

# 2021

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



### St Paul's Primary School

Felton Street, GATESHEAD 2290

Principal: Greg Cumming

Web: <http://www.gatesheadsp.catholic.edu.au>

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## About this report

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St Paul's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

It is my pleasure to present the Annual School Report from St Paul's Primary School, Gateshead for 2021. 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.

2021 was another year of challenges as a global pandemic impacted the world. While the year commenced quite 'normally', COVID-19 began to be felt after Easter, with changes to protocols. By Week 4 of Term 3 the school was closed, except for the children of essential workers. Teachers again moved to online learning platforms so the children could continue their learning from home. Many of our staff were working from home at the same time. By halfway through Term 4 most children were back on-site. The second half of Term 4 brought many challenges as protocols changed around restrictions to keep our students, staff and the wide community safe. By the time we got to the end of the year, we were all exhausted, through very proud of our achievements.

As the principal of St Paul's, I feel very blessed to be part of such a vibrant learning community that was able to adapt to the on-going challenges of COVID-19.

## Parent Body Message

2021, the second year for the current P&F Executive Committee, has been a continuation of the COVID related challenges we faced in 2020. We began the year with optimism and enthusiasm about being able to host a Colour Explosion Fun Run as our major fundraiser for the year. We planned to supplement this with two Bunnings BBQ's and a handful of other, smaller events (raffles, a Halloween disco, etc).

Unfortunately all of these events, which would have been big contributors to the fundraising budget, were planned for the latter half of the year. Lockdown put paid to them all.

We were able to turn around some of the disappointment related to these event cancellations by focusing on 'contactless' fundraisers. Our Thompson's Pie Drive and Tamburlaine Wines Drive were both met with enthusiasm by the school community, as were the two big raffles we ran this year at Easter and Christmas. As a result we have raised thousands of dollars this year for additional resources for the students of St Paul's. We'd like to express our heartfelt gratitude to everyone who has participated in fundraising throughout the year.

We were also very proud to be able to donate a significant sum to the development of the open learning space in the Kindergarten classrooms – a major building project allowing children in kindergarten to work and play collaboratively, and also providing the ability for indoor-outdoor learning. This project will offer a fantastic start to school for future generations of St Paul's students.

In addition to our fundraising ventures, we are also very pleased with the enthusiastic response to the P&F Facebook group. Through the group we have been able to provide a greater level of transparency around the goings on within the P&F, and we have a better connection to our school community as a result. Thank you to all parents who are members of the group, we greatly appreciate your interest and input!

We'd also like to say a huge thank you to the teachers and support staff at St Paul's, who have helped out above and beyond with fundraising this year given the restrictions on our attendance on-site at school. Thank you to Principal, Mr Greg Cumming, and Assistant Principal, Ms Meg Smith, who have attended many (if not all) our P&F meetings this year (both in-person and via Zoom), and have provided support for the Executive as we navigate 2021's ever-changing landscape of COVID restrictions.

Our plan is to go into 2022 with the same sense of optimism and enthusiasm we began the year with, and with the hope that we will finally be able to go ahead with our Colour Explosion Fun Run, as well as have some fun with other face-to-face fundraising events.

As always we welcome wholeheartedly any parents and friends of the school who would like to be involved in fundraising, or who have ideas they'd like to share with us!

Looking forward to seeing you all in 2022!

## Student Body Message

The School Student Council at St Paul's is elected annually by the Year 1-6 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 teachers and the Principal throughout the year.

The main role of the Student 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 2021. 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. Even though 2021 was very interrupted with COVID and home-learning, we grew in ability and confidence to run Friday assemblies as well as organise school events and represent the school in the wider community.

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## School Features

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### **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 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

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## Student Profile

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### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
133	155	19	288

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2021 was 93.95%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
96.21	92.27	94.70	94.33	95.40	92.13	92.64

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	34
Number of full time teaching staff	12
Number of part time teaching staff	13
Number of non-teaching staff	9

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Summary of professional learning at this school

In 2021 a number of staff development days were spent engaging in learning to improve outcomes for children at St Paul's.

