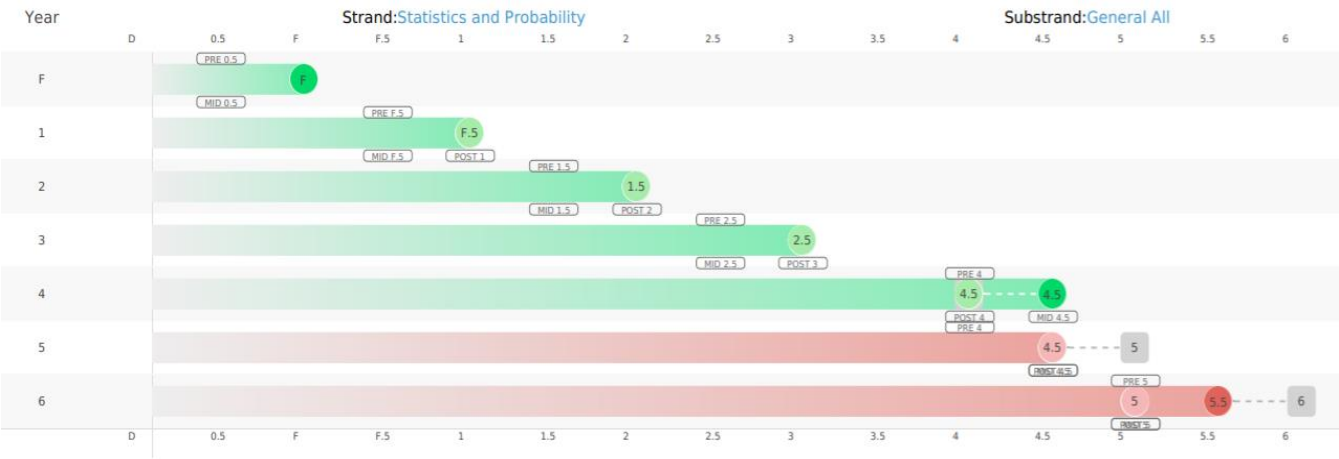
Number and Algebra



Measurement and Geometry



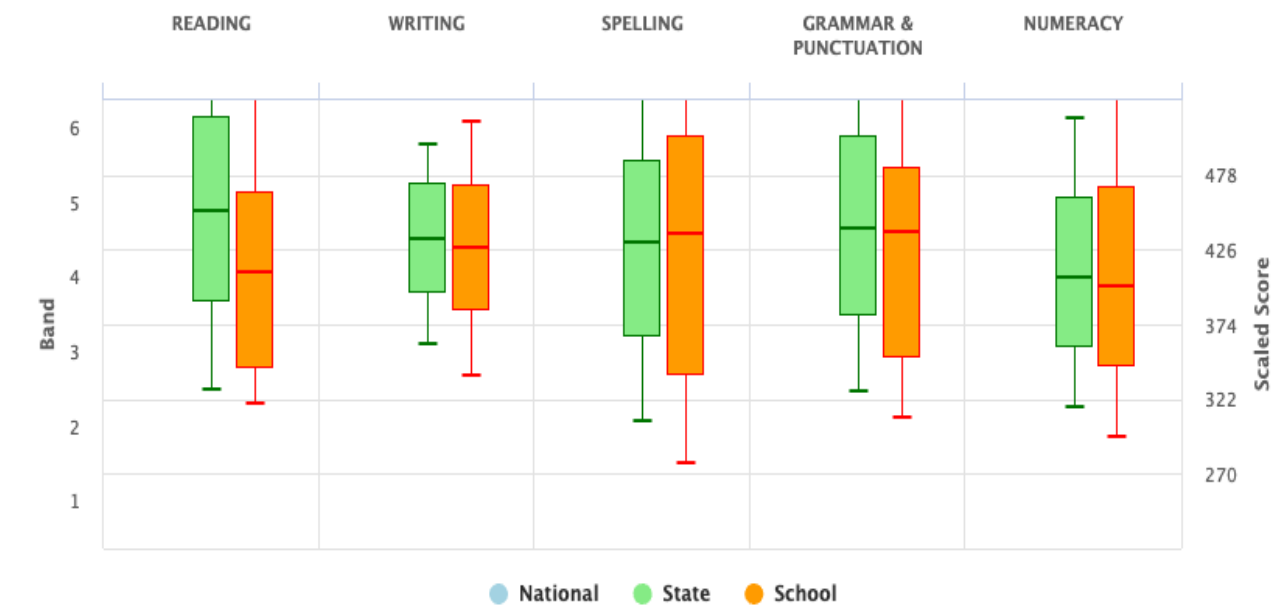
Statistics and Probability



NAPLAN 2022

School Summary Report

2022 | Year 3
Gender: All | LBOTE: All | ATSI: All
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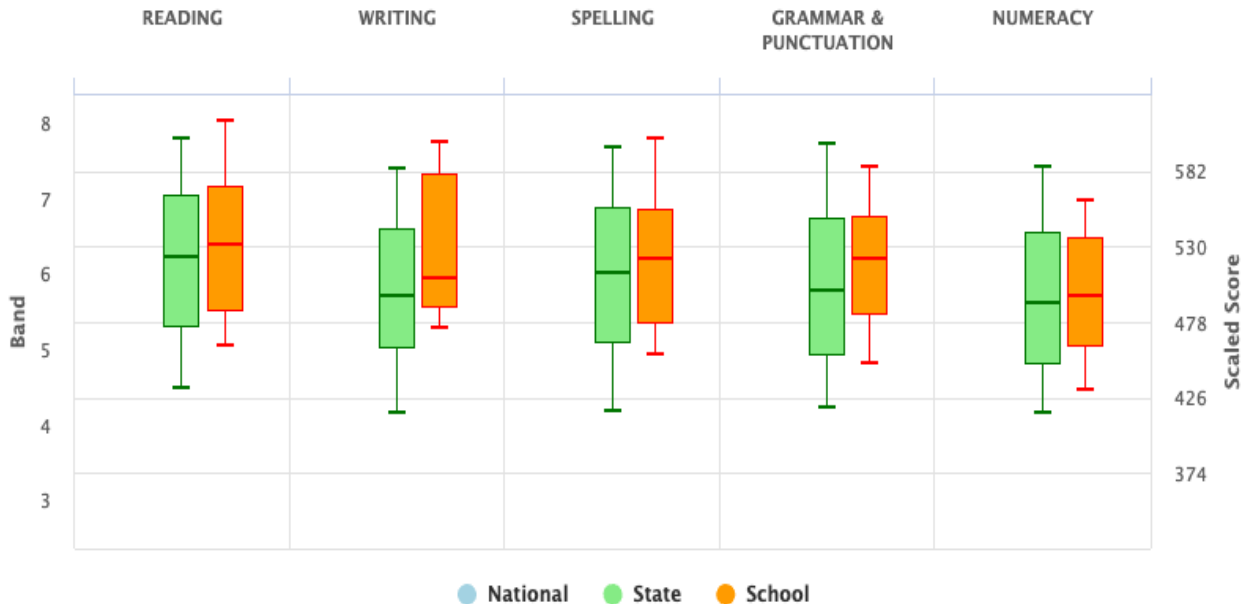


School Summary Report

2022 | Year 5

Gender: All | LBOTE: All | ATSI: All

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STUDENT LEARNING OUTCOMES

St Paul's utilised formal assessment practices to establish the level of achievement attained by each student, and each year level as a cohort. This year our year 3 and year 5 students participated in Naplan. Our results indicate that the majority of our students experienced two full years of academic improvement in most assessed areas and we continue to perform well in all areas. We believe that our school designed processes and programs to achieve improvement in the areas of assessment, planning, implementation and reporting, and the upskilling of teachers through targeted Professional Development, has enabled this to continue. We also participated in whole school Progressive Achievement Tests in both Mathematics and Reading. This data indicates that whilst we are stronger in some year levels than others, the results have dipped slightly, particularly in year 1 and year 3 in reading and 5 and 6 in Numeracy. This has led to the development of a rigorous, research based and well resourced Literacy and Numeracy Intervention program, carefully designed to support the learning needs of those students that have not yet made expected growth.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2020 %	2021	2020 – 2021 Changes	2022 %	2021 - 2022 Changes
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	96.8	-3.2
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	93.5	-6.5
YR 03 Spelling	-	100.0	-	90.3	-9.7
YR 03 Writing	-	100.0	-	96.8	-3.2
YR 05 Grammar & Punctuation	-	97.4	-	100.0	2.6
YR 05 Numeracy	-	100.0	-	97.1	-2.9
YR 05 Reading	-	100.0	-	97.1	-2.9
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	97.4	-	100.0	2.6

Student Wellbeing

Goals & Intended Outcomes



That all students feel safe, valued and comfortable in their learning environments both inside and outside the classroom.

