

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Paul's PS

90A Gillies Street, RUTHERFORD 2320

Principal: Stacey Mullin

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

About this report

St Paul's PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The 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

Many people within our community are responsible for making St Paul's Rutherford, a resilient and student focused school who continually strive for improvement. Both the parent body and school staff created many opportunities for connections with family, parish and our broader local groups throughout the year. 2023 began our Breakfast club 2 days a week serving toast and cereal for any student hungry when they arrived at school. This was supported by larger companies and our local area businesses to provide a good start to the school day for students. The students have been involved in discos, out of uniform days and fundraising activities where the funds went to many worthwhile causes both here and abroad. 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 meet and greet 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 2023, 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

During 2023, the community focused on being creative and flexible for our new leadership team of the school P and F committee. This was to encourage greater connections to the school and review our possibilities for fundraising efforts. Our meetings continued both in person and online to support families at home. While there was a change of leadership of the P&F committee, 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 2023 was a great success, with the addition of a colour run for the students to raise money for the school and win prizes.

With the efforts of the whole community, the P&F have approved the purchase of new iPads and continue to support the uniform shop. They have also agreed to support the repair and restore of the outdoor play equipment for infants playground.

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

Student Body Message

2023 was an exciting year where we could represent the school in our community at various events. We attended 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, 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. We came to an understanding that our students are finding some play activities difficult and would like to begin clubs. We have created a dance club and beyblade club for anyone to be part of.

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 also increased our connection with our buddies in the peer support program. During term 3 and beginning of term 4, we met fortnightly to discuss friendships and how to communicate better with our student body.

At the end of the year we hosted the Carols in the Amphitheatre with all families invited for a picnic, or purchase from a variety of food trucks as each grade presented a Christmas item for them to enjoy. We are excited and scared to go into yr 7 next year.

School Features

Founded by the order of the Sisters of Mercy, the school began with 64 children enrolled from K-6. In 1965 the Infants school relocated to Monte Pio at Campbell's Hill and remained there until 1981 when it returned to the Rutherford site. The school has had three major building constructions and expansions within the last 10 years due to Capital Building Grants and the Building the Education Revolution.

St Paul's is 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 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, and Library skills involving the use of technology, coding and robotics. Students attend these classes once per week. 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 2023, we participated across schools and regions in sporting ventures, cultural meetings and Tournament of Minds - building the collaborative and team skills of our students. 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 2023 we hosted Virtual Academy for 3 of our students under our newly appointed Gifted Education Mentor.

Every year we aim for St Paul's students from Kindergarten to Year 6 to participate in a sporting schools gymnastics program - run by external professionals. In addition to their regular lessons, students had the opportunity to extend themselves as part of the school's coding club, and our social justice group - Mini Vinnies. We raised money for the homeless and gave to the winter appeal. The students were also active in the vege garden and caring for our chickens. We adopted new chickens that have been a valuable asset to our school both through the eggs they produce and the calming effect they have on our students. We are planning next year to enter our chickens in the local Maitland Show.

Our backfield has been a hive of activity with students exploring the stone amphitheatre to learn 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 another 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 2023 our entire school participated in a week of sharing cultural experiences, weaving, dance, painting and story telling with a visit from Sean Choolburra performance group. Our senior students are active members of our local Junior Aboriginal Education Consultation Group - they attend meetings with local elders to learn and share experiences in our education settings. Our indigenous students are proud to share their cultural learning and heritage with their classmates as we continue our mission of reconciliation.

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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
191	181	49	372

* 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 2023 was 89.20%. 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
90.74	89.00	89.97	89.53	89.89	87.20	88.08

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 designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	38
Number of full time teaching staff	15
Number of part time teaching staff	8
Number of non-teaching staff	15

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

During 2023, our staff development days centred around our school improvement plan of writing. NESA introduced new syllabus documents for English and Maths that as a school, we spent time with the online learning to understand the changes for us.

Staff Development Days.

English Curriculum - programming and assessment

Twilight - new Mathematics Curriculum

Staff Formation Day - The Catholic Educator

Literacy Teaching and Learning Cycle - Beverley Derewianka

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 2023 we continued to spend time determining success criteria and strong learning experiences to model writing and editing for students.

Our K-2 classes began using the new curriculum in both English and Mathematics that centre on conceptual understanding. We also launched new units in Religious Education for these grades. All areas reviewed resources and teaching strategies to reinvigorate these areas of learning for both staff and students.

