

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St Paul's PS

90A Gillies Street, RUTHERFORD 2320

Principal: Stacey Mullin

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

About this report

St Paul's PS (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.

Message from key groups in our community

Principal's Message

Many people are responsible in making St Paul's such a great school. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts to build an authentic Catholic community whose faith is centred in the person of Jesus. St Paul's Primary School is blessed to have such dedicated and enthusiastic people supporting the school especially during the last 2 years of restrictions and isolation.

Our school offers students a quality Catholic education based on our mission:

With Faith in Jesus Christ - we learn, love and serve.

The students attending St Paul's come from increasingly diverse backgrounds and we endeavour to provide a welcoming community in which we celebrate diversity and promote inclusion. St Paul's is a family oriented school promoting strong ties with families to create a genuine partnership in the ongoing growth and development of each and every student.

St Paul's fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. While 2021 presented many restrictions beyond our school gate, there were still opportunities for students to demonstrate their vast array of talents academically, artistically, culturally and in some sporting arenas within our school environment.

Parent Body Message

2021 continued to challenge the P&F with more covid restrictions, but with some creativity and the help of Zoom meetings we were still able to push through. Early on we had a change of leadership within the P&F Committee. Despite some hiccups, we were still able to go ahead with our Easter Raffle, Mother's Day Stall and even a disco, which was a huge success and the children loved it. Despite the lock down, we were again successful with our Father's Day stall – the drive-through was a massive hit. The P&F have approved the purchase of new iPads and continue to support the uniform shop.

Despite the challenges of 2021, our meetings still went ahead, either face to face or online. The P&F continue to encourage members of the St Paul's community to join our meetings whenever they can. Our meetings will continue to be both face to face and online as this offers a more flexible approach to attend each meeting. These meetings give everyone the chance to have your say and continue to support our wonderful St Paul's school and the children.

Student Body Message

2021 was an exciting year in the beginning. We had Covid restrictions ease and we were hopeful we could represent the school in our community. Unfortunately, as the next wave of covid hit, we school captains were disappointed missing out on the ANZAC walk, assemblies, and lots of other things. It was difficult for the school because the teachers had to go back to home learning and organise work on OneNote, as well as arranging exciting things for us because our excursions were called off.

There were some great times for us like our fun week, locking the gates, putting the flags up and handing out birthday certificates. A real shame for 2021 was not seeing our Kinder buddies as much. Because of Covid we weren't allowed to go down to their playground and hang out with them so every moment with them was special.

My favourite part of 2021 was our year 6 graduation. I think that after all of the chaos with Covid and home learning, the graduation was something really special for everyone in year 6 even if our parents didn't get to attend. We loved seeing how we had grown from our Kinder photos.

Still, it was an honour to be School Captain because we were always happy to represent the school with pride.

School Features

Founded by the order of the Sisters of Mercy, 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 three major building constructions and expansions within the last 10 years due to Capital Building Grants and the Building the Education Revolution.

St Paul's is currently a two stream school with fourteen straight class groups from Kindergarten to Year 6. Part of the NSW curriculum involves specialist teachers in Music, PE, Japanese and Library skills involving the use of technology, coding and robotics. Students attend these classes once per fortnight.

St Paul's is located in the Hunter Valley, forty kilometres from Newcastle and services Maitland's western suburbs of Telarah, Rutherford and Aberglasslyn and the new housing developments of McKeachie's Run, Anambah and Farley. 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'.

St Paul's students have the opportunity to participate in a variety of academic, cultural and sporting pursuits at local, regional and state levels. During 2021, covid restricted activities across schools and regions but gave students time to focus on their individual improvements academically, culturally and in the areas of sport. Virtual and online opportunities were presented to students in The University of Newcastle Maths competition, public speaking at our local school level and chess competitions at school only. During term 4 2021, St Paul's students from Kindergarten to Year 6 participated in a specialised covid safe Gymnastics program. Without camp this year, the senior students were still involved in team building exercises run at school through the Motiv8 team and a day trip to the Aussie Bush camp - all under covid safe guidelines.

In addition to their regular lessons, students had the opportunity to extend themselves as part of the school's coding club, and our social justice group - Mini Vinnies. We raised money for the homeless and gave to the winter appeal. The students were also active in the vege garden and caring for our chickens.

