

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



St Paul's Primary School, GATESHEAD

Felton Street, GATESHEAD 2290

Principal: Mrs Wanda McInnes-Fogg

Phone: 4943 6369 Fax: 4943 1414

Email: admin@gatesheadsp.catholic.edu.au

www.gatesheadsp.catholic.edu.au

About the Annual School Report

St Paul's Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

It is my pleasure to present the Annual School Report from St Paul's Primary School Gateshead for 2015.

St Paul's School is an integral part of MacKillop Parish, providing quality teaching and learning based on Catholic values, traditions and beliefs. The school fosters an atmosphere of mutual respect and tolerance where all differences are valued and appreciated. This community continues to recognise the potential and dignity of each student and provides opportunities for sequential academic development within a positive structure of spiritual, emotional and physical growth.

Results of external tests, planning and implementation of new programs of learning, cultural performances in the wider community and individual and team sporting successes clearly exemplify the progress and development that is central to the growth of this school.

The role of the Parish Priest is highly valued and we thank him for his involvement and ongoing support.

The staff of St Paul's must be acknowledged for their dedication to the education of students and their willingness to embrace school initiatives which allow students to reach their full potential.

St Paul's school is indebted to the many parents, carers and grandparents who give so freely of their time and effort to support staff and students in all ongoing initiatives. They are not only actively involved in fundraising but also assist with many diverse academic, social, sporting and maintenance programs.

2015 was a year of celebrations, achievements and progress in the academic, cultural, sporting and social domains. The character of St Paul's school is a reflection of the collaborative partnerships that exist with this community and will ensure we will continue to thrive as an effective learning community.

W. McInnes-Fogg (Principal)

Parent Body

In 2015, St Paul's Parents & Friends Committee continued to have monthly meetings, the first Wednesday of the month throughout the school terms, to discuss all aspects of school business. Core P&F executive positions remained largely unchanged, however new members were valued as regular contributors at meetings.

The P&F coordinated fundraising activities in conjunction with the Fundraising Committee and Canteen Committee and oversaw the school's valuable group of volunteers, maintained uniform supplies and generally provided assistance when required, particularly in the area of fundraising.

This fundraising during 2015 included Entertainment Books, hot cross buns and mango drives, a huge Easter raffle, Mothers Day stall, Year Books and a Christmas raffle. Discos and the hugely successful Fathers' Day Breakfast were also held in conjunction with the Canteen, while our children's dolls & teddy bears enjoyed a holiday away from their owners. There was no major fundraiser this year.

We are grateful for the support of the Principal in our endeavours to raise money to purchase programs and equipment to enhance the diversity of educational opportunities for our children.

This year we had the pleasure of again sharing the cost of online reading programs for all students. The P&F also purchased a number of technology items to be used in classrooms such as data projectors and smartboards.

The generosity of people who volunteer in the Canteen must also be acknowledged. This group of generous people contribute significantly to fundraising for the school and provide a valuable service for the entire school community. They also host a number of disco evenings for the students which are well organised and enjoyed by all students.

On behalf of the P & F, I would like to take this opportunity to thank the entire St. Paul's community and local businesses for their support throughout the year with volunteering and fundraising. Your generosity is appreciated immensely and once again we can be proud of our combined achievements in providing our children with the most stimulating learning environment possible.

I look forward to 2016.

Lis Bartley (P&F President)

Student Body

The School Council at St Paul's is elected annually by the primary students and staff. All year 6 students are invited to nominate for Council. As part of this election process students are asked to address the school community with a prepared speech. The Council is comprised of six representatives who worked with the Year 6 teacher and the Principal throughout the year.

The main role of the Council was to initiate goodwill and camaraderie within the school. The Council also liaised between staff and students, acted as role models for the younger members of the school community and organised school activities for fund raising and fun days to build school spirit.

St Paul's Student Council would like to acknowledge the school for allowing us to develop our leadership skills and be privileged to represent St Paul's in the wider community.

Sport Captains are also elected leaders and important members of the student body. They are invaluable as helpers during school sporting carnivals as well as organising sport equipment for distribution on a daily basis.

In 2015 a Mini Vinnies group was also formed and this committee put forward many initiatives which eased the plight of minority groups within the community.

All Year 6 leaders would like to acknowledge the school for allowing us to develop our leadership skills and provide us with the privilege of representing the school on many occasions in the wider community.

