

# 2022

## 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>

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## About this report

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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 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.

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## Message from key groups in our community

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### Principal's Message

2022 was our year to learn about what life looks like after Covid. Many people are responsible for making St Paul's a resilient and student focused school, which continually strives for improvement. Both the parent body and school staff created many opportunities for community building throughout the year. The students have loved the discos and the out of uniform days whose fundraising efforts went to many worthwhile causes. 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. 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 orientation sessions, parents were invited for a social gathering and morning tea to meet the staff and each other while their children got to know the school and some new friends.

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.

We foster a commitment to the individual person and provide many opportunities for academic, cultural and sporting achievement. During 2022, our sporting fields were once again full and competition for teams was high. It was great for students to demonstrate their vast array of talents academically, artistically, culturally and in sporting arenas within our school environment.

### Parent Body Message

2022 brought the creativity and flexibility from our school P and F committee. Our meetings continued both in person and online to support families at home. With the continued leadership of the P&F committee and support of the school, we hosted the Easter Raffle, Mother's Day Stall, Father's Day stall and 2 discos, that in the warmer months, was held under the COLA. These were great community building exercises for our school families who could spend time meeting others while their children danced. On the whole, 2022 was a great

success, but sadly, the P&F leadership finished up their year at St Paul's as their children graduated to high school in 2023.

The P&F have approved the purchase of new iPads and continue to support the uniform shop.

The P&F of 2023 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 their say and continue to support our wonderful St Paul's school and the children.

### **Student Body Message**

2022 was an exciting year as we were hopeful we could represent the school in our community in person even if still maintaining some virtual catch ups. We returned to the ANZAC march and laying of the wreath, 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 through the leading of the school song actions.

We have great responsibilities of putting up the flags on our new flag poles, writing the birthday cards for Monday mornings, locking the gates and also the basement at the end of the day. We met with Mrs Mullin over lunch to discuss things we would like to achieve as leaders and what we thought our students might also like. The opening of the back field was a relief to spread our school out again to play. We have a yarnning circle for quiet play and learning and also a dry creek bed to explore.

We were lucky to connect with seeing our Kinder more in 2022 as they attended 5 sessions of transition and we wrote them letters introducing ourselves.

My favourite part of 2022 was our year 6 graduation it was something really special for everyone in year 6 to be with our parents to celebrate and dance the night away. We loved seeing how we had grown from our Kinder photos to sporting our Yr 6 hair do's.

It was an honour to be School Captain to represent the students and their needs and always happy to represent the school with pride.

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## School Features

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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 2022, covid restrictions were removed across schools and regions and students returned to teamwork across all avenues - academically, culturally and in the areas of sport. Virtual and online opportunities were presented to students in The University of Newcastle Maths competition, Greater Maths competition and public speaking.

We were able to hold our public speaking finals again at our local school level with great results from all grades. During term 4 2022, St Paul's students from Kindergarten to Year 6 participated in a specialised covid safe Gymnastics program. Our senior students returned to camp at Great Aussie Bush Camp and challenged themselves on the giant swing and high ropes activities. This was vital in rebuilding students' confidence and teamwork skills.

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 veggie garden and caring for our chickens.

The biggest celebration at St Paul's in 2022, was the completion of our back field in Term 4. We have waited for 2 years to see our planning and applications come to fruition. The students now have a stone amphitheatre to assemble outside, a safe staircase to gain access from the infants to the bottom field, an open field for games of soccer or football and a yarnning circle as an outdoor learning room with a dry creek bed for natural exploration. The

plantings are all native and hardy for the dry weather we experience in Rutherford and the students love spending time there every day.

St Paul's continues to build on the identity of our first nations students with the celebration of NAIDOC week. In 2022 our entire school participated in the dreaming story of Tiddalick the Frog. Each grade enacted an animal trying to make the giant Frog laugh after he drank the water from the billabong but it was the cheeky eel who got tied up in knots that made the frog release the water he was hoarding. Our indigenous students were proud to share their cultural learning with their classmates in this performance ceremony. We filmed it for our entire school community to share in the celebration and pride of our indigenous heritage.

