Dear Parents and Friends of St Paul’s,

As we know there are incidents in our lives that can change our world forever. I would ask that you remember Mark and Antoinette Dingle, their children and their extended family in your prayers. Tragically, Mark’s brother, Glenn, was killed in a car accident on Monday morning in Mickleham.

Reconciliation – On Tuesday evening our Grade three children and families attended a Sacrament preparation session with Mr Paul Spence. I am sure that everyone gained a great deal from the message that Paul so passionately delivers. We are extremely fortunate to have such an inspirational presenter in our midst.

Historical Bricks – Well the weather conspired against us last Saturday and the workmen were unable to lay our bricks. The company is yet to inform us whether the work will go ahead this Saturday, but we all live in hope. At least the weather is looking better!

Inservice Day – This term’s Inservice Day is to be held on Friday August 16th. The staff will be completing work on differentiated learning, RE and Assessment and Reporting. There will be no classes on this day.

Annual Community Report – This week’s Annual Community Report instalment covers the areas of Student Wellbeing and Leadership and Management. Just a reminder that if you go to the school website there is now a new tab “Annual Community Report”. We have included all Reports from 2008 – 2012. If you wish to read a hard copy of the full report, there are a number of Reports available that can be borrowed from the Office. Just ask Marilena or Fiona.

Interactive Whiteboards – We have extremely happy Prep children and teachers now that they have fantastic interactive whiteboards to further enhance the children’s engagement and learning.

The classroom environments have changed so much in the last few years. Sometimes parents tell me that they get frustrated when they ask their child “What happened at school today?” and the child responds with a grunt or similar monosyllabic phrase. It might be worthwhile asking a question where you look for specific detail about classroom activities, for instance, “How do you use the computers and the interactive whiteboards?” or “What happens during writing, reading and maths sessions?”. More specific questions might open up the discussions and give you far greater insight into the classroom of the 21st Century.

I believe a number of our children attended the Liverpool Football Club events over the last few days. I am sure it was very special. Oh the pain of that last quarter against the Crows (the same pain I felt watching the Lions match!) Anyway, we live in hope that we will do better against St Kilda this week. Go Cats and I trust everyone enjoys participating in their sport, activity or hobby over the weekend!

All the best, Paul

He prayeth well, Who loveth well,

He prayeth well,
Who love well
Both man and bird and beast.
He prayeth best
Who loveth best
All things both great and small;
For the dear God
Who loveth us,
He made and loveth all
RockBody Fitness

BoxFit

BoxFit is a new and exciting group fitness class that will be held in the multipurpose room on Tuesday mornings from 9.15am—10.15. BoxFit is a mixture of boxing and circuit class and is guaranteed to kick start your morning and burn off all that unwanted weight.

For enquiries contact
Raluca: 0414 144 971
Email: raluca.lazarescu20@gmail.com
Cost: $10

Introduction to AUSLAN

An introduction to the basics of Australian Sign Language (AUSLAN) that will enable you to communicate with members of the Deaf Community in both social and work situations.

Starts: 30 July for 8 weeks on Tuesdays 12.30-3.00pm at Merrilands Community Centre, Reservoir

For more details ring PRACE on 9462 6077 or visit our website:
www.prace.vic.edu.au

Senior Knitting:

The senior children are currently learning about and discussing social justice issues in today’s society. They have discussed people in need within the community and explored how they can make a difference in other people’s lives. After much discussion, the children have decided to kindly give up their time to knit blankets for asylum seekers in neighbouring suburbs. Parents and Grandparents are warmly invited to come along on Friday at 1.30pm to offer assistance. Once the blankets have been knitted they will be distributed with the help of Sister Brigid Arthur from The Brigidine Asylum Seekers Project (BASP). BASP was established in 2001 and is a Melbourne-based initiative of the Brigidine Sisters.

Come & Try netsetgo!

Are you aged between 5 & 10 years and interested in giving netball a go?

Join us for a Come & Try Session at the State Netball Hockey Centre

When: Wednesday 31 July
Time: 5pm - 6.30pm

Limited availability, so be quick and book your place with Sue Flynn (s.flynn@parkville.netball.vic.com.au)

Give it a go!

