



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

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 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

Our community is built on relationships with staff, students, parents and our parishioners. This helps us to remain student centred to create a resilient and positive community of learners.

Having a faith community centred in the person of Jesus, keeps the school focus on our values of Learn, Love and Serve. When we LOVE, we are respectful of all people, when we SERVE, we show responsibility to our community and the wider world and we all LEARN together as we grow as young and older human beings. St Paul's Rutherford offers students a quality Catholic education to families from Telarah, Rutherford, Aberglasslyn and Farley areas.

Both the parent body and school staff created many opportunities for connections with family, parish and our broader local groups throughout the year. Our Breakfast club connects students and parish as our volunteer network grew to 6 ladies, 2 days a week and a rotation of 20 students from the mini vinnies team serving breakfast together. There continues to be evidence that a good start to the school day with breakfast has increased students engagement with learning.

The students have been involved in discos, out of uniform days and fundraising activities where the funds went to many worthwhile causes locally and abroad. Our Mini-Vinnies team also participate in the intergenerational program, sharing time with the residents at Opal Care in Rutherford - they play games together, talk and share their life experiences. This lovely experience is beneficial for all.

We strive to provide a welcoming atmosphere with many families coming from diverse backgrounds to enrich our community. Our school celebrates diversity and promotes inclusion across all grades and various community and school events. During our Kindergarten play and orientation sessions, our parents played in the classroom and playground with their children and then were invited for a social meet and greet to meet the staff and each other while their children got to know the school and make new friends.

A renewal journey of our PB4L (Positive Behaviors for Learning) Framework and processes returned our focus to our values. A consultative, team approach was taken gaining input into what our values mean to the members of our community. This supported the development of a central shared language, that could then be applied to our behaviour expectations matrix. The result was adjusted PB4L language that is reflective of our St Paul's community context and high competition for our end of term grade award.

In 2025, our staff learning continued in new syllabus documents and wellbeing. Our staff Wellbeing team continued to strengthen with our members meeting regularly to review practices, ask for and respond to feedback as well as review behavioral data alongside our PB4L team.

Parent Body Message

Another amazing year as a fundraising P&F Committee with support from the school, committee members and community of St Paul's. We have been busy raising the funds and electing ways to use the funds to improve St Paul's for the children.

We were jam packed with fun and activities for the children to be a part of. During 2025 this committee hosted:

- Back to school disco
- Cookie Dough sales
- Easter Raffle
- Mother's Day Stall
- Pie Drive
- Cadbury Fundraiser
- Father's Day Stall
- Colour Run
- Christmas Disco & Carols in St Paul's Domaine with the addition of market stalls to support our local small businesses.

In 2025 our aim for fundraising was to upgrade facilities and purchase new things for the school community thus far we have purchased:

- Online subscriptions
- Update of 3 large Murals around the buildings
- Basketball pole padding
- Stage 2 cushions for years 3 and 4
- Rep singlets to be used for Basketball, Touch, Netball
- Supply year 6 with their graduation teddies

- Christmas gifts for each student

We closed 2025 with the decommissioning of the P&F Committee as our school moves to the F.A.CE model. Through 2026 we will see the model rolled out, with uncharted waters, families aim to support the school community in events and fundraising.

Student Body Message

During 2025, we loved to represent the school in our community at various events. We were proud to receive our badges at our opening Mass, march on ANZAC day and lay the wreath to remember those who fought for us, we attended the cathedral to celebrate mass with other schools and hosted many assemblies as we led the school in our School Song and prayer. This year all leaders supported the assemblies both on Monday and Fridays to highlight our PBL fortnightly focus. We put our filming and acting experience to good use creating videos for class to promote positive behaviours (and a bloopers reel).

We have great responsibilities of putting up the flags, writing the birthday cards for Monday mornings, locking the gates and also the basement at the end of the day. We are a large mini vinnies team who have run fundraising days and activities for the whole school to participate and have enjoyed spending time at OPAL with the intergenerational program.

