



ST PAUL'S CATHOLIC PRIMARY SCHOOL

ANNUAL REPORT

2018

2018 ANNUAL SCHOOL REPORT TO THE COMMUNITY: KEY POINTS

School Information

Annual School Improvement Plan 2018 – Success Measures

- Increased student achievement in Mathematics through targeted, coordinated whole-school approach in Number & Algebra
- Introduction of the Extending Mathematical Understanding (EMU) program
- Development and implementation of a whole school STEM scope and sequence document
- Strategic professional development for teachers in the use of the LEADing Lights platform and tools to transform pedagogy and learning
- Implementation and embedding of the Making Jesus Real (MJR) philosophy across school

Annual School Improvement Plan – Key Goals for 2019

- Introduction of Numeracy Data Wall to track student growth and generate discussion
- Digital Technologies Scope and Sequence document embedded across the school
- Mindfulness Week activities provided each term to support and enhance student well being
- Completion of Sustainability audit and action plan and implementation of new initiatives across the school

Financial and Infrastructure Report

2019 School Budget

INCOME	Initial Budget (\$)	% of Income
Tuition Fees/Private Income	690,250	27.0%
State Government Grants	513,934	20.1%
Commonwealth Grants	1,207,357	47.2%
Capital Income/Building Levy	107,000	4.2%
Trading Income	40,500	1.6%
TOTAL	2,559,041	100%
EXPENSES	Initial Budget (\$)	% of Expenditure
Tuition Expenditure	1,834,376	72.3%
Administration/General Expenditure	546,531	21.5%
Capital Expenditure	115,000	4.5%
Trading Expenditure	41,050	1.6%
TOTAL	2,536,957	100%

BOARD REPORT 2018

After serving on the Board for a number of years as the Parish Representative, this report marks the conclusion of my first year in the role of Chairperson.

The Board is accountable to Catholic Education Western Australia and as stated in the Catholic School Board Constitution:

The general object for which the Board is constituted is to help the Catholic School fulfil its educational responsibilities in accordance with this Constitution, in accordance with the policies and practices prescribed or recommended by CEWA, and in accordance with Diocesan guidelines and prescriptions for the religious education program.

It is a legitimate function of the Board to provide an advisory service to our Principal and staff with respect to the formulation and review of School policy and the various issues that arise throughout the year. The Board meets monthly, and after an opening prayer, covers the agenda prepared for our consideration. This includes various issues such as fiscal planning and management, capital works allocation, maintenance and enhancement, parish matters, school staffing, P&F liaison, and IT development. These topics are not exhaustive and often the Board meeting throws up various issues that need attention, as and when they arise.

In my role as Chair, I am ably assisted by a group of committed people who volunteer their time to ensure a positive decision-making process for St Paul's. Joanna Noonan (Principal) has provided much guidance in my first year as Chair and her advice has been very much respected and valued. Malaika Jordan (Secretary and P&F Representative) has continued to devote many hours into the recording and dissemination of the minutes, keeping all Board members up-to-date with information as it comes to hand, and her efficiency and support is very much appreciated. Special thanks are also extended to Amanda Garman (Treasurer) for stepping into this role at a time when the accounting processes are undergoing change. Under the guidance of the school Finance Officer, Lindy Munnings, Amanda has provided detailed reports on the school finances.

To the remaining Board members, I also extend my thanks for their generous allocation of time and resources; Juliet Bruining, Suzanne Woods, Angelina Bowden-Jones, Cal Willcox and Father Timothy Deeter, who finds time in his busy Parish workload to regularly attend our meetings. Special mention must also be made to Mac Callisto (Assistant Principal) and Jesse Yock (Assistant Principal) who, by their regular attendance, have been another source of support to the Board. To all, your voice in discussions has provided varied and valuable input to the progress of St Paul's and I thank you sincerely.

Taking on the role of Chair this year has been a positive learning curve, one in which I have felt very much supported by all members. Due to the quality of the people mentioned above, I can confidently state that our School is in good hands as we continue planning for its present and future operation.

As each year brings new challenges, I am confident that St Paul's Catholic Primary School will continue to grow as an exemplar of Christ in the community.

Nola McIntyre
Board Chair 2018

SCHOOL PERFORMANCE INFORMATION

Contextual Information

In 2019, St Paul's Primary School will celebrate its 90th Anniversary since its establishment in 1929 by the Sisters of Our Lady of the Missions. Today it is a vibrant, inner-city, single-stream, co-educational school comprising of approximately 235 students from Pre-Kindergarten to Year 6, catering for the families of St Paul's Parish and surrounding areas.

