



# St Paul's Catholic Primary School Gracemere

2022 Annual School Report



Catholic Education  
Diocese of Rockhampton

# **St Paul's Catholic Primary School, Gracemere**

Catholic Education Diocese of Rockhampton

## **Principal**

Mr Anthony Greene

## **Address**

Breakspear Street  
Gracemere Qld 4700

## **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. Students are encouraged to have a positive growth mindset, 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 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](http://myschool.edu.au)

## Curriculum Offerings

### Distinctive 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 is a two stream school 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 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 secondary 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, STEM & 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 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, laptop 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. 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.

**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 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 are visible and valued.

### 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 Parents & Friends committee (P&F) is an integral part of the St Paul's community providing the organisational structure to assist with the valued 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 various fund-raising events and are also active with parent engagement and education.

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 have been added to add beauty and colour. These gardens reduce the grassed areas and subsequent need

for watering and mowing. The school has a strong emphasis on recycling as we look to reduce the amount of waste we contribute to landfills. In recent years the whole school has replaced all lighting with LED technology and installed a significant solar system to halve our electricity consumption.

## 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. Our current school population is 315 students which represents the increased population growth in the Gracemere area. From rural roots the community of Gracemere has greatly been influenced by its close proximity to the industrial corridor between various mining centres and Gladstone. Today the school population is a mix of local, rural and mining families making it a diverse learning environment where understanding and harmony flourishes.

### Average student attendance rate (%)

The average student attendance rate for 2022 was 91.12%.

### 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            | 25.00          | 23.00              | 3.00             |
| Full-time equivalents | 22.13          | 15.37              | 2.21             |

### Qualifications of all teachers

| Qualification – highest level of attainment | Percentage of staff with this Qualification |
|---------------------------------------------|---------------------------------------------|
| Doctoral / Post-doctoral                    |                                             |
| Masters                                     | 4.17%                                       |
| Bachelor Degree                             | 95.83%                                      |
| Diploma                                     |                                             |
| Certificate                                 |                                             |

### Major Professional Development Initiatives

After reviewing Professional Development initiatives in 2021 and in collaboration with staff and parents, the following professional development initiatives became the focus for professional development for staff in 2022.

**Religious Education:** Staff formation through whole staff participation in the annual Bishop’s Inservice Day and teachers attending a day focusing on the life and word of St Paul. Through this medium staff explored their own personal spiritual journey, and professional development that supported their role as teachers of religion at St Paul’s Catholic Primary School.

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

- Whole staff - teachers participated in two days of workshops reviewing our whole school approach to teaching reading 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 Berry Street – Trauma informed training to be implemented in every classroom to assist with consistency of behaviour management across the whole school.
- 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 were Inserviced in the MacqLit program with a focus on the effective teaching of reading.
- 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 \$35,900.

## Average Staff Attendance and Retention

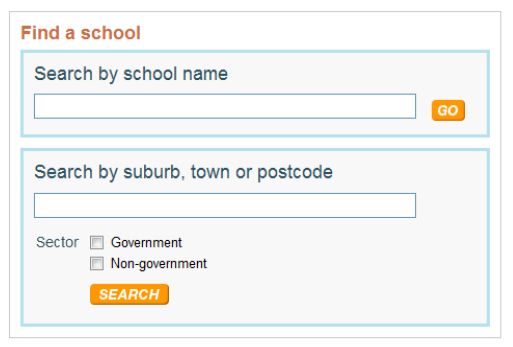
The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to five days, was 90.69%.

Percentage of teaching staff retained from the previous school year was 92.59%.

## School Income

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

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



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name" with a text input field and a "GO" button. The second section is "Search by suburb, town or postcode" with a text input field. Below this, there is a "Sector" section with two radio button options: "Government" and "Non-government". At the bottom of the second section is a "SEARCH" button.

## National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 are available via the My School website at [www.myschool.edu.au](http://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 analyse 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 utilised 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 2022

Through careful planning and implementing of whole school priorities that were clearly communicated to the school community, considerable strides forward were made into whole school approaches to teaching and learning. Student data collected and analyzed throughout 2022 has indicated not only increase in academic achievement by many of the students but also a high level of enjoyment and engagement in their learning. To build on this success many of these priorities have been carried over to 2023 with an additional focus on reading success, mathematical thinking and wellbeing initiatives.