We were lucky to connect with our Kindergarten buddies as they settled into the routines of school and being on the playground as a group. We love the Peer Support program and have a special connection that is formed with our kinder buddies we increased the time we spent with our buddies in peer support fortnightly to discuss friendships and how to communicate better with our student body.

We are excited and terrified to go into yr 7 next year and have already set up a time we can come back and help at St Paul's in 2026.

School Features

Founded by the order of the Sisters of Mercy, the school began with 64 students, 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 constructions and expansions and more recently we have remodelled both the infants and primary green space areas to create an inviting and inclusive areas ready for imaginative and physical play.

St Paul's is located in the Hunter Valley, forty kilometres from Newcastle and services Maitland's western suburbs of Telarah, Rutherford, Aberglasslyn, McKeachie's Run, Anambah and Farley. The socio-demographic is typical of urban fringe areas, with established young families who are relatively time poor requiring conveniently located facilities. St Paul's is a two stream school with 14 straight class groups from Kindergarten to Year 6.

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 2025, we participated across regions in sporting ventures, cultural meetings, public speaking and Tournament of Minds building the collaborative skills of our students. Virtual opportunities were presented to students in annual Maths competitions with great results from all grades. During 2025 we hosted Virtual Academy for 2 students supported by our Gifted Education Mentor.

St Paul's has the benefit of in school Pastoral Care Workers, a school psychologist and social worker to support our students and families with community connections. Our learning support team is vast including an Aboriginal Education teacher and EALD teacher with 2 learning support teachers to monitor the growth of all students.

The consistent use of learning intentions and success criteria continues to underpin teaching and learning at St Paul's and is evident across all learning. These practices, embedded over several years, promote clarity and consistency in instructional practice and support a shared approach to learning. They empower students to understand the purpose of their learning and the criteria for success, strengthening student voice, engagement, and ownership of learning. In 2025, St Paul's continued to focus on Social and Emotional Learning (SEL) data to support student wellbeing and engagement. Teachers use this, with academic information to identify individual needs and implement targeted strategies and interventions that support wellbeing, engagement, and positive learning outcomes. Building on this work, all students have both a learning goal and a SEL goal, strengthening student voice and ownership of learning.

Our community celebrate often, both liturgically and socially - a highlight being Christmas Carols and family picnic.

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
185	185	68	370

* 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 89.48%. 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
91.05	89.77	90.08	88.48	89.24	89.20	88.52

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/carer 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	52
Number of full time teaching staff	16
Number of part time teaching staff	14
Number of non-teaching staff	22

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 PS in 2025:

Conditional Teachers	5
Provisional Teachers	0
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)

The 2025 school year at St Paul's Primary School began with a reverent Opening Mass early in Term 1. We welcomed our new Kindergarten students into the community and formally commissioned our student leaders. This celebration set the tone and aligned closely with the 2025 Diocesan theme: "One Call, One Mission. Pilgrims of Hope." Inviting our community to recognise our shared call to walk together in faith, hope, and service.

Our staff and Mini Vinnies student leaders were commissioned during a Sunday Parish Mass, strengthening the enduring partnership between St Paul's School and Parish. This shared celebration highlighted our collective mission and reinforced the strong connection between school, parish, and families as we journey together as pilgrims of hope.

Throughout 2025, the school continued to celebrate key liturgical and community events. These occasions were thoughtfully prepared and well supported, providing meaningful opportunities for prayer, reflection, and community connection.

In Religious Education, St Paul's continued the embedding of the new curriculum grounded in the Pedagogy of Encounter, with all grades up to Year 4 now implementing the updated approach. Across classrooms, students engaged in dialogue, reflection, and prayer, nurturing deeper understanding of Scripture and faith while making connections to their lived experiences in respectful and age-appropriate ways.

Religious Literacy outcomes continued to show positive growth across the school in 2025, reflecting the ongoing alignment between curriculum, pedagogy, and faith formation

practices. We look forward to engaging with future data sets, including Tell Them From Me, to further assess progress over time.