Find your nearest netball centre at www.netsetgo.asn.au
**Student Wellbeing**

**Goals & Intended Outcomes**

**Goal** - To improve student safety and wellbeing.

**Intended Outcome** - That data indicates improved feeling emotionally and physically safer at school.

**Goal** - To improve learning outcomes through maximising students’ sense of wellbeing, engagement & connectedness to school.

**Intended Outcome** - That a whole school approach to student wellbeing is developed.

**Achievements**

In 2012 all Capital works had finished. In the previous four years there had been many changes to areas where children could play, the types of play allowed and even to how the children entered and exited play areas. At our first staff meeting the staff spent two OH&S sessions (1.5 hours per session) on expectations of playground behaviour, visibility and punctuality of staff, consistency of discipline management techniques, expectations when moving into class and around the school, lining up procedures in the morning and dismissal procedures in the afternoon. We explored all aspects of promoting a positive playground experience for the children – there were more games and activities provided in the passive play areas and all staff were trained in the use of “Restorative Practise” questioning techniques to deal with disputes and upsets in the playground.

Over the year, the staff revisited these procedures through formal OH&S meetings. The OH&S framework became a powerful tool in not only creating a safer work environment for the staff but also safer and more secure play areas for the children.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>94.67%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.73%</td>
</tr>
<tr>
<td>Year 3</td>
<td>97.41%</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.96%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.20%</td>
</tr>
<tr>
<td>Year 6</td>
<td>98.04%</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>96.34%</td>
</tr>
</tbody>
</table>

**VALUE ADDED**

In 2012 the children were involved in a number of ongoing activities that assisted them in the area of student wellbeing. The Buddy Program between Prep and the Seniors continues to evolve. The Senior children are allocated a buddy from Prep at the start of the year. Initially the buddy will show the child around the school and assist them with their settling into the school environment. The buddy stays with the child all year. They meet as two grades (Prep/Senior) each fortnight and complete activities together – this involves art, English, Maths, RE – all areas of the curriculum. It allows the younger child to relax into the environment and the older child to gain in responsibility.

The student elected School and House Captains attended the GRIP leadership program at The Plenary Centre at South Wharf. This program was aimed at building the serving leadership capacity of the children with the acronym pertaining to the core values of Growth, Relationship, Integrity and People. They participated in activities on the day that had individual benefit as well as gave them capacity to share these skills with their peers through sessions held at school.

Other extra-curricular activities included the annual Athletics carnival, Interschool Sports, Incursions and Excursions relating to Units of work and Before and After School Care.

The School enhanced Community Assistance/Connections through the following: Student Organised Mini-Fetes, Project Compassion, Book Week Parade and donations of money raised to various charities through Casual Clothes Days. The children also sponsor a child from Africa, Popy, through World Vision. This money is raised through various activities in classrooms.

In 2012, the Parent Community prepared for the School Fete to be held in March 2013, our first in 30 years and all children were involved in activities to raise awareness of this major community event.

**STUDENT SATISFACTION**

In 2012 a survey was taken amongst senior students. It showed that the senior students rated their connectedness to school at 88%, student morale at 81% and student motivation at 92%.
Leadership & Management

**Goals & Intended Outcomes**

**Goal** - To improve the leadership capacity of all staff  
**Intended Outcome** - That appropriate levels of distributed leadership are evident in school operations

**Goal** – To engage all members of staff in a culture of continuous improvement  
**Intended Outcome** - That staff professional learning is explicitly aligned with school and individual needs

**Achievements**

The 2012 year saw a change in the organization of our leadership structures. When evaluated, the good intentions and possible benefits of the Assistant POL structure did not bring about the improvements we had hoped. We found that the roles given to staff were far less challenging than had been expected. We decided having teams of staff or individuals taking on projects related to one of the major spheres of operation would be far more productive. This process, devised in 2012, would be introduced in 2013. A more detailed description can be found in the ‘Future Directions’ section of this document.

