

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Paul's Primary School

Felton Street, GATESHEAD 2290

Principal: Greg Cumming

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

About this report

St Paul's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic 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

It is my pleasure to present the Annual School Report from St Paul's Primary School, Gateshead for 2023. St Paul's School is an integral part of MacKillop Parish, providing quality teaching and learning based on Catholic values, traditions and beliefs. The school fosters an atmosphere of mutual respect and tolerance where all differences are valued and appreciated. This community continues to recognise the potential and dignity of each student and provides opportunities for sequential academic development within a positive structure of spiritual, emotional and physical growth.

Results of external tests, planning and implementation of new programs of learning, cultural performances in the wider community and individual and team sporting successes clearly exemplify the progress and development that is central to the growth of this school.

The staff of St Paul's must be acknowledged for their ongoing commitment to the education of all students, for their participation in school-based initiatives and for the care and concern taken to ensure every child reaches their full potential.

The dedicated commitment of parents to the education of their children is reflected in their involvement and contribution to a wide range of activities and celebrations at St Paul's. We are encouraged by and always grateful to the many parents who give so freely of their time and efforts to support the staff and students in all new and ongoing initiatives. Their active involvement in fundraising and continued assistance in the school's many diverse academic, social, sporting and maintenance programs is always appreciated.

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

Parent Body Message

I am pleased to present the Annual President's Report for 2023.

We started the year with a wonderful Welcome BBQ with approx. 200 students/families attending.

Our next event was one of the kids favourite, the Easter Raffle; we had so many chocolates to give away. Thank you to all the families who donated chocolates and toys. It is always such a joy to see how excited the kids are.

We ran our Mother's Day Stall, which again was a huge hit and we sold out of nearly every item we had. The Father's Day stall was also a huge success, and we weren't left with much.

Some of the other events the P & F have supported this year are.

- Halloween Disco
- Mother's Day Breakfast
- Father's Day Breakfast
- Christmas Raffle

With the money raised we have been able to purchase some wonderful additions for the school.

As with all things, we couldn't have achieved what we have without the continued support of our school families. I would like to thank everyone who was able to lend a hand throughout the year, your unwavering support has been instrumental to the success of the year, and we cannot thank you enough.

Family involvement and engagement is a key feature of Catholic schools and evidence shows those students whose parents are actively involved in their school have better outcomes. Joining the P&F is a great way to show your children that you value their education and are interested in what they do.

To Mr. Cumming, teachers, and staff, thank you for a truly successful 2023. Your commitment to our children is exceptional.

To the ladies on the executive committee with me, there aren't words to express my thanks to each of you for everything you've done. It's very rare to find a group of like-minded people who step up when needed and without being asked, that are ready to do whatever it takes to make things happen.

I look forward to continuing the great partnership between the P & F and the school in 2024.

Tanya McCosker

P & F President

Student Body Message

As School Councillors, we had an amazing year in 2023, with some of the highlights being our trip to Canberra, sports carnivals, buddies program, orientation days for high school, Mini-Vinnies, and reward days. It's been an incredible roller coaster ride with ups and downs, lefts and rights, but we persevered through it all.

As part of Year 6, we promised to be great leaders and role models for our buddies and younger students. We had a lot of fun as a group and celebrated our last year of primary school with activities that helped develop our teamwork and let us enjoy the year to the fullest.

As School Councillors, we were the heart of Year 6, and we represented our school at special events like Socktober. We also took part in the weekly assemblies every Friday, which was nerve-racking at first, but we soon got the hang of it. We loved being part of the Year 6 leadership team and hope that next year's leaders will continue to make our school proud.

We loved every moment of our special role in this journey and the memories we made together will last a lifetime.

