

ANNUAL SCHOOL REPORT

2017

SERVICE. LEADERSHIP. JUSTICE.

Together in Christ



St Paul's Primary School, RUTHERFORD

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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

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.

2017 saw the continuation of the school's refurbishment program upgrade to the Primary Playground. The new playground provided a large, open, safe space for sport and for leisure. The project, which came at a substantial cost to the School Building Fund and a contribution to the school has transformed the school playing spaces. The turfing of other play areas and the addition of automatic watering systems have made the school a much more attractive place in which to play and work. The refurbishment and maintenance program will continue into 2018.

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 \$20 000 to support the changes to the play areas and the Stephanie Alexander program. 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 be President of the P&F throughout 2017.

Student Body

The 2017 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.

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 16 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 under the COLA 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 2017. 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 2017. The week ended 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 remains a feature of the school. 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
6	33	24

*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	53
Year 1	60
Year 2	50
Year 3	60
Year 4	55
Year 5	88
Year 6	62
Total	428

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
93	94	94	93	90	93	87	91

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 twin programs of Making Jesus Real and Positive Behaviours for Learning underpin our Student Welfare and Discipline Systems. 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 2017 were:

The Implementation of the SAP program.

The renovation of the primary play space to include an Oval.

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>The Implementation of the SAP program was a feature 2017. The employment of a full-time leading teacher who was able to use experience and expertise to drive improvement in the Stage 1 and early stage one was a wonderful addition to the school staff.</p> <p>Literacy interventions were able to occur earlier in 2017 and a great many more students were able to be supported especially in Kinder, Year one and Year Two.</p> <p>The collection of data and tracking of students progress.</p>	<p>The implementation of the second phase of the SAP project will be a significant priority for the school in 2018. The main improvement areas for the second year of the project include the lifting of standards in K-2 especially in relation to reading and number. The Leading Teacher who will help support improvement targets in Literacy and Numeracy by working with class teachers, leading professional conversations and by providing in class support .</p>
<p>The renovations to the school playground proved to a great success story for 2017. Funded largely through the Diocesan Building Fund and supplemented through the school budget. The new Primary Playground was a major task. After some major earthworks the old playground, which was unattractive, dangerous and largely unusable for PE and sport was replaced by a level and fenced playing field. For the first time in its history St Paul's now has a large, flat grassed area which can be used as a learning and a play space.</p> <p>The new 'oval' is a welcome addition to the school environment.</p>	<p>A very significant area of improvement in 2018 will be the continuation of the upgrading of the school's facilities and infrastructure. Key amongst these developments is the redevelopment of the bottom play space to include adventure and free space areas. Further work will also be completed in the infants areas to include maker spaces, wet areas and other 'discovery.</p>
<p>The collection of data as it relates to the monitoring of student progress and achievement and how this data can be better utilised to improve teaching and target individuals was a feature of 2017. The staff reviewed it assessment priorities, implemented a new assessment plan and established a data wall for the tracking of individual students.</p> <p>This information formed the basis of professional learning conversations and the planning of future teaching.</p>	<p>Other Improvement priorities for 2018 include:</p> <p>An agreed approach to early learning at St Paul's in-line with the recommendations of the Early Learning Working Party</p> <p>Implement a process of identifying giftedness. Procedures developed to cater for the needs of Gifted Students</p> <p>Implement the agreed set of recommendations of the diocesan working party in relation to the role and nature of the school library and its impact on contemporary teaching and learning</p>

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 14 distinctions and many more credits.

Our School debating team were very successful winning their way through to the Diocesan finals. At the finals the team were undefeated making their way to the Grand Final and winning handsomely. It was the first time in 20 years that St Paul's won the Diocesan Final. In what wasn't a coincidence St Paul's also won Diocesan Public Speaking

Cultural achievements

St. Paul's prides itself on the opportunities it provides students to explore an array of extra curricula activities.

In 2017 St Paul's become a member of the Stephanie Alexander kitchen program. The program, run with the cooperation of the Anglican parish next door, saw the senior students utilise the the produce of our expanding school garden to cook up a storm and eat the results.

2017 saw the expansion of a comprehensively equipped music room and the employment of a specialist music teacher also saw St. Paul's catering for those interested in learning another language by again offering Japanese for students in grades one to six.

