

About this report

St Primary School (the

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

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

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

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
Provisional 69
Proficient 1887
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 iBT TmTETBT Tf0.75 0 0 OC14.067 Tf0.75 0 Oh.75 121 714.41 T4m[basis)TJETBT

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

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

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

A specialised Learning Support Teacher continued to work at St. throughout 2023 and implemented a



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

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

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 regul

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 on 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 were satisfied with the school.

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.

