



Melbourne Archdiocese  
Catholic Schools

# 2023

## Annual Report to the School Community



### St Paul's School

Links Street, SUNSHINE WEST 3020

Principal: Damian Casamento

Web: [www.spsunshinewest.catholic.edu.au](http://www.spsunshinewest.catholic.edu.au)

Registration: 1549, E Number: E1192

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## Principal's Attestation

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I, Damian Casamento, attest that St Paul's School is compliant with:

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

Attested on 23 Mar 2024

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## About this report

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

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## Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **Our School Vision**

St Paul's School – a welcoming and diverse Catholic community:

#### **United in Faith**

Educating our community in our Catholic story and beliefs

Rejoicing in our cultural and multi-faith community

Embracing our partnerships within our parish and wider Church community

Proclaiming Jesus and the Gospel values through word, prayer, celebration and example

#### **Inspiring a Passion for Learning**

Creating learning environments that are welcoming, safe and secure

Implementing a curriculum which is accessible, engaging, challenging and rigorous

Providing learning experiences that are student centred, authentic and transforming

Empowering families to be partners in the learning journey

#### **Striving for Excellence**

Committing to a culture of high expectations of all

Fostering the wellbeing, dignity, self-esteem and integrity of each person

Recognising and celebrating the talents, abilities and uniqueness of each individual

Providing opportunities that respect and cater for difference

#### **Connecting With and Shaping Our World**

Knowing and respecting our stories

Engaging with local and global communities

Living out our commitment as ambassadors of action and social justice

Inspiring hope and a positive vision for the future

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## School Overview

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St. Paul's Catholic Primary School is situated in West Sunshine, 15 kilometres west of Melbourne's CBD in Brimbank City Council. It is one of two primary schools in St. Paul's Parish, which is under the administration of the Claretian Fathers. St. Paul's (formerly known as Mother of Sorrows School until 1967) was opened in 1956, and until the end of 2005, was under the care of the Brigidine Sisters. In 2006, the school appointed its first lay Principal. In 2012, we farewelled the Brigidine Sisters. The school is situated next to Marian College, a Catholic secondary school for girls. Both schools share programs and facilities on occasions.

In 2023 there were 511 students (August Census) in twenty-one classes - three Prep classes,

three Year 1 classes, three Year 2 classes, six Year 3/4 classes and six Year 5/6 classes. There were 365 families enrolled at St. Paul's. There were 319 (63%) students who spoke Languages Other than English at home. Approximately 43% of our families held Health Care Cards. In 2023 there were 69 staff members in total with 38 being fulltime. We had 24 classroom teachers (3 shared classes) and 6 specialist teachers (Physical Education, Library, LOTE – Indonesian, STEM, Information and Communication Technology, The Arts - Visual Arts and The Arts – Drama).

There were many whole school celebrations in 2023. These celebrations included:

- Whole school Masses for the Beginning of the School Year, Ash Wednesday, St Peter and Paul Feast Day, Feast of the Sacred Heart, Feast of Mary MacKillop/Grandparents Day, End of the School Year and All Saints/St Anthony Claret (our order of Priests).

- In our Outdoor Education Program, the Year 3/4 and 5/6 students attended their camps, the 3/4s attended a one night camp at Phillip Island and the year 5/6s attended a two night camp at Mt Eliza. The Year 1/2 students travelled to the city for a full day excursion and the Prep students returned to school in their pyjamas for night time activities.

- Incursions and excursions were held.
- Class Masses/liturgies and Reconciliations held.
- We had wonderful attendances at the three performances of 'Joseph and his Amazing Technicolor Dream Coat'.

The School Advisory Council met throughout the year and discussed matters relating to Child Safety, the organisation of the school and fundraising. Parents, families and friends attended any school excursions held to assist class teachers as well as helping in the classroom. An increasing number assisted in the canteen late in the year.

Our curriculum focus for 2023 was implementing our School Improvement Plan and Annual Action Plan. We continued working on Student Voice and Agency. We also began working on Metacognition.

We continued to implement our strategic approach to Family-School Partnerships to enhance learning. This included the identification of issues that impacted on family involvement in learning, planning and engaging with our Family Engagement Leader and the implementation of strategic activities to strengthen school-family-community partnerships.

