



## ANNUAL REPORT 2021



# St Paul's Catholic Primary School

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### **Vision Statement**

We walk together in faith towards a future filled with hope and love.

Faith- we are growing in God's love

Hope – we are creating our tomorrow

Love – we have love for ourselves, each other, our creation and our learning

### **Mission Statement**

Our Mission is to provide our students with a high quality Catholic education filled with opportunities to thrive academically, emotionally and spiritually. We foster respectful relationships that nurture a safe environment and promote responsibility. We work in partnership with our community to lead strategic school improvement and stewardship of our charism and our resources.



## Brief History of the School

St Paul's Catholic School opened as an Infant School in February 1967 with two classrooms that were used as a Mass centre on Sundays. It was started by the Sisters of Our Lady of the Sacred Heart, Sister Virgil and Sister Gabriel. By the time Cyclone Tracy arrived in Darwin in 1974, St Paul's had grown to a school of 415 students. Many families had contributed much of their time and energy into developing St Paul's and within a short space of time Cyclone Tracy destroyed much of the parish and school.

The library and two-storey building were extensively damaged and the future of the school was unknown. Occupied by the army, what was left of St Paul's was used by the community for housing and relief. It was not until February 1976 that St Paul's was reopened with a new Principal, 15 new staff members and 315 students.

Throughout the late seventies and the eighties St Paul's grew into a large urban primary school of over 500 students.

Today, St Paul's Catholic Primary School is a close knit community of around 200 students. Each child is known and as such their needs can be closely catered for.

This year, St Paul's continues to work on a Master Plan to consider further development and refurbishment of the school to provide contemporary facilities for the students and staff. Our school has a rich, proud history in Catholic education in the Northern Territory that we continue to nurture through strong academic performance and respectful relationships.



Cyclone Tracy Damage

## Principal's Message



I am pleased to present the 2021 Annual Report for St Paul's Catholic Primary School. We continued to navigate uncharted waters through aspects of the COVID19 Pandemic but we are grateful that we did not face the same challenges as our interstate counterparts. Whilst we had to make some adjustments to various events, we were able to hold all of the events that had been on our calendar. We thank families for their cautious approach and respecting some of the unusual requirements due to the pandemic.

As a means of intentionally living our Vision and Mission statement, 'We walk together' this year we introduced termly parent engagement evenings. These provided an opportunity for parents to gain a greater understanding of not only 'what' we do here at school but also 'how' we do it and more importantly 'why' we do what we do. The focus for these evenings included student wellbeing, the teaching of reading, and our approach to living in a more sustainable way through our understanding of the papal document, Laudato Si. This was well received by our parents and something we will continue.

St Paul's Catholic Primary School continues to plan for a future of sustainable growth and secured funding for the redevelopment of our major toilet block and the installation of a new fire panel system to be completed in 2022. We continue to work on our master planning to ensure that we can be the first choice for a quality Catholic education for families in the Nightcliff area.

Our major curriculum focus this year has been rethinking our approach to teaching reading. Based on the science of reading, an integrated approach to teaching reading, we supported all classroom staff (teachers and Inclusion Support Assistants - ISAs) from preschool to Year 6 in professional development to support the implementation across the school. This has seen the development of a whole-school approach to the teaching of reading to support academic and wellbeing progress for our students.

We were pleased to welcome Fr John Kelliher MSC back to Darwin and to St Paul's Parish Nightcliff this year. Fr John has a long history with the Diocese of Darwin, beginning his early life as a priest in the community of Ltyentye Apurte (Santa Teresa) and also spending a considerable amount of time based at St Mary's Cathedral in the 1990s. We look forward to continuing to strengthen the relationship between the school and the parish.

I appreciate the ongoing support from our school community, especially the St Paul's School Board, the Parents and Friends' Committee, Catholic Education Northern Territory and other external support networks.

Ms Megan Evans

Principal

## 2021 Staff

Position	Staff Member
Year 5/6 Classroom Teacher	R De-La-Mare /M Woods/ Dee Cois
Year 5/6 Classroom Teacher	L Penny /M Woods
Year 5/6 Classroom Teacher	P Pond
Year 3/4 Classroom Teacher	A Ward
Year 3/4 Classroom Teacher	M Norrington/ H Fatin/ M Fischer
Year 1/2 Classroom Teacher	M Bonson
Year 1/2 Classroom Teacher	J Cullinan
Transition Classroom Teacher	J Knight / H Fatin
Specialist – Performing Arts	A Power/ D Cheong (0.4)
Specialist - PE	J Anderson (0.4)
Specialist - Indonesian	M Woods (0.4)
Inclusion Support Coordinator	J Anderson (0.6)
Inclusion Support Practitioner	S Seden (0.6)
Inclusion support Assistant	J Cullinan
Inclusion support Assistant	R De Silva
Inclusion support Assistant	J Finnau
Inclusion support Assistant	E Evans
Inclusion support Assistant	S Musco
Inclusion support Assistant	S Piccoli
Inclusion support Assistant	J Ramghulam
Inclusion support Assistant	J Donahue
Inclusion support Assistant	R Scott
Inclusion support Assistant	A Ye
Indigenous Education Worker	B Donohue / D Weetra/ P Knox
Librarian	C Corvaia
W H & S Officer	J Flint
ICT Support Staff	Peter Efremov
School Counsellor	S Hogg

School Officer - classroom	L Barber
School Maintenance	M Lay
ELC Assistant Director	A Higgins
Preschool Teacher	M Purshotham
ELC	N Brady
ELC Casual Staff	M Rowe, A Ye
After School Team Leader	I Kiranou
OSHC Casual Staff	K Chiran, T Evans, J. Ramghulam,
Front Office	T Ernst
Finance Officer	P Newell/ S Salvi
School Officer - Finance	J Flint
Assistant Principal Religious Education	R De-La-Mare/ D Cois
Curriculum	L Penny
Deputy Principal	S Seden
Principal	M Evans

All teachers are registered with the Northern Territory Teacher Registration Board (TRB) and all staff hold a valid Working with Children Check (Ochre Card).