### Strategic Priorities for 2023

#### 1. For every student to achieve growth in reading by using data to guide and inform instruction.

**Student Focused Target:** End of 2023 data will indicate an increased percentage of students achieving gains in their reading data. Pat R data will indicate a decrease in working below average from 30% to 25% across the year 2 to 6 cohorts and an increase from 11% to 15% working above average.

#### Key steps to reach our goal:

- **Review** MultLit processes and groupings to target students who require the specific intervention that is designed for.
- **Create** a tiered reading scale (benchmarks) for students based on their current data that is readily available to teachers to assist in targeting individuals for intervention and focused reading groups.
- **Organise** Education Support Assistant (ESA) timetables to allow increased support in classrooms at key learning times and provide individual reading intervention to students identified as Tiered 2 in the final session of the day. ESAs to receive training and necessary resources required to help target needs and keep records of student progress.
- **Engage** in data discussions to determine where individual students are, and ways of moving students forward with targeted reading intervention. Data to be used includes DRA, Pat R and class observations.
- **Build** staff capabilities by providing targeted professional development on best practices for teaching effective reading. This will include all staff participating in Angela Ehmer Professional Development on effective teaching, MiniLit training for relevant staff, ESA training on guided and targeted reading.
- **Review and refine** the reading hour to create school-wide agreed practices for explicit teaching of reading, focus groups and reading rotation structures, guided reading, and assessment (collecting meaningful observations/data).

#### 2. Implement teaching strategies that deepen mathematical thinking and use data to inform explicit teaching to achieve student growth in numeracy.

**Student Focused Target:** By the end of 2023 Pat M data will indicate a decrease in working below average from 30% to 25% across the year 2 to 6 cohorts and an increase from 5% to 10% working above average.

### Key steps to reach our goal:

- **Refine** the whole school approach to teaching maths introduced in 2022 to ensure that there is consistent delivery and language across the school. Number talks to engage mathematical reasoning and rich tasks to access prior knowledge and monitor learning growth of the concept.
- **Create** google slide templates based on short term planning cycles that guide teacher's planning and activities across all year levels.
- **Begin** each year with 15 days of number focus across all grades as data indicates this is a weak area across the school.
- **Develop** an effective and consistent method of observing and recording students' common misconceptions during initial rich task activities. Teacher sharing in Professional Learning Communities and discussions with APC during planning/data meetings.
- **Use** common misconceptions observed in rich tasks to guide explicit teaching in short-term learning cycles and to create fluid groupings.
- **Engage** in data discussions during planning/data meetings to determine student growth and areas of weakness across a cohort to further target short-term planning cycles.

### 3. Form a "Well Being" team to lead well-being initiatives within the school community and establish a whole school framework.

**Student-Focused Target:** By 2024 student's rumble results in overall wellbeing indicate a decrease in the vulnerable range and an increase in 'on track' range.

- **Engage** all staff in the Berry Street training to become more trauma aware and the benefits of using trauma aware practices.
- **Appoint** a wellbeing team consisting of APRE, school counsellor, teacher and ESA.
- **Collaborate** with the wellbeing team to establish a broad role description and goals for 2023.
- **Trail** rumble quests across a range of cohorts to gain baseline data on student attachment to school, social confidence and supportive relations.
- **Review** St Paul's behaviour expectation guidelines with an emphasis on 'Essential Skills for Classroom Management'. This will include refresher training Diocesan Consultant at a staff meeting and in Terms 3 & 4 scheduling time to reflect on practices in staff meetings.
- **Discuss** practices that help get students ready to learn and the benefits of employing these practices and routines across the whole school. An emphasis will be placed on not adding more to the day but refining some established routines to align with trauma aware practices.

## Parent, Teacher and Student Satisfaction

St Paul's Catholic Primary School aims to be an inclusive learning environment where all feel welcome, especially families. Clear and open communication between the St Paul's leadership team, staff and families is key to achieving this goal and we strongly support the input of families into their child/ren's learning.

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.