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## Principal's Report

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The 2023 school year saw many achievements at St. Paul's Primary School. Our data collection in the areas of Literacy and Numeracy has shown pleasing growth in student academic achievement. The St. Paul's School allowed our students the opportunity to display their talents in the area of Performing Arts - large numbers of parents, families and friends attended our school production of 'Joseph and the Amazing Technicolor Dream Coat'. Staff continued to participate in Professional Development to further develop their skills to ensure the children in our care continued to be given the best opportunity to reach their full potential.

After participating in a school review in 2022, the school community is strategically planning for further improvement in all areas of school life and looks forward to the challenges ahead. Participation in the MACS School Review Process has allowed us to develop and implement the four Priority Areas in our School Improvement Plan and our Annual Action Plan. This will ensure we focus on the needs of our students.

St. Paul's Primary School is committed to providing quality Catholic Education for all students in partnership with parents and carers, Parish and the wider community and is continually reviewing and planning in order to succeed in achieving its goals.

I would like to take this opportunity to thank our Deputy Principals, Ms Cathy Doran and Mrs Louise Collison for all they did to ensure the children in our care received the best possible education. I thank them for their support on a day-to-day basis and for the way they led the school in my absence. Thank you to the Leadership Team and all the St. Paul's Staff for all they do to ensure our children can 'Be the best that they can be'.

I would like to thank Father Rene, Father Anthony and Father Rowan for all their support of St. Paul's during 2023.

Damian Casamento  
Principal

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

To explicitly embed the Catholic identity of St Paul's as a living faith community within a contemporary context.

That all members of the community will be able to articulate, model and live their understandings of being part of a Catholic community

That students will be involved in an innovative and meaningful curriculum, emphasising lived faith experiences

### Achievements

- Formation of the Student Faith and Liturgy Team.
- Christian Meditation was implemented within the school timetable.
- Religious Education stations were utilised in the P-2 Discovery Learning.
- The student led Social Justice Committee took greater ownership of Religious facets of school life, for example, Mass participation and set up, promotion and awareness of issues and newsletters to advise the community of events.
- Other social justice initiatives were encouraged across the school including Project Compassion, Christmas Food Drive supporting the St Vincent de Paul Conference of Sunshine.
- The use of biblical commentaries continued to be incorporated during planning to better understand the text being presented to students.
- Prayer opportunities were incorporated into staff formation activities.
- Prayer guidelines for staff to guide their preparation for staff meeting prayer were formalised.
- Staff planned units of learning using the Pedagogy of Encounter in consultation with the students in the middle and senior years.

- Ongoing professional learning to develop teacher capacity and to fulfil the minimum requirements to maintain teacher accreditation to teach in a Catholic school.
- Continued participation in the Competencies in Theologising Project run by MACS.

### **Value Added**

- Scripture was presented on multiple occasions in different ways, for example, written, song and visual.
- Families participated in workshops to help them prepare their children to receive the Sacraments of Penance, Eucharist and Confirmation.
- The community participated in several Masses.
  
- Resources were purchased to complement the Religious Education program especially those with a focus on prayer, Sacraments, Catholic leadership and lesson planning.
- The prayerful atmosphere of the school was enriched through the incorporation of meditation as a means to connecting with scripture and a personal spiritual relationship with the divine.
- Members from the local Legion of Mary prayer group led prayer sessions with groups of students.

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## Learning and Teaching

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### Goals & Intended Outcomes

To embed contemporary learning practices ensuring that all students are challenged and empowered to grow as active, independent and successful learners

That student outcomes in Literacy and Numeracy improve

That students will have a greater voice in, and ownership of, their learning

This will be achieved by:

- Continued use of Inquiry Learning Throughlines to ensure all Learning Areas are covered in a two-year cycle.
- Professional Learning in Student Voice.
- Staff analysis of summative assessments (PAT R, PAT M and NAPLAN) to promote the continued ownership and responsibility of all students' achievements. These specific analyses examined student achievement and encouraged teachers to reflect on their practice and identify how this linked to the results. Further connections highlighted the importance of differentiating the curriculum to promote student engagement and learning confidence.
- Use of SPA Markbook (Student Performance Analyser) to inform targeted teaching and enable the tracking of students over time and assess growth and teacher impact.
- Utilised the programs within SPA (Student Performance Analyser) to create pre and post-tests to track student's progress over time.
- Continued and refined the use of the SeeSaw digital portfolio to enhance Family Engagement in student learning