That the community continues to be actively involved in knowing and understanding behaviour supports for students across all school contexts.

That students are supported through the Social and Emotional Curriculum to embrace diversity, be culturally inclusive and to respond to social challenges by being an upstander and not a bystander.

To develop learners who are responsible, self-reliant and resilient in order for them to succeed in today's world.

Achievements

At St Paul's Catholic Primary School, we play a critical role in developing and maintaining the wellbeing of all students. We aim to have a happy and safe environment where we promote wellbeing for learning. We strongly believe that every child must feel safe, have a sense of self worth and be comfortable in their school environment. The wellbeing of our school community is the foundation to all that we do.

We promote a nurturing school environment where the dignity of the individual, self-esteem, respect and resilience are fostered. The school values, expectations and 'BE Rules' are explicitly taught alongside a social and emotional curriculum that is inclusive of Berry Street practices, embraces cultural diversity and is inclusive of everyone.

In 2022, a new approach to supporting student behaviour was adopted with every staff member receiving professional development. Strategies implemented in the classroom were developmentally appropriate and provided rigour. With a focus on the BE RULES, students had the opportunity to understand themselves and how they can be the best they can be. With a positive response to student behaviours, consistent predictable routines were embedded into practice so that students could develop a growth mindset for academic development and to promote personal student wellbeing.

At St Paul's, we offer a counselling program two days a week facilitated by a registered teacher/school counsellor. This was further supported by a Provisional Psychologist. Together, the school counsellor and provisional psychologist ran sessions with students focusing on promoting social skills, behaviour support, managing anxiety and stress and increasing resilience in children from Prep to Year Six. Their support enabled students to build their emotional resilience so they are better equipped to deal with the day to day stresses that life brings them.

We have a happy and healthy environment for everyone at St Paul's. A strong commitment to the school's overall wellbeing has resulted in an inclusive, and secure learning environment that reflects the school's values and beliefs. In 2022, the school moved forward with the following achievements:

- Ensuring that all students are safe and supported with all members of staff trained in Anaphylaxis, Asthma, First Aid, Epilepsy, Diabetes and Emergency Management.
- A weekly Student Wellbeing team meeting consisting of the School Counsellor, Learning Diversity Leader and Student Wellbeing. This meeting addresses wellbeing issues and needs of students.
- Embedding a Social and Emotional Curriculum, that was inclusive of the five CASEL competencies.
- Continued implementation of The Berry Street Modules / strategies;
- Parent involvement was encouraged and reintroduced (post Covid), to emphasise the importance of parents as partners in their children's learning and growth;
- Student Leadership consisting of School Captains, House Captains, Mini Vinnies Leaders and Sustainability Leaders;
- Participation in the Daniel Morcombe Child Safety Program and Australia's Biggest Child Safety Lesson;
- Planned Social and Emotional Lessons (SEL) and participation in the National Day of Action Against Bullying and Violence;
- Planned engagement in the R U OK? Curriculum;
- Continued awareness of Cyber Safety with the Australian Federal Police visiting to share the 'Think U Know' curriculum, building an awareness of the importance of being cyber smart. Cyber safety practices were communicated to students and parents.
- Personal Learning Plans;
- Parent meetings, working in partnership to support academic and emotional learning;
- School Assemblies and awards.

VALUE ADDED

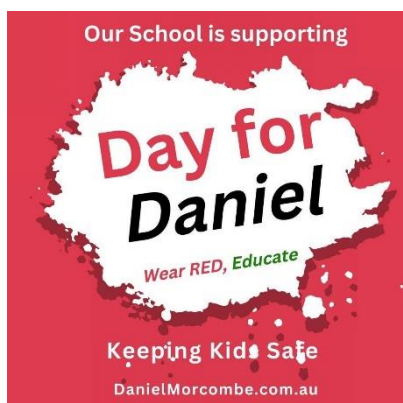
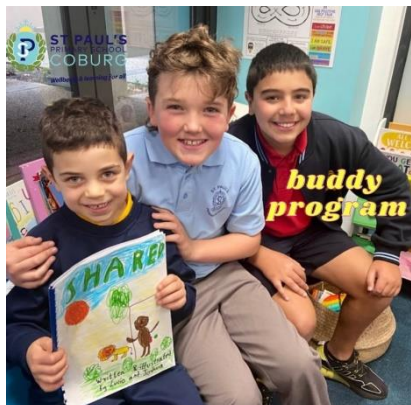
- All staff completed Mandatory Reporting Modules;
- Referred families to support programs and networks;
- Harmony Day celebration and activities in Term 1;
- A curriculum focusing on diversity and Inclusion;
- National Day of Action Against Bullying and Violence in Term 1;
- Redefining the BE RULES and school expectations using consistent predictable routines;
- Behaviour Tracking records noting student behaviour;