SCHOOL FEATURES

History of the school

The Parish of St Paul's Gateshead was established in 1963. A primary school, staffed by the Sisters of St Joseph, opened in May 1964. The vision of the Parish Priest at the time, Fr Roger Kennedy, resulted in the purchase of large parcels of land which enabled these initial constructions as well as future extensions.

Lay teachers have staffed the school since 1984. Government grants have resulted in the construction of a brand new school, relocated to a different position on the same site, which opened in 2002. Subsequent grants resulted in extensions to our Creative Arts area, extended the school canteen, provided a covered seating area and a magnificent IT learning area as well as a multipurpose hall, which is shared with the neighbouring high school.

The vision of Fr Roger Kennedy and the Sisters of St Joseph continues to be our focus as we continue to build a school community based on gospel values which are instilled in and practised by all members of our school community.

Location/Drawing Area

St Paul's Gateshead is located on the eastern side of Lake Macquarie. It is one of two Catholic primary schools that serve the families of MacKillop Parish. However we are an inclusive school and accommodate applications from outer areas where families have students with specific disabilities or siblings enrolled in the neighbouring Catholic High School. Therefore attending students represent a wider geographical area than that included in Parish boundaries.

Catholic Identity and Mission

Catholic Imagination and Spirituality

As an integral part of the MacKillop Parish we are committed to the faith development of our students within a Christ centred community. The school motto of *Love One Another* is regularly promoted and referenced in day to day school routines.

All classrooms, the Library, the Learning Centre and the school foyer have a sacred space which is regularly changed to reflect the Seasons of the Church and significant feast days.

Our theme of "Courage and Resilience" resonated in many of our celebrations and events and the students not only felt valued, but were affirmed in their value and importance when spreading the Good News.

Symbols depicting our beliefs were prominently displayed as visual reminders of our school's Catholic identity.

The traditional owners and custodians of the land on which the school stands were acknowledged and respected during our formal celebrations.

Family, Parish and Diocesan evangelising and catechesis

Staff were acknowledged in their role of educators in a Catholic school while students representatives from each class were presented with class candles as we joined the local Parish community during a Sunday liturgy. Staff also attended the diocesan liturgy to commence 2015. The school community was greatly supported by Fr Bob Searle, our Parish Priest. Sacramental classes joined parishioners of this pastoral area for a mid week liturgical celebration. Classroom visits by Father were also appreciated and an integral part of school parish life.

Year 3 children received the Sacrament of Reconciliation while Year 4 students were conferred with the Sacraments of First Eucharist and Confirmation. Parish communities welcomed the students and their families during both preparatory and sacramental masses. Children worked with parents in parish based family groups to prepare for all sacraments.

Student representatives from the Student Council participated in all Diocesan celebrations including Catholic Schools Week and the launch of Project Compassion. Staff attended the Way of The Cross as well as the Diocesan Opening School Mass which commissioned all staff in

Christian Discipleship

St. Paul's school supported Project Compassion and other mission initiatives which included Christmas Child and the support of a school and orphanage in Cambodia. A representative from Catholic Mission also presented at one of the mission days and children participated in a day's activities which highlighted the plight of children in underdeveloped countries.

A Mini Vinnies was established and under the supervision of a class teacher, students became involved in many initiatives which supported the needy of the Parish and the wider community. This support included a drive for winter clothes and blankets as well as food drives.

The Parish provided support for needy families within the school at Christmas time and again at the start of the new year to assist with uniforms and other expenses.

Staff, parents and students with special needs attended the annual Special Needs Mass to celebrate and support enrolments with special needs in our diocesan schools.

Religious Education and Curriculum

The Diocesan K – 12 Religious Syllabus was implemented in all grades by teachers qualified to teach Religion. Lessons were held daily to ensure that students continued to develop knowledge and understanding of their faith. Religious Education outcomes and key concepts were a focus for student learning and assessment.

The Religious Education Coordinator attended all professional development days organised by the Catholic

Schools Office, and was involved in the writing of the new units for the Stage 3 curriculum document. Religious Education was an ongoing item on the staff meeting agenda and during this time the coordinator shared knowledge gained during this professional development time as well as suggestions to enhance the teaching of Religion in the school. Focus was on religious Literacy and assessment of content. The Early Stage 1 teachers also attended professional development in preparation for the introduction of their new curriculum in the coming year.