### Achievements

#### Achievements – Literacy

- Facilitated planning with Literacy Leader to analyse data to inform and drive targeted teaching.
- Use of the Fountas and Pinnell reading continuum to embed a strategic approach to teaching reading comprehension skills.
- Use of Fountas and Pinnell (BAS) benchmark assessment to monitor student's progress. Running records data inputted into SPA at regular intervals as a tracking tool to determine reading goals for future learning.

- LLI groups (Levelled Literacy Intervention) from Year 1-6; intervention program where students are seen for reading four times per week.
- Continued support of teachers through coaching and modelling during the literacy block to improve student outcomes.
- Continued implementation of SMART Spelling Program using visual spelling strategies to enhance students' writing skills in response to NAPLAN data. Continued use of the South Australian Spelling Test (SAST) as a tracking tool to measure the effectiveness of the program.
- Use of SPA to triangulate data from NAPLAN, PAT R, Running Records and SPA Markbook pre and post-tests to inform reports and identify trends and discrepancies.
- Teachers explored the new EAL continuum. Teachers use the EAL curriculum to plan next steps for learning.
- In Semester 2, Prep intervention for those children who had not reached the reading benchmark.

#### Achievements – Numeracy

- Facilitated planning with Numeracy Leader on a weekly basis to analyse data to inform planning and drive targeted teaching.
- The continued use of Essential Assessment in Year 2 to 6 focusing on regular and ongoing analyses of data to assist with targeted learning.
- Continued implementation and use of the Victorian Curriculum to inform assessment and reporting procedures through Professional Learning Teams.
- Professional development for teachers in concept development and teaching strategies.
- Use of the LFiN screening test three times a year in Prep and JMA to identify student needs and learning opportunities.
- PAT Maths results added to the SPA Program for further analysis and to provide a wider profile of the students.
- Use of PAT Maths, Essential Assessment and observations to triangulate data to inform reports and identify trends and discrepancies.
- Use of the Learning Progressions and Key Ideas document alongside the Victorian Curriculum to plan units and lessons.
- Revision cycle of taught units in the daily Number Blast.
- Introduction of Top Ten Resources programme and Professional Learning on the use of the programme to enhance student learning.
- Team planning with MAV leader 3 times across the year to plan rich lessons and improve teacher pedagogy.
- School focus on Mathematic through weekly Professional Learning Teams (PLT).

## Student Learning Outcomes

Year 3 NAPLAN Data across all areas of Literacy indicated that over 90% or above of our students reached the minimum standard required except in Grammar and Punctuation which was 71%. In Writing, 77.2% of students in Year 3 were in the Strong and Exceeding bands and only 7.1% in Needs Additional Support band.

- Year 3 NAPLAN Data in Numeracy indicated that over 85.5 % were above the national minimum standard. In Numeracy, 52.1% were in the Strong and Exceeding bands and with 14.5% of students in the Needs Additional Support band.

- Year 5 NAPLAN Data in Literacy indicated that over 90% or above of our students reached the minimum standard required in all areas of Literacy. In Writing, 87.7% of students were in the Strong and Exceeding bands and in Spelling, 72.6% of students were in the Strong and Exceeding bands with both having only 2.7% of students in the Needs Additional Support band.

- Year 5 NAPLAN Data in Numeracy indicated that over 91.1% were above the national minimum standard. In Numeracy, 62.5% were in the Strong and Exceeding bands and with only 9.7% of students in the Needs Additional Support band.

- We will continue to have high expectations of our students' learning by ensuring our teachers continue their active involvement in dynamic, data driven professional practice based on contemporary research by leading academic stakeholders.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	381	40%
	Year 5	498	61%
Numeracy	Year 3	386	53%
	Year 5	481	63%
Reading	Year 3	384	60%
	Year 5	482	65%
Spelling	Year 3	399	54%
	Year 5	503	74%
Writing	Year 3	410	78%
	Year 5	513	89%

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

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## Student Wellbeing

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### Goals & Intended Outcomes

To develop students who have the capacity and disposition to understand and respect self and others.