During lockdown, the school and students found other ways to build connections with families. We had many fun Friday drive thru dress ups for parents and children to pick up their fortnightly or weekly work from school in a co-vid safe and socially distanced way. Father's Day shopping also went online with pick up at the drive thru. The staff of St Paul's went above and beyond to keep classes connected with online games, discos as well as

learning. We especially loved Kindergarten students filming a puppet show of their bible story.

St Paul's continues to build on the identity of our first nations students with the celebration of NAIDOC week. Again, we were unable to share this celebration face to face with parents, but our indigenous students were proud to share their cultural learning with their classmates in a special dance ceremony. We filmed these dances for our entire school community to share in the celebration and pride of our indigenous heritage.

We look forward to the plans we have worked on for the upgrade of our back playground in the coming year. This not only provides outdoor learning spaces for our children but also a connection to the land for our indigenous students.

Student Profile

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
181	188	41	369

* 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 93.13%. 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
92.40	93.80	94.06	93.59	93.19	92.85	92.03

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	44
Number of full time teaching staff	17
Number of part time teaching staff	10
Number of non-teaching staff	17

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

During 2021 Staff Learning and Development included:

Indigenous Spirituality and Learning

Michael Denin - Faith, Reason and Miracles

The 14 Parameters of Clarity

Writing with a focus on Learning Intentions and Success Criteria

Assessment of Writing using the Learning Progressions

St Paul's is a Professional Learning Community whereby teachers collaborate in professional learning teams to reflect on student data, identify essential learning for all children and plan the learning experiences focused on student growth.

Throughout the learning in 2021 we spent time determining success criteria for each of the learnings in creating texts writing.

Catholic Identity and Mission

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)

Due to the impact of covid many plans implemented for the 2020 year were put back to 2021. This resulted in the integration of expectations from the Positive Behaviours for Learning Framework to be implemented this year. This framework and the expectations, reworked and built by staff were unpacked in every classroom to promote our mission – 'With Faith in Jesus Christ, we learn, love and serve.' Our actions that marry so well with these values are - We are respectful, We are responsible and we are ready to learn. It is an ongoing commitment that we implement at every possible moment of school life.

The new school year commenced with an Opening School Mass where new staff members were welcomed and school leaders were badged and commissioned for the year ahead. Our staff community and Mini Vinnies team were commissioned at our parish Sunday morning Mass, where we were blessed and encouraged by the parish community. The conclusion of the school year was also recognised in a covid safe liturgy as Kindergarten buddies, siblings and limited parents, farewelled the Year 6 students and families moving on and teachers who were moving to new schools.

During 2021 our assemblies fluctuated according to restrictions due to covid. There were many times where we were able to gather as a school community in prayer but also times where we were restricted once more. We were able to celebrate our special feast of Saint Peter and Paul as a school community with one of our parish priests Fr Graham.

All other significant celebrations were often celebrated in class grades due to covid restrictions and shared online with the parent community. Whenever the St Paul's community gathered for special occasions, including assemblies, we acknowledge the traditional owners of the land.

The school continued to be the link with the parish for families in 2021. Parish and school news and events were communicated to the other via newsletter, Chisolm Connections - our local parish newsletter and at attendance at Parish meetings. The school supported the Sacramental team by advertising upcoming events until they were either cancelled under covid restrictions or be allowed to continue. Connections were kept alive with the parish community at every possible stage during the year including the sharing of artworks of the Christmas story to be judged and displayed in the church during the Advent and Christmas period when parishioners could return to the church for worship.

Where significant celebrations could not be held at school, videos and social media were utilised to keep the connection to the community strong – for example prayers for mother's day and father's day were celebrated online with tributes to our families from the students.

Our Mini Vinnies team supported by their teachers and parish leaders, donated their time to attend meetings and raise money for the needy in the community. There was no winter sleep out in 2021, but the Mini Vinnies team still gathered for an awareness evening to highlight the important work they do for the homeless. Also, the students still hosted pyjama day with donations of gold coins and warm clothing and blankets. 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.

