



**St Paul's Primary School,
RUTHERFORD**

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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

As a community of Faith, the students of St Paul's School experience Catholic Education, worship and personal spiritual reflection in a creative, dynamic and vibrant way. St Paul's School joins with parents and parish to spread the Good News of God's Kingdom. A very important aspect of life at St Paul's is the involvement of our parents. We encourage parents to become as engaged as possible in their child's education and we use a variety of methods to communicate with them.

2016 saw the continuation of the school's refurbishment program with the completion of the new primary toilets and the upgrading of the infants playground. The continues development of the schools vegetable garden not only transformed an unattractive 'dead space' within the school but also provided a great many educational opportunities for our students. The refurbishment and maintenance program will continue into 2017.

Parent Body

St Paul's parents have once again shown what an asset they are to our school community. St Paul's parents are heavily involved in all aspects of school life, both at school and for extra curricula activities. Their representation on the P&F has provided much needed support for the school staff.

The Parents and Friends have had another active year and have donated in excess of \$30 000 to support in the purchase of chrome books, iPads and ground improvements. Not only does the P&F raise money for the school but they also host many social functions to bring the school community together.

I have been very proud to President of the P&F throughout 2016.

Student Body

The 2016 school year was exciting time for us as captains of the school. We had the privilege to lead St Paul's on ANZAC Day, School Assemblies, Memorial Services and greeting guests to the school. We and the other leaders attended the Grip Leadership Day at the University of Newcastle. At this day we had the opportunity to meet people who inspire us and act as role models for leaders. As school captains we went to special Masses and events including Feast Days and the mayoral breakfast.

As captains we learned how to speak well in public, engage in conversation with others, that leadership is in everyone and that it is important to show younger students how to behave and act.

We would like to thank the teachers for all their support and motivation. This year we were part of an amazing Year 6 group and our final message is, 'be yourself because everyone else is taken' and 'if not now when and if not us who?'

SCHOOL FEATURES

History of the school

The school celebrated its 50th anniversary in 2007. St Paul's heritage is with the Mercy Religious Order of sisters. The Mercy sisters have been in the Maitland-Newcastle Diocese since 1875. The Mercy order for the diocese is based in Singleton. The Mercy Order of Sisters started a school at Rutherford in 1957.

The school began with 64 children enrolled from K-6. In 1965 the Infants school relocated to Monte Pio at Campbell's Hill and remained there until 1981 when it returned to the Rutherford site. The school has had two major building constructions and expansions within the last 10 years due to a Capital Building Grant and Building the Education Revolution. The school has grown to accommodate 16 classes.

Location/Drawing Area

St Paul's Primary School, Rutherford is located in the Hunter Valley, within 10 kilometres of the centre of Maitland and forty kilometres from Newcastle. Originally opened in 1957 as an Infant's school, St Paul's has grown to 17 classes and services the western suburbs of Telarah, Rutherford and Aberglasslyn and the new housing developments of McKeachie's Run and Anambah. The socio-demographic of the population has been defined as, 'fairly typical of developing urban fringe areas, comprising established young families who are relatively time poor and thus require conveniently located facilities'

Catholic Identity and Mission

Catholic Imagination and Spirituality

Embedded in all we do, is the influence of Catherine McCauley and the Mercy charism. The school was established by the Mercy Religious Order of Sisters in 1957. The school crest which includes the Mercy Insignia is on display on the student uniform, staffroom and the large banner that hangs in the quadrangle for all to see.

The new school year commenced with an Opening School Liturgy where new staff members were welcomed and school leaders and Mini Vinnies members were commissioned for the year ahead. The conclusion of the school year was also recognised in a liturgy as we farewelled the Year 6 students, families moving on and teachers who were moving to new schools.

At every morning assembly we pray our school prayer which is followed by readings from the scriptures, according to the structure of the liturgical year. Feast days and special days, such as the Feast of St Peter and Paul, and Mary MacKillop are recognised with whole school liturgies. Whenever the St Paul's community gather for special occasions, including assemblies, we acknowledge the traditional owners of the land.

Family, Parish and Diocesan evangelising and catechesis

The school continued to be the link with the parish for families in 2016. Parish and school news and events were communicated to the other via newsletter and at attendance at Parish meetings. The school supported the Sacramental team by advertising upcoming events and teachers being at the reception of the sacraments. Children were recognised at morning assemblies if they had received the sacraments the previous weekend.

Catholic Schools Week is always an exciting week and was again in 2016. The week commenced with a special Catholic Schools Week Liturgy and was followed by open classrooms and fun activities in the afternoon.