## **Some of the highlights**

Welcome School Disco

Children's University - Charles Darwin University

Bombing of Darwin Commemorative Service

ANZAC Day Liturgy

Reconciliation Week Liturgy

St Paul's Choir

Caritas K's – Charity Ride for Caritas.

Mother's Day Liturgy

Mother's Day Morning Tea

St Paul's Feast Day celebration

NET team visits

Athletics Carnival

Sacramental Program

Easter Hat Parade

Australian Maths Competition

Grandparents Liturgy

Father's Day Breakfast

Year 5/6 Camp to Batchelor Outdoor Education Centre

Feasts and Liturgies

Remembrance Day Liturgy

Instrumental Students' Concert

Term 4 Think-a-Thon

Book Week Parade

Year 6 Public Speaking Competition (winners!)

'This is How We Do It- 2021' Dance Concert- held at school for the first time

Christmas Carols Evening

## Staffing Highlights

Mini Purshotham moving from Provisional Teacher Registration to Full Registration  
Rochelle De-La-Mare and Lauren Penny Instructional Coaching Course

## Major Professional Development School 2021

The Science of Language and Reading, An Introduction. La Trobe University

Instructional Coaching

Phonics and Phonetic Awareness – Read Write Inc.

Accreditation PD to teach updated MITIOG



## Catholic Identity

Catholic schools are an integral part of the Church and Christ- centered communities based on Gospel values. We share our journey in faith as followers of Jesus through our service to each other, our schools, parishes and the wider community.

At St Paul's we recognise and value parents as the first educators of their child and work in close partnership with parents and the local community to achieve desired outcomes and developments in all students.

Our school was built by the Sisters of Our Lady of the Sacred Heart, who established Catholic schools throughout the Territory and we celebrate the continuing journey of faith of the people of God. We operate as a school under the auspice of the Bishop of the Diocese of Darwin. Staff of the Catholic school contribute to their local faith community (parish) and the wider community of the Church in the world.

The staff at St Paul's share in the promotion and the formation of the whole person. This is achieved through developing positive rapport with students and through a clearly-directed and well-planned school curriculum which enhances student learning and personal development. The staff perform an essential personal role in the teaching ministry of the Catholic Church. Staff bring to the students a realisation and knowledge of the richness and joy of a life lived in accordance with Gospel values.

St Paul's emphasises personal and social development as fundamental enduring values and requirements in an ever-changing world. We are now fully emerged into new units of work through the Religious Education program called *Journey in Faith*. The units within the program are specifically developed in and for schools in the Northern Territory and as such, has a certain uniqueness about it. *Made in the Image of God* is the human sexuality component of our Religious Education program which is taught throughout the school.

Prayer is embedded within the school through participation of liturgies, masses, assemblies, lunch time prayer, end of day examen and formal classroom lessons. Students celebrate Mass at school a number of times throughout the year and parents are encouraged to attend.



A major goal for this year was to actively build greater community links between the school and parish.

- Father John visited each classroom to dialogue and respond to students' wonder questions.
- Class teachers nominated a Sunday Children's Mass for their class to attend and participate.
- Involvement of REC with Sacramental Program by attending and being participating in meetings, displays of candidates at school.
- Weekly meetings with REC to discuss and plan current and future religious events



### 2021 Liturgies and Masses:

- Opening School Mass
- Commissioning Mass for all those involved in Education
- Ash Wednesday
- Good Friday
- Easter/Lent (resurrection liturgy)
- Mother's Day, Father's Day and Grandparents Day.
- Saint Peter and Paul Feast Day (end of Semester One)
- ANZAC Day and Remembrance Day
- Mary Mackillop
- Mission Month
- Advent
- Year 6 Graduation/ End of Year Mass combined

### MJR

The Catholic faith is lived everyday through the Spirit of Jesus by finding the God Moments that are always happening around the students. We live by the *Making Jesus Real* way. It links faith and spirituality with resilience. MJR is all about inviting students to be alert for and reflect upon the God Moments. MJR is embedded through the curriculum content and is promoted through fortnightly assembly focuses followed by awards to students who have demonstrated the Spirit of Jesus. We have displays of MJR language and signage in classrooms and around the school as visual reminders for everyone.



The Sacramental program is led by the parish with strong school links. During primary school we encourage the students to celebrate either their First Reconciliation, First Eucharist and/or Confirmation. It is a shared responsibility from the parents, the parish and the school to prepare the student for their readiness to celebrate the sacrament. At St. Paul's, students prepare for the Sacrament of Reconciliation from year 3, the Sacrament of First Eucharist from year 4 and the Sacrament of Confirmation from year 5 onwards.

### 2021 Sacraments:

- Reconciliation 10 children from St. Paul's
- Eucharist 10 children from St. Paul's
- Confirmation 8 children from St. Paul's

St Paul's supports Caritas, Mission Australia and St Vincent De Paul charities. We have a Mini Vinnies action group with 36 students involved from years 3 to 6. Students attend regular meetings and discuss ways to help the community.