- Behaviour Support Plans for students who require Tier 2 interventions and supports;
- Safety Day for Daniel Curriculum;
- Day for Daniel in Term 4;
- ThinkUKnow - Cyber Safety Program;
- Student Leadership;
- Social and Emotional classroom lessons;
- School Counselor and provisional Psychologist;
- Buddy Program with Prep and Grade 6 students;
- Transition programs from Grade 6 to Year 7;
- Transition programs from Kinder to Prep;
- Merribek Children's Reference Group giving students voice in local council and community decisions regarding children and youth;
- Utilised Learning Support Officers to assist in classrooms and deliver small group and one on-one intervention programs.
- Fostered an open relationship between school and home through regular communication such as Parent Information sessions and Parent/ Teacher interviews.

STUDENT SATISFACTION

The latest MACSSIS data showed student satisfaction in the following areas:

- Teacher / Student Relationships;
- Student Voice



STUDENT ATTENDANCE

Attendance-related notifications from parents are recorded by school administration staff who in turn notify class teachers. Attendance registers are monitored in the front office daily and parents were contacted in the event of unexplained or regular student absence. If there is an unexplained absence for three days or more, then the parent/family will be contacted. The Deputy Principal / Student Wellbeing leader will be informed and then consults with the Principal. If required, a meeting will be arranged with the parent/guardian to discuss the frequent and extended absenteeism. Strategies are then implemented to promote and ensure school attendance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	91.7%
Y02	89.4%
Y03	90.5%
Y04	91.3%
Y05	84.1%
Y06	86.8%
Overall average attendance	89.0%



Child Safe Standards

Goals & Intended Outcomes

Child Safety has been, and continues to be, a priority at St Paul's. From 1 August 2016, all registered schools in Victoria were expected to show that they have strategies, procedures, policies and systems in place that comply with the seven Victorian Child Safe Standards in accordance with Ministerial Order 870. From 1 July 2022, the new eleven Child Safe Standards replaced the previous seven standards. Key changes included:

- Involvement in families and the wider community in keeping children safe;
- A greater focus on safety for Aboriginal children;
- Managing the risk of child abuse in online environments;
- Greater clarity on governance, systems and processes in keeping children safe.

St Paul's is a strong child safe organisation, and we seek to continuously improve our practices, regularly reviewing the implementation of policies, procedures and operations to inform long-term planning.

In 2022, staff met to update policies and processes associated with the new Child Safe Standards. Child safety is a regular feature in school newsletters, classroom practice and meetings. Our ongoing commitment to enforcing the new eleven standards is visible in our social and emotional learning curriculum. The strategic inclusion of the Daniel Morcombe Personal Safety curriculum and Berry Street Education Model is a testament to this.

During 2022, our Child Safety officers were Ms Maria Mercuri (Principal) and Mrs Stephanie Stedman (Deputy Principal/Student Wellbeing Leader).

Achievements

At St Paul's, it is our essential duty to ensure the care, safety, and wellbeing of all the students. At all times, the ongoing safety and wellbeing of children will be the primary focus of care and decision-making, with special attention paid to the cultural safety of Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. All of our school's rules and processes are based on this commitment to child safety. During the course of the year, the following was achieved:

- As a school, we continued to embed the Child Safety Policy through Leadership meetings, Staff meetings, School Advisory Meetings, and Parents and Friends Meetings;
- The community received regular updates regarding the Child Safety through our weekly newsletter and website;
- We shared the policy with families on the School Website;
- Child Safety is an agenda item for Leadership Meetings, Staff Meetings and School Advisory Meetings;
- Stakeholders, including staff, School Advisory Council members, Office bearers of the Parents and Friends, and volunteers of the school signed the Code of Conduct;
- All volunteers have a 'Working with Children' card when volunteering with students. A copy is provided to the Office prior to the adult commencing;
- Included Child Safety requirements in documentation when employing staff;

- Students participated in Child Safety education via the Social and Emotional Curriculum - Respectful Relationships Program, R U OK?, Zero Against Bullying and the Daniel Morcombe Curriculum;
- Students were provided with materials related to seeking assistance, for example understanding who their 'safe adults' are and Kids Helpline;
- Provided ongoing communication with families via email, texts, telephone calls regarding their children and themselves;
- Provided information to families regarding wellbeing sessions that are facilitated at school;.
- Posters regarding child safety are displayed around the school.