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)

At St Paul's Rutherford, 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: "Encounter". 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, we strengthened ties with our local parish by introducing a 'Family Mass' once a term on a Sunday. At these masses, St Paul's staff, students and families were invited to come along to join Sunday mass and do the ministries of the mass. Other 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. Each grade had the opportunity to celebrate monthly Mass in the church with the Parish on the 4th Tuesday of each month.

We work further to deepen our connection to 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.'

Following our review in 2022, 2023 was the first year in a 3-year cycle with one focus dimension - formation – with the purpose of improving understanding and participation in formation for staff, students and community members. Our school participated in 2 formation

days – a system day with Sr. Mary Cole and a day with Adam Frost from the Religious Education and Spirituality team on “The Catholic Educator.” The purpose of staff formation was to delve deeper into the ‘Learn’ aspect of our mission statement, with plans to cover ‘Love’ and ‘Serve’ in future formation days. Religious based staff meetings were increased to two per term – one for curriculum matters and one for formation.

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 2023. Parish and school news and events were communicated to the other via newsletter, weekly Mass announcements and the reintroduction of the parish ‘Craft’ group on Mondays. Here the local parishioners have been made welcome to share our school space to meet and greet with other members of our local community in the form of bring something to do while they enjoy morning tea and a chat. 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. The St Paul’s Choir also sang at a community event in Gillieston Heights and were the only school to do so.

Our school Mini Vinnies team had a busy year in 2023. 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. In a new activity for the Mini Vinnies team, students created a wonderful connection to one of our local nursing homes in fortnightly visits. Students and residents both benefited from the connection and relationships made with each other as the generational gap was closed with love. Led by the Mini Vinnies coordinators, the school held the annual Mini Vinnies Homeless Awareness Evening raising awareness for homelessness and other social justice issues they were interested in.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESAs) 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 continue to be targeted through data analysis and implemented at a whole school level. St Paul's completed the final year of the State Literacy and Numeracy Action Plan K-2 at the end of 2022. During 2023, much of the professional development, learning routines and teaching and assessment practices acquired during our participation in LNAP are evident in K-2 classrooms. The new K-2 NSW English and Mathematics syllabuses were in full implementation in 2023 and K-2 teachers used these to plan, teach and assess English and Mathematics in their classrooms throughout 2023.

Our pedagogical mentor worked closely with the school leadership team as well as supporting the wider staff in their professional development this year. Our data still shows a need for targeted interventions in 2023. Small groups continued into 2023 with weekly, small group intervention groups from Stage 2 (Years 3 and 4) 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.

We also were introduced to a Gifted Education Mentor, who implemented COGAT testing of all students across the school for identification of those working well above expected grade level. She also worked with our Professional Learning Teams to add continued focus on improvements and extension in writing across the school. This is led by our Principal as Lead Learner and our AP/Pedagogical Mentor with the support of the Leadership Team. We work to effectively use writing samples 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. 2023 saw an additional focus on Grammar and Punctuation. A whole school proofreading key was developed to support students in this endeavour across all grades. The school continued implementing the online Spelling program Soundwaves in all classes including activity books K-6 with teachers continuing to

report improved Spelling outcomes across the stages. NAPLAN results in Years 3 and 5 also showed this growth in spelling achievement.

PLT teams with the support of the Pedagogical mentor, Gifted education mentor and principal, also continued developing learning intentions and success criteria for students to focus their learning on writing and teachers continued providing visual prompts with 'Bump It Up' walls in the classrooms. We refined the established whole school data wall to track student progress in writing and our NAPLAN results showed continued growth in Year 5 across literacy and numeracy.

In 2023, our experienced Learning Support Team continued its work around identifying and assisting students across a range of additional needs. The Learning Support Team built upon previous work to strengthen a systematic process of identifying student needs and matching the best learning and intervention supports to students. Personalised Planning continued to be an important feature of catering for student learning needs as well as providing timely assistance within the classroom and additional support programs. This targeted support comes from the Learning Support Team, the Aboriginal and Torres Strait Islander teacher and our EALD teacher. Students benefited from ongoing repeated practice programs, explicit instruction, small group targeted intervention in collaboration with the class teachers focusing on the areas of English and Mathematics.

Our Allied Health staff also supported students across a range of assistive technology and language skills-based interventions, supports or assistance. Our Learning Support Assistants and several teaching staff also undertook a range of professional development courses to further build their knowledge and skills throughout 2023. In addition to group and individualised supports, our MiniLit and MacqLit programs are just one intervention that targets groups of student needs in Literacy/Reading. The programs have been an ongoing successful addition to learning intervention programs.