### 2021 Fundraising:

- Project Compassion
- Caritas K's
- Mission Month
- Christmas Carols

### Mini Vinnies:

- Incursion to the Vinnies Bin (lots of fun and excitement)
- Free dress day to promote sales at Saint Vincent De Paul Shops and donations for the bin
- Excursion to the Saint Vincent De Paul Store at Casuarina and the head office.
- Whole school Christmas Food Drive appeal
- Bagging and delivering bread to classrooms



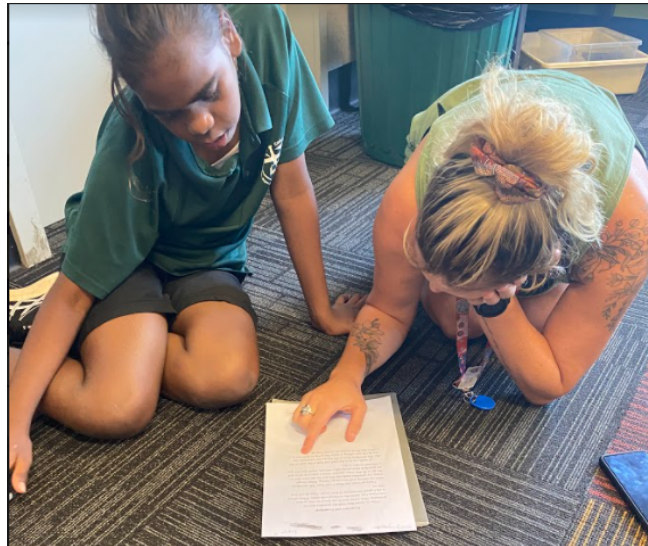
### Professional Development for staff

This year there were many accreditation opportunities for staff to undertake throughout the year and are accessible through the CEO office, via zoom or in schools.

- Teaching & Learning: Formation Day
- Matthew's Gospel
- APRE Network Meetings
- Godly Play: An Introduction
- MJR
- MITIOG
- Catholic Identity Day
- Moral Life unit of work
- Prayer in the Classroom



## Teaching and Learning



Teachers at St Paul's use The Australian Curriculum as the framework for developing learning and teaching programs. Teachers work in planning teams to develop rich learning programs to cater for the needs of our diverse population.

### Teaching and Learning Initiatives

Some of the highlights for Learning and Teaching for the year include.

- Implementation of Science of Reading literacy strategies across all classes T-6.
- Participation in ACARA intensive Project to develop scope and sequence for the school.
- Successful trial of new literacy assessments across T-6
- Think-a-thon stem challenges in Term 4
- Continuation of iMaths across all classes T-6
- Continuation of explicit teaching of spelling.
- Continuation of Read, Write, Inc.
- Implementation of Read Write Inc. Fresh Start for students at risk in Years 5&6
- Continuation of using Year 1 Phonics Check
- Using technology to improve student learning
- Staff using data to inform teaching
- Online testing tools in Maths, Reading and Spelling
- Students completing one on one Maths Assessment Interviews
- Using online learning platforms such as Google Classroom
- Class dojo portfolios

### The Science of Reading

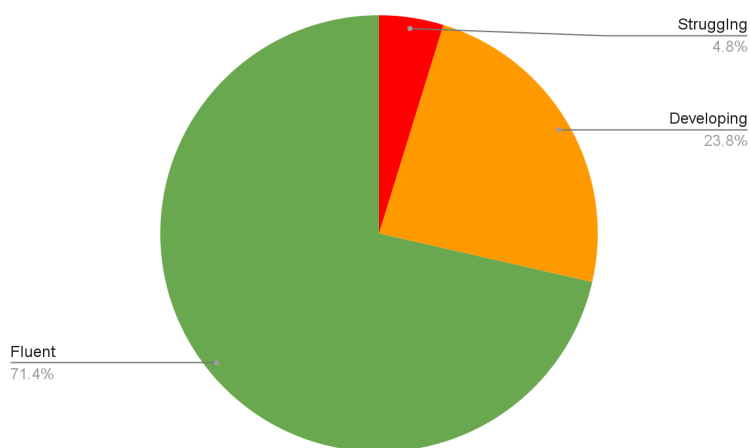
In 2021, a major focus for St Paul's was the implementation of evidence based literacy practices into our classrooms. In Term 1, we had 15 staff members complete the Science of Language and Reading (SOLAR) short course through Latrobe University. Throughout the year, teachers participated in a number of further face to face and online learning opportunities to further develop their understanding of evidenced based literacy practices.

## DIBELS (Dynamic indicators of Basic Early Literacy Skills)

In 2021, St Paul's introduced some new evidence based literacy assessments to our data gathering schedule. Each teacher was released for 3 hours a term to complete their DIBELS assessments and enter data. This data was then used to inform teaching practice and target students who required intervention.

### Year 1 Phonics Check

2021 was the second year of St Paul's administering the Year 1 Phonics Check. Students are given 40 words to read in total which includes a mixture of both real and pseudo words. Based on their score out of 40 students are considered to be either fluent, developing or struggling. In 2021 we had 21 students complete the Year 1 phonics check.