The updating of RE resources continued to be a budget priority.

Initiatives Promoting Respect and Responsibility

The school staff are aware of the diversified needs of this particular school community and therefore values education and social justice issues were all highlighted regularly throughout 2015. Involvement in community service was ongoing as staff and students responded to the welfare of others.

Each class developed a set of class rules focusing on respect for one another and these rules were shared with the parents at the parent/teacher nights held at the commencement of the year.

The provision of a safe and supportive school environment was highlighted in school activities during National Safe Schools Week. During this week emphasis was on the maintenance of a safe environment where students were free from bullying and harassment of any kind. Students were encouraged to support one another, particularly on the playground.

The National Anthem, accompanied by members of staff on guitar, was sung at every assembly to commence the week, with expectation that each child will know the correct lyrics.

A local community ANZAC day service was attended by representatives of staff and students. An ANZAC day liturgy was held in the school grounds.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
18	19	6

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

St Paul's Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

Scholastic Year	Number of Students
K	32
Year 1	31
Year 2	32
Year 3	37
Year 4	33
Year 5	41
Year 6	46
Total	252

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94.9	94.7	94.7	94.3	94.4	93.8	93.0	94.1

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Pastoral Care and Wellbeing

Student Welfare Policy

The Pastoral Care and Behaviour Management Policy and the Bullying and Teasing Policy continue to be the guiding principles to ensure that a safe and supportive environment is provided for all students. The policies include clearly stated guidelines for fair and equitable practices in the management of unacceptable student behaviour. Both policies aim at developing a sense of self worth and fostering the personal development of all children. Behaviour management is done in collaboration with the parents when serious issues arise. The pastoral care of students and families at St Paul's is reflected in the variety of assistance and support provided for families of the St Paul's community. The Parish provides financial assistance as well which enables the school to assist needy families in a variety of ways. Excursions are part-paid for some students, while other families receive assistance with fees. The school also offers the "Seasons" program for those students dealing with separation or bereavement. Kindergarten students enjoy the support offered by our buddy program while the Peer Support program is conducted across the school in Term 3 each year.

Discipline Policy

Our Discipline Policy clearly calls upon Gospel values and procedural fairness when dealing with discipline at St Paul's. The policy covers both classroom and playground behaviours and provides clear expectations of acceptable conduct and associated consequences. Serious discipline issues are recorded on 'Sentral' which hold a profile for each student. The *Positive Behaviours for Learning* (PBL) program continues to be a successful tool for encouraging and rewarding good behaviour and attitudes towards others. During 2016, it is anticipated that the rewards for the PBL program will be revised and amended to re-ignite the motivation to receive PBL tokens. A positive approach to discipline is encouraged through a PBL focus presented at Friday assembly.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Paul's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Accusations of bullying are always dealt with very promptly and justly at St Paul's. Schools exist in a society where intimidation and harassment occur. Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. Bullying needs to be recognised, named and addressed to ensure St Paul's school works towards an authentic Christian school culture. Therefore, at St Paul's procedural fairness protocols are always followed to ensure that all parties are given an opportunity to be heard. If necessary, St Paul's has available a standard form on which allegations are recorded as well as procedures of investigation.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