All classes were involved in Easter celebrations. The students from a range of classes took part in the re-enactment of the special days in Holy Week. The parish and parent community were invited to attend and supported it well. A group of students travelled to Kilaben Bay and participated in the 'Way of the Cross' on Palm Sunday.

St Paul's has an open door policy to the Priests and parish members. Parishioners are aware that they can ask for the school's assistance in meeting different needs such as raising money for St Vincent de Paul or Caritas projects.

Christian Discipleship

Our Mini Vinnies group really took off in 2015. Large numbers of senior students joined the group and volunteered their time to attend meetings, raise money and conduct pastoral visits in the community. Our chapter group worked in the school to create awareness of social justice issues and to actively show 'service' in the spirit of St Vincent de Paul, to those in our school and wider community. Their involvement extended beyond the school grounds by attending weekend Masses and assisting in Parish fundraising activities and events, as well as visits to local nursing homes and fundraising to support the local St Vincent de Paul society, Caritas and the 'Assist A Student' program.

Religious Education and Curriculum

The Religious Education Policy also includes the Teaching of Religion. The Religious Education Co-ordinator (REC) oversees the teaching of Religion within the school. Each class teacher teaches Religion daily for thirty minutes. Teachers follow the K-6 syllabus of the Maitland –Newcastle Diocese and the REC supports the teachers in doing so.

The REC attends REC Assembly Days organised by the CSO and communicates the content of these days to staff during staff meetings. The REC is always available to teachers in assisting with the development of programs and liturgies.

Teachers are handed program outcomes and foundation statements, ideas for liturgies, useful websites

and readings and research on current issues. The REC regularly reviews liturgical preparations, class programs and student books to ensure that high standards in teaching religion are being maintained in each classroom.

Initiatives Promoting Respect and Responsibility

The school motto, “Stand Firm in Faith” is a constant reminder that the school is based on Gospel Values and all words and actions within the school should be a reflection of it. The school’s “Positive Behaviour for Learning” (PBL) focus is “I am respectful, I am responsible and I am ready to learn”. The program helps to build respect and responsibility into the students’ environment. Each fortnight a new focus is chosen and the whole school spends time each day concentrating on its meaning. Students are rewarded for their efforts by receiving gotchas from teachers and rewards from the PBL reward menu.

The school continued fund raising activities for Caritas Australia through Project Compassion and Catholic Mission. The school is always responsive with their generosity and delighted to be able give to such worthy causes. A ‘Winter Appeal’ and ‘Christmas Appeal’ operated to gather food items to support local families. Food drops were then organised by St Christopher’s Anglican Parish and the St Vincent de Paul Society.

Student Profile

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

LBOTE*	SWD*	Indigenous
7	28	20

*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 2016

Scholastic Year	Number of Students
K	58
Year 1	51
Year 2	60
Year 3	56
Year 4	88
Year 5	63
Year 6	64
Total	440

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94	93	93	92	91	92	88	92

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 KidsMatter Framework is used to guide the model for our school to meet the welfare needs of students at St Paul's. The pastoral care committee meet at least twice each term and ensure the continued actioning of the plans developed by staff to support the mental health and well-being of our students. Developing a welcoming, nurturing environment and culture within our school underpins our welfare policies. Students entering into Kindergarten are assisted through a carefully planned transition program and cared for by a Year 6 buddy once they begin formal schooling. As friendships build and confidence grows, students become more independent in the school setting. Our Class teachers, the Religious Education Coordinator, Pastoral Care Worker and our Learning Support Teacher work closely together to ensure that identification of welfare needs and development of proactive ways to support students are included in the day to day operation of our school.. Copies of the Pastoral Care Policy are available from the school.

Discipline Policy

The role of St Paul's Primary School, in partnership with parents and caregivers, is to nurture young people by providing optimum levels of support in learning, positive interpersonal relationship experiences and social support networks. The culture and atmosphere of the school plays a significant role in students developing a balanced approach to life and learning. We believe that respectful and trusting relationships in a positive school environment are the basis of a successful Behaviour Management Policy. With this in mind, bullying behaviour is in conflict with the core values and purpose of the Catholic School. The school's Behaviour Management Policy and Anti Bullying and Response Policies were reviewed in 2015. The policies are based on rights, rules and responsibilities and rewarding positive behaviour.. Within such a school context, children learn to make good choices and to take responsibility for their actions. Copies of the revised policies are available from the school office

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.

