



2018

ANNUAL SCHOOL REPORT

SERVICE. LEADERSHIP. JUSTICE

Together in Christ



www.mn.catholic.edu.au



St Paul's Primary School, GATESHEAD

Felton Street, GATESHEAD 2290

Principal: Mr Greg Cumming

Phone: 4943 6369 Fax: 4943 1414

Email: admin@gatesheadsp.catholic.edu.au

www.gatesheadsp.catholic.edu.au

About the Annual School Report

St Paul's Primary School is registered by 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 2018.

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.

2018 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 principal of St Paul's, I feel very blessed to be part of such a vibrant learning community.

Greg Cumming

Principal

Parent Body

During 2018 the St Paul's Parents & Friends Association have been meeting in the school library on the first Wednesday of every month to discuss issues that are important to our school community and to organise fundraising events in order to provide additional resources for the students of St Paul's. Meetings run for approximately one hour and are open to all parents, members of the parish and teaching staff.

2018 was a busy and rewarding year for the P&F Association and students. Fund raising activities included the 2018 Welcome BBQ, our famous Easter raffle (the biggest yet with over 100 prize winners), two school discos, the Mother's Day stall, the Father's Day BBQ Breakfast, Entertainment Book sales and our first ever Colour Run. The P&F also ran a strawberries and cream stall at the St Paul's 'Dress as a Farmer' day to assist the students in raising funds for Drought Relief.

This year the P&F Association, in consultations with the students of St Paul's, developed a new canteen menu that meets the NSW Healthy School Canteen Guidelines. St Paul's was the first Catholic school in the Hunter New England Region to successfully develop and implement a canteen menu that meets the Guidelines! St Paul's was awarded the Healthy School Canteen Badge by NSW Health.

P&F contributions to St Paul's during 2018 include the play based learning equipment for the Nangara playground (including a play stage and wooden boat), a basketball ring, instruments for the St Paul's band, small group instruction tables and stools for classrooms, weather protections sails at the front gate, a six burner BBQ, an oven for the school canteen, two portable pop-up marquees and two customised banners for Gala Days.

The P&F would like to take this opportunity to acknowledge and thank all of our volunteers. This year we would like to give a special thanks to Megan Hunt for organising and facilitating our Colour Run, which was a fun filled day for the students of St Paul's. The students (and teachers!) had an amazing time running laps around the back field to disco music, being hosed by the Charlestown Fire & Rescue firefighters and

being sprayed from head to toe with coloured powder by parents and carers! The students raised over \$12,000!

May we also officially express our thanks and gratitude to all of the parents that support our fund raising events, the students of St Paul's, our school Principal, Mr Greg Cumming, and all the teaching and support staff.

Melinda Sawang (President), Edna Martin (Vice President), Emilia Muraro (Treasurer), Mary Milevski (Secretary) and Rebecca Woodrow (Publicity Officer)

Student Body

The School Student Council at St Paul's is elected annually by the Year 2-6 students and staff. All Year 5 students have the opportunity to nominate their peers for the election process. 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 2018. 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. St Paul's 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* is resonated in many of our celebrations and events. Students not only feel valued, but are affirmed in their kindness and tolerance of others when spreading the Good News.

Symbols depicting our beliefs are 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 Mass. In early 2018, Fr Brian Mascord was appointed bishop of the Diocese of Wollongong. While we farewelled Fr Brian, we welcomed Fr Tony Potts as our new parish priest of the Mackillop Parish Catholic Community

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 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 was present 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.

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 2018 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 2018. Involvement in community service was ongoing as staff and students responded to the welfare of others.

The school continued to teach our three school rules of *We are Respectful, We are Responsible and We are Learners*.

The inclusion of "Positive Behaviour for Learning" program continues to drive and inform our mission to instil respect and responsibly 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 |
|--------|------|------------|
| 19 | 21 | 14 |

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

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

| Scholastic Year | Number of Students |
|-----------------|--------------------|
| K | 42 |
| Year 1 | 31 |
| Year 2 | 36 |
| Year 3 | 36 |
| Year 4 | 37 |
| Year 5 | 37 |
| Year 6 | 39 |
| Total | 258 |

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

| K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | School Average |
|----|--------|--------|--------|--------|--------|--------|----------------|
| 92 | 93 | 93 | 93 | 91 | 95 | 92 | 93 |

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

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* (PB4L) program continues to be a successful tool for encouraging and rewarding good behaviour and attitudes towards others. During 2018, the staff continued to focus 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 PB4L 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. Any allegations of bullying should be reported to the principal immediately.

