

ANNUAL SCHOOL REPORT

2017

SERVICE. LEADERSHIP. JUSTICE.

Together in Christ



St Paul's Primary School, GATESHEAD

Felton Street, GATESHEAD 2290

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About the Annual School Report

St Paul's Primary School is registered by NESAs 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 2017 and gives information about 2018 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 2017.

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 staff of St Paul's also need to be acknowledged for their ongoing commitment to the education of all students, for their participation in school based initiatives and for the care and concern taken to ensure every child reaches their full potential

The dedicated commitment of parents to the education of their children is reflected in their involvement and contribution to a wide range of activities and celebrations at St Paul's. We are encouraged by and always grateful to the many parents who give so freely of their time and efforts to support the staff and students in all new and ongoing initiatives. Their active involvement in fundraising and continued assistance in the school's many diverse academic, social, sporting and maintenance programs is always appreciated.

2017 was a year of celebrations, achievements and progress in the academic, cultural, sporting and social domains. The character of St Paul's Primary School is a reflection of the collaborative partnerships that exist with this community of students, parents and teachers. As the new principal of St Paul's in 2017, I feel very blessed to be part of such a vibrant learning community.

Greg Cumming

Principal

Parent Body

St Paul's Parents & Friends Association meets on the first Wednesday of every month. Meetings run for approximately one hour in duration and are held in a friendly environment with all members sharing in the goal of improving our school. Meetings are open to all parents, members of the parish and full-time St Paul's staff and all are encouraged to come along and be part of our discussions.

As per our Constitution, the P&F Association is dedicated to providing a forum for parents to raise and discuss issues related to the spiritual, social and academic development of their children at school. We decide in consultation with the Principal and staff how any funds raised by the Association are to be spent and help the school acquire materials and equipment which otherwise could not be provided.

2017 was a busy and rewarding year for the P&F Association. With changes to our office bearer roles, we continued to focus on providing additional resources to the school and build on relationships within our school community. This focus was achieved through a number of well supported fundraisers and events, including some new and old favourites. This year's activities have included the 'Back to School BBQ', out of uniform days, Entertainment Book sales, school discos, canteen 'red days', Mother's Day bracelet making, Father's Day BBQ Breakfast, Cadbury Chocolate Box sales, Thompsons Pie Drive, Easter raffle with over 60 prize winners, the Art Show and the Christmas Carols evening.

P&F contributions to the school that have enhanced student learning and their environment in 2017 have included small group instruction tables and stools for classrooms, MBOTS Robots, a 3D printer, interactive playground markings and financial support for the Year 6 farewell.

It is very important that we take this opportunity to acknowledge and thank all of our volunteers. In particular, we would like to acknowledge the major contribution of Ms Beth O'Doherty and thank her for all of the volunteer work she has been involved in at St Paul's over many years.

May we also officially express our gratitude to all of the parents that support our fund raising events, to the students of St Paul's, our school Principal, Mr Greg Cumming, and our wonderful teaching staff. Thank you for caring and for making a difference. We greatly appreciate your ongoing support and look forward to working with you in the future.

Melinda Sawang (P&F President)

Student Body

The School Student 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 fundraising and fun days to build school spirit.

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.

The Mini Vinnies Team was very active during 2017. A number of fundraising events were held to contribute towards social justice

St Paul's Student Council would like to acknowledge the school for enabling us to develop our leadership skills and for the privilege of representing St Paul's at external events. We grew in ability and confidence to run Friday assemblies as well as organise school events and represent the school 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 resulted in the construction of a 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 St Mary's Catholic College.

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 other areas where families have students with specific disabilities or siblings enrolled in St Mary's Catholic College. Therefore, St Paul's 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 school motto of *Love One Another* resonated in many of our celebrations and events and the students not only felt valued, but were affirmed in their kindness and tolerance of others 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, the Awabakal people, are 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 parent community with an opening school liturgy. Staff also attended the parish Mass to commence 2017. Fr Bob Searle retired as our Parish Priest in June and we welcomed Fr Brian Mascord. We publicly thanked Fr Bob for his many years of service to the Mackillop Parish Catholic community and wished him well in retirement.

