

2022

St Paul's Primary School



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## Message from key groups in our community

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### Principal's Message

It is my pleasure to present the Annual School Report from St Paul's Primary School, Gateshead for 2022. 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



Year 5 went to Camp for two nights at Point Wilsoncroft and had lots of fun activities; for example they went canoeing, sailing, archery, and went for a bush walk. Year Six also went to Canberra. Whilst at Canberra, they went to Questacon, parliament house and many other cool locations.

While all that fun stuff was happening at the end of the year we lost a couple great teachers, including Ms Smith, Mrs Tregdigo,

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## School Features

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### 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

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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
129	158	22	287

\* 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 88.02%. 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
88.68	89.01	87.43	88.92	87.74	88.89	85.47





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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	35
Number of full time teaching staff	10
Number of part time teaching staff	14
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 A(are )44wov70.87 81 514.62 412.31 612.37 vh183.71 611.62 m183.71 TJE

## Summary of professional learning at this school

In 2022 a number of staff development days were spent engaging in professional learning to improve outcomes for children at St Paul's.

During the year the staff engaged with Dr Lynn Sharratt, an educational expert from Canada. We have been implementing her [Cultures of Thinking](#) as espoused in her book [Next Tuesday](#) a small group of us will be zooming with Dr Sharratt to share with her our progress. The [Cultures of Thinking](#) are a systematic way of building the capacity of all teachers to learn, teach and lead. We are very happy with our

At the beginning of Term 3, the teachers spent the day exploring the new K-2 Mathematics Syllabus. This day was led by Catholic Schools Office Curriculum Leader, Maree Pittaway. The teachers came away from the day with a deep understanding of the new pedagogy and the 'Launch, Explore, Review' framework.

In Term 4, 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

One SDD each year is dedicated to deepening the spiritual life of teachers in Catholic Schools. In 2022 staff spent a day with diocesan formation education officer, Adam [Carr](#). The topic for the day was our Josephite charism. St Paul's was established in the 1964 by the Sister of St Joseph, who were founded by Mary Mackillop. The staff explored her life and her sayings. While we have no Sisters of St Josephs at school anymore, we carry on the work of the sisters.



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

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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

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.

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

St 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 is based on the NSW Education Standards Authority (NESA) Curriculum. Students receive instruction in all Key Learning Areas.

During 2022, St received funding under the School Improvement Plan (SIP) 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 2022 was to improve spelling practices and strategies across all grades, as well as implement the 'Science of approach to literacy learning.

In 2021 St Paul's became a Gifted Education Lead School (GELS) under the leadership of a Gifted Education Mentor (GEM) in a 0.2 capacity. In 2022, the GEM worked with teachers to

design learning experiences for children recognised as 'gifted' through the CogAt

A 0.8 specialised Learning Support Teacher continued to work at St. throughout 2022 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 Reading Challenge. A significant group of Years 5 & 6 children participated in Newcastle Permanent Maths Competition.

Opportunities were provided for our more able students in Science and Maths. Select Stage 3 children participated in Maths Olympiad and Maths Games, 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

## 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. This 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	29%	52%	10%	12%
	Reading	50%	54%	7%	11%
	Writing	48% <small>400.08 411.50867 Tfr0.75 0% 0.75 272.67355.06 Tm[40 0 08 41</small>	50%	7%	11%
	Spelling	31%	48%	17%	15%
	Numeracy	14%	34%	10%	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	23%	31%	13%	14%
	Reading	44%	39%	8%	11%
	Writing	28%			





## 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

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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

## Priority Key Improvements for Next Year

Due to the interrupted nature of 2022 due to COVID, our major areas for our School Improvement Plan from 2022 will continue for 2023. They will be Numeracy, the CSO Leading Learning Collaborative, and Cultures of

The teachers will continue to develop their pedagogical skills in numeracy. They will implement SENA 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-2 NSW Mathematics Curriculum and exploring the Year 3-6 NSW Mathematics Curriculum

In 2023 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 2023 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 Cultures of Thinking expert, Ryan Gill, from Masada College in Sydney to lead another day of

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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

According to the 2022 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."

"BYOD in Year 5 & 6"

"The fun learning."

"We care for people."

"We learn lots of new things."

### 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 2022 staff were again involved in goal setting procedures which further enhanced morale and the professional approach to building staff capacity at St Paul's.



END OF 2022 REPORT