School Improvement

School Improvement Plan

Our School Improvement Plan (SIP) addressed six main areas. In the Catholic Identity Area the main focus was to ensure delivery of a relevant K - 6 RE curriculum. Quality Learning, Key Area 2, focused on the establishment of a professional learning community (PLC) as well as raising student achievements in literacy and numeracy. Staff also addressed the need for school improvement in line with the latest education agenda through professional and effective implementation of the new Australian Curriculum. Key Area 3 in our SIP plan identified the requirements of Quality Teaching and staff were introduced to the AITSL requirements. Empowered School Leadership was Key Area 4 and addressed the importance of and need for effective strategic planning and implementation. The emphasis in Area 5 was meeting student needs through the implementation and review of pastoral care programs. The final Key Area was Transparency and Accountability in which planning was undertaken for school growth and organisation.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Major improvements were made in the area of Quality Learning. An effective Professional Learning Community was established with most meetings being team meetings as opposed to whole staff meetings.</p> <p>English was the main learning area targeted and pre and post assessment tasks were developed in grammar which were in line with the school's scope and sequence. These tasks, in turn, informed teaching and learning. Flexible timetables were then implemented to maximise each student's learning capacity, providing opportunities for extension in literacy and numeracy across all grades. Student achievement levels were raised through focus on essential learnings developed through collective inquiry. In particular, emphasis was given to raising performance levels of high achievers.</p> <p>Achievements in the area of Quality Learning also centred on the implementation of the Australian Curriculum. Staff and sequences were developed in all key learning areas of new curriculums. This included an analysis and adjustment of teaching practices relating to the new documents.</p>	<p>The major focus for 2016 will be to improve assessment practices across the school. Professional development will be intense. As well as input from the Catholic School's Office Curriculum Office, staff will attend a PETA workshop and other information sessions relating to this area.</p> <p>Team discussions will address assessment in all key learning areas. Changes will be made to types of assessment tasks, recording of information and feedback to students and parents. It is anticipated that school practices will be aligned across the stages and a greater consistency in quality of assessment tasks will occur. This means that assessments will be designed to clarify learning intentions, diagnose details of student learning, monitor progress and inform future teaching and learning.</p> <p>Two Assessment Coordinators will be appointed, one for the Infants and one for the Primary, to analyse assessment practices across the school and devise a plan for consistency and integrity of assessments across all learning areas. This appointment will be for Terms 2 and 3.</p>

<p>Key improvements were also achieved in the area of Quality Teaching. The school commenced the development of a culture that used the AITSL standards to inform teaching and learning. All teachers identified priorities to support their professional growth and developed an Action Plan based on these priorities. A whole school goal was established as well as individual goals focussing on an area of personal development that may be needed.</p> <p>Learning partnerships were established and teachers discussed the goals and strategies they would implement to achieve these goals, with their peer partners.</p> <p>Aligned with this was the need for personal reflection on teaching practices in relation to improvements in student outcomes. This commenced well and will be developed further in the coming year.</p>	<p>Throughout 2016 teachers will committed to a continuous improvement of their own teaching practices. The AITSL standards will be revisited and addressed in line with school priorities and the Role Statement for Teachers developed by the Catholic School's Office.</p> <p>It is anticipated that there will be a sharing and showcasing of best practice at staff meetings as teachers address their own professional practice and development (PP&D). The aim will be to encourage a self reflective culture for improvement.</p> <p>learning partnerships will be reviewed and new partnerships formed where necessary.. Opportunities will then be provided for all teachers to have professional conversations.</p> <p>School executive will meet with individual teachers to discuss their action plans - goals and strategies - and to provide feedback.</p> <p>Classroom observations will be introduced.</p> <p>Participation in PD will further inform collaborative partnerships. e.g. CSO Peer Coaching Course</p>
<p>This year progress was also made in the improvement of student well being. A new Peer Support Program was introduced which involved all students from Kinder to Year 6. The school theme for the year, "Courage and Resilience", was emphasised continually.</p> <p>Staff reviewed the Pastoral Care and Behaviour Management Policy and developed a more relevant matrix of behaviours which focussed on a system of positive reinforcement for behaviour management. A new IT program, SENTRAL, was purchased. This program included a Wellbeing Module and it was introduced successfully as a means to record inappropriate behaviours and reward positive behaviours.</p> <p>Evacuation and Lock Down Policies were also a major focus and have now been successfully streamlined.</p>	<p>The school will commence the COSI cycle. Staff will focus on the areas of English and Mathematics, reviewing all COSI requirements as applied to their own documents which will be submitted for analysis.</p> <p>Shortfalls in required documentation will be addressed.</p> <p>Two staff members have participated in pilot days for COSI implementation and the Assistant Principal has been trained as a COSI facilitator. She will lead staff through the established requirements.</p> <p>This focus will be an excellent opportunity to review all aspects of English and Mathematics - from policy documents to teaching programs and other required legal documentation.</p>

Academic Achievements

During 2015 St Paul's received funding under the School Improvement Plan (SIP) and this was used to establish a number of academic focuses. The basis for the improvement of student outcomes was the establishment of a Professional Learning Community to support the process of continual school improvement. Changes to school practices included clarification of essential learnings specific to this learning community. Teams met weekly and this ongoing collaboration between colleagues led to an emphasis on active student engagement with specific and significant content.