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 academic rigour in the area of religious literacy. Best practice in the teaching of Reading 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. *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>A major aim/focus for 2018 was to improve students outcomes evidenced by NAPLAN, PAT and other data. There was 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 was 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 was the efficient and meaningful gathering and recording of student data and assessment data. St Paul's continued on-line PAT testing across Maths, Reading and Spelling . Data was gathered towards the end of 2017 to look for evidence of growth and further inform our direction for 2018.</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>Our Literacy focus for 2019 is to improve the way we implement Guided Reading within the literacy block. As this teaching/learning time is explicit instruction, we want to ensure students are getting the instruction they require to become better readers. We will use video analysis of good practice to review our own practice. We will also analyse reading data to ensure our strategies are making a difference.</p> <p>The second focus for our literacy block is to continue to embed the explicit synthetic phonic/spelling strategies introduced last year based on the <i>Sound Waves</i> program. <i>Sound Waves</i> uses a sound-to-letter strategy which acknowledges that sounds can be represented more than one way in written form. This approach focuses first on phonemes – the basic units of sound. It then explores the letters that represent these sounds and how they can be put together to form written words.</p> <p>St Paul's will continue on-line ACER PAT testing across Maths, Reading and Spelling . Data will again be gathered towards the end of 2019 to look for evidence of growth and further inform our direction for 2020.</p> |
| <p>In 2018, St Paul's introduced a Bring Your Own Device (BYOD) 1:1 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 use St Mary's 'device specifications' so our students can continue to use their devices in high school.</p> <p>2018 was a learning year, for both students and teachers. Teachers trialed <i>OneNote</i> as a major digital platform for learning, with great success</p> | <p>In 2019 we will have a focus on <i>Cultures of Thinking</i>, an approach based on research from Harvard University. <i>Cultures of Thinking</i> are schools where groups and classes, as well as individual thinking is valued, visible, and actively promoted as part of the regular, day-to-day experience of all school members. It promotes the twenty first century skills of critical and creative thinking. The school has engaged international speaker, Simon Brooks, to work with the staff to develop our skills in <i>Cultures of Thinking</i>.</p> |

Another focus for 2018 was the development of a common language for the teaching of literacy across the school. There was a focus on developing students' reading comprehension and spelling skills.

St Paul's introduced *Sound Waves* as a spelling strategy across the school. This will ensure that there was a common language for students used by teachers for students as they move from grade to grade.

A *Lead Teacher in Literacy* was appointed two mornings a week to support classroom teachers in the new spelling program, as well as comprehension skills. In 2018, St Paul's introduced the *MiniLit* intervention program for students struggling in the area of Reading.

Our third priority area for 2019 is to re-launch and update our Positive Behaviour for Learning (PB4L) strategy. This will involve reviewing the policy, rewriting the lessons, reviewing our rewards and consequences, educating parents about PB4L, and providing professional learning for staff. At the end of 2018, CSO Student Support officer, Craig Moore, ran a twilight inservice for teachers on the research and philosophy behind PB4L. A school PB4L committee has been formed and has started planning for 2019.

Academic Achievements

During 2018 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 PP&D process based on AITSL standards.

A 0.7 specialised Learning Support Teacher continued to work at St. Paul's throughout 2018 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 staff were trained in the delivery of the 'MiniLit' 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 K-2 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*. A significant group of Years 5 & 6 children participated in the *Newcastle Permanent Maths Competition*. Year 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. All students from Year 3-6 attended the *Aspire* performance held at Newcastle Civic Theatre. Children in K-2 attended a live performance of *Little Mermaid* at St Phillips.

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 at our biennial school concert

St Paul's students had the opportunity to compete in the local schools Chess competition. St Paul's

students also participated in the Lakes Region Public Speaking competitions, two 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. Our 2018 swimming carnival was held in December of 2017. 32 of our students progressed to regional level while 2 students represented at Diocesan level. We were also successful in Athletics with 44 students representing St Paul's at regional level and 8 passing through to the Diocesan competition. At State level, we had one student represent in basketball and another in cricket, while six of our students attended Polding level competition.

In-school sport is also conducted each Friday in which a variety of sport skills are taught and rotated. St Paul's students continued to enjoy a selection of sport events in which they participated. We 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. In addition to this, St Paul's continues to be grateful for Federal Government funding encouraging increased participation in a variety of sports. This year our students enjoyed AFL, NRL and cricket clinics at school.