School Councillors 2023

School Features

History of the School

The Parish of St Paul's Gateshead was established in 1963. St Paul's Primary School, staffed by the Sisters of St Joseph, opened in May 1964. The vision of the Parish Priest at the time, Fr Roger Kennedy, resulted in the purchase of large parcels of land which enabled these initial constructions as well as future extensions. Lay teachers have staffed the school since 1984. Government grants resulted in the construction of a new school, relocated to a different position on the same site, which opened in 2002. Subsequent grants resulted in extensions to our Creative Arts area, extended the school canteen, provided a covered seating area and a magnificent IT learning area as well as a multipurpose hall, which is shared with St Mary's Catholic College.

The vision of the Sisters of St Joseph continues to be our focus as we continue to build a school community based on Gospel values which are instilled in and practised by all members of our school community.

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
145	155	24	300

* 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 90.55%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.20	87.57	93.15	88.07	91.57	90.29	91.00

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	35
Number of full time teaching staff	13
Number of part time teaching staff	11
Number of non-teaching staff	11

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

In 2023 a number of staff development days were spent engaging in professional learning to improve outcomes for children at St Paul's.

In Term 1, **Ryan Gill** spent a day with staff exploring the concept of **Cultures of Thinking**. Cultures of Thinking is an approach based on research from Harvard University. They are schools where groups and classes, as well as individual thinking is valued, visible, and actively promoted as part of the regular, day-to-day experience of all school members. It promotes the contemporary learning skills of critical and creative thinking. Ryan Gill is an Australian expert who works with schools and educators around the building Cultures of Thinking, where children delight in their learning and develop deep, meaningful and lasting understanding through the process of becoming critical and creative thinkers.

At the beginning of Term 2 the staff undertook compliance training in **Child Protection**. The day was facilitated by the diocesan Office of Safeguarding. All school staff must participate in child protection training on a regular basis as part of compliance.

During the year the staff engaged with **Dr Lynn Sharratt**, an educational expert from Canada. We have been implementing her '14 Parameters' as espoused in her book 'Clarity'. The '14 Parameters' are a systematic way of building the capacity of all teachers to learn, teach and lead.

At the beginning of Term 3, the teachers participated in a combined staff development day, titled **Learning for Justice – Empowering through Education** with the Catholic schools of the Lakes Region exploring the issues of Aboriginal and Torres Strait Islander education. Guest speakers on the day included **Noel Pearson**, indigenous lawyer and founder of the Cape York Partnership, **Gershon Nimbalker** from [Common Grace](#), and local Aboriginal Elder and CSO Education Officer, **Aunty Louise Campbell**.

One Staff Development Day each year is dedicated to deepening the spiritual life of teachers in Catholic Schools. In Term 4, staff spent a day with diocesan faith formation education officer, **Ryan Gato**. The topic for the day was the **Spirituality of Encounter**, exploring Aboriginal spirituality and current challenging issues in the world around us.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

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

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

OUR MISSION

St Paul's Primary School is a welcoming learning community inspired by the Gospel values of Jesus. As we nurture citizens of the future, we foster an inclusive learning environment based on collaboration, respect and the love of one another.

OUR VISION

For children to grow in knowledge, faith, love and the ministry of Jesus, the staff at St Paul's Primary School will strive to:

- Develop children's awareness of Christ's presence in the world and its people
- Promote a sense of the tradition of the Church and understanding of Catholic heritage, while accepting the beliefs of others
- Support parents as primary educators in preparing their children to take a responsible place in the wider world
- Foster a love of learning that is inclusive and encourages creativity and reflective thinking
- Recognise and develop gifts and talents and celebrate the achievements within the individual, group and wider community
- Develop children's awareness of cultures and their place in the global community
- Create a safe and nurturing environment that is a place of harmony and humour
- Instil a sense of resilience and wellbeing in our children

- Cater for the individual as well as offering a broad and balanced curriculum in the seven key learning areas

Curriculum, Learning and Teaching

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

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.

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 Catholic Schools' Office provides an Religious Education program in addition to the KLAs above.

St Paul's Primary School, Gateshead, honours its commitment to quality Catholic Education through its provision of high-quality educational programs by which each child is enabled to reach their full potential.