2025 marked the final year of our School Improvement Plan cycle, with Formation remaining a key Catholic Identity focus. A significant development this year was the establishment of a Formation Team, comprising representatives from each grade. This team plays an important role in guiding and strengthening student formation experiences across the school. Building on previous successes, an additional Formation Day was implemented, with students in Years 3, 4, 5, and 6 now participating in an annual Formation Day. These initiatives have greatly enhanced student engagement, strengthened parish connections, and fostered a shared sense of mission, with further development planned for 2026 and beyond.

The Mini Vinnies team continued their strong commitment to service throughout 2025, making a positive impact within the wider community.

St Paul's Primary School remains a deeply faith-filled community, united in hope and service. We are proud of the continued growth, culture, and sense of mission evident across our school as we Learn, Love and Serve together with Christ as our guide.

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.

In 2025, St Paul's has shifted its core focus to improving student reading comprehension, while continuing to keep writing gains embedded in learning. This strategic shift builds on the significant improvements made in writing over recent years and recognises the importance of strong comprehension skills in supporting learning across all curriculum areas.

Professional Learning Teams have revisited agreed practices and expectations, refining essential learning and success criteria aligned with evidence-based instruction for reading comprehension. Teachers use formative assessments, work samples, and diagnostic data to build a shared understanding of student reading needs. Progress and impact are monitored through ongoing assessment and collaborative PLT discussions, with particular attention given to cohorts requiring targeted support.

The introduction of the Cars and Stars framework has strengthened teachers' ability to identify specific areas of need within reading comprehension. Teachers respond accordingly through explicit, targeted instruction and planned adjustments to classroom practice to support student personal reading goals, with improvements in engagement and comprehension evident across learning tasks.

Writing remains sustainable, as we use a Whole School Write to analyse writing trends across the school and identify consistent strengths and areas for improvement. This transparent, whole-school approach ensures consistency of practice and supports the diverse needs of all learners, including Aboriginal and Torres Strait Islander students, English as an Additional Language or Dialect (EAL/D) learners, and Gifted and High Potential students.

In 2025, St Paul's continued to build staff capacity in the implementation of the new HSIE, Creative Arts, and PDHPE syllabuses to support shared understanding of NESA requirements and school expectations. These sessions provided collaborative planning and

professional dialogue, strengthening consistency in classrooms across the school through sharing practice and refining approaches. As a result, staff are increasingly confident and well-equipped to implement the updated syllabuses, supporting improved student engagement and learning outcomes.

Key goals for 2026 are improving reading comprehension, while strengthening pedagogical practices around assessment. We will continue to implementation of HSIE, Creative Arts, and PDHPE, while building staff knowledge and confidence in the new Science syllabus, ensuring high-quality teaching and learning. We have established teacher leadership teams to drive school improvement and actively seek opportunities to foster leadership growth among staff and students.

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 PS 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	50%	54%
	Reading	54%	66%
	Writing	68%	76%
	Spelling	46%	62%
	Numeracy	56%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	61%	63%
	Reading	66%	73%
	Writing	70%	65%
	Spelling	66%	69%
	Numeracy	55%	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

Our parent community were involved in many celebrations at St Paul's - our opening school Mass, Mother's Day, Father's day, graduation and Christmas celebrations are extremely well attended by our families. Surveys from families highlighted that although their children are engaged in learning, parents would like greater information of the learning in classrooms.

Student goal setting in parent/teacher meetings has been a more collaborative process between school and home. Parents fed back they understood the semester reports as they became more focused on areas of success and improvement - preferring this style of comment.

Our students had many celebrations and challenges in 2025, reflected in the feedback and data from the parents, noting that online bullying behaviours continue to be an area of concern. While the students felt safe at school, parents brought attention to pockets of name calling and friendship issues needing support from adults to intervene.

The P&F structures were wrapped up at the end of 2025 and the funds raised contributed to drama lessons for students and improved/updated technology across the school.

