



St Paul Apostle North School Endeavour Hills

2020

Annual Report to the School Community



Registered School Number: 1897

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Minimum Standards Attestation

I, Mary Lucas, attest that St Paul Apostle North 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.

08/06/2021

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

Our School Vision

St Paul Apostle North is a Catholic learning community that inspires, challenges and engages all to become inquisitive global citizens, grounded in faith and inclusive of others, with an intrinsic desire to make a difference.

School Overview

St Paul Apostle North Primary School is one of two parish primary schools in the south-eastern metropolitan Melbourne Parish of St Paul Apostle, in the suburb of Endeavour Hills.

The school embraces the cultural and spiritual diversity of the population where students originate from thirteen different countries in addition to Australia. The percentage of students with a language background other than English is 72.

The school site is situated adjacent to an open regrowth woodland of Churchill Park Reserve. Facilities include open learning areas that feature attractive, flexible, contemporary learning spaces, linked by a large paved and shaded area for outdoor learning, meetings and recreation. There is an administration area, a large gymnasium, a community room and kitchen, a synthetic grassed soccer ground, and an established kitchen garden that is used by all year levels.

The school climate is characterised by inclusion, collaboration, and respect, where all members of the community are active contributors to the life of the school. Proactive engagement with a range of system level programs and initiatives has enabled professional learning around high impact pedagogical practices and opportunities to develop staff capacity and expertise in using data. Regular review of individual, cohort and whole school student data occurs in staff meetings and professional learning teams.

St Paul Apostle North aims to build a learning community that makes sense and meaning of everyday life, in dialogue with others and the teachings and traditions of the Catholic Church. Staff and students are supported and encouraged to engage in discussions about faith and life experience. Learning and teaching, and student wellbeing programs are viewed and planned through a Catholic lens, placing emphasis on Catholic Social Teaching, stewardship of creation, discipleship and the school's Mission and values. The school's Catholic identity is lived through its liturgical celebrations, displays of iconography, sacramental programs, and enactment of its Mission Statement.

St Paul Apostle North is a contemporary, innovative learning community. Personalised, deep learning and powerful teaching, empowers, challenges, and achieves growth and success for all. A culture of collaboration and teamwork is manifested through open classrooms, consistently implemented whole school programs and instructional leadership. The leadership team is proactive in providing classroom support and resources, including the deployment of Education Support Officers in all classes to meet identified needs. Professional learning teams provide a forum for sharing expertise gained through programs such as Berry Street, the Religious Education Cluster Professional Learning Program and the CEM Mathematics Program.

Principal's Report

In 2020, we, as a staff, began the year on a very positive note. Our previous year's NAPLAN and CEMIS data had been extremely encouraging, and we were excited to use this as a springboard to continue to improve and to grow from a good to a great school. In 2020 we were in our 4th year of the Review cycle and, having already looked at the sphere rubrics, we were confident we could build on the successes of the past and aspire to even better results. We continued to work with Southern Office Maths Consultants to improve our Maths results, and received funding to be part of "Get in2 Maths: Transforming Education in Maths". Our new focus for the year, was to introduce "Smart Spelling" across the school. Our year 1/2 level had investigated and trialled this program in 2019, and we all felt it would be of great benefit to all our children.

We also continued our involvement in our Religious Education Collective project with three of our local Catholic schools, although we found this quite difficult with the COVID lockdown and have been funded to continue into 2021 as we were unable to achieve our goals. Our involvement in this project continues to drive our Inquiry units, ensuring they are firmly based in Catholic teachings and faith. Our teachers and our children truly understand the learning of everything through a Catholic lens. This has resulted in rich and powerful learning.

We continued our involvement in the Respectful Relationships Network, and, as part of our commitment to Wellbeing, were able to complete our third day of Berry Street before the lockdown. Our fourth day has been postponed until 2021. Although we continued our involvement in a number of projects, we found that each project complemented the others and built towards our vision of improving student outcomes, growth for all, and mentally, physically, socially and spiritually flourishing students, educators and families.