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

Three of the many key components in the school's Annual Plan for 2016 were:

Professional learning initiatives aligned with a shared vision for student learning and school improvement.

Develop and implement a school-wide approach to gifted and talented education.

Support mechanisms that foster a positive school culture and promote wellbeing and mental health.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>St Paul's School implemented the Professional Practice and Development Process whereby teachers developed a Professional Practice and Development Plan (PLP) using the AITSL Australian Professional Standards for Teachers. These individual plans were reviewed regularly in consultation with the school executive.</p> <p>As part of the process teachers were able to self-identify their own professional development needs and opportunities were provided for teachers to visit other schools for further PD.</p>	<p>The implementation of the initial phase of the SAP project will be a significant priority for the school in 2017. The SAP program will be a two-year program designed to further lift the literacy and numeracy standards across the school. Key to the program will be the two-year appointment of a Leading Teacher who will help support improvement targets in Literacy and Numeracy particularly in Early Stage 1 / Stage 1</p>
<p>A gifted and talented team was established at St Paul's which met regularly to determine direction and review progress. The team developed a G&T framework for St Paul's including how specialised G&T programs would be implemented within the school.</p> <p>G&T students were identified by the staff and were verified using a variety of instruments. The team established Rutherford's Rigorous Researchers, a group of identified students who were allocated time outside of regular lessons for extension and acceleration work. The withdrawal group has been initially restricted to the senior students but will be extended into the lower grades in 2017</p> <p>The team, with the support of the school executive, has ensured that curriculum differentiation is evident for all children identified as gifted and talented. Evidence can be found in teachers programming and student work samples.</p>	<p>A very significant area of improvement in 2017 will be the upgrading of the school's facilities and infrastructure. Key amongst these developments is the redevelopment of the primary play and PDHPE spaces to include a levelled playing field and grassed area. These developments involve the relocation of the music room demountable, significant earthworks and changes to to the Verge St area, the provision of 'adventure styled' structures on the lower playground and the ongoing upgrade of the infants area to include imaginative play options for the younger students.</p>

<p>Along with the wonderful support provided by the School Counsellor, it's Pastoral Care Worker and the Learning Support Team the school also provided welfare and well-being assistance to all of its students. The executive, with the support of the entire staff, redrew the school's rules and consequences and a number of visual reminders were produced for display in the classrooms and in the play areas. An anti-bullying focus was included in all PDHPE programs for each grade during 2016. The Pastoral Care team, with the support of the School Executive, also revised the programs that the school uses to support its students. Under the Kid's Matter Framework the use of MJR and PBL were refined and new systems, processes and rewards were introduced across all grades. The school was also able to provide a number of alternatives for children who may have been struggling with friendships through school lunch clubs program to include Art, Dance, Lego, Gardening and Table Tennis</p>	<p>Other significant priorities for 2017 include:</p> <ul style="list-style-type: none"> The incorporation of Catholic Principles and Values into the English and HSIE Programs; Establish SMART targets for Year 6 Religious Education state wide examination; Teachers Professional Learning Plans reviewed and analysed; Data walls to be enhanced and expanded across each grade.
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Academic Achievements

St Paul's students experienced great success in the NSW university tests. In the tests, which included Reading, writing, Numeracy, Science, and IT St Paul's students were rewarded with 12 distinctions and many more credits. Our School debating team were very successful winning their way through to the regional finals. At the regionals the team were undefeated making their way to the Grand Final before going down by the narrowest of margins.

Rutherford's Rigorous Researchers established relationships with students in different countries via the innovative Flat Stanley program. The students learned about the countries and the effects of globalisation.

Cultural achievements

St. Paul's prides itself on the opportunities it provides students to explore an array of extra curricula activities. 2016 saw the establishment of a comprehensively equipped music room and the employment of a specialist music teacher. In addition to their regular lessons students had the opportunity to extend themselves as part of the school's Rock Band program, school choirs and by accessing the specialist instrumental tuition on offer.

2016 also saw St. Paul's catering for those interested in learning another language by offering Japanese for students in grades one to six. The employment of an experienced Japanese teacher and the regular lessons proved to be a very popular addition to the school's curriculum.