That students apply the skills of social and emotional learning to all aspects of their lives.

To develop responsible, independent and resilient learners who are equipped to thrive in a contemporary world.

### Achievements

- The Student Wellbeing Leaders (SWL) attended year level planning each term to facilitate Social Emotional Learning (SEL) and Child Safety Awareness planning.
- SEL units included explicit teaching of Personal and Social Capabilities (Victorian Curriculum).
- The school continued to utilise the Australian Council for Educational Research Social-Emotional Wellbeing Survey (ACER SEWS) as a formal collection of data to inform growth and improvement in Student Wellbeing.
- Members of the Leadership Team facilitated staff meetings covering the following topics:  
Mental Health Education (Prevention & Promotion), Student Wellbeing PATSurvey Data exploration and discussion, Child Safety and Child Safe Standards.
- The SWL and MHWL attended regular Network Meetings as well as a range of Online Professional Development (including Respectful Relationships, Mental Health and relevant PL facilitated through MACS).
- The St. Paul's Newsletter: Wellbeing & Community Edition continued (5 issues produced and sent home in 2023).
- Continuing employment of the Mental Health and Wellbeing Leader (MHWL), who worked closely with the SWL.
- Mental Health and Wellbeing Hub continued to be used by small social skills groups and students during recess and lunch.
- The whole school participated in the Child Safety Awareness Day/ National 'Day for Daniel' to further promote child safety awareness.

- Professional development provided by "One Red Apple" was provided to staff to build staff knowledge, confidence and competence of Ministerial Order 1359 and the 11 Child Safety Standards and how to further embed a culture of child safety.
- The Core Wellbeing Team (comprising of DP, SWL, MHWL, CSO, FELL and LDLs) met weekly to discuss students with additional SEL needs and school wellbeing initiatives.
- SWL and MHWL held Wellbeing induction sessions for all new staff which included A Positive Approach to Supporting Student Behaviour, Restorative Practices, a Respectful Relationships Program including Responding to Disclosures and Investigating SEL Topic Areas, as well as an introduction to all Wellbeing Practices at St Paul's.
- Child Safety matters were discussed at Parent Partnership Team meetings, Leadership Team meetings, Student Representative Council meetings, Staff meetings and through school newsletters.

### Value Added

- Student Wellbeing Officer worked to support the SWL and MHWL.
- Student Wellbeing Officer facilitated small social skills groups with students requiring extra SEL support.
- Student Wellbeing Officer facilitated small high school transition groups with Grade 6 students requiring additional support transitioning to high school.
- The school's Core Values (Respect, Diversity, Learning, Care & Compassion) were revisited with staff and students and actively promoted in the daily life of the school.
- The Catholic Care (psychologist) counselling program was offered two days a week.
- The MHWL met with Catholic Care (psychologist) weekly to discuss students on the Catholic Care caseload.
- The school Wellbeing Sphere team worked to support the SWL and MHWL with their work within the Student Wellbeing Sphere.
- Transition initiatives involving Kinder to Prep, Year 6 to secondary school and from Year level to Year level continued to support students in developing social skills, resilience, readiness and coping strategies. These programs were revised and altered to meet the needs of the students involved.
- The Student Representative Council, Senior Leaders, Grade 5/6 camp and Sports Day continued to support and promote success in relation to student resilience, decision making and connectedness to the community.

- SEL learning was shared with families through the school Seesaw platform and the Wellbeing & Community Newsletter.
- The SWL and MHWL worked collaboratively with external services to support student needs.
- The SWL and MHWL worked with teachers and the Learning Diversity team to develop Safety Plans and Behaviour Plans for individual students as needed.