The unprecedented experience of an extended lockdown and subsequent period of Remote and Flexible Learning, presented us with challenges and opportunities which were embraced by our community. As a staff, we learnt to teach and communicate in new and innovative ways. In many ways, these ways of teaching allowed teachers and Learning Support Officers to know their students and their needs much more accurately and allowed for much more specific and timely feedback.

Having every staff member, many students and a number of parents involved in the Review process, really allowed for ownership and for people to truly feel they knew and understood the direction the school had been travelling in and had a voice in the future direction of the school.

Despite extended periods of COVID lockdown and Remote Learning, St Paul Apostle North ended the year on a strong note with an extremely positive Review report and even stronger connections between school and families.

Education in Faith

Goals & Intended Outcomes

Goal:

To build a learning community that makes sense and meaning of everyday life in dialogue with others, and the teachings and tradition of the Catholic Church.

Intended Outcome:

That students, staff and school families demonstrate a stronger commitment to their faith and the school's Catholic culture.

Key Improvement Strategies:

For our school to embed a hermeneutical pedagogy and design learning experiences that develop deeper thinking and response.

To enrich the knowledge and expertise of staff to plan for deeper learning in Religious Education using the Pedagogy of Encounter.

Achievements

During 2020 we continued to participate in the Catholic Education Melbourne, Religious Education Collective together with St Francis De Sales and St Kevin's. Unfortunately this work was impacted by the COVID lockdown as it became increasingly difficult to meet together as a group. It was also very difficult to deliver the planned curriculum in the depth we were looking to, in an online forum. We were able to meet towards the end of 2020 in order to plan to move the project forward in 2021. Fortunately we were successful in extending our funding to this end.

Our Learning and Teaching programs however, continued to follow the Pedagogy of Encounter and continued to be viewed and planned through a Catholic lens, placing emphasis on Catholic Social Teaching, stewardship of creation, discipleship and the school's Mission and values.

Our ongoing dialogical approach to learning and teaching that is respectful of other faith traditions and cultures, and the diversity of the school population, was fostered by the ability for students and families to share their traditions and practices online.

Our Catholic identity continued to be lived out through online liturgical celebrations and prayer services. Although the Sacramental program was more difficult to deliver, we were able to create and post online, together with the Parish and the South school, a series of eight Confirmation lessons and our children were able to receive the sacrament of Confirmation at the end of then year. We were also able to successfully complete the sacrament of Reconciliation for our Year 4 students in this way.

Whilst in lockdown, we embarked on a whole school professional development project to create a two-year RE/Inquiry scope and sequence. All staff had input into this and there was much robust conversation and a great deal of learning that occurred as part of this. Our finished Scope and Sequence is something we are very proud of and is a valuable working document.

We continued to work closely with the Parish and invited our Parish Priest to attend some staff meetings as a means of enriching our personal knowledge and faith.

We found that in delivering explicit online RE/Inquiry lessons, during lockdown, our families were able to engage in the learning with their children. This is a model we are exploring to carry forward, as we feel it was a great success.

VALUE ADDED

- Our Nativity was filmed and shared with the school community as it is a valued annual event
- The outdoor Christmas Mass at our school was advertised to all the St Paul Apostle Parish community and well attended by school families, past families and parishioners.
- Families were invited to join the live-streamed Parish Masses
- Online Daily Meditation, prayer and liturgies continued during lock down
- The online school newsletter includes prayer, Teaching in RE and information on current religious events

Learning & Teaching

Goals & Intended Outcomes

Goals:

- To enable every person to be a successful, engaged and powerful learner,
- To plan and provide safe, contemporary and effective learning environments

Intended Outcomes:

- That student growth will improve across the curriculum, with a focus on numeracy
- That student engagement in learning will improve
- That students will be provided with enhanced opportunities for creative and critical thinking in literacy.

Key Improvement Strategies:

- To strengthen the capacity of all staff to consistently use contemporary teaching practices that are purposeful, explicit and focused on student's learning needs.
- To improve teacher confidence and knowledge in Mathematics to plan collaboratively and implement consistent practices within teams.
- To continue to improve the school teaching climate
- For all staff to explore and use Digital Literacy across the curriculum
- To improve visible learning and deeper thinking in literacy.