Student satisfaction

Our students voiced their appreciation and concerns in the Tell them From me data in 2024, loving initiatives and events including; Colour Run, school discos, gala days, wellbeing week activities and the Peer Support program. Student leaders took these events and made them better.

Students note they have positive relationships with friends and staff at St Paul's. With the refresh of our PB4L and student involvement in creating promotional videos, our major behaviour data reduced considerably. Student engagement is still an area of improvement we will address with a focus on increasing student voice across learning and the school culture.

Social-emotional learning outcomes continue on our agenda - partnered with PB4L, our students are becoming very aware of their ability to regulate their emotions and support others. Bullying behaviours online have impacted our students, with school following up with students and parents to support intervention. Students identify teachers as safe at school with, 85% saying they would report to a teacher for themselves or their friends. Students see their faith life as living like Jesus and that their contribution can make a difference in the world.

Teacher satisfaction

Our staff asked for greater leadership involvement in classroom teaching, feedback and learning. Our pedagogical mentor and gifted education mentor continued their work across classrooms to provide support in pedagogical practice, behaviour management and differentiation for students.

Staff are feeling overwhelmed with the preparation of the new syllabus documents in 2025. We have provided time and professional learning to support their planning and unpacking of HSIE and Creative Arts for teachers as a starting point. We look forward to working collaboratively to plan our new units of work.

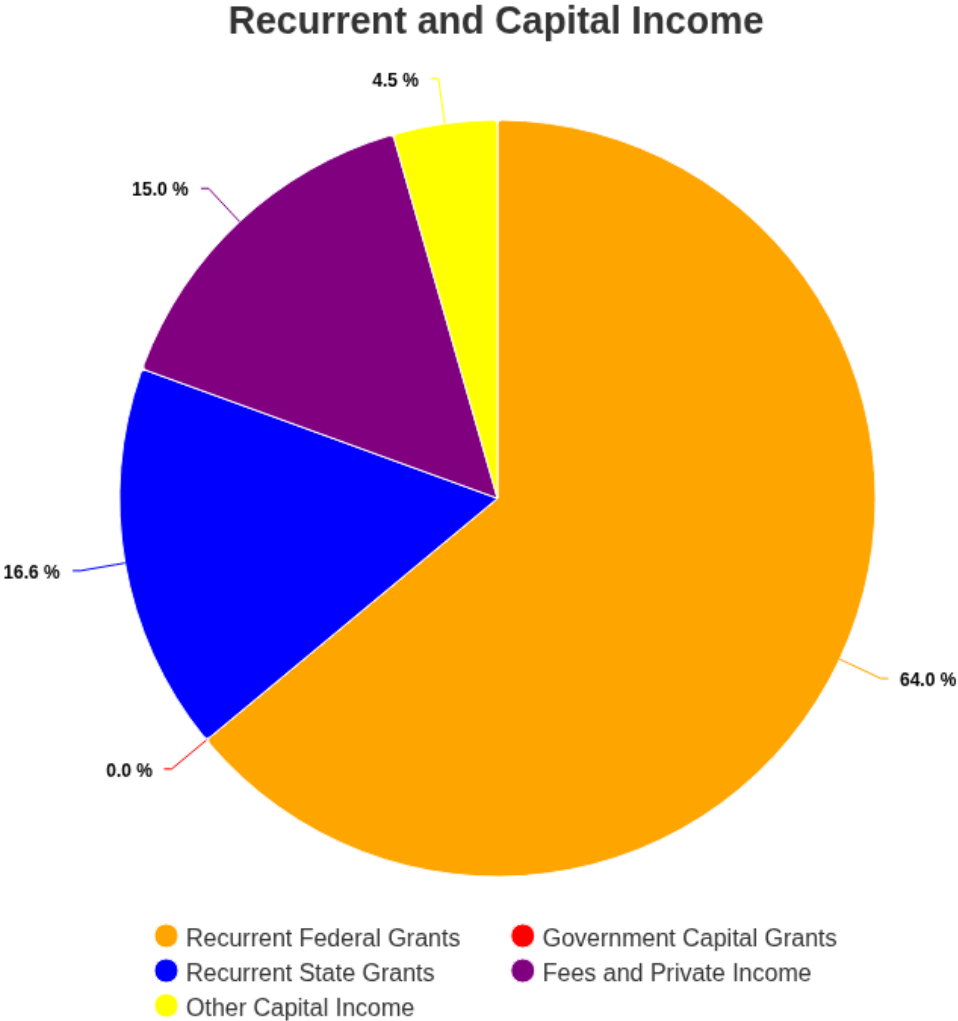
Our professional learning teams have been utilised to help support our reading and comprehension data. Teachers have a strong learning culture with data driving intervention. Through our teams, we have reflected on practice in comprehension and measuring the growth of our students.

