



St Paul's Primary School Mount Lawley

2019

School Performance Report

St Paul's Catholic Primary School Annual Report 2019

The Annual Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister of Education.

The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementations of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office of Western Australia.

Further information about the school or this report may be obtained by contacting the school.

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1. SCHOOL CONTEXT

Part One

St Paul's Primary School is a co-educational primary school of approximately 235 students from Pre-Kindergarten to Year 6. The school provides a strong foundation for children's spiritual, intellectual, social, moral, physical and aesthetic development by providing a supportive and nurturing environment which contributes to each student's sense of self-worth, enthusiasm and optimism for future learning and discovery.

St Paul's is a community that places Jesus Christ at its centre. We strive to live like Jesus. Our school motto, "From Darkness to Light", is a reminder for the school community of its Catholic, Christian identity and of the lives we are called to lead. Together, staff, families, students, priests and the parish community work to make St Paul's a place where all are welcomed and where each student can realise their fullest potential.

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.

Students are seen as individuals with unique needs, interests and characteristics. We are committed to supporting and nurturing students to develop as an individual and as a member of our school and wider community. We regard each child as a precious gift, filled with the life and love of God.

Our aim at St Paul's is to give our children a thirst for learning that continues with them throughout their future school experiences and lives. We recognise that parents are the first and foremost educators and strive to work in partnership with them in providing an education program that meets the needs of every child. At St Paul's, learning is strongly focused on the development of literacy and numeracy skills.

Our staff at St Paul's has a thorough and up-to-date knowledge of the primary school curriculum and a deep understanding of how students learn. We know our students well: their individual interests, backgrounds, motivations and learning styles. We are committed to providing a faith-filled community in which a safe, positive and creative learning environment is nurtured and sustained. While we are dedicated to academic excellence and vitality, we promise so much more; a balanced educational experience for body, mind, heart and spirit. We teach our students the importance of caring for each other, for all humanity, and for the natural world.

Part Two

A report by the Board Chair to the school community can be found [here](#).

A report by the Principal to the school community can be found [here](#).

Other reports to the school community can be found on our [school website](#).

2. TEACHER STANDARDS AND QUALIFICATIONS

Teaching Qualification	Number of Staff
Bachelor of Education	7
Graduate Diploma in Education Diploma in Education	5
Bachelor of Arts	5
Master of Religious Education	1
Master of Education	1
Bachelor of Science	1
Bachelor of Education (Early Childhood) Graduate Certificate in Education	3

3. WORKFORCE COMPOSITION

Role	Male	Female
Teaching Staff	2	12
Non -Teaching Staff	0	13
Indigenous	0	0
Total	27	

4. STUDENT ATTENDANCE AT SCHOOL

Pre Kindy	85.71
Kindy	92.3
Pre- Primary	93.94
Year 1	93.53
Year 2	92.1
Year 3	94.65
Year 4	93.93

Year 5	95.14
Year 6	94.67
Whole School Attendance Rate	92.89

Non-attendance is recorded electronically on SEQTA and is managed by the administration staff and classroom teachers. Administration staff contact families who have not provided an explanation for absences prior to recess each day. Any outstanding, unexplained absences are followed up by classroom teachers and administration staff.

NAPLAN ANNUAL ASSESSMENT

St Paul's achieved outstanding results in the 2019 National Assessment Program for Literacy and Numeracy (NAPLAN) completed by Years 3 and 5. Our student averages were all either AT or ABOVE the National Mean in all areas.

Bearing in mind that it is only a snapshot of a child's performance on one day, the NAPLAN assessment tests can be a useful tool to plot whole school trends and developments over time. Used in conjunction with the results from School-Based Assessments in all year levels, Standardised Tests and the Pre Primary Online Entry tests, it provides us with data that shows strengths and assists us in identifying areas of need when planning future school focuses. An overview of the 2019 results reflects the great learning and teaching that is taking place throughout the school.

YEAR 3	ST PAUL'S MEAN	ALL AUSTRALIAN SCHOOLS MEAN
READING	492.9	432.3
WRITING	456.6	423.1
SPELLING	450.9	418.7
GRAMMAR & PUNCTUATION	495	439.8
NUMERACY	419.6	408.1
YEAR 5	ST PAUL'S MEAN	ALL AUSTRALIAN SCHOOLS MEAN
READING	566.7	506.0
WRITING	502.2	473.9
SPELLING	530.0	500.7
GRAMMAR & PUNCTUATION	550.8	499.1
NUMERACY	516.3	495.8

PARENT, STUDENT AND TEACHER SATISFACTION

In 2019, the school did not conduct a formal Climate Survey with students and parents. Feedback and conversations within the classroom, parent / teacher interviews and parent information evenings provided opportunities to gather information providing student perspective on academic achievement, health and wellbeing, pastoral care practices and bullying related issues. The data was analysed and communicated back to staff.

In 2019, parent feedback about the school's areas of strength and development was collected through parent forums as the school prepared to write its new Strategic Plan. The data indicated that a significant number of parents felt their children were safe and included at school and that staff were generally easy to approach, responsive to parent concerns and understood the individual needs of students. Parents reported satisfaction with the quality of learning at St Paul's and the communication to parents. Satisfaction was also expressed with the opportunities to celebrate and connect in the school community.

Overall satisfaction across the school community is also supported by strong enrolments and informal feedback from parents, students and staff through conversations, emails and social media likes and comments.