The School provides a holistic education, embracing the spiritual, intellectual, physical, social and emotional development of students, where both relationships and learning are valued. Central to the School's Vision is a commitment to Christ-centred education, inspired by the spirit of our founding Order, the Sisters of Our Lady of the Missions and the Gospel teachings of St Paul.

As part of the School's Mission, the children are challenged to strive for excellence and grow in faith, love and hope, with respect for one another. Pastoral care is given a high priority and students are encouraged to recognise their uniqueness and self-worth. Behaviour management is positive, valuing the dignity of each individual and the development of self-discipline. To ensure maximum leadership opportunities, all Year 6 students participate in each of the four ministries: Christian Leadership, Physical Education & Sustainability, Events & Music and Library & Digital Technologies.

At St Paul's, we pride ourselves on our well-rounded curriculum. Our students are provided with opportunities to participate in a variety of activities and competitions in many learning areas. A range of programs are implemented to cater for the individual needs of our students. Support in learning is offered through a differentiated classroom teaching approach, a whole-school intervention program and a comprehensive GaTE program.

The Whole School Intervention Program, coordinated by the Learning Support Coordinator, identifies and addresses the needs of children experiencing learning difficulties. Programs such as Extending Mathematical Understanding (EMU), Reading Recovery, MiniLit/MultiLit and in-class small group support sessions are used to assist children experiencing difficulties in Literacy and Numeracy.

The GaTE Program is offered to selected students from Years 4-6, providing comprehensive academic challenges, including:

- The Robo Cup Junior Competition (Years 5 & 6)
- Tournament of Minds (Years 5 & 6)
- Da Vinci Decathlon (Years 5 & 6)
- Game Changer Awards Challenge (Years 4-6)
- Think Fest (Year 5)
- Maths Olympiad Challenges (Years 4-6)
- ICAS UNSW Competitions (Years 4-6)

Each year we strive to raise our standards of achievement. Teachers are encouraged and supported to investigate new ideas and implement changes in their teaching practice to benefit the students. The teachers engage in collaborative conversations at Professional Learning Community (PLC) meetings, participate in Ongoing Professional Learning (OPL), engage in peer coaching, visit other schools and form community partnerships. We regularly review our annual Whole School Curriculum Plan, analyse our student performance data and decide on the areas that most need focus in our school.

At the end of 2018, after analysing the NAPLAN and standardised testing data, we once again reviewed and updated our Whole School Curriculum Plan. It was decided that in 2019, the whole school would have a major Literacy focus on Spelling and a Numeracy focus on our newly created Numeracy Data Wall, with an initial emphasis on Place Value.

In 2019, as part of our commitment to personalising the data, or 'putting faces on the data', St Paul's staff will be participating in a Literacy initiative entitled 'The Literacy Collective', in collaboration with a selection of other Catholic Education WA (CEWA) schools. Based on worldwide research and facilitated by a leading Canadian educator, Lyn Sharratt, this project will assist us to develop a common language for sharing all students' progress and to use ongoing assessment data to inform instruction to cater for every student. The many benefits of personalising data include increased student engagement and a positive impact on school culture.

A strong emphasis is placed on the development of independent learning skills and the integration of digital technologies across the curriculum to enhance student learning. A BYO 1:1 digital device program is in place from Years 4 to 6, with Year 6 continuing to use their Macbooks, while Year 4 and Year 5 use iPads. Years 1 to 3 also operate a 1:1 digital device program, using school-provided iPads. Pre-Primary and Kindy have access to a bank of iPads. The students have reaped the benefits of using a wide range of apps in teaching and learning, as these apps have allowed for increased creative learning opportunities, such as the making of audio-visual projects, interactive posters and slideshows.

With the School's implementation of Zuludesk, a powerful, cost-effective, mobile device management system, teachers and parents have increased control over student access on devices. The introduction of See Saw, a student-driven digital portfolio and communication system, from Kindy to Year 6, has increased parent engagement and communication. The use of the Connected App ensures that parents are continually kept up to date on school and class matters. We also offer Cyber Safety workshops for all students, staff and parents, to provide opportunities for our community members to recognise and develop responsible digital citizenship.

In 2018, our Catholic Education System (CEWA) underwent a digital transformation and as a result, there have been several IT developments. The LEADing Lights platform has introduced the student portal for all students in 1:1 digital device class rooms, making it easy for students to access their content in one place. The use of OneNote as a digital storage space has allowed students to store and access their own and teacher content, anywhere, at any time.