### Australian Maths Competition

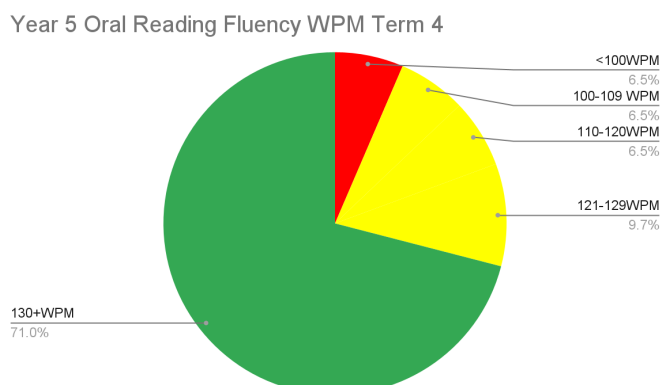
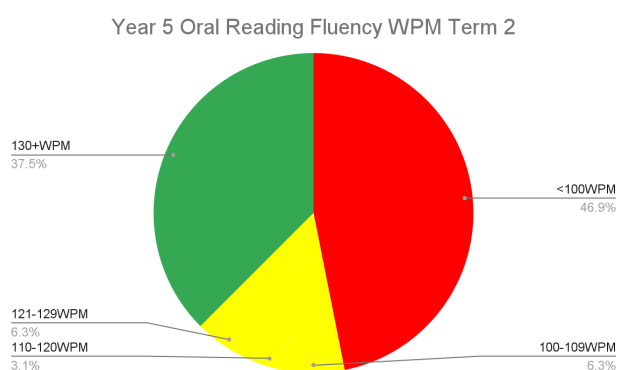
In 2021, St Paul's had a record number of 47 students from Year 3-6 compete in the Australian Maths Competition. We had 6 students receive a certificate of distinction.

### Read Write Inc.

Transition to Year 2 continued to participate in the Read, Write, Inc Phonics program. We currently have 15 staff members trained to deliver Read, Write, Inc. lessons. By mid year, we had 100% of our Transition students reading at or above the expected level. Read Write Inc and the explicit teaching of phonics have become embedded practice at St Paul's and results continue to demonstrate its success.

### Read Write Inc & Fresh Start

Following on from the success we have had in our junior years with Read, Write, Inc, this year we implemented Read, Write, Inc. Fresh Start as a response to intervention for students in our years 5 and 6. Students participated in small group sessions 4 times a week to develop their skills in phonics, fluency, vocabulary, writing, spelling and comprehension. In 2021, we had 27 students in Year 5 and 6 participate in the program. In Term 2, we had 46.9% of our students reading at a rate of <100 words per minute. By the end of Term 4, only 6.5% of our students were reading at less than 100 words per minute.



### **Specialist Teachers**

Specialist teachers at St Paul's in 2021 included a Physical Education Teacher, Indonesian Teacher and a Music/Performing Arts Teacher. Music education opportunities at St Paul's included private instrumental lessons and a school choir. The school choir performed at the Seabreeze festival. The 2021 School Athletics Carnival was held at Marrara Athletics Stadium. Senior students also represented St Paul's at NT School Sport Gala Days including AFL, Swimming, Touch Football & Rugby League.

### **Think-a-Thon**

In Term 4, students participated in STEM related challenges over a 4 week period. This was an opportunity for students to put their critical thinking and creativity to the test to design and create a range of products as per the design brief. Families also participated in a home challenge this year. Entries were placed on display in the library.

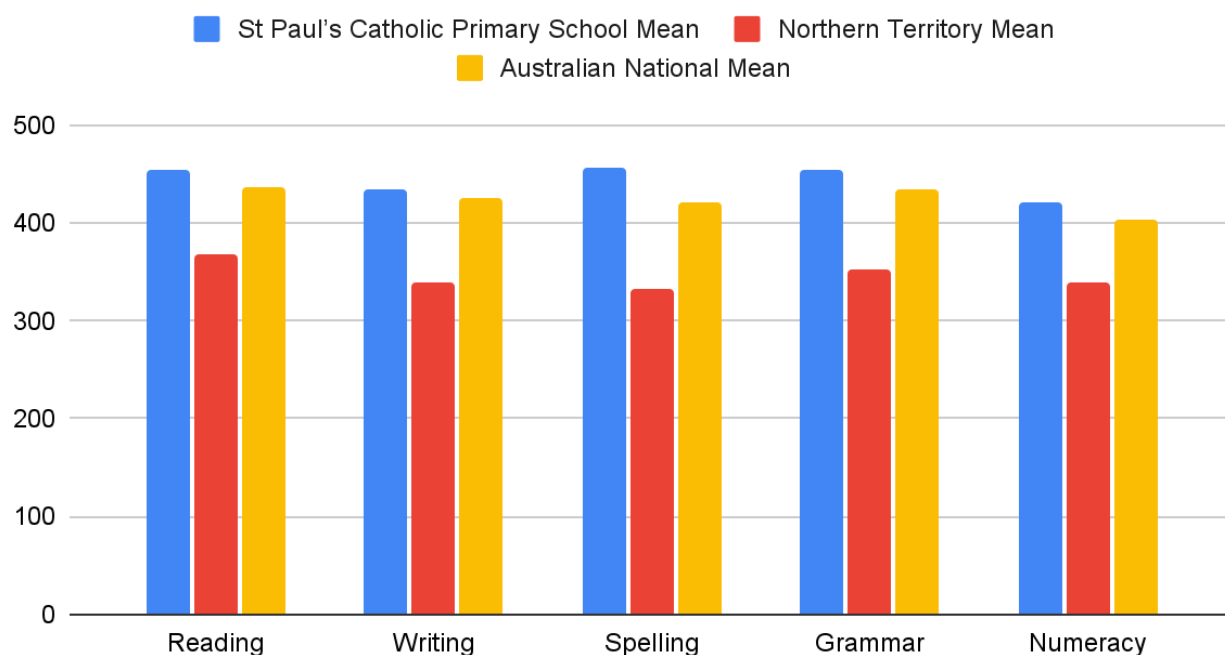
### **Reporting of Data**

Under the *Australian Education Regulation 2013* (section 60, Division 3 Part 5) schools are required to report information annually including student results in NAPLAN.