## Student Satisfaction

- In the 2023 ACER SEWS, the mean Social-Emotional Wellbeing Score of the national primary sample was 118.7. St. Paul's mean Social-Emotional Wellbeing Score was only slightly less than this at 116.7
- In the 2023 ACER SEWS, 17.8% of students sat at the 'Highly Developed' developmental level of overall social-emotional wellbeing which is only slightly less than the 19.4% average across all schools. 57.9% of students sat at the 'Developed' developmental level of overall social-emotional wellbeing which is higher than the 51.2% average across all schools.
- In the 2023 MACSSIS data, St. Paul's was the same as the MACS average in each School Teacher-Student relationships domain area. For example, Question 4.1 "How many of your teachers are respectful towards you?", St. Paul's scored 80% the MACS average is the same, sitting at 80% as well.
- In the 2023 MACSSIS data, St. Paul's was around the same as the MACS average in each School Belonging domain. For example, Question 5.1 "How well do people at your school accept you for who you are?", St. Paul's scored 68% while the MACS average is only just higher than this, sitting at 69%.
- In the 2023 MACSSIS data, St. Paul's was around the same as the MACS average in each School Belonging domain. For example, Question 5.2 "How supportive are the adults at your school?", St. Paul's scored 84% while the MACS average was less than this, sitting at 79%.

## Student Attendance

All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent. The Principal communicates attendance expectations to parents and students when they enrol at the school, and regularly communicates with all parents about attendance expectations via the school newsletter. Parents/Carers must notify the school on the morning of (if not before) their child being absent. If there is no notification of a child's absence by 9.30am, the school sends a text message to prompt parents/carers to call the school. If no contact is made by 11am, school office staff call the parents and then the emergency contacts listed until the absence has been explained and recorded. When a

student has been absent for 5 or more days in a Term without reasonable or valid grounds, the classroom teacher discusses the matter with the Deputy Principal or Student Wellbeing Leader. Contact is then made with the parents to develop and implement strategies to minimise absences. The school follows the 'Every Day Counts' resources and processes to enforce compulsory attendance by the ETRA (2006) and attend to escalating non-attendance issues.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	90.2%
Y02	92.8%
Y03	91.7%
Y04	91.3%
Y05	92.9%
Y06	90.6%
Overall average attendance	91.6%

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## Leadership

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### Goals & Intended Outcomes

#### Goals & Intended Outcomes

To strengthen and sustain a learning culture that is characterised by high expectations of all  
That coaching and feedback processes are embedded and lead to the professional growth of all staff

### Achievements

#### Achievements

- The current School Improvement Plan and Annual Action Plan continually referred to during our professional development.
- We reviewed our Leadership Team meetings to ensure we had clear agendas for each meeting and met on a weekly basis.
- Professional Learning was provided to all staff on the understanding of NAPLAN and the school improvement surveys.
- School closure days focussed on Child Safe Standards, CPR, Anaphylaxis and Asthma updates (Stitches First Aid), Mathematics and Development of the School Improvement Plan and Annual Action Plan, development of meta-cognition teaching strategies, further developing NCCD guidelines and differentiation strategies and forward planning for 2023.
- Staff continued working on developing one of the High Impact Teaching Strategies to link in with their goals developed in the Annual Review Meetings
- St Paul's Staff, Families and Students participated in the 2023 MACSSIS Surveys.
- Communication procedures were enhanced through the use of the school intranet, coordinator meetings and staff meetings.
- Our Occupational Health and Safety policies were revised and professional development was provided for all staff.
- Policies were reviewed by leadership and the staff.
- Staff meeting procedures were sustained, including a clear agenda for each staff meeting. A roster for each staff meeting has been developed to organise a chairperson, minute taker and a person responsible for Prayer and Acknowledgement of Country.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2023	
CPR, Anaphylaxis and Asthma Training (Entire Staff)	
Emergency Evacuation Training (Entire Staff)	
Child Safe Standards (Entire Staff)	
ICT including use of Google Docs	
Religious Education Curriculum Frameworks	
Sunshine District Sports Association	
Children with Autism	
Literacy Intervention Strategies Course	
Fountas and Pinnell Reading	
Learning Diversity	
Meeting the Needs of Children with Diabetes	
Religious Education Leader Network	
Student Wellbeing Leader Network	
Occupational Health and Safety	
Principal Network	
Deputy Principal Network	
Assessment and Reporting	
Teacher Aide Network	
Literacy Assessment Project	
Math's Intervention Strategies	
RE Accreditation Studies	
Math's Leader Network	
ACHPER Professional Development	
Learning Diversity Leaders Network	
Personalised Learning – ICT	
Library Network	
Literacy Leaders Course	
Spelling in the Primary School	
Learning Intentions and Success Criteria	
Number of teachers who participated in PL in 2023	49
Average expenditure per teacher for PL	\$1950.00