We are a 'culture of thinking' characterised by high expectations for learners to achieve excellence, academic rigour, innovation and purpose, within an environment that engages, empowers and enables.

The curriculum at St Paul's is based on the NSW Education Standards Authority (NESA) Curriculum. Students receive instruction in all Key Learning Areas.

During 2023, St Paul's received funding to continue to appoint a 'Pedagogical Mentor' (PM) in 0.4 capacity. The PM worked with teachers using the Impact Cycle to improve pedagogical practice across the school. The major focus for improvement of student outcomes in 2023 was to improve reading practices and strategies across all grades, implement the 'Science of Reading' approach to literacy learning, and implement the new Board Of Studies English Curriculum.

St Paul's is a Gifted Education Lead School (GELS) under the leadership of a Gifted Education Mentor (GEM) in a 0.2 capacity. In 2023, the GEM worked with teachers to design

learning experiences for children recognised as 'gifted/high potential' through the CogAt assessment.

A specialised Learning Support Teacher continued to work at St. Paul's throughout 2023 and implemented a variety of intervention programs that address key outcome growth for targeted students.

Development of reading was the main focus for many students and a number of staff delivered the intervention programs 'Sounds-Write', a linguistic phonics program that uses an evidence-based and highly effective approach to teach reading and spelling, and MiniLit and MultiLit, an evidence-based, explicit and effective early literacy intervention program for teaching reading skills to children who are in the bottom 25% of the expected range for their age group. This has realised significant reading development for students who were below grade level.

The Learning Centre continued to focus on small groups of K-2 students who needed assistance to reach literacy and numeracy benchmarks identified by teachers using various assessments, including PATReading, PATSpelling and PATMaths. Graded groups were withdrawn for levelled instruction in targeted areas and results were very pleasing.

All grades were invited to participate in the Premier's Reading Challenge. A significant group of Years 5 & 6 children participated in the Newcastle Permanent Maths Competition.

Opportunities were provided for our more able students in Science and Maths. Select Stage 2 & 3 children participated in Maths Olympiad, Maths Games, and Maths Explorer, conducted by The Australasian Problem Solving Mathematical Olympiads (APSMO). APSMO is a not-for-profit, professional organisation that offers a range of mathematical competitions for students aged from around eight to 14. The programs are unique in that they focus on the students' ability to solve mathematical problems in a creative manner, as opposed to simply reaching a solution using a prescribed method.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia 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 Primary School 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	70%	54%
	Reading	73%	67%
	Writing	86%	76%
	Spelling	68%	61%
	Numeracy	77%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	75%	64%
	Reading	82%	74%
	Writing	75%	66%
	Spelling	80%	69%
	Numeracy	78%	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

The school staff are aware of the diversified needs of this particular school community and therefore values education and social justice issues were all highlighted regularly throughout 2023. Involvement in community service was ongoing as staff and students responded to the welfare of others.

The school continued to teach our three school rules of **We are Respectful, We are Responsible** and **We are Learners**.

The inclusion of the "**Positive Behaviour for Learning**" (PB4L) framework continues to drive and inform our mission to instil respect and responsibility in the everyday life of St Paul's. One of our PB4L expectations became a teaching focus for a fortnight and students were rewarded for their efforts to address the focus.

Other initiatives that promote respect and responsibility include our **Religious Education** syllabus and the implementation of the '**You Can Do It**' (YCDI) program. YCDI is a research based social-emotional learning student wellbeing program endorsed by Beyond Blue.

The **National Anthem**, accompanied by members of staff on guitar, was sung at every assembly to commence the week, with expectation that each child will know the correct lyrics. At this same weekly assembly, an **Acknowledgement of Country** was led by a number of the school's indigenous children.

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

The major areas for our School Improvement Plan for 2023 were Numeracy, the CSO Leading Learning Collaborative, and Cultures of Thinking.