Achievements

Our focus at the beginning of 2020 was to ensure consistency across the school in teacher pedagogy and curriculum content, so we revisited our two-year RE & Inquiry cycle. The professional development engaged all staff, including specialists and Learning Support Officers, to delve deeper into the Victorian Curriculum and broaden their knowledge and understanding of how to teach through an integrated, conceptual basis rather than isolated, discrete subjects. It also further developed our staff's religious knowledge, teaching through a Catholic lens using an hermeneutical approach.

It was the second year of our Berry Street journey, which meant we were reinforcing and consolidating our practices and beliefs from the previous year. Berry Street provided staff with the knowledge base and strategies for teaching and learning that enables us to increase engagement of students with complex, unmet learning needs and to successfully improve *all* students' self-regulation, relationships, wellbeing, growth and academic achievement. Our pedagogical strategies incorporate trauma-informed teaching, positive education, and wellbeing practices.

Then Covid happened, turning our world upside down. Our staff were adaptable and flexible, doing what needed to be done for our students. We began and continued with a wellbeing focus, ensuring our students and staff were eased into Remote Learning, allowing them time to become familiar with the digital platforms and new modes of delivery. Fortunately, we were well-placed with students and families already having access to online programs and many staff comfortable with technology. Regardless, it was a steep learning curve for all and leadership did what we

could to prepare our staff and students. Our curriculum leaders planned the first week of instruction to provide a concrete model of expectations for our teachers, whilst allowing staff and students time and explicit instructions to familiarise themselves with the programs. We also provided instructional guides for families and the lessons were gradually increased.

Our staff significantly progressed in their technological knowledge and their ability to continue delivering the curriculum online by:

- Recording their instructions, so students could still receive explicit teaching
- Meeting with students online through Google Meets
- Engaging students through interactive and creative lessons and activities
- Differentiating tasks, so all students achieve success and feel challenged
- Providing timely, specific feedback on student outcomes

Throughout our experiences, relationships were held at the forefront, ensuring that we made connections with our students online, kept families informed by communicating student progress and engagement or lack there of. Thus, the partnership between home and school was ever strengthened. The biannual reports to families were also adapted to suit the requirements of the time.

STUDENT LEARNING OUTCOMES

Percentage of students at standard or above:

PAT Maths

- Prep 74%
- One 73%
- Two 92%
- Three 85%
- Four 82%
- Five 50%
- Six

71% PAT

Reading

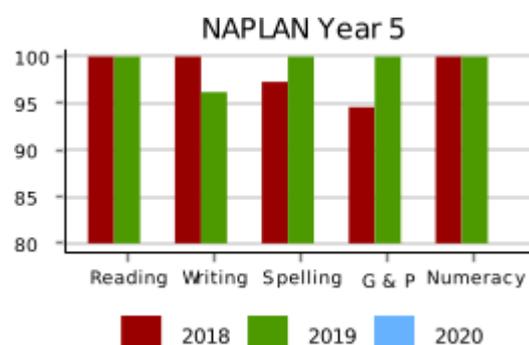
- Prep 87%
- One 83%
- Two 75%
- Three 73%
- Four 82%
- Five 52%
- Six 79%

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	96.8	96.9	0.1		
YR 03 Numeracy	96.8	100.0	3.2		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	87.1	96.9	9.8		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	94.6	100.0	5.4		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	97.3	100.0	2.7		
YR 05 Writing	100.0	96.2	-3.8		

* 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

Goal:

To develop a culture that fosters positive interaction, engagement in learning, resilience, and a sense of wellbeing.

Intended Outcome:

That student learning engagement and connectedness increases, enhancing responsibility, independence, resilience and social and emotional learning outcomes.

Key Improvement Strategies:

- To strengthen and embed a school wide approach to student wellbeing, ensuring shared community understandings and a consistent approach to the development and monitoring of student social and emotional learning and behaviours.
- To improve consistency in student management across the school.