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## Student Profile

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### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
189	180	50	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 [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 2022 was 87.50%. 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
87.78	88.99	87.90	88.26	86.18	86.12	87.30

## Managing Student Non-Attendance

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

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

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

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

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



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	42
Number of full time teaching staff	18
Number of part time teaching staff	10
Number of non-teaching staff	14

### 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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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

### School Improvement Goals 2022

All staff and students are able to confidently and actively participate and/or lead in prayer and liturgy.

85% of students are at their progression band or above in CREATING TEXTS and GRAMMAR AND PUNCTUATION for their age by the end of 2022 K-6.

Staff Learning and Development included:

Personal Spirituality day.

Parts of the liturgy.

The new Religious Education units for Kindergarten.

The 14 Parameters of Clarity

Writing with a focus on demonstrating writing techniques.

Continued Assessment of Writing using the Learning Progressions.

St Paul's continues as 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 2022 we spent time determining success criteria and strong learning experiences to model writing and editing for students.

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle 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 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. This was in line with the diocesan theme: Alive. Our staff community and Mini Vinnies team were also commissioned at a parish Sunday morning Mass with Fr George, where we were blessed and encouraged by the parish community. As the year progressed, the many celebrations that were either cancelled or restricted from covid were once again celebrated as a school community. Days such as Father's Day, Mother's Day, Grandparent's Day and our Annual feast of St Paul were joyfully celebrated once again as a whole school community. The school returned to celebrate monthly Mass in the church with the Parish on the 4th Tuesday of each month.

One of the aims for our teachers in 2022 was for everyone to be involved in the faith life of the school. From the first day, all teachers participated in the planning, practicing and running of various liturgies, masses and weekly prayer services. The 2022 school year was celebrated through liturgy as Kindergarten buddies, siblings and parents farewelled the Year 6 students, families and teachers who were moving to new schools.

In 2022, the St Paul's community continued to unpack our Vision and Mission statements:

'With faith in Jesus Christ, we learn, love, and serve. We develop positive relationships which respect the dignity of all. We share our many gifts in service to one another. We build strength and resilience to grow as a community of learners.'

Through the school PBL program, these statements continued to become integrated into the everyday language used at St Paul's. Students, teachers and parents were reminded of these statements through fortnightly PBL lessons in class, Monday assembly and fortnightly Friday assembly.

The school continued to be the link with the parish for families in 2022. Parish and school news and events were communicated to the other via newsletter online, and participating in parish mass and attendance at Parish meetings. The parish craft group once again joined our school community to come for a chat and morning tea. The school supported the Sacramental team by advertising, supporting, and recognising the significant events of Reconciliation, Confirmation and First Eucharist. 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 displayed in the church during the Advent and Christmas period.

Our school Mini Vinnies team had a busy year in 2022. The team once again coordinated many different fundraising initiatives that saw much needed funds and resources go towards those in need. This included the annual Winter Appeal where clothes were donated by the school community, and Socktober – raising awareness for poverty in other countries. The school also rallied together to gather much needed resources to send up to the Lismore region following the devastating flooding early in 2022. Led by the Mini Vinnies coordinators, the school held 2 nights where Mini Vinnies raised awareness for homelessness and other social justice issues they were interested in.

During the year, St Paul's went through a self-review process where members of the Catholic Schools Office sat with the executive at St Paul's to unpack where we have been, and where we want to move towards. It was through this process that the school decided to have a renewed focus in the understanding and participation in formation. This is an ongoing goal for the next 3 years.

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## Curriculum, Learning and Teaching

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

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

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 five years with the focus on Kindergarten to Year Two. This program has been extended and continued in 2022 at a reduced capacity to finalise the Action Plan.

The leading teacher has continued to provide support to our K-2 teachers with instructional leadership, data analysis, classroom differentiation and targeted interventions. Instructional leadership included leading the K-2 PLTs, leading and facilitating professional learning in the new K-2 NSW English and Mathematics syllabuses in readiness for full implementation in 2023 and leading the development of Scope and Sequences for K-2 English and Mathematics.