During the year the staff engaged with Dr Lynn Sharratt, an educational expert from Canada. We have been implementing her '14 Parameters' as espoused in her book 'Clarity'. Next Tuesday a small group of us will be zooming with Dr Sharratt to share with her our progress. The '14 Parameters' are a systematic way of building the capacity of all teachers to learn, teach and lead. We are very happy with our progress.

The first day of Term 3 was a pupil-free day. On this day the staff will be engaged with Professor Michael Dennin, Professor of Physics & Astronomy from the University of California. He explored 'faith, reason and miracles.' Michael explained that science doesn't deny the existence of God and that faith and science can actually enhance one another when approached the right way. He explained that science and faith do not have to live in conflict and inspires you to accept that you can be a person of faith and of science. The day gave teachers much 'food for thought' as we deepened our own faith.

The first day of Term 4 was a pupil free day. On this day the staff analysed our 2021 NAPLAN data with our Pedagogical Mentor, Lauren Bleakley, explored the new Mathematics curriculum with Numeracy Lead Teacher, Michael deed, and learned more about using coding in the classroom, in particular Scratch, Code.org and Code Monkey with Steve Newman from the Catholic Schools Office. While we had planned to have this professional learning face-to-face, COVID meant this PL had to be via MS Teams.

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

### **OUR MISSION**

St Paul's Primary School is a welcoming learning community inspired by the Gospel values of Jesus. As we nurture citizens of the future, we foster an inclusive learning environment based on collaboration, respect and the love of one another.

### **OUR VISION**

For children to grow in knowledge, faith, love and the ministry of Jesus, the staff at St Paul's Primary School will strive to:

- Develop children's awareness of Christ's presence in the world and its people
- Promote a sense of the tradition of the Church and understanding of Catholic heritage, while accepting the beliefs of others
- Support parents as primary educators in preparing their children to take a responsible place in the wider world
- Foster a love of learning that is inclusive and encourages creativity and reflective thinking
- Recognise and develop gifts and talents and celebrate the achievements within the individual, group and wider community
- Develop children's awareness of cultures and their place in the global community
- Create a safe and nurturing environment that is a place of harmony and humour
- Instil a sense of resilience and wellbeing in our children

- Cater for the individual as well as offering a broad and balanced curriculum in the seven key learning areas

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Catholic Schools' Office provides an Religious Education program in addition to the KLAs above.

St Paul's Primary School, Gateshead, honours its commitment to quality Catholic education through its provision of high quality educational programs by which each child is enabled to reach their full potential.

We are a 'culture of thinking' characterised by high expectations for learners to achieve excellence, academic rigour, innovation and purpose, within an environment that engages, empowers and enables.

The curriculum at St Paul's is based on the NSW Education Standards Authority (NESA) Curriculum. Students receive instruction in all Key Learning Areas.

During 2021, St Paul's received funding under the School Improvement Plan (SIP) to continue to appoint a 'Pedagogical Mentor' (PM) in 0.4 capacity. The PM worked with teachers using the Impact Cycle to improve pedagogical practice across the school. The major focus for improvement of student outcomes in 2021 was a on improving spelling practices and strategies across all grades.

In 2021 St Paul's became a Gifted Education Lead School (GELS) under the leadership of a Gifted Education Mentor (GEM) in a 0.2 capacity. The GEM works with teachers to design learning experiences for children recognised as 'gifted'.

A 0.8 specialised Learning Support Teacher continued to work at St. Paul's throughout 2020 and implemented 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 delivered the intervention programs "Toe by Toe", a highly structured multi-sensory reading program, and 'Sounds-Write', a linguistic phonics program that uses an evidence-based and highly effective approach to teach reading and spelling. 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 by teachers using various assessments, including PATReading, PATSpelling and PATMaths. 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.