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 2018 | | % of students in the top 3 bands | | % of students in the bottom 2 bands | |
|---------------------|----------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Reading | 83.30% | 75.70% | 8.30% | 8.70% |
| | Writing | 77.80% | 71.70% | 8.30% | 10.00% |
| | Spelling | 83.30% | 69.60% | 8.30% | 12.50% |
| | Grammar | 75.00% | 73.10% | 13.90% | 11.30% |
| | Numeracy | 66.70% | 66.80% | 11.10% | 11.50% |

| NAPLAN RESULTS 2018 | | % of students in the top 3 bands | | % of students in the bottom 2 bands | |
|---------------------|----------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 5 | Reading | 74.30% | 65.50% | 2.90% | 12.80% |
| | Writing | 54.30% | 43.70% | 2.90% | 23.40% |
| | Spelling | 80.00% | 63.90% | 14.30% | 13.50% |
| | Grammar | 68.60% | 64.40% | 14.30% | 14.30% |
| | Numeracy | 71.40% | 57.50% | 5.70% | 14.10% |

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

| Qualifications and Experience | Number of Staff |
|--|-----------------|
| I. Teachers at Graduate/Proficient. | 21 |
| II. Teachers at Highly Accomplished/Lead | |

Workforce Composition

| Number of Staff | |
|---|----|
| Total teaching staff | 21 |
| Total non-teaching staff | 9 |
| Grand total | 30 |
| Percentage of teachers who are indigenous | 0 |

Teacher Attendance

96%

Teacher Retention

100%

Professional Learning Undertaken

Staff at St Paul's are committed to ongoing professional learning in a wide variety of domains. During 2018 this was evident in the diversity of Professional Development undertaken and the number of Professional Development hours. The major focus of PD in 2018 was Spelling Pedagogy and Literacy Intervention in the form of Guided Reading and MiniLit. Four staff members also attended the EduTECH Conference in Sydney.

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 2018 we established an eleventh 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....

"My friends."

"The teachers"

"Using the greenscreen studio to make videos."

"Sport."

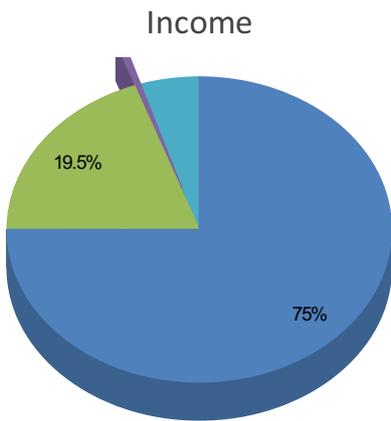
"The new Nangara playground!"

"BYOD in Year 5 & 6."

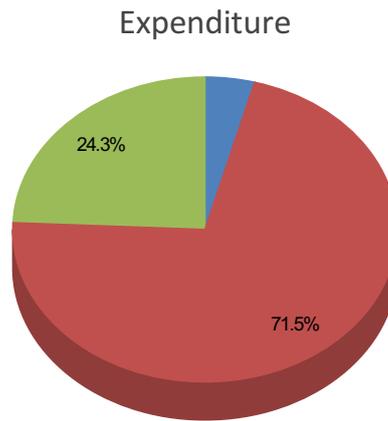
"Playing on the field at lunchtime!"

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 2018 staff were again involved in goal setting procedures which further enhanced morale and the professional approach to building staff capacity at St Paul's.



- Commonwealth Recurrent Grants (75%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.5%)
- Fees and Private Income (0.6%)
- Other Capital Income (4.9%)



- Capital Expenditure (4.2%)
- Salaries and Related Expenses (71.5%)
- Non-Salary Expenses (24.3%)

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 2018 year is detailed below:

| RECURRENT and CAPITAL INCOME | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$2,733,594 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$712,662 |
| Fees and Private Income ⁴ | \$22,354 |
| Other Capital Income ⁵ | \$177,024 |
| Total Income | \$3,651,418 |

| RECURRENT and CAPITAL EXPENDITURE | |
|--|--------------------|
| Capital Expenditure ⁶ | \$149,815 |
| Salaries and Related Expenses ⁷ | \$2,568,376 |
| Non-Salary Expenses ⁸ | \$872,257 |
| Total Expenditure | \$3,440,633 |

For the 2018 year the St Paul's Primary School received \$5,784 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, NESA, 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>