The Years 4 to 6 classes have continued to implement and integrate Office 365, providing students with collaboration opportunities to complete documents and submit tasks online. All classrooms are fitted with Apple TVs, to ensure that students and teachers can mirror their devices to a central teaching platform. Green screen kits are used from Years 1 to 6, facilitating multimedia tasks and audio-visual projects.

St Paul's Primary School enjoys a strong relationship with the Parish. The spirit of community in the School is enriched by the active involvement of parents and the generous assistance of the Parents and Friends (P&F) Association.

The education offered by St Paul's Primary School, underpinned by Gospel values, encourages students to seek the truth and aspire to our **Motto: "From Darkness to Light"**, by growing in knowledge from darkness into the light of Christ.

Teacher Standards & Qualifications

All members of the teaching staff are registered with the Teachers' Registration Board of WA.

Qualifications of Staff:

- 1 Master of Educational Leadership
- 1 Master of Religious Education
- 1 Master of Fine Arts & Art History
- 1 Post Grad Creative Studies
- 1 Bachelor of Arts
- 2 Bachelor of Arts in Education
- 2 Bachelor of Arts in Education (Primary)

- 1 Bachelor of Arts in Language (Italian)
- 1 Bachelor of Arts in Psychology
- 1 Bachelor of Business (Accounting)
- 1 Bachelor of Business (Hons)
- 3 Bachelor of Education (Conversion)
- 1 Bachelor of Education (Kindergarten through Primary)
- 3 Bachelor of Education (Primary)
- 1 Bachelor of Education
- 1 Bachelor of Fine Arts & Art History
- 1 Bachelor of Music in Education
- 1 Bachelor of Science (Sports Science)
- 1 Graduate Diploma in Education (Early Childhood Education)
- 1 Graduate Diploma in Education (Music & Religious Education)
- 1 Graduate Diploma in Education (Physical Education)
- 1 Higher Diploma in Arts in Primary Education
- 1 Diploma of Business Administration
- 1 Diploma in Education (Italian)
- 1 Diploma of Education (Early Childhood Education)
- 2 Diploma of Education (Primary)
- 1 Diploma of Religious Education
- 4 Diploma of Teaching
- 2 Certificate III Education Assistant
- 1 Certificate III Education Assistant (Early Childhood)
- 2 Certificate III Education Support
- 1 Certificate III Library & Information Studies
- 1 Certificate III Teacher's Aide
- 1 Certificate IV Education Assistant

Workforce Composition

Teaching staff	14
Full-time equivalent teaching staff	10
Non-teaching staff	11
Full-time equivalent non-teaching staff	6.5
Indigenous staff	0
Male staff	1
Female staff	24

Student Attendance at School

Average student attendance in 2018 is 94.80%

Class attendance by level is:

Year 1	94.03%
Year 2	95.03%
Year 3	94.37%
Year 4	95.31%
Year 5	95.31%
Year 6	94.74%

The Process for Dealing with Non-Attendance

The teachers record all absences using SEQTA software. Parents are asked to notify the school, prior to 9am, to report their child's absence. In the event of an unexplained absence, a text message is sent to the parent. Parents are required, in writing, to state the date and reason for their child's absence. Any unusual patterns of absence are reported to the Principal for monitoring. Parents must inform the Principal if a student is to be absent for a prolonged

period. Parents are strongly discouraged to interrupt their children’s learning for events such as holidays.

NAPLAN Information

The 2018 NAPLAN results for our school are similar to those of previous years with a slight upward trend in results for Year Five and a marked upward trend in Year 3 being evident.

The detailed breakdown of the results is shown below.

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	528	451	483	503	479
Australian Schools	434	407	418	432	408
Year 5	557	524	544	610	523
Australian Schools	509	465	503	504	494

Parent, Student and Teacher Satisfaction

Many parents expressed a high level of satisfaction with the educational programs and pastoral care in our school during parent-teacher interviews, formal reporting periods and following learning journeys.

Feedback through informal discussions following class assemblies, at parent information sessions and school events also supports a high level of parent, teacher and student satisfaction with the school.

Post School Destinations

Post-school destinations of students from St Paul’s School at end of Year 6:

Mercedes College	9
Chisholm College	5
Perth College	1
Churchlands SHS	1
Perth Modern School	1
Shenton College	1

School Income

For information regarding school finances please follow the link to *My School* website
TBC