Curriculum, Learning and Teaching

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

School improvements for student learning have been targeted through data analysis and implemented at a whole school level. St Paul's has continued to be engaged in the State Literacy and Numeracy Action Plan agenda for the last four years with the focus on Kindergarten to Year Two. This program has been extended and continued in 2021. The leading teacher has continued to provide support to our K-2 teachers via instructional leadership, data analysis, classroom differentiation and targeted interventions. This support included leading the K-2 PLT, supporting the implementation of Best Start and the Year One Phonics Check, overseeing and implementing MiniLit in Years 1 and 2, data analysis in Mathematics and providing intervention as well as providing training and support for Acadience assessments. Opportunities for modelling instructional practices and supporting guided reading and phonological awareness activities were also provided in these classrooms. These initiatives have enhanced teaching and learning for all students as shown in our previous years NAPLAN data. The disruption due to Covid lockdowns has increased the need for interventions to continue for all students in 2021.

St Paul's Professional Learning Teams focused their efforts on improvements in Writing across the school. This was led by our newly appointed Pedagogical Mentor with the support of our Leading Teacher (K-2) and Leadership Team by effectively using writing samples from whole school 'cold writes' to identify and plan to meet the needs of each student at their level. In stage teams, teachers worked to develop essential learning from the NSW syllabus with the support of the Writing progressions (Creating Texts) to guide teaching and interventions for students to achieve 'at stage' writing outcomes as well as to extend those working above. Teams also developed learning intentions and success criteria for students to focus their learning on writing and teachers provided visual prompts with 'Bump It Up' walls in the classrooms. The Pedagogical Mentor also established a whole school data wall to track

student progress in writing. During 2021 our NAPLAN results showed continued growth in Year 5 across literacy and numeracy.

In 2021 our experienced Learning Support Team continued its work around identifying and assisting students across a range of additional needs. The Learning Support Team built upon previous work to strengthen a systematic process of identifying student needs and matching the best learning and intervention supports to students. Personalised Planning continued to be an important feature of catering for student learning needs as well as providing timely assistance within the classroom and additional support programs. Students benefited from ongoing repeated practice programs, explicit instruction, small group targeted intervention in collaboration with the class teachers focusing on the areas of English and Mathematics. Our Allied Health staff also supported students across a range of assistive technology and language skills-based interventions, supports or assistance. Our Learning Support Assistants and several teaching staff also undertook a range of professional development courses to further build their knowledge and skills throughout 2021.

In addition to group and individualised supports, our MiniLit and MacqLit programs are just one intervention that targets groups of student needs in Literacy/Reading. The programs have been an ongoing successful addition to learning intervention programs. The St Paul's staff collected and analysed student data to plan and implement specific learning goals across all stages and continue to monitor and evaluate student growth. Support staff also continued to assist in small group Mathematics interventions within the classroom continuing the work to differentiate Mathematics in 2020. Teaching staff and the learning support team had also worked throughout 2021 to review the intervention models provided to students within English and Mathematics. This has meant the Learning Support Teachers, English as an Additional Language/Dialect teacher, Aboriginal and Torres Strait Islander Teacher and Lead Teacher met across several days to analyse data and determine whether classroom, small group or one to one intervention, supports and or programs would best meet a student's needs and which support staff member could deliver this assistance. This collaboration and tailored assistance is ongoing with regular data analysis and evaluation into 2022.

During 2021, students spent a lot of Term Three and Term Four learning from home. All teachers provided various online and paper opportunities for learning. Students uploaded work samples to online spaces using Microsoft One Note and Class Dojo. Teachers provided individual and group feedback online and when students returned to staggered days attendance. The work teachers had done in Essential learning was ideal to use in the mixed learning environment to help reduce content overload for students and parents working at home. Our school reflection on the use of technology heightened our need and urgency to upgrade our equipment and continue the implementation BYOD for the senior grades in 2021. Staff also continued professional learning around models of implementation for Information and Communication Technology that helped Teachers and staff think about the role of technology in supporting learning.

During 2021 we celebrated Catholic Schools week with an online celebration of learning. Most of our prayer days were spent in our own classrooms, rather than whole school to reduce the risk of the spread of covid infection. The school remained isolated from parents and the community face to face and instead continued working hard to make connections with the parent community via Facebook, Class Dojo, and our COMPASS app so families could witness the learning and connection to the school during the lockdown period and throughout the year.