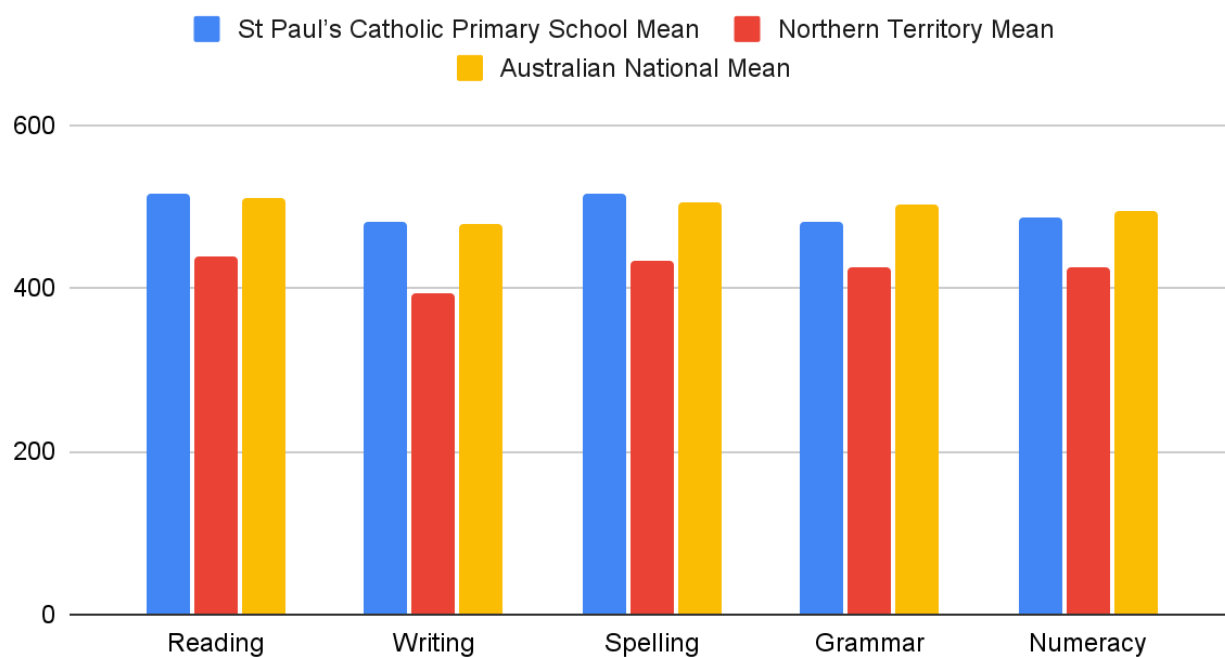
The Education Council agreed to cancel NAPLAN in 2020 and the Commonwealth Minister for Education issued a statement of intent (TRM: 50:D20:71360) recognising that it would be difficult for jurisdictions to meet legislative requirements including those under Division 3 Part 5 due to the COVID19 Pandemic.

We have included PAT (Progressive Achievement Test) information to highlight the academic growth across the areas of Literacy and Numeracy in 2020. Whilst PAT testing is not undertaken by all schools, within Australia, more than half do undertake PAT testing at similar times of the year and the data is norm-referenced to give schools an idea of how their school is performing in comparison to other schools across the country.

## Year 3 2021 NAPLAN Results



## Year 5 2021 NAPLAN Results



## PAT MEDIAN DATA YEARS 3-6

### PAT Reading 2021

	SPCPS MEDIAN SCORE	NORM REFERENCE MEDIAN SCORE
Year 1	84.2	87.1
Year 2	106.2	100.5
Year 3	115.7	110.9
Year 4	128.7	118.7
Year 5	127.8	124.5
Year 6	134.5	128.8

### PAT Spelling 2021

	SPCPS MEDIAN SCORE	NORM REFERENCE MEDIAN SCORE
Year 1	NA	NA
Year 2	96.9	97
Year 3	107.2	97
Year 4	120.4	112
Year 5	134.1	124
Year 6	143.5	132

### PAT Maths 2021

	SPCPS MEDIAN SCORE	NORM REFERENCE MEDIAN SCORE
Year 1	102.5	93.2
Year 2	107.7	103
Year 3	116.3	110.9
Year 4	124.2	117.4
Year 5	127.3	122.7
Year 6	127.8	127

## **Professional Learning**

This year, staff took part in a number of professional learning opportunities, most of these were offered via online means. These are listed below:

- SOLAR (Science of Language and Reading)
- Instructional Coaching
- Read, Write, Inc.
- Science of Reading
- Dyslexia PD

## **Curriculum and Pedagogy**

Teachers work collaboratively in teams to plan learning experiences for students to ensure that instruction is differentiated and targeted to student needs. Student progress and achievement is assessed, monitored and reported against the Australian Curriculum achievement standards. Teachers were released in teaching teams for three hours each week to plan collaboratively. This provided teachers with the opportunity to engage in professional dialogue and to ensure consistency across classes.

## **Assessing and Reporting**

Teachers include a variety of assessment strategies in their teaching programs to provide multiple sources of information about student progress and achievement. Student progress was reported to families in Academic reports which are sent home each Semester. In addition, student data is collated and analysed each semester to ensure a clear picture of where students are at in their literacy and numeracy.

## **Three Way Interviews**

Three Way Interviews were held in early Term Two and late Term Three. Parents and students were invited to meet with their classroom teacher to discuss student progress and set future learning goals. This was an opportunity for students to lead a conversation about their learning.