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. St Paul's Got Talent was also hosted at lunchtimes in the hall with students competing in dance, vocal, instrument and comedy performances

Sporting achievements

St Paul's has a long standing tradition of providing sporting opportunities for all its students. Students in 2017 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.

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 heathy 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 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	65.00%	73.90%	13.33%	10.00%
	Writing	77.97%	74.40%	5.08%	7.50%
	Spelling	70.69%	68.80%	15.52%	13.10%
	Grammar	65.52%	75.00%	12.07%	10.50%
	Numeracy	70.00%	67.10%	11.67%	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	49.38%	63.00%	18.52%	14.60%
	Writing	40.96%	47.90%	18.07%	19.40%
	Spelling	51.81%	63.00%	25.30%	14.10%
	Grammar	56.63%	59.90%	25.30%	17.50%
	Numeracy	45.12%	57.60%	23.17%	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).	24
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

Workforce Composition

Number of Staff	
Total teaching staff	24
Total non-teaching staff	18
Grand total	42
Percentage of teachers who are indigenous	0

Teacher Attendance

97%

Teacher Retention

100%

Professional Learning Undertaken

During 2017 whole staff development was conducted in the areas of Pedagogy -What Really Makes a Difference, Writing, Religious Education

Individual staff undertook training in a wide variety of areas including: Geography, 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

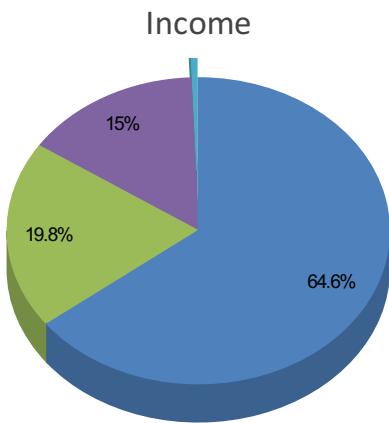
As part of an annual review process, representatives of the parent body, senior students and staff are asked to reflect on a number of key areas. Parents continue to be positive about; the Catholic identity of the school, quality of care given to students, standards of teaching and learning. The parents were particularly impressed with the options the children are given. Other areas of satisfaction included: a strong sense of community as evidenced by our wonderful fair as well as the myriad of celebrations that were held this year

Student Satisfaction

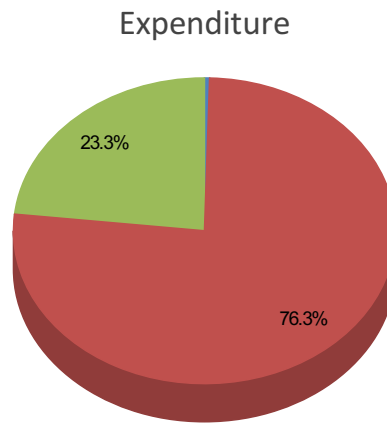
Exciting student leaders were asked to reflect on their year at St Paul's and a number of responses were elicited. The responses overall were both positive and constructive and provided clear direction for planning in the future. Specific student responses indicated that St Paul's is a safe place to learn where they feel respected. The students particularly enjoyed the changes to the play areas which have given them 'many options' at lunch times. They were also very positive about the Spring Fair, St Paul's Got talent and the opportunities they have been given to represent the school in areas of sport and culture

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 saw that while 4 staff left they did so for promotion or retirement.. Throughout 2017 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 continues renovation of school spaces and staff were very happy with their new playground.



- Commonwealth Recurrent Grants (64.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.8%)
- Fees and Private Income (15%)
- Other Capital Income (0.6%)



- Capital Expenditure (0.4%)
- Salaries and Related Expenses (76.3%)
- Non-Salary Expenses (23.3%)

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	\$3,348,043
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,027,588
Fees and Private Income ⁴	\$778,863
Other Capital Income ⁵	\$32,022
Total Income	\$5,202,231

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$20,695
Salaries and Related Expenses ⁷	\$3,671,531
Non-Salary Expenses ⁸	\$1,119,396
Total Expenditure	\$4,811,622

For the 2017 year the St Paul's Primary School received \$15,715 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

RUTHERFORD

Phone: 4932 8605

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