The teachers developed their pedagogical skills in numeracy. They continued to use SENA as an assessment tool and guide Tier 2 intervention for children who are struggling. These children were plotted on the NESA Numeracy Progressions. The teachers were supported to implement the new K-2 Mathematics Syllabus..

In 2023 the Catholic Schools Office continued the Leading Learning Collaborative initiative. St Paul's joined the initiative in 2021. This is a whole system approach led by international education consultant, Dr Lyn Sharratt, from Canada. The purpose of the LCC is to boost student achievement and build teacher capacity to learn, teach and lead. In the process Lyn Sharratt demonstrated how shared knowledge, equity, and expertise can make every class more effective and every teacher more empowered.

In 2023 we continued to focus on Cultures of Thinking, an approach based on research from Harvard University. Cultures of Thinking are schools where groups and classes, as well as individual thinking is valued, visible, and actively promoted as part of the regular, day-to-day experience of all school members. It promotes the contemporary learning skills of critical and creative thinking. 2023 was our fifth year using this approach and we certainly believe that St Paul's demonstrates many of the features of a 'culture of thinking.'

Priority Key Improvements for Next Year

The major areas for our School Improvement Plan for 2024 will be Numeracy, the CSO Leading Learning Collaborative, and Cultures of Thinking.

The teachers will continue to develop their pedagogical skills in numeracy. They will implement *Essential Assessment* as an assessment tool and guide Tier 2 intervention for children who are struggling. These children will be plotted on the NESA Numeracy Progressions. The teachers will spend time exploring 'number talks' and 'big ideas' within the numeracy block, as well as implementing the new K-6 NSW Mathematics Curriculum.

In 2024 St Paul's will continue its involvement in the Leading Learning Collaborative. This is a whole system approach led by international education consultant, [Dr Lyn Sharratt](#), from Canada. The purpose of the LCC is to boost student achievement and build teacher capacity to learn, teach and lead. In the process Lyn Sharratt demonstrates how shared knowledge, equity, and expertise can make every class more effective and every teacher more empowered.

In 2024 we will continue our focus on [Cultures of Thinking](#), an approach based on research from Harvard University. Cultures of Thinking are schools where groups and classes, as well as individual thinking is valued, visible, and actively promoted as part of the regular, day-to-day experience of all school members. It promotes the twenty first century skills of critical and creative thinking. We will engage international Cultures of Thinking expert, [Simon Brooks](#), from the UK, to lead another day of learning with teachers and a series of days working with the school leadership team.

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

According to our most recent **Tell Them From Me** Survey:

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

Student satisfaction

Student satisfaction is very apparent at St Paul's. Students always demonstrate respect and tolerance of each other and their satisfaction is obvious through their involvement with others and school activities. Students have a warm relationship with staff which adds to the level of feelings for St Paul's and the safe learning environment they enjoy. When asked informally, "*What's good about St Paul's?*" children responded with....

"The teachers."

"Sport."

"The chickens!"

"BYOD in Year 5 & 6"

"The fun learning."

"We care for other people."

"The school concert."

Teacher satisfaction

The staff at St Paul's is a cohesive group that clearly reflects our philosophy that every child is our concern not just the children in our class. Staff regularly voice their satisfaction with the quality and diversity of resources, the opportunities for professional learning, and the generosity and support from parents. Staff are also very satisfied with the level of support provided in classrooms by the Learning Support Teacher and the Learning Support Assistants. During 2023 staff were again involved in goal setting procedures which further enhanced morale and the professional approach to building staff capacity at St Paul's.

When surveyed at the end of 2023 regarding our year's achievements, staff responded positively with comments such as:

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

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

"Coming into classrooms. Being visible on the playground"

Financial Statement

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

School Financial Information for the 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$3,292,564
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$872,178
Fees and Private Income ⁴	\$686,572
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$215,162
Total Income	\$5,066,476

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$90,787
Salaries and Related Expenses ⁷	\$3,862,579
Non-Salary Expenses ⁸	\$1,279,561
Total Expenditure	\$5,232,927

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