With the overview of changes to the New Child Safe Standards and in compliance with Ministerial Order 1359, St Paul's staff completed a Child Safety audit to ensure that each new Child Safe Standard was being met. An internal audit reflected the following:

Child Safe Standard 1

Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued. Examples of practice included:

- Building a strong school culture to build cultural inclusion;
- Provide a welcoming environment for Aboriginal children;
- Actively addressing how to combat racism through an inclusive curriculum;
- Guiding and training staff and volunteers;
- Building knowledge of Aboriginal culture in school planning and curriculum;
- Partnering with Aboriginal communities;
- Reviewing and assessing how the school supports cultural inclusion;
- Recognising key events and anniversaries

Child Safe Standard 2

Child safety and wellbeing is embedded in organisational leadership, governance and culture. Examples of practice included:

- Establishing expectations and promoting child safety;
- Assign responsibility;
- Seeking input;
- Overseeing implementation;
- Align governance and record keeping with best practices



Child Safe Standard 3

Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously. Examples of practice included:

- Informing students of their rights;
- Empowering students to contribute to school life;
- Empowering students to raise their concerns;
- Strengthening peer support for safety and wellbeing;
- Establishing protective factors;
- Communicating in a respectful and age appropriate way;
- Using sensitivity and build trust

Child Safe Standard 4

Families and communities are informed, and involved in promoting child safety and wellbeing. Examples of practice included:

- Creating a welcoming environment;
- Engaging families and communities in building a child safe organisation;
- Providing regular opportunities to communicate;
- Reflecting on the diversity of the school community;
- Providing inclusive and accessible information;
- Building family and community involvement in child safety into business as usual

Child Safe Standard 5

Equity is upheld and diverse needs respected in policy and practice. Examples of practice included:

- Recognising the diverse backgrounds, needs and circumstances of students;
- Identifying and addressing challenges that students experience due to their diverse attributes;
- Implementing policies and strategies to help meet the diverse needs of students;
- Supporting diversity through school planning and resources

Child Safe Standard 6

People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice. Examples of practice included:

- Robust recruitment;
- Advertising;
- Screening;
- Interviews;
- Supervision and people management focused on child safety and wellbeing.
- Training and support to uphold child safety;
- Making child safety a key part of the recruitment process



Child Safe Standard 7

Processes for complaints and concerns are child focused. Examples of practice included:

- Implementing complaints processes which are child-centred and empowering;
- Being transparent and open about the steps in the complaints process;
- Being transparent and open about procedures for responding to child abuse disclosure;
- Supporting staff and volunteers to participate in building a child-focused environment.

Child Safe Standard 8

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training. Examples of practice included:

- Inducting new staff and volunteers to child safety requirements;
- Providing ongoing education and training;
- Planning to resource and prioritise child safety training

Child Safe Standard 9

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed. Examples of practice included:

- Promoting a culture of online and physical safety for all students;
- Managing risk in physical spaces;
- Supervising appropriately;
- Promoting student safety online;
- Promoting acceptable behaviour by staff and volunteers.

Child Safe Standard 10

Implementation of the Child Safe Standards is regularly reviewed and improved. Examples of practice included:

- Creating new and updating existing child safety policies;
- Implementing current child safety policies and procedures;
- Conducting an internal audit

Child Safe Standard 11

Policies and procedures document how the organisation is safe for children and young people. Examples of practice included:

- Making policies and procedures easily accessible;
- Ensuring policies are easy to understand;
- Nominating a child safety officer;
- Building a culture of ongoing monitoring and reviewing;
- Championing and modelling compliance with policies and procedures;
- Using best practice models and stakeholder consultation
- Integrating child safety into policies, procedures and practices

Leadership

Goals & Intended Outcomes

To build the knowledge and expertise of leaders and teaching teams

- That leaders capably manage change and support teachers in their work

Achievements

- Communication, consistency and clarity were the driving focus for the 2022 school year
- Leaders developed goals for their area and shared these with the leadership team.
- Facilitated Level planning with Literacy/ Numeracy / SWB/Inquiry/ Learning Diversity
Leaders continued with each year level to ensure consistent practice across the level.
- Leaders tracking student literacy and numeracy data
- Regular leadership team meetings continued to play a vital role in ensuring our school needs were addressed.
- Professional Development opportunities for leaders
- Team charters for the whole school and level teams became embedded in our ways of working
- We continued with the engagement of a consultant to work with the leadership team
- Leaders had monthly coaching sessions with GROWTH Coach
- All staff were required to take part in an Annual Review Meeting (ARM) with the Principal. The goal of the ARM is to: affirm achievements develop professional goals.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