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	42%	54%	20%	11%
	Reading	49%	55%	18%	10%
	Writing	44%	53%	9%	7%
	Spelling	38%	50%	24%	13%
	Numeracy	33%	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	29%	35%	24%	14%
	Reading	43%	41%	10%	11%
	Writing	14%	20%	14%	18%
	Spelling	44%	38%	8%	14%
	Numeracy	33%	29%	13%	14%

Pastoral Care and Student Wellbeing

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

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

St Paul's Rutherford is committed to promoting respect, responsibility and inclusion in all aspects of school life. The school motto; "Stand Firm in Faith" is a constant reminder that the school is based on Gospel Values and that all words and actions within the school should be a reflection of these.

In 2021, we continued our work in aligning our Mission Statement; With faith in Jesus Christ, we learn, love and serve to the PBL Framework (Positive Behaviors for Learning) by further embedding shared language and practices into our daily interactions. The PBL Framework is centered on the philosophy of acknowledging and re-enforcing positive behaviors to promote and improve the wellbeing and learning outcomes of students. Despite the restrictions of 2021, the St Paul's community continued to promote wellbeing for the entire community. This was done through a variety of means, including utilizing the power of technology to share and regularly acknowledge and celebrate the efforts and achievements of individuals. The use of PBL tokens that link with student's color house points has been an effective initiative that was continued in 2021. At the conclusion of each term, rewards for students in the winning house were adjusted to ensure that their efforts were celebrated and acknowledged in a safe and socially distanced manner.

Continued restrictions additionally impacted our annual Peer Support program, which was prevented from operating across the school. Interactions between our Year 6 students and their Kindergarten buddies were also adjusted in light of the year's events. Where possible, there were some fantastic outdoor opportunities that took place where our Kindergarten students were able to take part in valuable learning and wellbeing activities with their Year 6 mentor friends. Technology proved to be a close ally, opening opportunities to support both learning and wellbeing where our senior students created welcome videos for our new preschoolers coming to St Paul's.

We at St Paul's actively support our Indigenous heritage with the support of our ATSI (Aboriginal and Torres Strait Islander) specialist teacher. We were successful in sharing in several culturally rich initiatives as our students displayed their learning in dance, arts and culture. Many of our students were keen to be involved in the ATSI group in 2021 and learn more about Indigenous culture. The Acknowledgement of Country is now a key aspect of our gathering ritual for all school assemblies. Despite the challenging times of 2021, the generosity and kindness of the St Paul's community did not waiver. We continued our support of worthy causes such as Caritas Australia via Project Compassion and Catholic Mission through a variety of community-based fundraising activities.

School Improvement

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

St Paul's focused our learning on improving writing for our students in 2021. We spent time setting our expectations for writing success as a school. It allowed for more effective Professional Learning Teams to work on Essential learning and success criteria for students. We began the year with a Whole School Write to gauge where students were at. Teachers could utilise formative assessments and work samples, along with Diagnostic Assessment DATA and collaboration to create common formative assessments, feedback and interventions which were more timely, efficient and practical.

Our LNAP program's impact continued to be extremely positive and in the earlier years the PL on progressions, especially on their use as formative assessment tools to inform teaching experiences, had a clear impact on teaching and on student results. Stage 1 also had significant input from leaders in writing research - Noella Makenzie to highlight the importance of talk and drawing to develop writing and imagination.

Leading Learning Collaborative professional learning in 2021 continued to inspire our use of success criteria for students to set goals in their learning - especially in writing. We utilised bump it up walls to show examples of writing that married with the success criteria. This use of the criteria could support teachers to know where students were at in their learning, and also give students the understanding of the concepts they were missing and so target their editing skills in these areas.

This will continue to be an area of focus for 2022 as we use them to differentiate for students, challenge our gifted writers and give timely and specific feedback on writing.

Priority Key Improvements for Next Year

Among the many goals for 2022, actively engaging the community in the Vision and Mission of St Paul's continues to remain a priority as we welcome new staff members into our school. Professional development in supporting the learning of our Indigenous students will also be on the agenda as we focus on ways to continually differentiate for all classes.

A continued priority for 2022 is the improved use of learning intentions and success criteria to drive assessment and feedback especially in the area of writing. We are looking towards gaining feedback from peers and leaders to reflect on our teaching and for students to be able to identify their learning intention and be able to find ways for improvement.