Achievements

School wide approach to wellbeing

- In Term 1 2020 our Wellbeing Leader sent out a Berry Street starter pack to all staff, including templates for personalised student ready to learn plans and tracking scales, class ready to learn plans, morning circle template and a school restoration plan
- In Term 1 2020 we had our third whole school PD with Berry Street on Stamina and Engagement.
- Our Senior Student Leadership Program began in Term 1 with senior students surveying other students about issues at school, However due to lockdown, this program wasn't able to run for most of the year. It was picked up when back at school and groups had smaller change projects.
- Over the year, the staff became more comfortable using the Berry Street Model with morning circle and brain breaks, although not everyone used these consistently.
- Once we went to Remote Learning, we had a 'wellbeing first' mindset and eased everyone in to Remote Learning. Leadership planned the first week including whole school wellbeing activities to allow teachers and students to transition to new styles of learning.
- Each week there were wellbeing activities provided to students and families, focussing on child safety, positive psychology and Respectful Relationships. Lessons focussed on regulation of emotions and strategies to build positive emotions and a sense of calm.
- During the second phase Of Remote Learning we started the 'help-desk' which most students used as a wellbeing drop in session. We had more face to face sessions with children to maintain a sense of community and check how students were doing.
- Lessons became more personalised and more choice given based on student survey feedback and parent feedback. This enabled a sense of achievement and student voice and empowerment.

- Our timetable during onsite learning had time each fortnight for Respectful Relationships explicit teaching. Most staff followed this timetable.

Shared community understanding

- Parents were able to engage with home wellbeing tasks, many worked on them with their children which built a shared understanding and language
- Newsletters and communication to parents informed them about Berry Street Education Model, gave wellbeing tips and explained the importance of wellbeing and using brain breaks for children
- Staff made videos to send to our school community to encourage them, build a sense of belonging and connection.
- Online assemblies to maintain a sense of community and celebrate positives
- We used Seesaw to communicate directly to parents- this increased parent engagement and communication. We were able to have a shared understanding of student learning and wellbeing needs.

Development and monitoring of student social and emotional learning and behaviours

- In 2020 we had less behaviour management due to not being in the classroom, however we tuned in to the social and emotional needs of students by doing as many online community events and classroom activities as we could.
- Transitioning back to school we maintained our understanding that wellbeing needed to come first, we focused on allowing students to unpack and talk and make meaning of their experiences. We didn't do testing and made learning more social.
- It made us really understand the importance of brain breaks and personalised learning as children were no longer used to the routines of school. Our personalised learning plans were used more effectively than before.

Improve consistency in student management across the school

- Discussions with and among staff signify an Improved understanding about restorative practices rather than punitive behaviour management.
- Students are given more voice and agency in expressing their wellbeing needs and encouraged to have brain breaks or cool off/ calm down breaks rather than 'getting into trouble'
- There is a shared language across the school where student management is concerned.
- **Behaviour is now viewed as a communication of a need or lack of a skill rather than 'a child being naughty' This, then is the basis of what we need to teach going forward.**

- Our Student Wellbeing Leader met with a group of student representatives to create a child friendly 'child safety' policy, which was a students voice into what they expect from staff. We found and shared a poster with all members of the community that summed up this information for all age groups to understand.
- SPAN's got talent- students sent in videos of their talent. No one was excluded. Senior students volunteered their time with the Wellbeing Leader to record a hosting section through Google Meets. We hosted a live watch party to view it over three separate days with most of our families tuning in and encouraging one another.
- School Assemblies online
- Prayer services online
- Most staff teaching explicit Respectful Relationships lessons from books.
- In Term 4 teachers organised excursions for levels to make up for missing out during the year.
- 5/6 "camp week"
- Buddies and friendship groups when we came back to school

STUDENT SATISFACTION

A student wellbeing survey was conducted from 3-6 in 2020 to assist with the wellbeing section of our school review. Some results are as follows:

- 83.9% of students felt safe or very safe in the classroom
- 73.6% of students felt safe or very safe during lunch and recess
- 63.2% rated a 6 or 7 out of 7 for positive atmosphere, 1.9% rated 1 out of 7
- 38.1% of students believe students at our school show our values most of the time, 23% believed almost always and 13.3% believe all the time. Some students reflected that students do not show our values when a teacher is not around or only in the classroom,
- 9.6% of students surveyed said their class never discuss school values and rules. 25% said it was spoken about every day and the rest was 1 or 2-3 times a week.
- 63.8% of students feel their family is very involved and connected to their wellbeing
- 5.7% of children stated they don't use strategies to calm down, most students stated they used strategies when they need to or don't usually need to use them
- 5.7% of children said their teacher does not do wellbeing lessons, the rest said several times a week, or we talk about wellbeing daily
- Similarly, 5.8% said they don't learn about respectful relationships while the rest said several times a week, daily and once a week 19.2%

- 65% and above of students surveyed said teachers help them develop social skills, use their strengths, listen to their ideas and allow them to contribute to our school and community in a meaningful way.

Students were also surveyed in 5/6 based on the first remote learning. Students overall liked being able to meet face to face, they liked the teacher tutorial videos and were enjoying the lessons. Many students commented that they would like more google meets to socialise, more teacher videos, more choice, more hands on learning and maths to suit their level. We used all of this feedback and made all of those adjustments to our second round of Remote Learning. Students told 5/6 teachers that they liked the changes.

STUDENT ATTENDANCE

- The Office will notify parents of unexplained absences in the morning after rolls are checked
- During Covid we did the roll a day behind, and gave students the entire day to do some work or connect via Google Meets to show they attended that day of learning. We wanted to make the hours flexible to suit different families needs
- If a child was absent from remote learning for more than two days, teachers would contact parents. In some cases students and parents were unresponsive, the principal would call those parents to discuss how we can support the child's learning
- If parents or students were unable to access learning at home, students were classified as vulnerable and the school offered to have them attend school in person

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	89.4%
Y02	89.8%
Y03	93.2%
Y04	88.4%
Y05	87.2%
Y06	90.0%
Overall average attendance	89.7%

Child Safe Standards

Goals & Intended Outcomes

In 2020:

- We added a child safety clause to our Mission statement

We aim to create an environment that is inclusive of diversity, promotes gender equality and respectful relationships for all members of our school community.

- We updated our staff handbook to ensure all roles and responsibilities included a child safety commitment.
- Child Safety statements were added to our Wellbeing and Learning and Teaching policies

Achievements

In 2020, Child Safety became a whole school focus and was prominent in everything we did. Every meeting began with a child safety discussion as evidenced in our minutes.

All of our policies were updated in line with Child Safety Standards.

We held a "Child Safety Month" in which the whole school taught regular wellbeing activities. As part of this month we held an e-safety day, where we invited speakers from the Daniel Morcombe Foundation.

Our Wellbeing leader led a student focus group to write a Child Safety Policy that reflected the views of the students and was written in child-friendly language. Flyers explaining Child Safety, in child-friendly language were sourced and sent out to families.

Regular staff meetings were held with a Child Safety focus, e.g. revisiting 'PROTECT' protocols, mandatory reporting, the Child Information Sharing Scheme and online safety.

As part of our Remote Learning, every student, parent and staff member was asked to sign our "Online Etiquette for Remote Learning" contract.

All visitors and contractors have to read and sign our Child Safety Policies and Procedures. All visitors and contractors must sign in electronically at the front office and their WWC and Child Safety Commitments are stored. The office is alerted when these documents are about to expire.

All emails sent from our school now carry this message:

St Paul Apostle North Primary School is committed to valuing the safety and individuality of every student in our care. We strive to create an environment where young people feel included and are encouraged to have a voice.

Permanent signs were placed on each entry and on every building stating:

St Paul Apostle North School is a Child Safe School. We promote the safety, wellbeing and inclusion of all children.

updated policy

At the top of the front page of every newsletter the following is written:

St Paul Apostle North Primary School is committed to the safety and wellbeing of every student in our care. We strive to create an environment where young people feel valued, included and are encouraged to have a voice.