**Teacher Satisfaction**

- The St. Paul’s staff supported programs in many ways and provided positive feedback about programs offered.
- In the 2023 MACS School Improvement Surveys, St. Paul’s Staff scores were 74 or above in twelve of the fourteen domains. The overall school positive endorsement was 82%. When compared to schools from MACS, St Paul’s School staff positive results were higher than the MACS average score in all of the fourteen domains.
- 91% of staff attended the Sacrament of Confirmation Mass, 93% of staff attended the Sacrament of Eucharist Mass and 89% of staff attended the Graduation Mass.
- All staff attended School Masses.
- Staff provided feedback on professional development activities offered by the school and suggested ways that the programs could be improved.
- Staff supported the fundraising activities organised by the School Advisory Council.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	19.2%
Graduate	7.7%
Graduate Certificate	5.1%
Bachelor Degree	52.6%
Advanced Diploma	12.8%
No Qualifications Listed	2.6%

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	54
Teaching Staff (FTE)	46.6
Non-Teaching Staff (Headcount)	32
Non-Teaching Staff (FTE)	24.6
Indigenous Teaching Staff (Headcount)	1

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## Community Engagement

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### Goals & Intended Outcomes

To strengthen and embed dynamic partnerships through authentic communication between students, families and teachers to enhance student learning outcomes and well-being. For students to engage with and contribute to the community in ways that are meaningful and impact on their learning

### Achievements

Throughout the year, the FELL, L&T Leader and REL met to plan ways for family engagement in learning to have more of a presence in teacher planning meetings. FELL attended the teachers' whole day planning meeting once a term and promoted strategies for teachers to include to engage families in their child's learning linked with Inquiry or RE units

- Sacraments Family Information Evenings
- Camp Family Information Evenings
- Grandparents Mass ...morning tea & classroom visits
- Mother's & Father's Day
- School Performance
- Employment of a Burmese Support Worker to assist with communicating with our Burmese families and supporting Burmese children with their learning
- Community Conversation with Burmese Families
- Middles Inquiry Unit 'What Does it Take to Make?' Students made gifts with their families which were sold at the Christmas Carols Night ...proceeds to St. Vincent De Paul Society
- Regular communication with families via the school newsletter, Skoolbag app, phone calls and emails. This includes school and community events, family services and parenting support.
- Continued whole school use of the See Saw digital portfolio learning app to engage families in their child's learning.
- Continued focus on students arriving at school on time. In Terms One and Four information was included in the school newsletter regarding the impact on learning when students arrive

late to school. Contact was made with families to support them with getting their children to school on time.

- Prep Transition - phone contact was made with Kindergartens and Child Care Centres to gain information to support transition to school for 2023 Prep students. Transition was held over three weeks. Final week orientation where children meet with their 2023 teacher. Information packs were provided for families and parents were asked to record their hopes and dreams for their child in the form of a letter to their child's teacher. The children were provided with a 'Showbag' with a variety of activities to support their learning and transition to school over the school holidays.

- While the Prep children were with their teachers for beginning of the year assessment, the FELL met with families to have a conversation focusing on how to support their child with Learning at Home and adjusting to school routines.

- Family Christmas Carols Evening

- Parent Teacher Learning Conversations were held in Term 1. The beginning of the year conversation was held the day before school resumed. The focus of this conversation was to establish a relationship between families and the school...an opportunity for staff to get to know children and their families, focusing on Parent Knowledge. Prior to the conversation the families were provided with guiding questions to support the conversations. More time was given to each appointment so both the class teacher and families had an opportunity to get to know and learn from each other.

- At the end of Term 2 school reports were sent to families followed by online Learning Conversations. Reports were also sent home at the end of the year.

## Parent Satisfaction

In 2023, 7 families participated in the MACSIS survey. The data showed that in domains of Family Engagement, Barriers and to Engagement and School Fit that the percentage of family satisfaction was equal to the MACS average.

Staff value the link with families and understand the importance of Parent Knowledge to support their child's learning.

Regular PSGs were held to inform families about their child's learning and ways the school and families can work together to support their child with their learning.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.spsunshinewest.catholic.edu.au](http://www.spsunshinewest.catholic.edu.au)