



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST

ST PAUL'S PRIMARY
SCHOOL, GATESHEAD



St Paul's Primary School

Felton Street, GATESHEAD 2290

Principal: Greg Cumming

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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) which forms part of the broader system of schools governed by Catholic Schools NSW. 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 privilege to present the Annual School Report for St Paul's Primary School, Gateshead, for the year 2025. St Paul's remains an integral part of the MacKillop Parish, committed to delivering high-quality teaching and learning grounded in Catholic values, traditions, and beliefs. Our school fosters an environment of mutual respect and inclusivity, where diversity is embraced and every individual is valued.

We continue to recognise the inherent dignity and potential of each student, providing structured opportunities for academic progression alongside spiritual, emotional, and physical growth. The achievements of our students, evident through external assessments, innovative learning programs, cultural contributions to the wider community, and individual and team sporting successes, reflect the ongoing development that lies at the heart of our mission.

I extend my sincere appreciation to the staff of St Paul's for their unwavering commitment to excellence in education, their active engagement in school-based initiatives, and their care in ensuring that every child reaches their full potential.

Equally, I acknowledge the invaluable support of our parents and carers. Their dedication is evident in their participation in school activities, celebrations, and fundraising efforts, as well as their assistance across academic, social, sporting, and maintenance programs. This partnership between home and school is a cornerstone of our success.

As I conclude my time as Principal of St Paul's after nine years, I wish to express my deepest gratitude to the entire school community, students, staff, parents, and parish members, for your trust, collaboration, and commitment. It has been an honour and a blessing to lead such a vibrant and faith-filled learning community. Together, we have achieved much, and I leave with immense pride in all that we have accomplished.

Parent Body Message

This year saw a significant shift in how our school engages with families. With the conclusion of the Parents and Friends Association, we launched the Family and Community Engagement (FACE) Forum. These forums have provided a welcoming space for parents to share ideas and collaborate on matters that strengthen our school community.

A highlight was the Cybersafety Forum, featuring guest speaker Senior Constable Elke Marks from the Lake Macquarie Area Command. Her presentation offered practical strategies to help families navigate the online world safely.

Parents have continued to play an essential role in school life, generously volunteering at major events such as the Athletics and Swimming Carnivals, and assisting with Mother's and Father's Day stalls and barbeques.

We were delighted to see so many families join us for regular gatherings, including our Friday Liturgy and Awards Assembly, as well as special celebrations like Open Day, Grandparents Day, Book Week Parade, the School Concert, and our Christmas Concert with Drew Lane.

Parent involvement remains a cornerstone of St Paul's Primary School. We extend our heartfelt thanks to all families for their ongoing support, enthusiasm, and commitment to enriching the life of our school.

Student Body Message

This year has been an incredible journey for us as the Year 6 class of 2025. From exciting events to unforgettable experiences, we've grown together as leaders and learners, making memories that will stay with us forever.

One of the biggest highlights was the school musical, an event that brought the entire school together to perform for large audiences. It was amazing to see students from every grade working side by side, showcasing creativity and teamwork. We were also fortunate to collaborate with the talented ASPIRE team, which made the experience even more special. The musical truly reflected our school spirit and sense of community.

We also had the amazing opportunity to attend ASPIRE at the Civic Theatre. Some of our classmates even performed in *The Rise of Bozz*, proudly representing our school. Watching and participating in such a professional production was inspiring and so much fun.

Our commitment to helping others shone through during Mission Day and Socktober. Mission Day was a huge success, with students running stalls and raising about \$600 for those in need. Socktober gave us the chance to support families living in poverty, and together we raised an incredible \$765.20. These events reminded us of the importance of compassion and community.

Weekly assemblies were another special part of our year. They brought us together to share stories of faith, celebrate achievements, and stay connected as a school family. We also enjoyed church days and Masses, which deepened our understanding of our values.

Sport was a big part of 2025! Our Sports Carnival was full of excitement, cheering, and teamwork. Some talented athletes even qualified for Polding teams. Whether on the track or cheering from the sidelines, school spirit was everywhere.

Finally, our Canberra camp was the perfect way to finish primary school. From long bus rides filled with laughter to sliding down the giant Questacon slide, visiting Parliament House, exploring the Dinosaur Museum, and playing glow-in-the-dark golf, every moment was

unforgettable. Year 5 also had their own adventure at the Great Aussie Bush Camp, tackling ziplines, giant swings, and archery!