Newsletter

We developed a Child Safety Team who updated the website, and the staff induction policy and routines to include Child Safety practices

All staff members completed their online Mandatory Reporting units

All staff completed module 3 of the Berry Street Program. We all learnt how to complete a risk assessment for a student with a disability, who is deemed vulnerable or at risk.

During Remote Learning, teachers and the Principal kept in contact with all families, and onsite learning was offered for students and families who were not coping or were deemed vulnerable.

Two staff members undertook the training for the Child Information Sharing Scheme

Risk assessments became a part of what we do with activities both onsite and offsite.

Leadership & Management

Goals & Intended Outcomes

Goal:

To build a leadership climate characterised by inclusion, collaboration and respect where all members of the community are responsible for becoming active contributors to the life of the school.

Intended Outcome:

That all members of the community become more confident, responsible and accountable learners and leaders, in an organizational climate characterised by strengthened leadership empathy, teamwork and engagement

Key Improvement Strategies:

- To foster a performance and development culture, through regular coaching and feedback, that develops affective leadership in all.
- To embed the Australian Professional Standards to support the continuous improvement of teacher practice and leadership across the school
- To actively listen, reach out and engage in respectful dialogue with students, staff and parents so that all feel empowered in decision making for school improvement.

Achievements

Being in a Review Year was a very positive experience for St Paul Apostle North and for our Leadership and Management aspirations. Every staff member was included in a team to look at our achievements and to make forward plans for our next goals. Strangely enough, the COVID lockdown, meant that many meetings were held as Google Meets and, as such, there were many more opportunities for all staff to be actively involved in discussions, even though they were not present here at school. We are investigating how we can adapt this model going forward, to allow part-time staff and Learning Support Officers to participate if they choose in their own time. These meetings were also recorded, allowing staff members to watch them in their own time if they were unable to be online. All staff members reported back that, after being part of the Review process, they had a much deeper understanding of how and why we do things as we do, and felt a deepened ownership of our Mission and Vision and of the decision-making process at this school.

Leadership strategically focussed on whole school wellbeing throughout the year and this was acknowledged and appreciated by staff, students and families. Staff members reported feeling valued and supported, not only during the lockdown period, but also in the return to face to face

teaching. Many reported that the organisational attention to detail, and modelling of expectations, by the Leadership Team, took a lot of pressure off other staff members.

As a Leadership Team, we deliberately gave staff members permission to experiment, to try new things in a spirit of exploration. We realised that this was a time to question why and how we had been doing many things in the past. Was it just because it had always been done that way? This is an attitude that has been carried forward. We now ask: What are the benefits to the students' learning in the processes we put in place and in the tasks we perform? Is this a good use of our time and facilities? Is it a good use of the students' time?

Our plans for Coaching and Feedback in 2020 changed considerably. We had ideas of specific coaching models we were intending to put into practice. Instead, the situation provided organic, providing natural and authentic support and feedback. Leadership, teaching and support staff were forced to plan and work more collaboratively and were constantly giving each other feedback and building on this feedback week after week, always innovating and improving.

Staff, student and parent surveys reported the building of a much stronger understanding between home and school. The surveys also gave these groups the opportunity to make suggestions for ongoing improvement. Many of these suggestions have been taken up, attesting to the sense of empowerment of all at St Paul Apostle North.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