One member of our staff, Sam Maguire, embarked on a future leader’s course and the major part of his work was to work on a leadership project that would benefit the school. After consultation with members of the leadership team, Sam organized the establishment and function of the Fete Organising Committee. The Fete Committee met throughout 2012. At the initial meeting, a parent from St Joseph’s West Brunswick, Mrs Nicole Guarino, who had lead the St Joseph’s community through a number of very successful fêtes, ran a session on how our community could do the same. From this initial meeting, due to the enthusiasm of those on the Committee and the ongoing input of Sam and other staff, a great momentum built and we look forward to the Fete’s results in 2013.

As well, the school embarked on the first stage of the Literacy Assessment Project (LAP Intake 7). The LAP has been successfully introduced across a large number of Victorian Catholic Schools. It is a joint venture between CEOM (Catholic Education Office Melbourne) and The University of Melbourne. Its aim is to improve reading standards in the middle years. After evaluating the NAPLAN reading data over a number of years and our own evidence, we concluded that a number of our children, although reading at appropriate or above appropriate levels, were not improving at the rate they had in earlier years. Mrs Pat Servello and Miss Elizabeth Puglisi attended training session throughout 2012 and will provide professional development to our Middle and Senior teachers in 2013, 2014 and 2015. We will be closely analyzing reading data in the next few years to evaluate the success of the LAP.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>94.6%</th>
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<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>90%</td>
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<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
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<tbody>
<tr>
<td>DOCTORATE</td>
<td>0%</td>
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<tr>
<td>MASTERS</td>
<td>5%</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>20%</td>
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<tr>
<td>CERTIFICATE GRADUATE</td>
<td>5%</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>35%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>20%</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>10%</td>
</tr>
</tbody>
</table>
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2012

CEOM BASED
- The Literacy Assessment Project Year 1 Literacy Leaders
- Return to Work Coordinator Training
- Northern Region Religious Education Leaders Network
- TALKING STORIES - AIDES TRAINING COURSE
- ARTICULATION PROGRAMS - AIDES TRAINING COURSE
- COMPREHENSION STRATEGIES
- Supporting students with sensory and behavioural needs
- AGQT Emerging Leaders Pilot Program
- Leading Catholic Identity and the Review Process
- Meditation in the Classroom
- Exploring Prayer in the Classroom
- Student Wellbeing Leaders P-12

SCHOOL BASED
- CEOM facilitated – An introduction to AUSVELS
- AUSVELS – English: Curriculum and Assessment
- AUSVELS – Numeracy: Curriculum and Assessment
- Introduction to the Literacy Assessment Project

OUTSOURCED
- GRIP Leadership Conference
- Restorative Practices – Marg Armstrong
- Deb Sukharno – Reading Yrs. 3-6

Whole Staff: O.H.&S.
- Roles and responsibilities
- Bullying and Harassment
- Slips, trips and falls
- Workplace Stress
- Safe work method statements
- Workplace Stress
- Safe work method statements

STAFF COMPOSITION

<table>
<thead>
<tr>
<th>PRINCIPAL CLASS</th>
<th>2</th>
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<tbody>
<tr>
<td>TEACHING STAFF (HEAD COUNT)</td>
<td>20</td>
</tr>
<tr>
<td>FTE TEACHING STAFF</td>
<td>15.4</td>
</tr>
<tr>
<td>NON-TEACHING STAFF (HEAD COUNT)</td>
<td>10</td>
</tr>
<tr>
<td>FTE NON-TEACHING STAFF</td>
<td>3.98</td>
</tr>
<tr>
<td>INDIGENOUS TEACHING STAFF</td>
<td>0</td>
</tr>
</tbody>
</table>

NUMBER OF TEACHERS AND AIDES WHO PARTICIPATED IN PL: 28
AVERAGE EXPENDITURE PER TEACHER FOR PL: $2200

TEACHER SATISFACTION

In 2012 the staff completed the Insight SRC Survey. The teachers were asked to rate statements on a negative to positive scale (1-5 or 1-7) and satisfaction was scored. These scores were then calculated as a percentage. In most cases (unless stated), the higher the score, the more positive the perception of the staff towards the area measured.

Some of the interesting data included:
- School Morale 84%
- Individual Morale 81%
- Individual Distress (the higher the score the less distress) 73%
- Supportive Leadership 86%
- Teamwork 84%
- Teacher Confidence 84%