## **School reports**

Academic reports were sent out to parents at the end of each semester. Teachers write personal comments for Pastoral Care, Religion, English and Mathematics against the achievement standards from the Australian Curriculum. Teachers grade students on the following 5 point scale:

- Well Below Standard
- Approaching Standard
- At Standard
- Above Standard
- Well Above Standard

Students are also graded on their effort and behaviour using the below 5 point scale:

- Unsatisfactory
- Needs Attention
- Satisfactory
- Very Good
- Excellent

Students in Years 3-6 also self assess for their reports for achievement, effort and behaviour in Religion, English and Mathematics.



## **Class Dojo**

In 2021, all Transition to Grade 6 students and classes across the school engaged with families using Class Dojo. Classes also utilised Dojo portfolios as a way of sharing student work with those families who are not always able to visit the classroom.

## **PAT Testing**

Students from Year 1 to 6 take part in PAT (Progressive Achievement Testing) testing once a year in the areas of spelling, mathematics and reading. Teachers then use this data to analyse student growth over a 12 month period and also to identify areas of strength and further development across cohorts of students. In 2021, Students in Transition and Year 1 trialled the PAT Early Years assessments.

## **Children's University**

This year we continued our relationship with Charles Darwin University. This is an innovative way that inspires children to learn beyond the classroom. We had over 30 students from Year 3-6 participate and graduate in 2021 and look forward to this number continuing to grow in 2022. Each week, students participate in the lunchtime Children's University activities to assist them in accumulating learning hours in their learning passports.

## **Pastoral Care and Wellbeing**

At St Paul's we work hard to cultivate a caring atmosphere so that we can focus on each child holistically. Student wellbeing is a priority at St Paul's. We understand that students' physical, social and emotional wellbeing and development are integral elements to their learning. The staff at St Paul's are committed to creating a positive, safe and supportive school in which all students can learn and develop. With the continuation of Covid 19 and subsequent restrictions and impacts to our daily school life, wellbeing for our students, families and staff was again paramount in 2021.

In 2021 St Paul's began using the MindUP For Life framework. MindUP's program is an evidence-based social and emotional learning program grounded in neuroscience. MindUP is based around four pillars of research to practice fostering children's well-being and resiliency: neuroscience, positive psychology, mindful awareness and social and emotional learning (SEL). A MindUP Whole School Implementation Flex Schedule and Scope and Sequence were created to assist teachers during the 2022 school year.

During Term 2, Brett Ledbetter the Behaviour and Wellbeing Advisor from Catholic Education Office visited St Paul's to complete an audit with staff and students. This was completed over a full day. Brett spoke to a mixture of staff including classroom teachers, specialists, administrative and inclusion staff. He spoke to a range of students across all year levels during both recess, lunch as well as class times. From this Brett was able to consult with Megan Evans, Sally Sedan and Alex Ward to identify

'Restorative Practices' was again maintained as a whole school approach to conflict resolution and to strengthen students' connections to both staff and other students.

Class Dojo was once again used as an effective communication tool with parents and families. All classrooms use Class Dojo as well as St Paul's leadership. This is used as a means of not only communicating with families but as a platform to share student's learning and achievements. The use of Operoo as another communication platform between school and families was also used during 2021.

Our school counsellor from Catholic Care NT, supports children and their families in a range of ways including one on one individual counselling, small group sessions and support sessions for parents. These sessions took place each Wednesday at our school. The school counsellor has supported 9 students and their families in 2021.

A Buddy class system was again in place to provide an opportunity for older students to work with and support younger students through a variety of activities. The aim of this program is to build relationships between students so our younger children have a friend to support, guide and look out for them throughout the day, in their learning and while in the playground.

### **Personal Development, Health and Physical Education**



Personal Development, Health and Physical Education are strongly emphasised throughout our school community. All students participated in weekly Health and Physical Education lessons as well as additional fitness sessions at the direction of classroom teachers. Physical Education Lessons are planned according to a year-to-year sequential, skill based curriculum. Our Scope and Sequence aligns age appropriate skill introduction, development and mastery, with an overarching games sense approach, inclusive of all.

St Paul's students from Years 4, 5 and 6 were fortunate enough to participate in a number of the regional gala days. A highlight was coming first overall for the mixed teams, AFL gala day.

Swimming lessons were held in Term One, running for two weeks at the Nightcliff pool. In addition to this our whole school Swimming Carnival was held at Casuarina Pool and in Term Two our whole school Athletics Carnival, which was held at Marrara Athletics Track. Both events were a great success with lots of positive feedback from parents and students.

We had the opportunity to run the BBQ/canteen at two of the Interschool Athletics carnivals, which raised money for new basketball backboards and rings for our school basketball court. The students involved took great pride in the planning and implementation of this process.



## **Performing Arts**

Students participated in dance, drama and music lessons. Some of our musical highlights included:

- St Paul's Choir performing at the Nightcliff Seabreeze festival
- St Paul's Choir singing at the Anzac Day Dawn Service at Robertson Barracks
- Our Instrumental program continues to be popular with around 35 students receiving private music lessons.
- Violin lessons continued in the school.
- A Musical Showcase performing for Year 4-6 and parents of performers.
- Weekly music lessons for all students continued.
- Several students completed National Grading testing for their Instruments.
- In Term Three, St Paul's students and staff performed at our dance concert- 'This is how we do it!- 2021'. This concert was held on the basketball court and was a great success with lots of positive feedback from families.
- Finally, the school finished with a Carol's evening. This event was well attended and was a great way to finish off the 2021 School Year.

## **Indonesian**

We provide our students with LOTE (Languages Other Than English) experiences through our Indonesian classes. Students continued to be introduced to the language and learn about Indonesia.