The leading teacher and our pedagogical mentor worked closely with the school leadership team as well as supporting the wider staff in their professional development this year. Data analysis included supporting the implementation and analysis of Best Start with Kindergarten and the Year One Phonics Check. Training and support for the implementation and analysis in reading assessments and the analysis of mathematics assessments for intervention and classroom differentiation were also provided. Opportunities for modelling instructional practices and supporting guided reading and phonological awareness activities were also provided in these classrooms.

The disruption due to Covid lockdowns in the preceding years has increased the need for interventions to continue for all students in 2022. Covid Intensive Learning Support (CILS) groups continued into 2022 with weekly, small group intervention groups from Stage 3 (Years 5 and 6) this year. Their key focus was to support those identified students in the learning area of Writing, specifically and Creating Text as well as Grammar and Punctuation. Student progress was tracked and monitored using the NSW Writing Progressions.

St Paul's Professional Learning Teams continued to focus their efforts on improvements in Writing across the school. This was led by our 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 together to continue 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. 2022 saw the inclusion of focus on Grammar, Punctuation and Spelling using the Writing progressions. The School also began implementing the online Spelling program Soundwaves in all classes with teachers reporting improved Spelling outcomes across the stages. Teams also continued developing 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.

Our experienced Learning Support Team collaborated with our additional supports to continue its work around identifying and assisting students across a range of additional needs. 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 2023. 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 or personnel to students. Personalised Planning is a key 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 occupational therapy interventions.

## 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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	28%	52%	16%	12%
	Reading	33%	54%	22%	11%
	Writing	25%	50%	19%	7%
	Spelling	34%	48%	28%	15%
	Numeracy	30%	34%	12%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	19%	31%	9%	14%
	Reading	26%	39%	7%	11%
	Writing	29%	25%	16%	18%
	Spelling	36%	37%	9%	14%
	Numeracy	20%	25%	10%	16%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student 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.

There were changes to the policy in 2022.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student 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.



## 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.

## 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 2022, we further embedded our PBL Framework (Positive Behaviors for Learning), shared language and practices into our daily interactions. Staff and student voice are essential in building the momentum of PBL across our school and so a PBL team was formed to support this valuable initiative. Our K-6 staff collaborated on the development of our new Behaviour Management Consistency Guide that was introduced this year. This guide aligns with our PBL framework by including essential student reflection time as well as opportunities for re-teaching of appropriate behaviours. Furthermore, fortnightly PBL focuses were developed and aligned with our school rules of Responsible, Respectful, Learners and our school values of Learn, Love and Serve. This interconnection assists our students in seeing the relevance and meaning in all that we do at St Paul's. Our student leaders helped promote and teach these fortnightly focuses through skits, posters and reminders at our Monday Assemblies.

The PBL Framework is centered on the philosophy of acknowledging and reinforcing positive behaviors to promote and improve the wellbeing and learning outcomes of students. During 2022, the St Paul's community continued to promote wellbeing for the entire community. This was done through a variety of means, regularly acknowledging and celebrating the efforts and achievements of individuals at our school assemblies and publishing achievements and efforts in our fortnightly school newsletter. The use of PBL tokens was highly successful in rewarding our students when they were observed following our fortnightly PBL Focus. The tokens link with each student's color house points. At the conclusion of each term, a reward

is provided to the students in the winning house such as extra play, a mufti day or movie afternoon.

2022 saw the revival of our highly successful Peer Support program led by our Year 6 students. Interactions between our Year 6 students and their Kindergarten buddies were also revived this year. Buddies supported their Kindergarten friends in regular activities such as Reading, Mathematics and Visual Arts and general support in learning new school routines.

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 2022 and learn more about Indigenous culture. The Acknowledgement of Country is a key aspect of our gathering ritual for all school assemblies. A highlight for our year was the whole school Tidalick performance headed by our passionate ATSI teacher. We are proud to say that every student in the school had a role in this performance.

The generosity and support of the St Paul's community continued in 2022 where we held a number of successful fundraisers: Caritas Australia via Project Compassion, Pyjama Day in support of St Vincent de Paul, Beanies for Brain Cancer and Tour for a Cure.