SWIF Days

Berry Street - Domain 3 - Stamina

CEM Maths Project

Smart Spelling

Developing Literacy

Walker Learning

Cornish College Outdoor Learning Professional development

Seesaw Training

Seesaw Ambassador Training

Strategies for Assessment in a Remote Learning Environment

Mentoring Program VIT

Gifted and Talented Webinar

Apple Education Webinar

Apple Innovation Training

STEM online learning

Google for Education
Teachers of the future
Minecraft: Education Edition webinar series (5 sessions)
Wushka Refresher
Essential Assessment
RE Collective
Respectful Relationships
Good Grief Seasons
Cultivating Stability, calm and presence through change and uncertainty
Raising Resilient Kids in the Coronavirus Era
School Community Engagement During Covid
Marketing That Works
Marketing CEM
Supported Playgroups in Catholic Education (SPICE)
Sustainable Education and Perspectives
Stephanie Alexander webinar
Emergency Management
First Aid/ CPR/ Anaphylaxis
Disability Standards
Risk Management
Protecting Children - Mandatory Reporting and other Obligations
OHS
Find Your Joy - Personal Art Development online Practical Course (10 weeks)
Zart Art - online lesson planning for remote learning
Brian Rutenberg - Studio Visits Series.
Musical Futures: Workshop 2
Groove Your Class
Teachers Leading the Community - Lockdown Mark 2
Melbourne Music Summit
Laurie Lawrence's Master Class - Understanding Strokes and Improving Learning Progression
Mentone Girls' Grammar Atrium's Coaching
Athletics Australia Accreditation
Network Days

Number of teachers who participated in PL in 2020

33

Average expenditure per teacher for PL

\$1236

TEACHER SATISFACTION

[SPAN Staff Survey](#)

Some important feedback from this survey came from responses to:

What have you come to more deeply understand about effective teaching?

- Relationships are important! Effective teachers can teach online, however, we do need to have a more personal relationship with our colleagues and students.
- Being resilient and able to adapt and change quickly
- Some children need things explained many times/ways, others can 'just get it'.
- To cut out all the talk!!!
- allowing students to have a video and more time to review it over and over if needed allowed them to personalise their own learning experience.....

In what ways have you grown and developed as an educator?

- I am more organised as well as more confident at using Seesaw to plan sessions and communicate with families.
- Much more confident and better at speaking to parents and developing strong relationships. It has made me understand the importance between home and school more.
- More observant, more understanding of the difficulty some children are having with the basics
- My teaching is more specific and targeted.

List specifically the things you would like to avoid letting back into the "new normal" because they are inefficient or ineffective?

- Not setting high expectations when it comes to the use of IT.
- Planning as an individual rather than a team
- Doing things because they have always been done
- Not widening my curriculum to enable all students to shine
- I think we need to ask "why are we doing this?" and "What is the benefit?" to a lot of things as a school.
- let's really dig deeper into what we value and make sure our values extend to every area of the curriculum.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	21.1%
Graduate	5.3%
Graduate Certificate	10.5%
Bachelor Degree	68.4%
Advanced Diploma	26.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	24.0
Teaching Staff (FTE)	13.3
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	11.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal:

To engage parents as partners in their children's learning, continuing to be an outward facing school embracing authentic community partnerships.

Intended Outcomes:

That connections between home, school and the broader community are strengthened in order to benefit student learning, wellbeing and capacity.

Key Improvement Strategies:

- To embed 'Family Centred Classroom Practice'.
- To engage parents as partners and widen the window into student learning
- To invite families into the school and the classrooms as a matter of course
- To reinvent the Parents and Friends Association to become a more diverse and representative group
- To co-opt other parents to take on roles in different school events
- To re-invigorate the North School Advisory Board to also be more representative.

Achievements

2020 turned out to be a very successful year for School Community Engagement at St Paul Apostle North. As a school, we were forced to

re-imagine the way we did many things and many of our new ways proved to be much more conducive to inclusion and engagement with our families.

We were already using the Seesaw platform for Ongoing Reporting and for some communication with families. With the advent of the lockdown, this became our lifeline. Every family in the school signed up to Seesaw and every student was able to access and post their learning tasks daily. Messages were able to be sent school wide, class wide or individually. Explicit teaching lessons were pre-recorded and students and their families were able to view them at the point of need as often as they needed.

Google Apps for Education also became much more important right across the school where previously this had been used exclusively in the Senior School. Class Meets and small group intervention and focused teaching groups were scheduled daily. Parents certainly had a 'window into their children's' learning'. Both parents and teachers expressed a much better understanding of each other's role in the children's learning.