There was also a focus on teacher performance and development through the establishment of learning partnerships and goal setting based on AITSL standards.

A number of online programs continue to enhance and develop the academic achievements of our

students. Lexia has proven to be a very useful tool in extending the reading and comprehension of all our students. Assessment is an integral component of the program and appropriate remedial work is generated.

A 0.7 specialised Learning Support Teacher continued her work at St. Paul's throughout 2015. Staff discussed strategies required to support students with special needs with the Learning Support Teacher and at staff meetings, and this helped to create a whole school awareness and ownership of the diversified learning needs of our students. The Learning Support Teacher focused on the improvement of reading skills in the primary grades as well as extending the writing skills of selected students.

The Learning Centre continued to focus on small groups of Infants students who needed assistance to reach literacy and numeracy benchmarks identified in Best Start. Graded groups were withdrawn for levelled instruction in targeted areas and results were very pleasing.

Students were provided with the opportunity to participate in the UNSW assessment programs in the areas of Science, Computer Skills, Writing, Spelling, English and Mathematics with an increased number choosing to participate. Three students received a Distinction in Spelling while five received a Credit. In Writing, one student gained a Distinction, while eight Credits were also gained. All grades participated in the Premier's Reading Challenge. Yr 6 students also participated in the religion Literacy Assessment with eight students gaining Distinctions and two students gaining a High Distinction.

Opportunities were provided for our gifted students in Science to take part in extension days organised by the local high school and neighbouring primary schools.

Cultural achievements

Students from Year 4-6 who were gifted in a specific area of Dance, Drama or Music were given the opportunity to be part of Aspire. Aspire is a creative and performing arts program offered by the CSO that seeks to provide positive experiences for students. St Paul's students also enjoyed the in-school services of Anna Kerrigan, Artistic Director for ASPIRE who presented the students with a variety of performance and drama workshops. Of particular note was our end of year performance in which each class planned and presented a Christmas themed item using drama, music or dance. We are very fortunate to have music lessons in the school with a qualified music teacher. Experiences in this domain of the cultural arts include drumming, recorder, guitar and boomwhackers as well as a small selection of percussion instruments. St Paul's students had the opportunity to compete in the Chess competition. They participated in a book week drama presentation centred on a selection of the shortlisted CBC books. St Paul's students also participated in the Lakes Region Debating Competition. School leaders represented the school at ANZAC day, liturgies, masses, assemblies and ceremonies.

Sporting achievements

St Paul's had yet another busy and successful year in sport. It began with our annual swimming carnival held at the Forum. 38 of our students progressed to Regional level while 4 students represented the region at Diocesan level. We were also successful in Athletics with 16 students passing through Regional level to compete at Diocesan level. We were also very excited and proud when one of students attended the Nationals for track events. We also congratulated four of our students on their achievements at Polding level in cricket, football and basketball.

St Paul's students continue to enjoy a selection of sports for Friday afternoon. We have teams attending inter-school Rugby League and Netball while another 30 students attend tennis coaching. In school sport is also conducted each Friday afternoon in which a variety of sports are rotated. St Paul's also had two Rugby League teams participate in the Knights Knockout and Catholic and Independent Schools Cup. Our junior team was justifiably proud to reach the Grand Final of the Hunter Region section of the competition.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	70.00%	71.10%	6.67%	12.90%
	Writing	93.33%	75.80%	0.00%	9.30%
	Spelling	73.33%	65.20%	6.67%	16.70%
	Grammar	80.00%	73.20%	10.00%	12.60%
	Numeracy	56.67%	60.80%	16.67%	16.80%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	72.50%	57.90%	7.50%	20.00%
	Writing	62.50%	52.40%	10.00%	19.50%
	Spelling	82.50%	60.80%	5.00%	14.60%
	Grammar	77.50%	60.90%	7.50%	18.60%
	Numeracy	55.00%	55.80%	17.50%	17.60%

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	15
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	15

A number of teachers at St Paul's have completed post-graduate degrees to broaden and strengthen existing qualifications. Several staff members have completed a Masters of Educational leadership and others have a degree in Theology. We currently have one staff member studying her Masters of Educational leadership.

Workforce Composition

Number of Staff	
Total teaching staff	15
Total non-teaching staff	7
Grand total	22
Percentage of teachers who are indigenous	0

Teacher Attendance

We are proud to report that teacher absence is very minimal at St Paul's. Over the course of 2014 teacher attendance was just over 96%.