## **Information Technology**

St Paul's has excellent ICT facilities with a computer lab. Classes from Year 2- 6 have regular sessions and are increasingly developing their skills with coding activities. Portable devices are available to be used in the classrooms. Staff continue to receive Professional Development in using ICT to improve student learning outcomes, this was particularly pertinent for Google Classroom in preparation for remote learning.

The students in the school have a high level of skills in regards to using technology. Senior and Middle primary students all have Google accounts and use cloud based documents in their learning. Students are capable of using PC's, Laptops, Chromebooks and I-pads, which are available throughout the school.

We continue to work with students and families to encourage safe and respectful use of ICT and Digital Technologies.

## **Northern Territory Public Speaking Competition**

We provide our students with many exciting opportunities to develop their confidence at public speaking. We have regular morning assemblies coordinated and led by our students and the benefits are evident in many areas of our curriculum. In 2021, our Year 6 students participated in the Northern Territory Catholic Schools Public Speaking Competition which was hosted by St Francis of Assisi Catholic Primary School. Year 6 student Diya Manoj took out the winning place in the competition and proudly represented St Paul's in the competition.

## **Capital Improvements**

In 2021, St Paul's secured two BGA (Block Grant Authority) Grants.

Toilet Block Upgrade - we will be upgrading the senior toilet block to strengthen the health and wellbeing of our students. These works are anticipated to take place mid-2022.

We also secured a grant to upgrade the fire safety panel for our school.

## **Inclusion Support**

An Inclusion Support Coordinator (ISC) is employed on a .6 FTE in the school to manage the Inclusion Support Program at St Paul's. In addition to this we have an Inclusion Support Practitioner (ISP) employed .6 FTE. The ISC and ISP work closely together to further develop and improve the inclusion support processes across the school.

Both of these roles involve supporting teachers with the identification and assessment of students with inclusion needs, as well as working closely with Inclusion Support Assistants to support Students. The ISC and ISP liaise frequently with and are strongly supported by the Catholic Education Inclusion Support Team. The Inclusion Support team at Catholic Education, provides guidance around funding, the referral and assessment process for students and professional development opportunities that are specific to our student needs across the school.

The Inclusion Support Coordinator is responsible for liaising with parents, and outside services to implement specific programs that support students with learning, emotional and behavioral needs. Students identified as Students with Inclusion Needs have access to an Inclusion Support Assistant who works with them in class, as part of a small group or at times may withdraw them individually.

Meetings with the parents, class teachers, Inclusion Support Assistant and Inclusion Support Coordinator are held each semester to assess and prepare an Education Adjustment Plan to guide and monitor the progress of these students. Regular meetings with the classroom teacher, the Inclusion Support Assistant and the Inclusion Support Coordinator are held to identify areas of progress and to develop future learning goals. Students are always encouraged to be part of the goal setting process.

In 2021 we continued to create spaces to support the social, emotional and academic development of students with a particular focus on the sensory needs of the student. Our Sensory Path, created by Leap to Learn, continues to be an integral part of daily self-regulation strategies for many of our students. We have continued to develop and resource of Sensory Room that provides a calm space for students to attend. Classrooms continue to use various flexible spaces and tools, with the Inclusion team helping to provide resources that promote comfort and choice when learning.

We were successful in obtaining a grant from Variety NT for which we purchased a climbing/swing apparatus that enables students to engage in physical movement, aimed at strengthening their core, with a focus on control of breathing and the vestibular system.

Our Engine Room continues to assist students to ask "How is My Engine Running?" in situations of heightened feelings and emotions - anxiety, sadness or anger management. The Engine Room is an active area where the physical needs of the students are met in order for their sensory needs to allow them to be ready to learn. This space is also used to facilitate various sessions that students have with outside services (Physio, OT etc).

St Paul's staff continue to be trained and updated in the use of the Catholic Education NT database - Inspire. This program enables us to use the provided data as required for the National Consistent Collection of Data (NCCD) for Students with Inclusion Needs. Extensive information was provided to the government about adjustments made across the school to support student learning and the costs incurred by the school to provide this support.

As a staff we engaged in professional learning in the Disability Standards of Education and the Disability Discrimination Act on the legal requirements and responsibilities for Students with Inclusion needs. We provide inservicing of teachers and Inclusion Support Assistants in areas that reflect student needs, particularly those that are more prominent across the school.

<b>Student Data 2021</b>											
<b>All Students</b>		<b>Indigenous</b>		<b>Indigenous %</b>		<b>Overseas Students</b>		<b>SWD</b>		<b>SWD %</b>	
<b>Primary</b>	<b>Total</b>	<b>Primary</b>	<b>Total</b>	<b>Primary</b>	<b>Total</b>	<b>Primary</b>	<b>Total</b>	<b>Primary</b>	<b>Total</b>	<b>Primary</b>	<b>Total</b>
	195	16	16	8%	8%	5	0	25	25	13%	13%

<b>Collection 1</b>			<b>Collection 2</b>			<b>Collection 3</b>		
Enrol	Attendance	%	Enrol	Attendance	%	Enrol	Attendance	%
183	173	95%	184	170	92%	185	169	91%
<b>Collection 4</b>			<b>Collection 5</b>			<b>Collection 6</b>		
Enrol	Attendance	%	Enrol	Attendance	%	Enrol	Attendance	%
186	172	93%	194	174	90%	194	179	92%
<b>Collection 7</b>			<b>Collection 8</b>					
Enrol	Attendance	%	Enrol	Attendance	%			
196	175	89%	194	166	86%			

### Managing Non-Attendance

St Paul's Catholic Primary School is committed to maximising the achievement of all pupils and there is a clear link between good attendance and educational achievement. Despite the COVID19 pandemic, St Paul's continued to maintain a strong attendance rate by our students and we believe this is largely due to the supportive school environment. Our school records all attendance-related incoming messages from parents and we notify the class teacher. Our attendance registers are monitored in the front office daily and parents are contacted if there were no satisfactory reasons received to explain a student's absence.

