



St Paul's Catholic Primary School Gracemere

2020 Annual School Report



Catholic Education
Diocese of Rockhampton

St Paul's Catholic Primary School, Gracemere

Catholic Education Diocese of Rockhampton

Principal

Patricia Adair

Address

Breakspear Street
Gracemere Qld 4702

Total enrolments

315

Year levels offered

Prep – Year 6

Type of School:

Co-educational

School Overview

St Paul's Catholic Primary School is located in Gracemere, ten kilometres west of the city of Rockhampton. The school was established in 1988 by Bishop Bernard Wallace to service a rapidly growing community and has expanded its programs and facilities to cater for its current enrolment of approximately 320 students from Prep to Year Six. The school motto, 'Living, Loving and Learning' reflects our vision that 'we endeavour to create an inclusive, compassionate environment in which we live, love and learn.' Our mission is to be a community that witnesses to the values of Christ by respecting and nurturing each person's talents. St Paul's values community, excellence and opportunity. We strive to be a welcoming community, building positive partnerships with students, families, and the wider community. We encourage all parents to work in partnership with our staff, parish and community to maximise every child's growth and success. We encourage students to do their best and utilise all opportunities to engage in activities across the curriculum. Our students participate in a wide range of activities including sporting and equestrian events and academic competitions. Our school grounds are extensive with a football oval, soccer field, cricket nets and athletics track and these facilities are shared with local sporting groups such as Gracemere Little Athletics.

More information on our school can be accessed from myschool.edu.au

Curriculum Offerings

St Paul's Catholic Primary School has a commitment to providing a rich learning environment where the values of community, excellence and opportunity mean that all learners can engage with many activities within the school and in the wider community.

St Paul's Catholic Primary School has two streams of classes from Prep to Year Six. St Paul's School has an accredited School Curriculum Framework that outlines our response to education requirements and documents our commitments to the attributes of the life-long learner. Planning for teaching and learning articulates specific objectives related to literacy, numeracy, life skills and future perspectives.

The school motto of 'Living, Loving and Learning' encapsulates the key aspects of the Christian message of loving God and loving others as oneself. Like St Paul, the members of the St Paul's School community are called to live life in all its fullness, to love God and to love others and to be followers of Christ.

Extra Curricula Activities

St Paul's has a commitment to providing opportunities for all students to be actively involved in all aspects of school life.

Community/parish involvement: Students are actively involved in representing the school at local/regional celebrations including Anzac Day and performances for the Parish and local community events. 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 netball, rugby league, tennis, Oztag, Touch and equestrian events. A variety of junior sport development programs are welcomed at St Paul's and are included in the PE program and outside school.

Leadership Camps/Activities: St Paul's seeks 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 attend a four-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 experience a broad range of activities to enhance their learning. All planned activities are relevant to the curriculum, well organised and accessible for all students.

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

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 Eucharist, Penance and Confirmation.

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, lap top computers, chrome books and iPads 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

Strategies to Promote a Positive Culture

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.

Counsellor: St Paul's offers the members of our school community access to a counsellor who is employed for three days 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 student leaders is regarded as significant. The Peer Support Program is an opportunity for our Year 6 leaders to facilitate learning experiences in a multi-age group setting supervised by staff. The benefits of this program to our school community is visible and valued.

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.

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 responding to bullying concerns at school. Current developments in this area are shared with the school community. All Diocesan and school policies are reviewed on a regular basis.

Strategies 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 hold a School Fair in October every two years. This event includes the wider Gracemere community and is very popular and well supported.

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.

We acknowledge the significance of parents being involved in student learning. Parents are welcomed into the school and classrooms to assist and support in a variety of activities. Parents are encouraged to share their skills and interests with various classes to support learning experiences. Ongoing liaison between staff and parents is vital. Strategies include parent-teacher information evenings and interviews and end-of-semester report cards.

Reducing the school's environmental footprint

St Paul's School continues to implement 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. Additional gardens with native plants had been added 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 and LED lighting throughout the school. 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 316 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, relocations, and the downturn in the mining and allied work sectors.

Average student attendance rate (%)

The average student attendance rate for 2020 was 96.59%.

Management of non-attendance

Our school has implemented the Diocesan policy and procedures for Managing School Attendance and Absenteeism Guidelines. Parents are to contact the school regarding any absences relating to their child or children. If a student is away without any notification from the parent, school personnel (administration or class teacher) will contact the parents. The school roll is marked electronically twice a day and parents/guardians receive a SMS message if they have not advised the school of an absence by 10am.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	26.00	22.00	1.00
Full-time equivalents	21.47	14.47	0.75

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	3.85%
Bachelor Degree	96.15%
Diploma	
Certificate	

Major Professional Development Initiatives

After reviewing Professional Development initiatives in 2019 and in collaboration with staff, the following professional development initiatives became the focus for professional development for staff in 2020.

Religious Education: Staff formation through whole staff participation in the annual Bishop's Inservice Day and teachers attending a day with the scripture of Matthew as a focus enabled staff to explore their own personal spiritual journey, and professional development that supported their role as teachers of religion.

Curriculum: The following aspects of curriculum planning, implementation and assessment were the focus of professional development in this area.