There were many fun activities provided by the teachers to keep the levels of engagement high. These included:

- SPANville (our version of SPOONville at the gate of the school which was added to daily by families going for their daily walks)

- SPAN's got Talent - where children were encouraged to send in videos of themselves displaying their talents. This was so popular we had to split it into Junior and Senior sessions which were live streamed and which attracted our largest audience for the year.
- SPAN Trivia Night. The families who joined us online had lots of fun
- Guess the Teacher - Bitmoji slides
- "What we wish for you" videos of all the teachers from home.

We tried to keep things as normal as possible, even when the children returned to school and the parents were still not able to be physically with us. We live streamed Masses, Assemblies and our Christmas Nativity plays. We conducted our Parent Information Nights, Our Student Led Conferences, our Program Support Group meetings and our Prep Interviews online. Our Year 4 Buddies made and sent welcome videos to their 2021 Prep Buddies.

All of these activities helped to build and sustain community at St Paul Apostle North. We established a Community Pantry at the front of the school where families were encouraged to 'Take What You Need' and 'Give What You Can'. Our families were so generous we ended up with much more than we started with and were able to donate it to the local charities.

Each week, at the online assembly, the students who were receiving awards had their names read out and during that week the Principal delivered the awards to their letterboxes. This proved very popular. The Principal also recorded a daily reading of a chapter book and many families appreciated the opportunity to use it as a bedtime story to give themselves a break after a difficult day.

When we were physically at school, we took every opportunity to engage with the community. Our Senior choir performed at Bunjil Place at the Citizenship Ceremony and our students presented the certificates the new Australian Citizens. We were able to have families attend both the sacraments of Reconciliation and Confirmation. We hosted a beautiful outdoor Christmas Eve Mass which was very well attended by our local community.

We connected with our local kindergartens through their digital platform, Storypark, and were able to visit a number of them to read to the children. Our year 5/6 outdoor learning program connected with one of the local kindergarten's 'Bush Kinder' and met them at Churchill National Park to work together for a day.

Many of our classes took advantage of the connection to our local secondary school, St John's Regional College, and worked with their Science Department and their Sports Department to the advantage of both schools.

Many of the initiatives that we began in 2020 will stay with us as we move forward as we continually learn and develop as a school community.

PARENT SATISFACTION

[SPAN Parent Survey](#)

Our post Remote Learning Parent survey was responded to by 115 parents. Some of the most pertinent results were:

- 78.3% of parents felt well-supported by the school and another 20% felt somewhat supported.
- 67% felt well-informed and another 33% felt somewhat informed. There were no families who felt not informed at all.

Some anecdotal comments were:

How has this experience added to your understanding of the importance of the partnership between teachers and parents in supporting children's learning?

- It's very important so that both parent and teacher are aware of child's learning needs.
- Reinforce the importance of parent teacher partnership
- The teachers have been wonderful and spot on in communicating with my child.

What aspects of Remote Learning would you like to see continue when students return to school?

- Feedback from teachers regarding work done at school
- Communication about child's learning on Seesaw
- Three options for every subject
- Online meetings

And finally:

"Thank you to our wonderful teaching staff and administrative staff for being great and helping all parents through such a tough and uncertain time."

Future Directions

The recommendations from the 2020 Review Report, highlighted the following:

That St Paul Apostle North:

1. Embeds and extends the rich learning acquired through participation in system level, whole school teaching and learning programs by:
 - developing a school wide pedagogical framework, underpinned by a clear and ongoing review and evaluation process
 - building staff capacity to use data, supported by an annual, whole school data plan
2. Further supports staff professional growth through targeted professional learning, teacher observation, feedback, mentoring and coaching
3. Develops strategic community partnerships with mutually agreed goals, built in review and evaluation, aimed at enhancing student outcomes, promoting the school and growing enrolments.

The leadership and staff have reviewed and accepted these recommendations and are working towards their implementation.

Further to this, we have undertaken a school beautification program and are working with the CEM Enrolment Maximisation Framework to raise the profile of the school in Endeavour Hills and beyond.