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## School Improvement

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The School implements the system's 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 Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic 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 2022. We spent time revisiting agreed practices and 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 concluded at the end of the year and its impact continues to be extremely positive. In K-2 the Professional learning on progressions, especially on their use as formative assessment tools to inform teaching experiences, had a clear impact on teaching and on student results.

### CILS

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 2023 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 2023, 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 2023 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 continued to monitor the wellbeing of the community and will work to improve communication and parental involvement in the school both in social and learning settings. The Tell them from me (TTFM) survey has produced data that will be used to further improve relations between the school and the community.

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## Community Satisfaction

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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 annually. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

Our Tell them from Me survey received 10% response from our parent community in 2022. The feedback provided by the parents was generally positive. In many areas, the school had shown improvements since 2021. Parents were seeing the fruits of our efforts as we highlighted positive behaviours for learning during 2022.

Parents also noted the growth in areas of feeling welcomed and supporting learning. While parents rated the timely manner of dealing with behaviour issues as low, they also commented that the high majority of students know the clear expectations of school.

They also, however, made positive comments regarding the school's inclusivity and fairness in dealing with students.

Two areas which we will focus upon in the coming twelve months include the surveying and implementation of consistent communication practice throughout the school with parents through goal setting meetings and COMPASS notifications, and the increase in parental assistance to help out in the classroom.

Some of the parent comments included:

My children love going to school and have built lovely relationships with both teachers and students.

As our time at St. Paul's is coming to an end, we do look back on our years with St Paul's with happy and fond memories and we have thanks for a great school, teachers and community.

Really like how approachable and friendly all teachers are. The school is always presented clean and tidy and kids come home happy!

Would like a little more interaction with day to day activities and finding out how the children are coping etc in class.

My experience with St Pauls Rutherford encourages my cultural connection to our Aboriginal Heritage. This was a very important factor in choosing the right school for my child. The school offer's and encourages sporting activities for students to participate in, which I've found to allow my child more areas to enjoy attending school. I find the school environment accepting, inviting and welcoming.

- Healthier balance of technology being used in the classroom - homework is never available in paper form anymore, everything is online making it difficult for parents to be involved

### Student satisfaction

At the conclusion of 2022 a selection of Year 4, 5 & 6 students completed a Tell Them From Me Survey which was rolled out across the diocese.

These students responded with an increase in positive behaviours from students, a greater interest and motivation for school from 2021 and gave credit to their teachers and the school for creating an environment that they like and feel comfortable in. Many of the students responded positively to the improvement in IT and educational outcomes being delivered electronically. This is a direct effect of the BYOD program implemented from 2020 and a pleasing benefit of homebased learning.

Many students were pleased to return to sporting activities and extra curricular activities that were removed during Covid years of 2020 and 2021. Their involvement in camps and parents being invited to school were highlights for the students in 2022.

Some student responses:

I love that the teachers go out of their way to help us learn and run other in-school activities.

I like that my teacher cares about me and other students and helps us if we are bullied or hurt and my teacher explains hard questions gives students that need help help.

People accept me for who I am. Nice teachers. Nice people.

### 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 use of technology to enhance learning, learning intentions and success criteria for student use and classroom consistency. The staff were very strong in the growth and development of the learning culture for all continuing through the Leading Learning Collaborative and staying in the same direction for improvement.

Our staff asked for greater leadership involvement in classroom teaching and learning which is a welcomed invitation. They also noted that they would look forward to parent participation in learning activities now that co-vid restrictions no longer impede classroom helpers. These are our areas for improvement in 2023.

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## Financial Statement

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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2022 year is detailed below:

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,112,287
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,191,623
Fees and Private Income <sup>4</sup>	\$784,427
Interest Subsidy Grants	\$8,977
Other Capital Income <sup>5</sup>	\$237,106
<b>Total Income</b>	<b>\$6,334,420</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$19,790
Salaries and Related Expenses <sup>7</sup>	\$4,247,158
Non-Salary Expenses <sup>8</sup>	\$1,769,036
<b>Total Expenditure</b>	<b>\$6,035,984</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.



END OF 2022 REPORT