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 a 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.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	46%	54%	13%	11%
	Reading	48%	55%	4%	10%
	Writing	48%	53%	4%	7%
	Spelling	43%	50%	9%	13%
	Numeracy	28%	37%	9%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	16%	35%	13%	14%
	Reading	37%	41%	16%	11%
	Writing	16%	20%	11%	18%
	Spelling	32%	38%	16%	14%
	Numeracy	21%	29%	8%	14%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2021.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

## 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 2020. 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 the "Positive Behaviour for Learning" (PB4L) framework continues to drive and inform our mission to instil respect and responsibility in the every day life of St Paul's. One of our PB4L expectations became a teaching 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. At this same weekly assembly, an Acknowledgement of Country was recited.

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## School Improvement

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The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

The major areas for our School Improvement Plan for 2021 was Numeracy, the CSO Leading Learning Collaborative, and Cultures of Thinking. The teachers will be refining their pedagogy in Maths lessons, as well as improving the children's number fact knowledge.

While interrupted due to COVID, the teachers developed their pedagogical skills in numeracy. They implemented SENA as an assessment tool and guide Tier 2 intervention for children who are struggling. These children were plotted on the NESA Numeracy Progressions. The teachers also spent time exploring 'number talks' and 'big ideas' within the numeracy block.

In 2020 the Catholic Schools Office introduced an initiative called the **Leading Learning Collaborative**. St Paul's joined the initiative in 2021. This is a whole system approach led by international education consultant, Dr Lyn Sharratt, from Canada. The purpose of the LCC is to boost student achievement and build teacher capacity to learn, teach and lead. In the process Lyn Sharratt demonstrated how shared knowledge, equity, and expertise can make every class more effective and every teacher more empowered.

In 2021 we continued focus on **Cultures of Thinking**, an approach based on research from Harvard University. Cultures of Thinking 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. 2021 was our third year using this approach and we certainly believe that St Paul's is now a 'culture of thinking.'

## Priority Key Improvements for Next Year

Due to the interrupted nature of 2021 due to COVID, our major areas for our School Improvement Plan from 2021 will continue for 2022. They will be Numeracy, the CSO Leading Learning Collaborative, and Cultures of Thinking. The teachers will be refining their pedagogy in Maths lessons, as well as improving the children's number fact knowledge.

The teachers will continue to develop their pedagogical skills in numeracy. They will implement SENA as an assessment tool and guide Tier 2 intervention for children who are struggling. These children will be plotted on the NESA Numeracy Progressions. The teachers will spend time exploring 'number talks' and 'big ideas' within the numeracy block, as well as exploring the new **K-2 NSW Mathematics Curriculum**.

In 2022 St Paul's will continue its involvement in the **Leading Learning Collaborative**. This is a whole system approach led by international education consultant, Dr Lyn Sharratt, from Canada. The purpose of the LCC is to boost student achievement and build teacher capacity to learn, teach and lead. In the process Lyn Sharratt demonstrates how shared knowledge, equity, and expertise can make every class more effective and every teacher more empowered.

In 2022 we will continue our focus on **Cultures of Thinking**, an approach based on research from Harvard University. Cultures of Thinking 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. We hope to engage Cultures of Thinking expert, Ryan Gill, from Masada College in Sydney to lead our learning.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

The **"Tell Them from Me" Survey** conducted late in 2021 indicated a high degree of satisfaction with 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 2021 we continued to enrol a number of students from surrounding schools. 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, "What's good about St Paul's?" children responded with....

"Everyone's nice."

"We try our best."

"I like the devices!"

"The fun learning."

"People stick to the rules...mostly."

"We learn lots of new things."

"We love the flexible seating!"

"You make friends easily"

"Nice teachers!"

### Teacher 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 2021 staff were again involved in goal setting procedures which further enhanced morale and the professional approach to building staff capacity at St Paul's.

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## Financial Statement

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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 2021 year is detailed below:

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,070,023
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$847,641
Fees and Private Income <sup>4</sup>	\$445,681
Interest Subsidy Grants	\$1,155
Other Capital Income <sup>5</sup>	\$178,739
<b>Total Income</b>	<b>\$4,543,239</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$46,951
Salaries and Related Expenses <sup>7</sup>	\$3,122,123
Non-Salary Expenses <sup>8</sup>	\$1,064,216
<b>Total Expenditure</b>	<b>\$4,233,290</b>

### 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.

END OF 2021 REPORT