Teacher Retention

In 2014 one teacher took LSL from St Paul's School and a temporary teacher has been employed in his absence. In addition the school grew from nine classes to ten classes so an extra teacher was employed. Other than these changes teacher retention was 100%.

Professional Learning Undertaken

Staff at St Paul's are committed to ongoing professional learning in a wide variety of domains. During 2015 this was evident in the diversity of Professional Development undertaken and the number of Professional Development hours. Twenty five different PD sessions were attended by some staff totaling over 400 hours of PD for the teachers and Learning Support staff of St Paul's.

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

Parent Satisfaction

The level of parent and grandparent involvement at St Paul's continues to grow and reflect a high degree of satisfaction with the school. Parents feel included in a wide variety of activities that happen at the school. The P & F Association is well supported at meetings and fundraising activities. Enrolment at St Paul's continues to grow which is also a reflection of community satisfaction. In 2015 we will grow from nine classes to ten classes to accommodate increasing enrolments which also reflects community opinion of the school. Some of the elements of St Paul's that are regularly highlighted by parents are: the caring approach to students, the welcoming environment, the high expectations we have of students as well as the well equipped learning spaces.

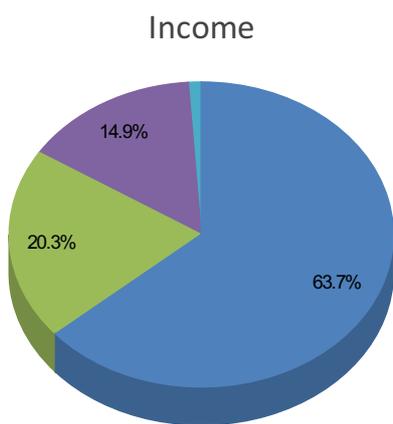
Student Satisfaction

Student satisfaction is very apparent at St Paul's. Students always demonstrate respect and tolerance of each other and their satisfaction is obvious through their involvement with others and school activities. Students have a warm relationship with staff which adds to the level of feelings for St Paul's and the safe learning environment they enjoy. A straw poll conducted on the courtyard revealed these comments which is a selection of the total comments by students when asked, "What's good about St Paul's?"

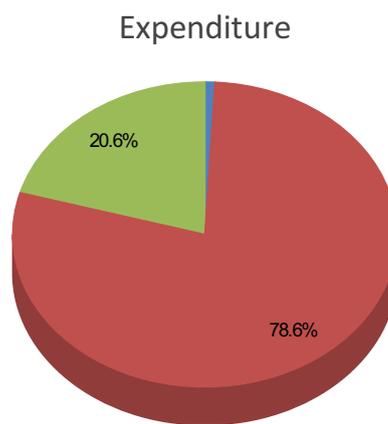
We have a big field. The computer lab is really good. Friday afternoon sport is good fun. We learnt about Jesus' mother today. I like playing handball on the courtyard. The teachers are good.

Staff Satisfaction

The staff at St Paul's is a cohesive group that clearly reflects our philosophy that every child is our concern - not just the children in our class. Staff regularly voice their satisfaction with the quality and diversity of resources, the opportunities for professional development and the generosity and support from parents and grandparents. Staff are also very satisfied with the level of support provided in classrooms by the Learning Support Assistants. During 2014 staff were involved in goal setting procedures which further enhanced morale and the professional approach to building staff capacity at St Paul's.



- Commonwealth Recurrent Grants (63.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.3%)
- Fees and Private Income (14.9%)
- Other Capital Income (1.1%)



- Capital Expenditure (0.8%)
- Salaries and Related Expenses (78.6%)
- Non-Salary Expenses (20.6%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,718,400
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$548,806
Fees and Private Income ⁴	\$401,420
Other Capital Income ⁵	\$29,218
Total Income	\$2,710,893

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$21,800
Salaries and Related Expenses ⁷	\$2,036,630
Non-Salary Expenses ⁸	\$533,513
Total Expenditure	\$2,591,943

For the 2015 year the St Paul's Primary School received \$13,049 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

Mrs Wanda McInnes-Fogg

St Paul's Primary School

GATESHEAD

Phone: 4943 6369

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>