## Attendance – August Census 2021

	Tran	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
Total	30	19	30	20	28	32	36	195

## Staff Profile

	HC	FTE
Administrative and Clerical (including assistants)	4	2.9
Building Operations Maintenance and Other Staff	1	1
Computer ICT Support	1	0.3
Principal	1	1
Deputy Principal	1	0.4
Teaching Staff (including librarians)	17	14.6
Teacher Assistant	1	0.7
<b>Total</b>	36	20.9
Post Graduate	3	
Bachelor Degree	19	
Other	0	



## Early Learning Centre

Our Early Learning Centre is a long day care service for children aged 3-5years.

St Paul's Early Learning Centre was assessed under the National Quality Framework. The service was awarded "Meeting National Quality Standards" in the Seven Quality Areas.

The Seven Quality areas are

- Quality Area 1 Educational Programs and Practice.
- Quality Area 2 Children's Health and Safety.
- Quality Area 3 Physical Environment.
- Quality Area 4 Staffing arrangements
- Quality Area 5 Relationships with Children
- Quality Area 6 Collaborative Partnerships with families and Communities.
- Quality Area 7 Leadership and Service Management.

### The ELC features

- An Educational Program using the Early Years Learning Framework;
- Modern facilities and safe environment;
- Full catering -three healthy meals and snacks per day
- Access to school resources;
- Integration program in preparation for Transition;
- Buddy Program with School Students;
- Trained and caring staff;
- Full-time enrolment or part-time if available.
- Preschool Program Five days per week. (8:30am to 11:30am )

### Fees

Full Time	7:30am—5:30pm	\$475.00
Day Care	7:30am—5:30pm	\$99.00

### **Students at the ELC are eligible for the government child-care subsidy.**

Applications for enrolment are available from St. Paul's School Office, Francis St, Nightcliff (8985 1911) or from the Centre, Cummins St, Nightcliff (89854678)

### **Out of School Hours Care (OSHC)**

OSHC and Vacation Care deliver a quality caring environment. We ensure variety and fun when planning our programs. Afternoon tea is supplied daily at OSHC and all food is supplied during Vacation Care.

CCB is available through Centrelink ~ this then reduces your fees based on income.

OSHC runs for 40 school weeks excluding public holidays. Vacation Care operates 10 weeks per year only closing for the Christmas and New Year weeks.

Applications for enrolment are available from St. Paul's School Office, Francis St, Nightcliff (8985 1911) or from the Centre, Cummins St, Nightcliff (89854678)

<b>Out of School Hours Care</b>	
Operation Time	2:45pm—5:30pm
Casual Fees	\$30.00 per casual day
Permanent Part-Time per Day	\$25.00
Late Fees	\$2.50 per minute

<b>Vacation Care</b>	
Operation Time	7:30am—5:30pm
Casual Fees	\$75.00 per casual day
Permanent Part-Time per Day	\$325.00 per week
Late Fees	\$2.50 per minute



## **Parent Involvement**

At St. Paul's Catholic Primary School we value the support of parents across the range of school life. This includes management, maintenance and fund raising through the School Board and Parents & Friends Association. The fundraising that takes place in the school is vital for providing the necessary resources for student learning.

Parents are also invited to assist by supporting teachers in the classroom on a regular or casual basis. Helping with excursions, Nt School Sport Events (coaches, managers, transport) and sporting events run by the school.

In 2021, the school continued to use Class Dojo and to connect with families to improve student learning. The school also continues to use Operoo (formerly known as Care Monkey) an efficient and paperless means for gathering medical data, excursion and permission forms and also uses the SchoolZine website and app. The school also has a very active Facebook Page.

### **Parent Satisfaction**

There are a number of ways we collect evidence of the satisfaction of the parents at St Paul's Catholic Primary School including these below:

- Annual Parent and Community Survey
- Termly Parent Engagement Evenings (introduced 2021)
- Parents are encouraged to meet the teachers at an open night at the beginning of the year
- Parent participation in our school functions is very high
- Parents are always welcome at any activities organised by the school, and we encourage you to be involved in school events whenever possible.

### **School Board**

The School Board is an advisory and support group which assists the Principal, staff and Parish Priest to ensure the smooth running of the school.

All parents have the opportunity to participate in policy development and planning by joining the School Board for a set term. Members are elected annually. Information on participation on the Board can be obtained through the Principal.

### **Parents and Friends Association**


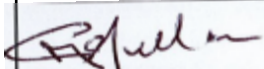
All families are encouraged to belong to the Parents & Friends Association. An elected executive committee works with the school to maintain a strong sense of community amongst the parent body and organise fundraising, purchase resources and assist in planning for the future of the school. The P & F are represented on the School Board.

The Parents and Friends organised the following events in 2021

Welcome Night and Disco  
Mother's Day Breakfast and Stall  
Father's Day Breakfast and Stall  
BBQs at Swimming Carnival and Athletics Carnival

We are extremely grateful for the hard work of the P&F over the last couple of years and their continued fundraising towards the development of the senior playground area. This year also highlighted the power of community and the way that everyone in our school community truly cares for and support each other.

## Endorsements

Name	Signature	Date
Principal Megan Evans		26/03/2021
Chairperson of the School Board Steve Roberts		26/03/2021
Director of Catholic Education Greg O'Mullane		29/4/2022