Sporting achievements

St Paul's has a long standing tradition of providing sporting opportunities for all its students. Students in 2016 represented the school in a variety of sport disciplines such as athletics, swimming, rugby league, union, netball, tennis, soccer, cross country and many others which continue to be a feature of the school. Highlights included the Senior Girls who stood out at the NSW CNA carnival in Sydney, winning their division with a great display of netball and the Open Boys Rugby League took out the Jarrod Mullen Cup

We offer all of these sports as both internal and external programs, giving students the chance to develop their skills as well as to compete at a representative level. We are also part of the Good For Kids program which encourages and teaches our students to lead an active and healthy life style.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students 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 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	32.73%	49.40%	14.55%	13.30%
	Writing	32.73%	48.80%	3.64%	8.10%
	Spelling	38.18%	46.40%	16.36%	14.20%
	Grammar	50.91%	52.50%	3.64%	11.40%
	Numeracy	19.64%	35.60%	12.50%	15.20%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	32.81%	35.30%	28.13%	17.30%
	Writing	15.63%	17.20%	20.31%	19.90%
	Spelling	21.88%	29.80%	20.31%	19.00%
	Grammar	31.25%	36.30%	20.31%	16.80%
	Numeracy	15.87%	28.30%	23.81%	18.30%

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).	28
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	28

Workforce Composition

Number of Staff	
Total teaching staff	28
Total non-teaching staff	12
Grand total	40
Percentage of teachers who are indigenous	0

Teacher Attendance

97%

Teacher Retention

100%

Professional Learning Undertaken

During 2016 whole staff development was conducted in the areas of Child Protection, Writing, Early Learning, Religion and Science.

Individual staff undertook training in a wide variety of areas including: English, History, Gifted and Talented education, Data Analysis, Child Protection, Governance, Autism, as well as many others.

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

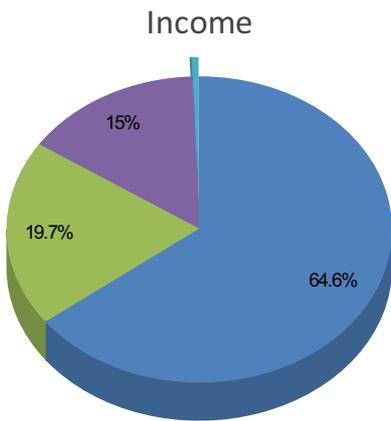
As part of an annual review process, representatives of the parent body, senior students and staff were asked to reflect on a number of key areas. Parents were particularly positive about school management; the Catholic identity of the school, quality of care given to students, standards of teaching and learning. The parents were particularly impressed with continued development of play spaces and the quality of school buildings and grounds. Other areas of satisfaction included: a strong sense of community pride in uniforms and general student behaviour. P & F fundraising liturgies and celebrations. Year 6 leadership & buddy program. Extra curricula options and enrichment.

Student Satisfaction

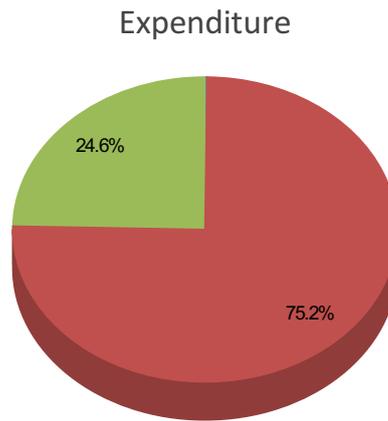
As part of a general satisfaction survey of the students and number of responses were elicited. The responses overall were both positive and constructive and provided clear direction for planning in the future. Specific student responses indicated that St Paul's is a safe place to learn where they feel respected. They enjoy appropriate and good relationships with teachers who care about them. Students were pleased with the new offerings at the school including Japanese and Music but also highlighted their sporting experiences.

Staff Satisfaction

Staff reported that they were happy at work and they enjoyed an active social life with their colleagues outside of work. Staff retention was high at the end of the year with only one staff member seeking a promotion position elsewhere. Throughout 2016 several staff were very keen to volunteer their time outside of normal school hours to assist with special programs or the beautification of the school. The staff were very appreciative of the continuous renovation of school spaces and Infants staff were very happy with their new playground.



- Commonwealth Recurrent Grants (64.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.7%)
- Fees and Private Income (15%)
- Other Capital Income (0.6%)



- Capital Expenditure (0.2%)
- Salaries and Related Expenses (75.2%)
- Non-Salary Expenses (24.6%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$3,319,822
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,012,560
Fees and Private Income ⁴	\$772,379
Other Capital Income ⁵	\$31,995
Total Income	\$5,158,974

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$8,738
Salaries and Related Expenses ⁷	\$3,637,777
Non-Salary Expenses ⁸	\$1,192,703
Total Expenditure	\$4,839,218

For the 2016 year the St Paul's Primary School received \$22,218 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 Parents 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:

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St Paul's Primary School

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