### 2014 School Reporting - Primary

#### The Schools Story

<table>
<thead>
<tr>
<th>System:</th>
<th>School Name:</th>
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<tbody>
<tr>
<td>Diocesan Catholic Education Office - Rockhampton</td>
<td>St Paul’s Catholic Primary School</td>
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<table>
<thead>
<tr>
<th>School Based Contact Person:</th>
<th>Address:</th>
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<tbody>
<tr>
<td>Principal’s Full Name:</td>
<td>Breakspear Street Gracemere 4702</td>
</tr>
<tr>
<td>Patricia Elena Adair</td>
<td></td>
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<table>
<thead>
<tr>
<th>Phone: 07 4933 2139</th>
<th>Fax: 07 4933 2127</th>
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<tbody>
<tr>
<td>Email: <a href="mailto:spgr@rok.catholic.edu.au">spgr@rok.catholic.edu.au</a></td>
<td>Website: <a href="http://www.spgrrok.catholic.edu.au">www.spgrrok.catholic.edu.au</a></td>
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<table>
<thead>
<tr>
<th>Total Enrolments:</th>
<th>Year Levels Offered:</th>
<th>Type of School:</th>
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<tbody>
<tr>
<td>310</td>
<td>P-6</td>
<td>Catholic Co-Education</td>
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### Distinctive Curriculum Offerings

St Paul’s Catholic Primary School has two streams of classes from Prep to Year Six and one Year 7 class. St Paul’s has an accredited School Curriculum Framework that outlines our response to education requirements and documents our commitment to the seven attributes of the life-long learner. Planning for teaching and learning articulates specific objectives related to literacy, numeracy, life skills and future perspectives. All learning for teaching and learning aims to provide appropriate levels of challenge and support for all learners.

### Extra Curricula Activities

St Paul’s has a commitment to providing a rich learning environment where the values of community, excellence and opportunity mean that all learners have the opportunity to engage in many activities.

Community/parish involvement: Students are actively involved in representing the school at local/regional celebrations including Anzac Day and performances for the Parish Fair etc. Cultural activities include instrumental music in conjunction with The Cathedral College, St Peter’s and St Joseph’s (Wandal) Primary Schools and Arts Council performances.

Sporting activities include school and district athletic and swimming carnivals; interschool soccer, netball, rugby league and equestrian events.

Leadership Camps/Activities: St Paul’s seek to nurture the growth and development of students through relevant life experiences. Students in Year 5 attend a two day series of activities designed to focus on leadership. Year 6 and 7 attend a five day outdoor education camp that reviews their leadership year, provides challenges to the individual and the group and begins the transition process to high school.

Class Excursions: Students are provided with a broad range of activities to enhance their learning. All activities are planned to be relevant, well organised and accessible.

Competitions: Students participate in a variety of regional, state and national competitions designed to enhance their learning experiences eg. Writing competitions, maths challenges.

Parish-based sacramental programs: Working in conjunction with the parish, students and families from St Paul's are supported in their preparation for the Sacraments of Initiation and Eucharist.

Liturgical celebrations: Students participate in a variety of diocesan, regional and school-based liturgical celebrations.

### How Information and Communication Technologies are used to assist learning

Information and Communication Technologies (ICTs) are integral to all areas of the curriculum. ICTs include the hardware, software and associated devices and programs to support technology in our school. Teachers and students have access to interactive whiteboards and lap top computers in each classroom. The School Curriculum Framework recognises the digital world in which our students operate. Teachers and students are required to consider the range of ICT functions and applications as part of all learning tasks. ICTs are tools for learning which students can utilise as they think, learn, collaborate and communicate.
### Social Climate

At St Paul’s we acknowledge that our mission is to respond to the developmental needs of each member of the school community recognising that all individuals have inherent rights and responsibilities.

St Paul’s School staff strive to work in partnership with students and parents to develop a positive relationship that enables each child to live, love and learn in a supportive, committed environment.

Family Support Worker: St Paul’s offers the members of our school community access to a Centacare counsellor who is employed for three hours a week.

Student Leadership: We provide students with a variety of environments and opportunities in which to fulfil their leadership potential. The role of our Year 6 and 7 student leaders is regarded as significant.

With a caring and friendly atmosphere, St Paul’s strives to educate the whole person spiritually, intellectually, physically, socially, emotionally and morally.

To encourage a growth to wholeness, the school aims to foster in students the development of self-discipline, responsibility and respect for themselves, others and the environment. St Paul’s School personnel actively review strategies to respond to bullying. The “Peer Support” program was introduced in 2011 as part of the Year Six/Seven Leadership Program. This program has been introduced as part of our overall strategy to strengthen relationship bonds within our school.

### Cyber Safety and Anti-Bullying Strategies

Our school has implemented Diocesan policies on Acceptable Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety issues. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has a number of social/emotional learning programs in place to assist students in guarding against bullying at school. The school community is kept up to date about developments in this area. All Diocesan and school policies are reviewed on a regular basis.

### Strategies used for involving parents in their child’s education

The P&F is an integral part of the St Paul’s community providing the organisational structure to assist with the necessary participation of parents in the life of the school. The P&F has established a culture of "doing what is best for our students". This translates into significant involvement in many projects designed to enhance the learning environment for all. The P&F held a School Fair for the first time in 2014. The St Paul’s School Board is a pastoral board functioning under a Shared Wisdom Model. A pre-service is held annually allowing members of the community to gain insight into its responsibilities. The significance of parents being involved in student learning is acknowledged and encouraged. Parents are welcomed into the school and classrooms to assist and support in a variety of activities. Parents are encouraged to share their particular skills and interests with various classes in order to support learning experiences. Ongoing liaison between staff and parents is vital.