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.

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 *Called to Serve* Mass which commissioned all staff in their mission to serve.

Christian Discipleship

St Paul's School supported Project Compassion and other mission initiatives which included Catholic Mission 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.

The Mini Vinnies team is very active in the school and members of the team continue to be 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. There was also a fundraiser to support The Seafarers Mission as well as Mums' Cottage - an outreach program for young mums, operated by the Sisters of St Joseph.

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

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

During 2017 all teaching staff continued to implement the Diocesan Religious Education curriculum. The Religious Education Coordinator (REC) supported classroom teachers with pedagogical strategies and resourcing.

The REC attended all professional development days organised by the Catholic Schools Office. 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.

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 2017. 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 our three school rules of *We are Respectful, We are Responsible and We are Learners*. These rules were shared with the parents at the parent/teacher nights held at the commencement of the year.

The inclusion of "Positive Behaviour for Learning" program continues to drive and inform our mission to instil respect and responsibility in the very day life of St Paul's. A value/attitude became a focus for a fortnight and students were rewarded for their efforts to address the focus.

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.

The Charlestown 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
12	12	8

*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 2017

Scholastic Year	Number of Students
K	35
Year 1	34
Year 2	29
Year 3	37
Year 4	36
Year 5	33
Year 6	43
Total	247

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2017

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94.9	94.2	94.2	95.3	93.6	94.8	94	94.3

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. 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 2017, the staff refocused the children on the three school rules, *We are Respectful, We are Responsible, We are Learners*. 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 Primary 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 four domains. In the *Catholic Formation and Mission* domain, teachers developed religious literacy in the targetted areas of Sacraments and Prayer. Best practice in the teaching of Writing and differentiating Maths learning were the focuses of the *Learning* Domain, Domain 2. Domain 3, *Leadership*, focused on building the capacity of all staff through the PPD program, as well working through the COSI Self-Review process to reflect on current practice and plan for the future. *Service and Governance* was Domain 4, which addressed the importance all parents being involved in Parent/Teacher Conferences in Term 1 & 2.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>The continuation of the Professional Practice and Development (PPD) program contributed to major improvements in teaching practice. As a Professional Learning Community (PLC), the staff developed the following two goals:</p> <ul style="list-style-type: none"> ▪ <i>By the end of 2017 staff will have attended and implemented the philosophy and practices of ‘Seven Steps to Writing Success’ and targeted students will be placed on the Literacy Continuum.</i> ▪ <i>By the end of Term 1, all staff will have collected data related to Literacy levels across all students using running records and PAT Stanine data. This data will be analysed and used to inform our teaching and learning as well as intervention. We aim to have 90% of our class at Benchmark or higher.</i> <p>Staff also developed personal goals, in consultation with the principal.</p>	<p>A major aim/focus for 2018 will be to improve students outcomes evidenced by NAPLAN, PAT and other data. There will be a continuation of our focus on agreed best practice in our Literacy block, especially the practice of Modelled Reading. In addition, another focus for 2018 will be the development of a common language for the teaching of spelling across the school.</p> <p>As a follow-on to our 2017 focus on assessment, a 2018 focus will be on the efficient and meaningful gathering and recording of student data and assessment data. St Paul's will continue on-line PAT testing across Maths, Reading and Spelling . Data will again be gathered towards the end of 2018 to look for evidence of growth and further inform our direction for 2019.</p> <p>In addition to this, focus will be given to analysis of NAPLAN and PAT results to further inform directions for Literacy and Numeracy development. This analysis will form part of Team Meetings and Stage PLCs, as well as detailed analysis conducted by the Leadership team.</p>