We have established groups of teachers and leaders to drive improvement in our school. We continue to look for opportunities for all staff and students to grow their leadership abilities.

Post covid, St Paul's has monitored the wellbeing of the community and will work to improve communication and parental involvement in the school both in social and learning settings as restrictions continue to ease.

Community Satisfaction

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 feedback provided by the parents was overall positive. In many of the areas we achieved above average results in comparison to other Catholic schools in the region. One area which had the 'Covid Effect' was forms and levels of communication. The parents commented that the dissemination of information was sometimes inconsistent across the school and more notice could have been provided for particular events. Another unavoidable 'Covid Effect' trend was that parents did not feel welcome to school events and functions.

There was also a large number of comments made about the possibility of improving the playground area, especially for primary school aged children. This is a major works project which is happening in 2022.

They did, however, make positive comments regarding the school's inclusivity and handling of bullying issues. It was very pleasing to note that the great majority of parents surveyed would highly recommend St Paul's to others. Two areas which we will focus upon in the coming twelve months include the surveying and implementation of consistent homework practice throughout the school and the willingness of parental assistance to help out in the classroom.

Some of the parent comments included:

"Thank you St Paul's for providing our children with a safe, nurturing and exceptional education setting for our children.

"there are many different activities for children to try and explore."

"There is a genuine sense of caring with students"

"More warning about activities so that we have time to prepare/arrange around work.

"More communication from teachers (during Covid it's hard to see how my child is doing, more verbal communication would be great.)"

“A playground for the older kids, while the infants play ground is great my eldest often complains that there is no equipment for them to use (monkey bars etc)”

“There are too many apps and too many emails about the same thing. We love the school.”

“I had past student and younger child both who have special needs and the school have supported them very well, often going above and beyond. I am pleased I can contact the teachers directly with any concerns and the comms from the school.

“The support from the teachers and support unit have been outstanding and the level of care and compassion to individuals needs and interests are greatly appreciated.”

Student satisfaction

At the conclusion of 2021 a small selection of Year 5 & 6 students completed a Tell Them From Me Survey which was rolled out across the diocese. These students responded positively to having a sense of belonging, having positive relationships and valuing their schooling. Students also indicated that they experienced positive behaviours, a distinct lack of bullying and that they felt safe at school. Many of the senior students responded positively to the improvement in IT and educational outcomes being delivered electronically. This is a direct effect of the BYOD program implemented last year and the pleasing benefit of home-based learning.

However, they did comment that their attitude, motivation and engagement to their own learning could be improved. Disappointing homework attitudes coupled with improved learning expectations are areas that the school will address in 2022.

Covid restrictions again influenced the children as they indicated they were disappointed with the opportunity to participate in extracurricular activities and excursions. They were also disheartened by the cancellation of overnight excursions and school visits by parents. Many students also commented upon the lack of playground opportunities for the primary aged children. Both of these areas will be attended to in 2022.

Teacher satisfaction

Teachers were also asked to complete a Tell Them From Me Survey which was rolled out across the diocese towards the latter half of 2021. Highlights were the increasing level of consistency in developing a strong learning culture, the opportunity to implement common high yield strategies reflective of the Leading Learning Collaborative, the general pedagogical shift in beliefs, learning outcomes, teaching strategies and collaborative learning along with professional learning teams all pushing in the same consistent direction. The improvement in IT opportunities with the reliance on technology through home-based learning, the BYOD program for Years 5 & 6 students and the rollout of the school maker space room all contributed to a more positive outlook upon IT practices and attitudes.

Adjustments for students with high needs both educationally, emotionally and socially is still a concern for some. The improvement in the school environment is something that teachers are pleased with but are equally looking forward to further improved resources, especially playground opportunities for the primary children. The staff welcomed many new professional learning opportunities and are looking forward to continuing their professional journey welcoming useful feedback and suggestions on their own teaching.

Financial Statement

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:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$3,683,869
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,104,500
Fees and Private Income ⁴	\$650,341
Interest Subsidy Grants	\$7,843
Other Capital Income ⁵	\$219,308
Total Income	\$5,665,861

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$2,708
Salaries and Related Expenses ⁷	\$3,965,888
Non-Salary Expenses ⁸	\$1,148,374
Total Expenditure	\$5,116,970

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