Teachers are becoming more confident using technology for learning with their students. Teachers have provided feedback to the leadership for stronger emphasis on positive behaviour for learning that has clear procedures for all as a continued focus in 2026.

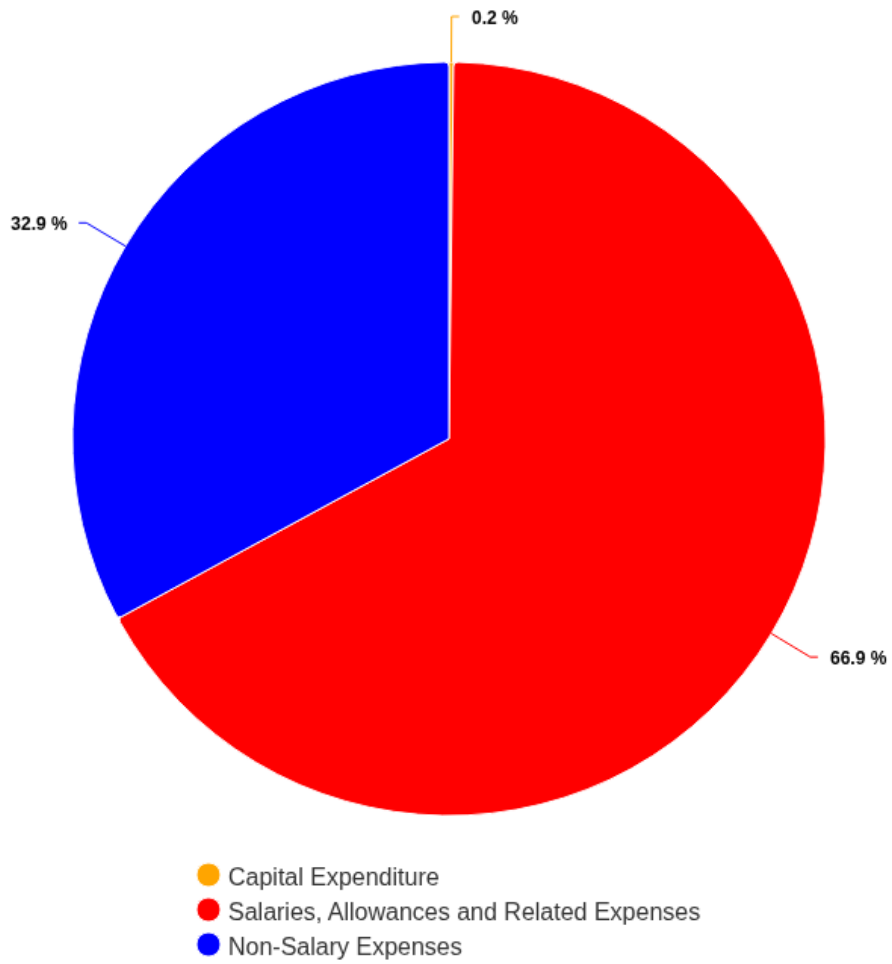
Financial Statement

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