<p>The COSI Self-Review process used the lens of the National School Improvement Tool (NSIT) and Catholic Identity Improvement Tool (CIIT). The Self-Review process worked through six key phases at a school level. The phases included the establishment of a self-review team and finished with a report which was submitted to the Catholic School Office. The team engaged with and responded to the school review through a parent survey and a staff input process. In completing the components of the self-review the school responded based on a range of data that included feedback from the community and a plethora of sources within the school. As a result of the evidence gathering process, the school identified those aspects of school life that were worthy of recognition, as well as identifying priority areas of focus for further school improvement. The Self-Review led to the development of the 2018 SIP and the 2018-2010 School Strategic Plan.</p>	<p>Another focus for 2018 will be the development of a common language for the teaching of literacy across the school. There will be a focus on developing students' reading comprehension and spelling skills.</p> <p>St Paul's will introduce <i>Sound Waves</i> as a spelling strategy across the school. This will ensure that there is a common language for students used by teachers for students as they move from grade to grade.</p> <p>A <i>Lead Teacher in Literacy</i> will be appointed two mornings a week to support classroom teachers in the new spelling program, as well as comprehension skills. In 2018, St Paul's will introduce the <i>MiniLit</i> intervention program for students struggling in the area of Reading.</p>
<p>This year we continued our focus on student well-being with the Peer Support Program and our commitment to Positive Behaviour for Learning (PBL). The focus for Peer Support this year was on relationships and this was enhanced through the collaboration of K-6 groups which met each Thursday in Term 3. In addition the focus for a number of our PBL themes was on values and attitudes that develop relationships.</p> <p>A whole new P & F Executive was elected at the beginning of 2017. One of their first initiatives was to organise a 'Welcome BBQ' for new and existing families. The P & F team arranged a number of community building activities throughout the year, a task just as important as fundraising.</p>	<p>In 2018, St Paul's will introduce a Bring Your Own Device (BYOD) program for Years 5 & 6. As children learn in the Twenty-First Century, we believe that having ready, personal access to the internet and their own computer is essential to build skills that will take students into a future where crucial skills include communication, problem solving, collaboration and critical thinking. As St Paul's is a feeder school for St Mary's Catholic College, we will use St Mary's 'device specifications' so our students can continue to use their devices in high school.</p> <p>2018 will be a learning year, for both students and teachers. Teachers will trial <i>OneNote</i> as a major digital platform for learning.</p>

Academic Achievements

During 2017 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 a focus on improving assessment practices and strategies across the grades and across KLAs. 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 2017 and introduced a variety of intervention programs that address key outcome growth for targeted students. Development of reading was the main focus for many students and a number of LSAs were trained in the delivery of the 'Toe by Toe' reading intervention program. This has realised significant reading development for students who were below grade level.

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 ICAS assessment programs in the areas of Science, Computer Skills, Writing, Spelling, English and Mathematics with an increased number choosing to participate. All grades participated in the Premier's Reading Challenge. Yr 6 students also participated in the Religion Literacy Assessment.

Opportunities were provided for our more able students in Science and Maths. Children participated in Maths Olympiad and Maths Games, conducted by The *Australasian Problem Solving Mathematical Olympiads* (APSMO). APSMO is *not-for-profit*, professional organisation that offers a range of mathematical competitions for students aged from around eight to 14. The programs are unique in that they focus on the students' ability to solve mathematical problems in a creative manner - as opposed to simply reaching a solution using a prescribed method.

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. One Year 6 student was selected to play violin in the music ensemble. All students from Year 3-6 attended the *Aspire* performance held at Newcastle Civic Theatre. Children in K-2 also attended a live performance of *Mary Poppins* at the Civic Theatre.

St Paul's has a specialist Music teacher who provides weekly lessons to develop all round Music skills. Experiences in this domain of the cultural arts include drumming, recorder and boomwhackers, as well as other percussion instruments. All children in Year 5 & 6 learnt to play the ukulele, and played publicly for the Parish 'Biggest Morning Tea'.

St Paul's students had the opportunity to compete in the Chess competition. St Paul's students also participated in the Lakes Region Public Speaking competitions, three students going on to compete at diocesan level.

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. 32 of our students progressed to regional level while 3 students represented the region at Diocesan level. We were also successful in Athletics with 22 students representing St Paul's at regional level and 6 passing through to the Diocesan competition. At State level, we had one student represent in basketball and another in AFL, while five of our students attended Polding level competition.