Strategies include parent-teacher information evenings and interviews, learning expos held each term and end-of-semester report cards.

Social interactions allow students, parents, friends and staff to gather informally as community. Examples of gatherings include disco nights, end-of-year and graduation celebrations and the Fair.
Reducing the school’s environmental footprint

St Paul's School has begun a range of initiatives to reduce our environmental footprint. Our school community began a community garden which successfully produced a range of vegetables that were sold to members of our community. The garden is maintained by parents, staff and students. There are plans to construct additional gardens with native plants to add beauty and colour. These gardens will reduce the grass areas and subsequent need for watering and mowing. St Paul's School has installed solar panels provided through the National Solar Schools Program. Our school community has received assistance from Earthcare and will be embarking on a whole school approach to reduce, reuse and recycle.

Characteristics of the Student Body

St Paul’s draws its families from a wide area with many of our families not living within the confines of ‘urban’ Gracemere. The implications of being the sole Catholic school located within this locality mean that the school's pastoral responsibilities are often heavily drawn upon. Each student and their family bring with them a deep knowledge and rich culture to the learning environment that is St Paul’s. Opportunities are provided for the sharing and incorporation of this lived experience to inform and enrich our learning environment.

Established in 1988, St Paul's student population from Preschool to Year 7 was 48. The 2008 school year saw the school population increase to 214 which represented increased population growth in the Gracemere area. Our current school population is 310 students.

Gracemere is located within the industrial corridor between various mining centres and Gladstone. This means a number of families have a parent working away for periods of time. Our school population has had fluctuations resulting from job transfers and relocations.

Staffing composition, including Indigenous staff

Workforce Composition of all teachers

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Indigenous Staff</th>
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<tbody>
<tr>
<td>Headcounts</td>
<td>19</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>17.16</td>
<td>8.87</td>
<td>0.69</td>
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Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification – highest level of attainment</th>
<th>Percentage of staff with this Qualification</th>
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<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td>5.3%</td>
</tr>
<tr>
<td>Masters</td>
<td>%</td>
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<tr>
<td>Bachelor degree</td>
<td>94.7%</td>
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<tr>
<td>Diploma</td>
<td>%</td>
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<tr>
<td>Certificate</td>
<td>%</td>
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Expenditure on and teacher participation in professional development

**TOTAL FUNDS** expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

$60,500

**MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**

Professional Development opportunities are provided for all teaching and non-teaching staff. The Seven pupil free days include the Bishop's Inservice Day, Religious Education and Formation Day and specific curriculum focus days. Guest presenters from DCEO and externally were invited. All staff participates in Workplace Health and Safety and Student Protection In-services. Teacher Assistants participate in workshops provided by DCEO and are invited to attend workshops with teaching staff.

The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100%
Average staff attendance

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days

98.67%

Percentage of teaching staff retained from the previous school year

93.18%

School Income


(The School information below is available on the My School web site).

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at http://www.myschool.edu.au/.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Key Student Outcomes

St Paul’s School consistently achieves at or above the state benchmark level. All students in Years 3, 5 and 7 are included in NAPLAN testing. Our leadership team and staff analyse the results and use this data to review curriculum programs and specific student needs for the following year. The Sunlanda data is available to all staff to be used in their planning. The results reflect the socio-economic, cultural, educational needs dimension of each cohort.
**Student Attendance**

**Average student attendance rate (%)**

89.2%

**Describe how non-attendance is managed by the school**

Parents are asked to contact the school regarding any absences relating to their child or children. If a student is away for more than two days without any notification from the parent, school personnel (administration or class teacher) will contact the parents.

**Value Added**

Since the inception of the mandated NAPLAN Years 3, 5, 7 testing, St Paul's has achieved “Consistently at” or “slightly above” the State average dependent upon the characteristics of each cohort.
Performances of individuals and cohorts are noted and appropriate measures taken to implement learning programmes that will enhance understandings in specific areas.
Continued growth has resulted in students enrolling at St Paul's across all year levels.
St Paul's were able to implement the “Closing the Gap” teaching strategies for Mathematics across Years 2 to 6 with assistance provided to our teachers through online means, workshops and meetings. This allowed our Mathematics program to retain continuity over the past two years.
The results help inform the Learning programmes in our middle to upper years. Teaching staff have been participating in a range of professional development sessions in order to implement the National Curriculum.

**Comment on strategies you plan for the future**

Future strategies include:
Ongoing review and evaluation of all programs and pedagogy to reflect best practice and to facilitate improved student outcomes and to maximise performance on national testing. Continuing to explore strategies and methodologies to ensure that our Year 7 students have adequate knowledge, skills and dispositions as they transition into Secondary schooling.
Ongoing curriculum development in response to the demands of a quickly changing world eg ICTs and technology.
Continuing professional development related to multi literacies.

**Parent, Teacher and Student Satisfaction**

School Renewal Feedback – 2011 This report informs annual school development plans.
Commendations (Summary):
#Evidence of respect and concern in the community as an underpinning virtue, distinctive of a Catholic school
#Strong expectations regarding student conduct based on gospel values and the encouragement of self-discipline
#Sound pastoral care approach promoting a secure and supportive environment
# Positive contributions of the parent body
# Comprehensively holistic and directed towards the total formation of the student
# Administration is committed to ongoing improvement of facilities
Priorities for the future:
# Preparation of a master plan for the future planning of the school
# Further resourcing for technology and IT infrastructure
# Review of behaviour management plans
# Review all reporting processes between teaching staff and parents
Focus and additional teacher support in literacy and numeracy across all year levels.
Ongoing professional development regarding the implementation of the Australian Curriculum.