As we look back, we feel proud of everything we've achieved and grateful for the friendships and experiences that made this year so special.

School Features

The Parish of St Paul's Gateshead was established in 1963, and St Paul's Primary School opened in May 1964 under the care of the Sisters of St Joseph. Guided by the vision of Parish Priest, Fr Roger Kennedy, significant parcels of land were purchased, enabling the construction of these foundational buildings and allowing for future growth.

Since 1984, lay teachers have been an integral part of the school's staff. In 2002, government grants funded the relocation and construction of a new school building on the same site. Further grants supported the development of a vibrant Creative Arts area, an expanded canteen, a covered seating space, a state-of-the-art IT learning hub, and a multipurpose hall shared with St Mary's Catholic College.

In 2024, an Aboriginal yarning circle was added to the playground, strengthening our connection to Country. This year, new decks were built outside the Year 1 and Year 5 classrooms to create breakout spaces and enrich learning environments. Many classrooms were refreshed with new carpet, pinboards, and paint. Thanks to the generous support of parents through the Diocesan Building Levy.

Today, the vision of the Sisters of St Joseph remains at the heart of our mission as we continue to nurture a school community grounded in Gospel values, lived and practised by all.

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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
148	146	25	294

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 90.43%. 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
92.03	91.33	90.64	89.23	92.21	88.69	88.90

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carers are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	44
Number of full time teaching staff	14
Number of part time teaching staff	16
Number of non-teaching staff	14

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Paul's Primary School in 2025:

Conditional Teachers	1
Provisional Teachers	1
Proficient Teachers	26

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 embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

St Paul's 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.

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.

During 2025, St Paul's continued to receive funding 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 2025 was to improve writing practices and strategies across all grades, engage in 'big writes', and implement the new Board of Studies English Curriculum.

Our Assistant Principal supported the work of the PM, 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 2025, 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 2025 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, with one student coming second in the competition in the Year 5 division

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	54%	54%
	Reading	82%	66%
	Writing	90%	76%
	Spelling	79%	62%
	Numeracy	65%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	67%	63%
	Reading	80%	73%
	Writing	70%	65%
	Spelling	70%	69%
	Numeracy	82%	69%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle 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 kind teachers."

"Sport."

"The chickens!"

"Computers"

"The fun learning."

"Lulu, the companion dog."

"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 2025 staff were again involved in goal setting procedures which further enhanced morale and the professional approach to building staff capacity at St Paul's.

In discussion with staff at the end of 2025 regarding our year's achievements, staff responded positively with comments such as:

We are a community - we all pull together for each other.

Primary roll out of new syllabuses - the days with our Pedagogical Mentor have been great!

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

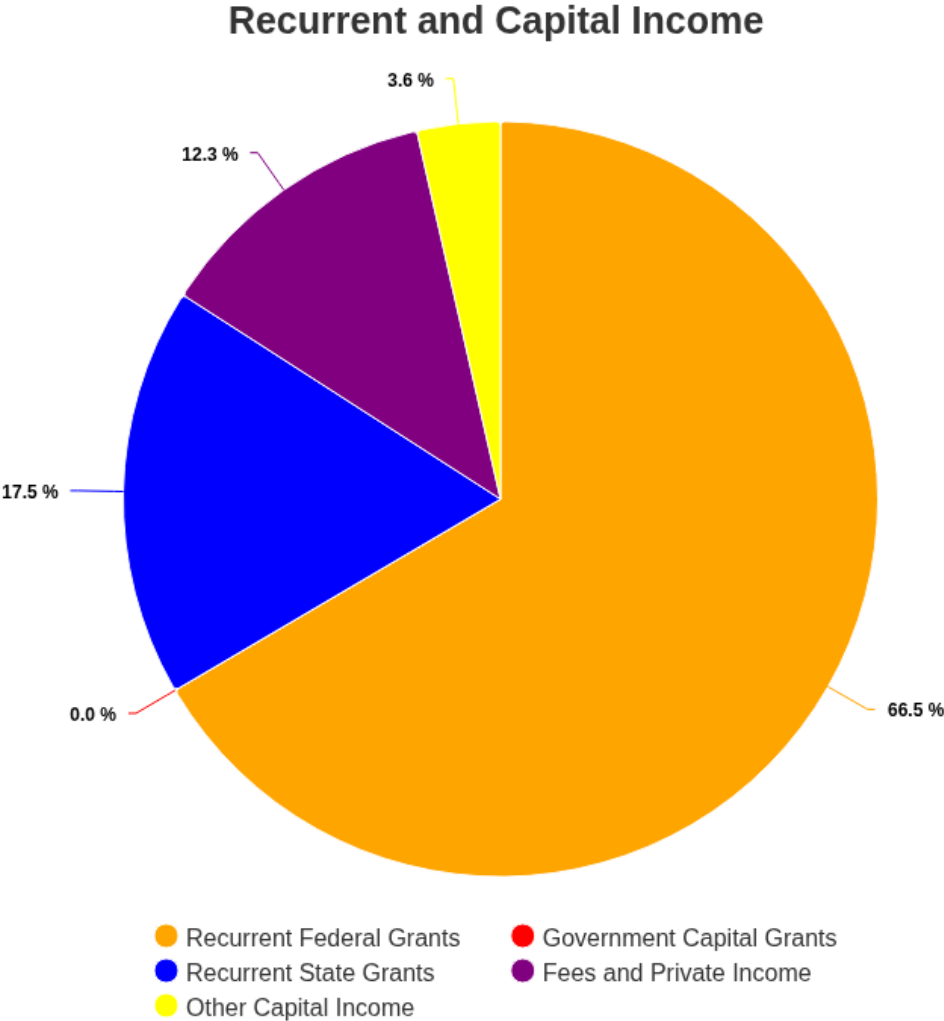
Coming into classrooms.