- Whole staff- teachers and teacher assistants participated in whole day workshops reviewing our whole school approach to writing. A consultant led this process.
- Whole staff- teachers and teacher assistants participated in whole day workshops addressing our whole school approach "Habits of Mind" and positive engagement in learning.
- NCCD Data support: teaching staff used professional development opportunities to understand the collection of data requirement for NCCD purposes.
- Whole staff- teachers and teacher assistants participated in a zoom workshops on reading intervention strategies to be implemented across the cohorts.
- Teachers across all cohorts attended a series of spelling workshops led by a consultant. This allowed for staff formation and in-class strategies.
- Staff meetings were held to inform the development of whole school "Teaching and Learning" Framework.
- Teachers from Prep to Year 6 participated in a CEO led Reading project in 2019 and implementation strategies for 2020 were discussed.
- A classroom-profiling consultant was engaged to lead workshops for all staff. The focus of the workshops was to consider strategies that promote and support positive classroom practices

Mandatory Training: Whole staff attended a professional development day to address all mandatory training- Student Protection processes and procedures, WHS matters, Code of Conduct, ICT Code of Practice. This day allowed the whole staff to participate in school operational matters through these discussion and training topics.

The percentage of teachers engaged in professional development was 100 %.

Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$ 45,400.

Average Staff Attendance and Retention

The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to five days, was 91.88 %.

Percentage of teaching staff retained from the previous school year was 90.74%

School Income

<http://www.myschool.edu.au/>.

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

Find a school

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GO

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Sector Government Non-government

SEARCH

National Assessment Program – Literacy and Numeracy Results

In 2020, NAPLAN did not proceed as a result of the disruptions caused by COVID-19. Previous NAPLAN results are available via the My School website at www.myschool.edu.au.

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 and Value Added

All students in Years 3 and 5 at St Paul's are included in NAPLAN testing. Our Leadership Team and teaching staff analyze the results and use this data to review curriculum programs and specific needs of our students. Data including NAPLAN, semester reports, Standardized testing and ongoing formative classroom assessment is utilized by staff and is integral to their planning. Results reflect the socio-economic, cultural and educational needs of each cohort.

Data Analysis is key to planning for the subsequent year consolidating strengths and providing strategic intervention for areas of need. Professional development and teacher supports are planned from this analysis.

Strategic Improvement Progress and Next Steps

Strategic progress in 2020 and priorities for 2021-2022

1. **Purposeful reading instruction to achieve student growth.**
 - **Student Focused Target:** By the end of 2022 data will indicate an increased percentage of students working 'at level' and decrease the percent of students working 'below' year level standard with reading according to DRA data. (Less than 50% 'below level' school wide 2021, less than 45% working 'below' level in 2022.

Key steps to reach our goal:

 - **Implement** MiniLit in lower years and MacqLit in middle to upper years to target students who need reading intervention. MiniLit and MacqLit will provide a targeted response that is data orientated.
 - **Trial and Evaluate** Initialit in Prep to give our learners and teachers a consistent approach/language to literacy across the cohort.
 - **Engage** in data discussions to determine where individual students are, and ways of moving students forward with targeted reading intervention.
 - **Provide** staff with Professional Development opportunities on guided reading.
2. **Develop and refine a whole school approach to word study to improve student outcomes within spelling.**
 - **Student Focused Target:** By 2022 we aim to increase the percentage of students achieving NMS+2 within NAPLAN spelling. Yr 3 2021 = 50%, 2022 = 55%. (Yr 5 2021 more than 50% and 2022 more than 55%)

Key steps to reach our goal:

 - **Engage** in professional reading and discussions during PLCs to further develop a common understanding of word study – Ghost walks, MLG, sharing of practice, Learning Walks by Leadership, and key staff.
 - **Develop** agreed practices for word study across the school.
3. **Deepen mathematical thinking to achieve student growth.**
 - **Student Focused Target:** By the end of 2022 data will indicate an increased percentage (28%) of students working within the 125-134 band of PAT-M.

Key steps to reach our goal:

 - **Engage** in data discussions to determine where individual students are and ways of providing challenging tasks to encourage student improvement.
 - **Develop** a common language & identify high impact pedagogies (using visible learning - surface, deep and transfer learning)

- **Conduct** Professional Development with Primary Mathematics Consultant on Visible Learning (Surface, Deep and Transfer of Learning.)
- **Train** key staff to become mathematics coaches and mentors.

4. Incorporate STEM projects into the Primary Connections units.

Key steps to reach our goal:

- **Conduct** professional development with CEO STEM consultant to support teachers to embed STEM activities into existing Primary Connection units.

Parent, Teacher and Student Satisfaction

School Satisfaction Survey- June 2020. This report informs annual School Development Reports.

Commendations Summary

- Evidence of respect and care for the individual in our school community as an underpinning virtue, distinctive of a Catholic school.
- Clear expectations regarding student conduct based on Gospel values and the encouragement of self-discipline.
- Sound pastoral care approaches promoting a safe and supportive learning environment.
- Comprehensive holistic curriculum directed to the formation of the whole student.
- School improvement program is clearly evident.

Support, perspectives, and input are sought from the School Board and P&F Committee. Both parent bodies contribute meaningfully to the school operations. Both groups are valued, and the “Shared Wisdom’ model of engagement assists School leadership.