

2024

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>

About this report

St Paul's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). 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 Strategic 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

It is my pleasure to present the Annual School Report from St Paul's Primary School, Gateshead for 2024. 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 must 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.

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

Parent Body Message

2024 has once again been a busy year for the P & F with over 6 wonderful events held throughout the school year. Our focus continues to be fundraising as we work towards bringing together the school community and enabling as many opportunities as possible for our students and families to be involved.

Some of the events held through 2024 include:

- Welcome BBQ
- Easter Raffle
- Mother's Day Stall and Breakfast
- Father's Day Stall and Breakfast

- Thompsons Pies
- Colour Run
- Mango Drive

With the money raised we have been able to purchase some wonderful additions for the school, including Podcast equipment and a wonderful new Outdoor Learning Area – Yarning Circle. These events are only made possible with the amazing support of our school community and wonderful volunteers. We appreciate the time and effort by all helpers to ensure these events can happen and run smoothly.

On behalf of the P and F, I would like to extend our thanks to our Principal, Greg Cumming and Assistant Principal, Jess Moulder, and the amazing administration team for your ongoing support.

A special mention to our outgoing Vice President Therese Willis, Secretary Michelle Ponman, Treasurer Jacqui Wilson and Publicity Officer Amber Mahoney. You have all once again worked tirelessly this year to ensure we are well prepared for the planning and running of events. I am proud of what we have achieved. You are a stellar bunch of women and it's been my pleasure.

This is my final year on the P&F. I have been at St. Paul's since my son started here as a Kindy student and I've been involved on the P&F ever since. I have loved holding this position and achieving what we have. It makes my heart happy to think of everything we've been able to do for all the students here, but it's time for some newbies to step up.

To each of you I wish you only the best things in life, all the blessings and nothing but happiness in your future.

Thank you,

Tanya McCosker

Student Body Message

Year 6 was definitely an exciting year because we had lots of opportunities to extend our learning and knowledge, even when it was hard! Some of our best memories were going to Canberra, where we went to many places and learnt new things, as well as our amazing Beach Day, where we had a chance to try new things and have lots of fun! This was all possible thanks to our amazing teachers and staff. Thank you, St Paul's for giving us these opportunities!

Belle

Year 6 Student 2024

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, 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.

In 2024 St Paul's celebrated its 60th Anniversary. Past students, teachers and principals were invited to a Mass of Blessing, morning tea, and a 'walk down memory lane' with samples of artifacts from our archives on display. On this day the school also buried a time capsule under the school's flagpole, to be dug up in 25 years, 2049!

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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
152	162	24	314

* 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 [Enrolment 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 2024 was 90.30%. 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
92.21	90.56	89.59	91.67	89.36	89.13	89.61

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 Professional Officer for School Enrolment 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 2024:

Total number of staff	40
Number of full time teaching staff	12
Number of part time teaching staff	15
Number of non-teaching staff	13

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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

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
- Instill 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

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 and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

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 2024, St Paul's received funding 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 2024 was to improve reading practices and strategies across all grades, implement the 'Science of Reading' approach to literacy learning, and implement the new Board Of Studies English Curriculum.

Our Assistant Principal led our SIP goal of improving numeracy outcomes for all children, in particular, using the 'assessment waterfall' and Essential Assessment as a tool for monitoring progress, informing practice and enabling students voice in learning.

St Paul's is a Gifted Education Lead School (GELS) under the leadership of a Gifted Education Mentor (GEM) in a 0.2 capacity. In 2024, the GEM worked with teachers to design learning experiences for children recognised as 'gifted/high potential' through the CogAt assessment.

A specialised Learning Support Teacher continued to work at St. Paul's throughout 2024 and implemented a variety of intervention programs that address key outcome growth for targeted students.

All grades were invited to participate 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. Select Stage 2 & 3 children participated in Maths Olympiad, Maths Games, and Maths Explorer, 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).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Paul's Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	55%	54%
	Reading	75%	66%
	Writing	75%	68%
	Spelling	60%	61%
	Numeracy	65%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	68%	65%
	Reading	75%	71%
	Writing	64%	67%
	Spelling	60%	68%
	Numeracy	62%	68%

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 Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.

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.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

According to our most recent Tell Them From Me Survey:

- 100% of participants stated that their child had never or hardly ever been physically bullied at school
- 80% of participants stated that their child had never or hardly ever being verbally bullied at school
- 60% of participants stated that their child had never or hardly ever being socially bullied at school
- 100% of participants stated that their child had never or hardly ever been cyber bullied at school
- 100% of participants agreed or strongly agreed that 'Our school site is well maintained and resourced.'
- 100% of participants agreed or strongly agreed that 'There is effective leadership at our school'.
- 100% of participants agreed or strongly agreed that 'I would recommend this school to others'

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....

- "The teachers."
- "Sport."
- "The chickens!"
- "Robotics"
- "The fun learning."

- "Mission Days."
- "Gala days."

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 2024 staff were again involved in goal setting procedures which further enhanced morale and the professional approach to building staff capacity at St Paul's.

When surveyed at the end of 2024 regarding our year's achievements, staff responded positively with comments such as:

- "Community - we all pull together for each other.
- Primary roll out of new syllabus - the days with our Pedagogical Mentor have been great!"

When asked how teachers feel supported by the school principal, responses included:

- "Coming into classrooms.
- Being visible on the playground"

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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$3,503,594
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$942,267
Fees and Private Income ⁴	\$703,145
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$196,678
Total Income	\$5,345,684

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$42,745
Salaries and Related Expenses ⁷	\$4,156,477
Non-Salary Expenses ⁸	\$1,527,109
Total Expenditure	\$5,726,331

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 2024 REPORT