The St Paul's staff collected and analysed student data to plan and implement specific learning goals across all stages and continue to monitor and evaluate student growth. Teaching staff and the learning support team also worked throughout 2023 to review the intervention models provided to students within English and Mathematics. This has meant the Learning Support Teachers, English as an Additional Language/Dialect teacher, Aboriginal and Torres Strait Islander Teacher and executive staff 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 for handover to classroom teachers for 2024.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers 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 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	68%	54%
	Reading	70%	67%
	Writing	87%	76%
	Spelling	64%	61%
	Numeracy	68%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	66%	64%
	Reading	59%	74%
	Writing	68%	66%
	Spelling	66%	69%
	Numeracy	55%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned 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, inclusion and wellbeing 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 reflect these.

In 2023, we continued our work in embedding our PBL (Positive Behaviors for Learning) Framework across the community, cementing the shared language and practices into our daily interactions. Staff and student voice has continued to be an essential ingredient in maintaining the momentum of PBL across our school. As part of our wellbeing practices this year, our staff commenced a new journey exploring the impact of teaching Social and Emotional Learning (SEL) for our students. Our teaching staff participated in research-based professional learning to support their practice and understanding of what SEL is and how they can best support their students to further develop these essential competencies.

In response, our staff PBL team adjusted its focus to become an all-encompassing Wellbeing team. The first step in embedding SEL into our school community was linking the five key competencies (Self-Awareness, Self-Management, Responsible Decision-Making, Social Awareness, and Relationship Skills) into our fortnightly PBL lessons. Here, our students were supported and guided by their teachers and peers in making the connection between how our positive behaviors supported the development of our social and emotional competencies such as self-awareness and relationship skills.

Furthermore, fortnightly PBL focuses that were previously aligned with our school rules and values were now further linked to the SEL Competencies on our PBL Matrix. These continued connections and understandings, assist our students in seeing the relevance and meaning in all that we do at St Paul's. Our Year 6 student leaders continued in their

promotion of wellbeing at our school via the promotion of PBL and wellbeing initiatives at our weekly and fortnightly assemblies.

During 2023, we continued to promote wellbeing for all in our St Paul's community. This was done through a variety of means; Wellbeing week (week 5 of each term) for staff and students, regularly acknowledging and celebrating the efforts and achievements of individuals at our school assemblies and publishing achievements and efforts in our fortnightly school newsletter. This year our P&F committee in collaboration with the school executive staff introduced the Colour Run Fundraiser. This was an extremely positive experience where families joined together as a community to promote the physical and mental health and wellbeing of the entire school community. 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.

In 2023 we continued our Peer Support program led by our Year 6 student leaders. The special connection that is formed between our Kindergarten students and their Year 6 buddy is very often a bond that is held throughout their entire primary school experience. During their first year of schooling, our buddies support their Kindergarten friends in regular activities such as Reading, Mathematics and Visual Arts as well as being gentle support and a friendly face on the playground whilst our new students settle into school life.

The St Paul's community actively support our Indigenous heritage with the guidance of our ATSI (Aboriginal and Torres Strait Islander) specialist teacher. In 2023, 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 2023 and learn more about Indigenous culture. The Acknowledgement of Country is a continued key aspect of our gathering ritual for all school events. A highlight for our ATSI students was performing a traditional Aboriginal dance for special guest Mother Superior on her visit to St Paul's.

The generosity and support of the St Paul's community shone in 2023 where we held a number of successful fundraisers; Caritas Australia via Project Compassion, The Colour Run and Pyjama Day in support of St Vincent de Paul to name a few. We concluded the year by hosting a community Christmas carols evening and family picnic on our new bottom playground. This evening was a true celebration of the year that was an acknowledgement of the connectedness and strength of our community.

School Improvement

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 Identity and Catholic Curriculum
- Learning and Wellbeing

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 continued focus for our learning was on improving writing for our students in 2023. We spent time revisiting agreed practices and expectations for writing success as a school. It allowed for more effective Professional Learning Teams to review essential learning, intentions and success criteria for students. We began the year again with a Whole School Write to gauge where students had grown from the previous years' writing.

Teachers utilised formative assessments and work samples, along with Diagnostic Assessment DATA and collaboration to create common targets on specific skills, feedback and interventions which were more timely, efficient and practical. As a school, all our staff participated in a days workshop with Beverly Derewianka reviewing the acquisition of literacy through constrained and unconstrained skills taught during English and used across the curriculum.

In K-2 using the progressions as formative assessment tools to inform teaching experiences, had a clear impact on teaching and on student results. The Leading Learning Collaborative professional learning continues to be our forever work as the use of success criteria become embedded for teachers and students in all facets of learning. We refined and extended our "bump it up" walls to show examples of writing that married with the success criteria. This use of the criteria supports teachers to know where students were at in their learning, and also give students the understanding of the concepts they were missing to target their editing skills in their writing. This has become part of the language of teachers and students as they refer to their learning, their growth and reflect on each others work.