St Paul's students continued 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. We also had four teams attend the Lakes Regional Football Gala held at Speers Point as well as three netball teams attend the Diocesan Gala.

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 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	77.42%	73.90%	12.90%	10.00%
	Writing	80.65%	74.40%	12.90%	7.50%
	Spelling	64.52%	68.80%	12.90%	13.10%
	Grammar	77.42%	75.00%	9.68%	10.50%
	Numeracy	74.19%	67.10%	6.45%	11.40%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	56.25%	63.00%	21.88%	14.60%
	Writing	50.00%	47.90%	31.25%	19.40%
	Spelling	65.63%	63.00%	15.63%	14.10%
	Grammar	50.00%	59.90%	31.25%	17.50%
	Numeracy	46.88%	57.60%	12.50%	14.60%

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).	18
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

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 two staff members enrolled in a Post-Graduate Certificate in Religious Education and one enrolled in Masters of Educational Leadership course.

Workforce Composition

Number of Staff	
Total teaching staff	18
Total non-teaching staff	7
Grand total	25
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 2017 teacher attendance was just over 97%.

Teacher Retention

Retention: 100%

During 2017 two teachers continued maternity leave and were replaced with temporary teachers. Two long serving teachers completed their careers on Long Service Leave, with temporary teachers appointed to their positions for the year. At the end of 2017, the school was able to appoint two new permanent teachers, as well as an extra permanent teacher to reflect the addition of an extra class to St Paul's. In 2018, St Paul's will have 11 class groups.

Professional Learning Undertaken

Staff at St Paul's are committed to ongoing professional learning in a wide variety of domains. During 2017 this was evident in the diversity of Professional Development undertaken and the number of Professional Development hours. Twenty four different PD sessions were attended by some staff totalling 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 2017 we established a tenth class 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. When asked informally on the playground, "What's good about St Paul's?" children responded with....

"I love my teachers."

"The teachers"

"Using robots in the classroom."

"The playground!"

"Using iPads."

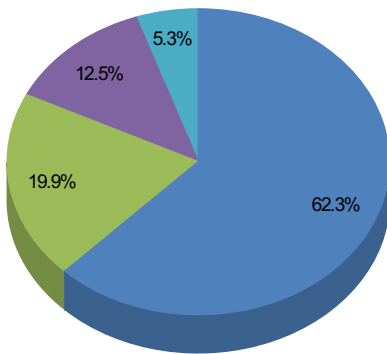
"Playing on the field at lunchtime!"

"Sport."

Staff Satisfaction

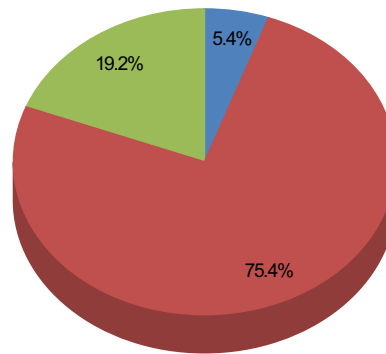
The staff at St Paul's is a cohesive group that clearly reflects our philosophy that every child is our concern not just the children in our class. Staff regularly voice their satisfaction with the quality and diversity of resources, the opportunities for professional learning, and the generosity and support from parents. Staff are also very satisfied with the level of support provided in classrooms by the Learning Support Teacher and the Learning Support Assistants. During 2017 staff were involved in goal setting procedures which further enhanced morale and the professional approach to building staff capacity at St Paul's.

Income



- Commonwealth Recurrent Grants (62.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.9%)
- Fees and Private Income (12.5%)
- Other Capital Income (5.3%)

Expenditure



- Capital Expenditure (5.4%)
- Salaries and Related Expenses (75.4%)
- Non-Salary Expenses (19.2%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,041,294
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$652,807
Fees and Private Income ⁴	\$409,153
Other Capital Income ⁵	\$173,126
Total Income	\$3,283,241

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$168,956
Salaries and Related Expenses ⁷	\$2,337,649
Non-Salary Expenses ⁸	\$594,014
Total Expenditure	\$3,100,619

For the 2017 year the St Paul's Primary School received \$6,861 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, NESAs, 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:

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>