SCHOOL INCOME

A Summary of school income can be found on the Australian Government's My School website at www.myschool.edu.au by searching for St Paul's Primary School, Mount Lawley.

POST SCHOOL DESTINATIONS

SECONDARY SCHOOL	NUMBER OF YEAR 6 STUDENTS
Chisholm College	2
Mount Lawley High School	0
Mercedes College	6
Trinity College	5
Aranmore College	2
Perth Modern	3
Unknown	0
Total	18

ANNUAL SCHOOL IMPROVEMENT

St Paul's Primary School

CEWA Strategic Intent	LEARNING Leadership Formation: <i>Transforming our people to lead outstanding Catholic communities</i>	ENGAGEMENT T <i>Early years learning and care: Partnering across communities to provide the best opportunities for young families</i>	ACCOUNTABILITY Health and well-being of students and staff: Providing learning environments where everyone feels safe and can flourish	DISCIPLESHIP P <i>Educating at the margins: Engaging with the most vulnerable and marginalized in our society</i>
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Focus Area <i>Indicate which LEAD intent is met through the focus. Ideally each would be met at least once.</i>	Informed by Evidence <i>Qualitative and quantitative</i>	Specific Performance & development goal to be achieved (stated simply)	Measurable <i>Evidence that will be used to demonstrate progression and goal</i>	Achievable <i>What actions will I take to achieve the goal?</i>	Relevant <i>How does the goal connect to the school's strategic plan (and/or other plans)?</i>	Time Bound <i>What are the timeframe milestones?</i> <i>Timeframe within which the goal will be achieved</i>	Resources <i>Support/resources that will be required to achieve the goal.</i> <i>Key personnel: who is responsible / ensuring we are on track</i>	Success Criteria <i>How will you know you have been successful (quantitative and measurable)?</i>
Numeracy Data Wall LEAD	NAPLAN and PAT Maths data has not demonstrated expected growth	100% of students will show individual expected growth in Place Value	2019 NAPLAN and PAT MATHS data Student tracking will be evident on individual data cards	Coordinated PD and PLCs, focused on developing authentic assessment, group and individual case management plans and data tracking	Curriculum Plan	Numeracy PD provided by the end of Semester 1. PLCs in Weeks 3, 6 & 9 of every term are dedicated to data wall analysis	Materials / QR code resources for data wall construction EMU program – Donna Robbins Key Numeracy Teacher – Brianna Di Stefano St Paul's Numeracy Team – Brianna Di Stefano, Andrea	Increased number of students showing place value understanding growth on data wall, as evidenced by data present on individual student cards

							Middleton, Donna Robins	
<p>Digital Technologies</p> <p>LEAD</p>	<p>The Technologies learning area has been an individual class focus in 2018. In 2019 Digital Technologies will be a coordinated whole school focus</p>	<p>Develop a whole school Digital Technologies scope and sequence document</p>	<p>All classes will participate in documented digital technologies learning activities as evidenced by planning documentation</p>	<p>Provide Professional Development opportunities for staff in the Digital Technologies learning area and devote specific PLCs to share best practices</p>	<p>Curriculum Plan</p>	<p>By conclusion of Semester 1, 2019</p>	<p>STEM Coordinator / Digital Technologies Key Teacher – Irene Pangestu Science/Extension Teacher – Cheryl Brown</p>	<p>All teachers are aware of and are using the Digital Technologies scope and sequence document in their classes, as evidenced in their planning documents.</p>
<p>Mindfulness</p> <p>LEAD</p>	<p>The Evangelisation Plan indicated the desire for staff to participate in a meditation retreat to improve mindfulness practices.</p>	<p>100% of staff and students will participate in mindfulness activities over the duration of Week 5 each term</p>	<p>All classes will participate in documented (individual class and whole school) mindfulness learning activities as evidenced by planning documentation</p>	<p>Whole School Mindfulness activities are made available – yoga, meditation etc. Mindfulness resources are shared with staff to use with students in the classroom.</p>	<p>Evangelisation Plan</p>	<p>Completed in Week 5 of Terms 1-4 in 2019.</p>	<p>Assistant Principal & Mindfulness Coordinator – Cheryl Brown Meditation and yoga videos and tutorials for students and staff</p>	<p>100% of classroom teachers and students participate in mindfulness activities each term to promote their mental health</p>
<p>Sustainability</p> <p>LEAD</p>	<p>Our QCS data indicates a need for a whole school approach to sustainability</p>	<p>Conduct an audit on sustainability practices at St Paul's. Create Sustainability Scope & Sequence document and Action Plan. Become an accredited Waste Wise School.</p>	<p>All classes will participate in documented sustainability activities. Sustainability audit, scope and sequence and action plan documentation evident.</p>	<p>Staff collaborate to complete sustainability audit in the final week of 2018. PLCs utilised to ensure staff have input and ownership of scope and sequence and action plan. Move through the steps to become</p>	<p>Strategic Plan</p>	<p>Conclusion of 2019.</p>	<p>Assistant Principal – Mac Callisto Sustainability Coordinator – Jenna Carlini & Helen Chatzimichail</p>	<p>Sustainability audit and action plan has been completed. All teachers are aware of and are using the Sustainability scope and sequence document in their classes. St Paul's has become an Accredited Waste</p>

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ONGOING EVALUATION Informed by evidence from:

- LEAD system intent
- Evangelisation Plan
- Curriculum Plan
- Data analysis
- Quality Improvement Plan
- Quality Catholic Schooling
- School Cyclic Reviews
- Student Data e.g. Appraise, attendance, wellbeing