DESCRIPTION OF PL UNDERTAKEN

NCCD Briefing
REL Network
Student Wellbeing Network
Literacy/Numeracy Networks
Learning Diversity Leaders Network
Principal Networks and Briefings
Deputy Principal's networks
Mandatory Reporting E-module CISS & FVISS Briefings
ICON workshops for school for admin officers
ZART Art PD
Leaders coaching sessions
Anaphylaxis Briefings - whole staff
First Aid — Level 2, CPR, Anaphylaxis and Asthma Training LSO
Learning Support Officers PL
Staff Spirituality Faith Day

Number of teachers who participated in PL in 2022

31

Average expenditure per teacher for PL

\$950

TEACHER SATISFACTION

Teacher satisfaction results from the MACSSIS 2022 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) indicate that teachers are feeling connected to the school. Staff survey results showed that relationships are collegial between staff members and staff are respectful to students. Staff have a positive working environment with each other, and they feel comfortable approaching leaders for support. Staff feel that leaders are respectful towards them.

Strengths identified were in the following areas:

Student safety 83%

School climate 81%

Staff-leadership relationships 75%

Collective efficacy 82%

Collaboration in teams 70%

Areas requiring stronger focus were Feedback and Professional Learning opportunities.

Student safety	83-
2. School climate	81
3. Staff-leadership relationships	75
4. Instructional leadership	54
5. Feedback	40
6. School leadership	53
7. Staff safety	64
8. Psychological safety	63
9. Professional learning	58
10. Collaboration around an improvement strategy	66
11. Collaboration in teams	70
12. Support for teams	-60
13. Collective efficacy	-82
14. Catholic identity	67

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.2%
ALL STAFF RETENTION RATE	
Staff Retention Rate	79.0%
TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	26.3%
Graduate	5.3%
Graduate Certificate	10.5%
Bachelor Degree	52.6%
Advanced Diploma	36.8%
No Qualifications Listed	10.5%
STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	21.2
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	15.6
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Achievements



The school year began with excitement and positivity as we returned to full time onsite. The Prep Welcome BBQ and Q & A was a wonderful opportunity for the newest members of our school community to mix with each other and the staff. The evening was a perfect blend of informality and formality. Parents socialised with each other and teachers.

In 2022 we introduced weekly Classroom Cuisine lunch and Monthly Sausage Sizzle Wednesday to provide lunches for students. Parent Volunteers made these two initiatives hugely successful.

We were able to have our annual Mother's Day Continental Breakfast in May and Father's Day breakfast in September. These two events are always very well attended by the mothers, grandmothers, fathers and grandfathers in our school community. This then is followed by a visit to the classrooms for parents to enjoy completing an activity together. The St. Paul's staff attend this event and work hard to provide an enjoyable experience for the mums and dads. Our Parents & Friends were particularly supportive of this event, and provided added extras such as individual photos of mums with their child/children, as well as a Mother's and Father's Day Gift Stall and a Raffle. Survey evidence suggests this is one of the most popular whole school community events held at St. Paul's.

St Paul's weekly newsletter continued to provide families with a source of communication. The Skoolbag App. and social media (Instagram and Facebook) continued to play an important role in keeping our school community connected and informed.

We introduced SeeSaw in the Year Prep- 2 classrooms. Teachers were able to share student learning with parents and this was very positively received.

PARENT SATISFACTION

Each year parents participate in MACS School Improvement Surveys.

In 2022 parent data suggests they are very happy with the direction of the school and support for their children.

Positive results in the following areas:

- Teachers at the school engage with parents about their child's learning.
- Very likely to recommend the school to prospective families.
- Able to communicate with teachers at their child's school.
- Feel the school is preparing their child for the next school year - 72%
- Child have a great sense of belonging to St Paul's school - 86%
- Happy with St Paul's school's overall approach to discipline
- School is culturally inclusive.
- The classroom learning experiences offered at the school match their child's interests
- Children are comfortable to ask for help from school adults.
- Teachers are meeting their child's learning needs.