Our extension students were given the opportunity to write in a small group with our Gifted Education Mentor. They built vocabulary and further refined their writing as a team of editors and partners in learning.

Priority Key Improvements for Next Year

2024 will be the final year of focus on writing as we apply for an author in residence to work with our students.

Our teacher librarian has offered us 2 opportunities over the last 2 years to have authors visit and run writing workshops with our students. This has always been highly engaging for our students across all ages.

We continue to actively engage the community in the Vision and Mission of St Paul's as we welcome new staff members and families into our school. Nurturing our faith life through our vision to Learn, Love and Serve is aimed to ground us in our collective purpose and shared understanding of our students, families and local community.

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. We are looking to implement time to reflect on our practice and through feedback from peers and leaders as we continue to look for opportunities for all staff and students to grow their leadership abilities.

St Paul's continues 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 was not produced during 2023, but we look forward to the data that will be used to further improve relations between the school and the community in 2024.

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

Parent satisfaction

Our parent community voiced that St Paul's is an environment where children can thrive academically as well as be supported in developing their creativity, spiritually and sporting talents. Families shared that they are appreciative of the dedication and support of staff who communicate with them and work in partnership with parents and carers to support their children in succeeding.

Families welcomed the change in format of school reporting in 2023 where student goal setting was introduced and so became a more collaborative process between parents/carers, student and teacher. The format of reporting feedback also became more goal oriented, focusing on areas of success as well as goals for improvement. The move away from more traditional parent meeting-teacher meetings to goal setting meetings was seen as a positive change.

Being provided with opportunities to join as a community in mass and liturgy, Mother's and Father's Day breakfasts as well as our end of year Christmas carols were aspects of 2023 that were celebrated. One of the highlights was the Colour Run, hosted by our P&F as a major fundraiser and community building for St Paul's. Families were appreciative of the school's focus on timely and regular communication via COMPASS notifications, the school newsletter and parent notifications via the Seesaw app. This is an area that the school remains committed to.

Student satisfaction

In 2023, our students voiced that a key highlight for them was the opening of the new bottom playground. This gave them greater options at recess and lunchtimes with the slide, climbing wall and yarning circle being some of their new favorite spaces to enjoy with friends. The continuation of different lunch club options and having a say in the clubs provided were also noted as positive inclusions such as; dance, wellbeing and Lego club.

Academic opportunities such as; taking part in the whole school Spelling bee and public speaking competitions were seen as valuable learning experiences. Students were proud of their personal growth, commenting on how they have improved with skills such as speaking with greater confidence to an audience. Opportunities for inquiry-based learning, personal

projects and activities that involved elements of choice were also identified as highlights in student's learning experiences in 2023.

Initiatives and events that students would like to see continue at St Paul's Rutherford included; The Colour Run fundraiser as well as school discos, sports gala days, wellbeing week activities and the Peer Support program.

Student voice

2023 brought many new and exciting things to St Paul's Primary school Rutherford. From watching plays made by Aspire, celebrating Christmas by singing carols and even celebrating book week with one another. But perhaps the most exciting of all is the opening of our brand-new bottom playground. We have now got a new slide and a little climbing wall, along with the yarning circle which is where you can sit down and relax a little while also admiring the beautiful nature within our school. St Paul's has faced challenges, but we all work together and solve them as a community. St Paul's is filled with leaders, smart students and sporty students as well, but together St Paul's is so much more, and we are so proud to say that we are from St Paul's.

Teacher satisfaction

Tell them from me was not completed in 2023 across the Diocese. From our 2022 data our staff highlighted the increasing level of use of technology to enhance learning, learning intentions and success criteria for student use and classroom consistency as positive gains for St Paul's.

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. We have remained focused on improving writing across the school in our English lessons and will continue with writing improvement across other KLA areas.

In 2022, our staff asked for greater leadership involvement in classroom teaching 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 2024. We have provided time and professional learning to support their planning and unpacking of English, ready for teaching in term 1 along with exemplar programs in Mathematics for teachers as a starting point.

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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$3,811,104
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,100,643
Fees and Private Income ⁴	\$896,885
Interest Subsidy Grants	\$11,000
Other Capital Income ⁵	\$266,904
Total Income	\$6,086,536

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$1,611
Salaries and Related Expenses ⁷	\$4,287,855
Non-Salary Expenses ⁸	\$1,762,954
Total Expenditure	\$6,052,420

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 2023 REPORT