Being visible on the playground

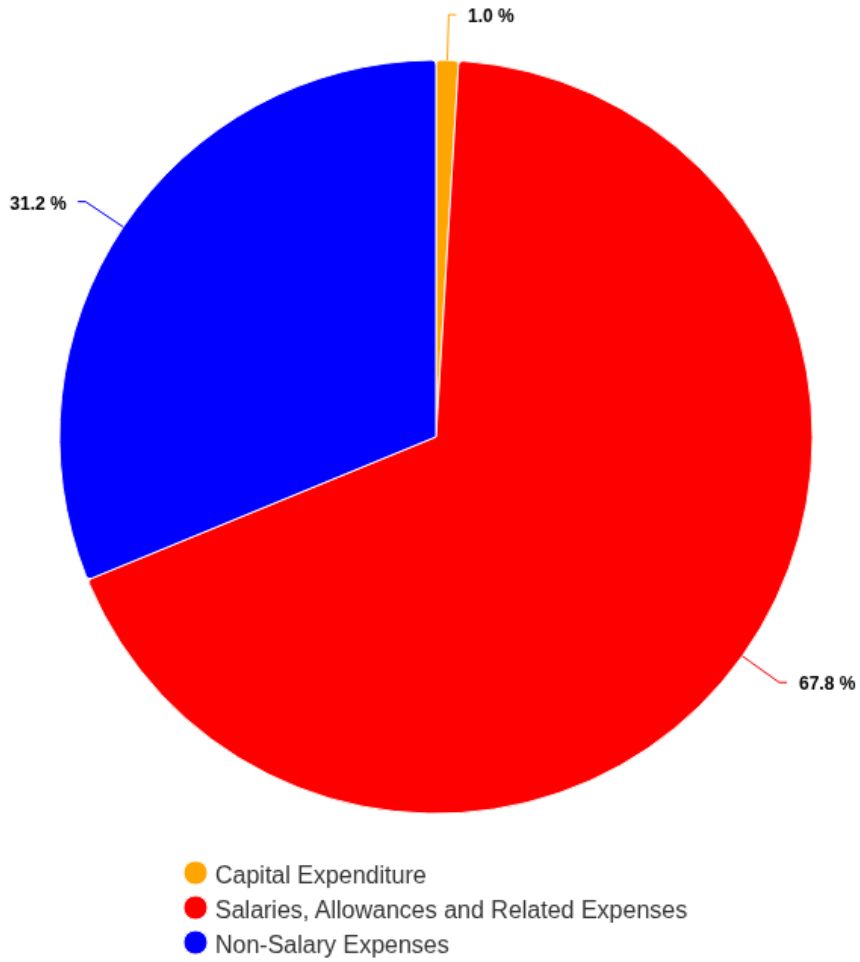
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT