

# 2024

## SCHOOL ANNUAL REPORT



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

Cnr Trower Road & Francis Street, NIGHTCLIFF 810

Principal: Shannon Feldtman

Web: <http://www.stpaulsnt.catholic.edu.au>

## About this report

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St Paul's Catholic Primary School (the 'School') is registered by the NT Board of Studies, (NTBOS) and managed by the Catholic Education Northern Territory (CENT), Darwin. CENT as the 'approved authority' for the diocesan registration system formed under Section 138 of the NT Education Act (2015), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The School Annual Report (the 'Report'), provides parents and the wider School accurate and objective information about various aspects of school performance and development. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (STRAP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

## Message from key groups in our community

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### Principal's Message

As we reflect on the year, it is important to reaffirm the guiding principles that shape our community at St. Paul's Catholic Primary School. Our Vision, "We walk together in faith towards a future filled with hope and love," reflects our mission: to grow in God's love, create a hopeful tomorrow, and embrace love for ourselves, each other, our creation, and our learning. Our Mission is grounded in providing a high-quality Catholic education that fosters academic excellence, emotional, and spiritual growth.

This year, we have placed a strong emphasis on developing system alignment with the CENT Learning Alliance. This collaboration ensures our educational practices are cohesive, effectively supporting the holistic development of our students and provide a shared understanding of excellence in teaching and learning.

In collaboration with our community, we have worked to develop a new strategic plan for 2025 and beyond. This plan will guide our continued commitment to fostering a vibrant learning community, incorporating feedback from all stakeholders to meet the evolving needs of our students and the broader educational landscape.

St Paul's '3 Bs'—Be Safe, Be Responsible, Be Respectful—are integrated into our daily life, promoting positive behaviours and personal growth. We are excited about the journey ahead, full of opportunities for continued growth in faith, hope, and love.

### Parent Body Message

In 2024 our partnership between families and the school remained solid. We journeyed with prayerful support for previous Principal who took leave from Term Two to focus on health and we are thankful for her return to health. The school was taken under the wing of the Deputy Principal who stepped into the role with a focus on providing stability in the progress of the school year and our collective spiritual journey strengthened with valuable contribution from our Parish Priest. The school event calendar was full this year and the commitment to the high level of education and faithful formation from the school leadership team and P&F was extraordinary.

## School History

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Founded in February 1967 by the Sisters of Our Lady of the Sacred Heart (OLSH), including Sister Virgil and Sister Gabriel, and the Missionaries of the Sacred Heart (MSC) Priests and Brothers, St. Paul's began as an Infant School with two classrooms that also served as a Mass centre on Sundays. By 1974, the school had grown to 415 students, but Cyclone Tracy devastated the school and parish, causing significant damage to the library and two-storey building. Despite this, the school reopened in 1976 with a new principal, 15 staff members, and 315 students, marking a new chapter and demonstrating the resilience of the school community.

Today, St. Paul's serves a close-knit community of around 200 students, where each child's academic, spiritual, and emotional needs are carefully nurtured. Families are deeply involved in school life, with the Parents and Friends Association playing a vital role in organising fundraising activities such as the Art Show, Caritas campaigns, and Mother's and Father's Day events.

## Student Profile

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### Student Enrolment

The School caters for students in Transition to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024:

| Girls | Boys | Aboriginal & Torres Strait Islander | Total Students |
|-------|------|-------------------------------------|----------------|
| 124   | 105  | 21                                  | 229            |

### Enrolment Policy

Catholic Education Northern Territory (CENT) has established and monitors the implementation of the [Enrolment Policy](#). The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocese of Darwin tuition fee, the school building levy and local fees and charges. A pastoral approach is adopted for parents and carers experiencing genuine difficulty with the payment of fees. Information about enrolling in a systemic school in the Diocese of Darwin may be accessed at the [Catholic Education NT Website](#).

### Student Attendance Rates

The average student attendance rate for 2024 was 90.24%.

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2024:

|                                      |           |
|--------------------------------------|-----------|
| <b>Postgraduate qualifications</b>   | <b>0</b>  |
| <b>Bachelor degree or equivalent</b> | <b>15</b> |
| <b>Masters</b>                       | <b>2</b>  |
| <b>Other qualifications</b>          | <b>0</b>  |

### Total number of teaching staff by TRBNT category

Full Registration - 14

Provisional Registration - 3

Authority to Teach - 0

### Staff Information Teacher Standards

All teachers are registered with the Northern Territory Registration Board. All teaching and non teaching staff hold current Ochre Cards and are audited annually.

### Professional Learning

The ongoing Professional Development of each staff member is highly valued. The Teacher Registration Board requires teachers to undertake at least 20 hours of relevant professional development activities within a calendar year period. Professional learning can take many forms including whole of school staff days, subject-specific in services and conferences and a range of professional learning programs.

The School takes responsibility for planning, implementing and evaluating its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Catholic Identity and Mission

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Education Northern Territory's (CENT) mission is 'Through servant leadership, we witness Gospel values in a faith community; integrating life and learning in culture of care, collaboration and excellence' and our vision is to inspired by the Gospel of Jesus Christ 'to commit to educational excellence, equity and fullness of life for all'. The School engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the School community.

The School follows the Diocese of Darwin's Religious Education (RE) Curriculum.

Further information about the Diocese Religious Education Curriculum and the RE Tests may be accessed at the [Journey in Faith is the Religious Education program for Transition to Year 10 in Catholic schools in the Northern Territory](#).

St. Paul's Catholic Primary School is dedicated to living out its Catholic Identity, grounded in the values of faith, hope, and love. Our Vision, "We walk together in faith towards a future filled with hope and love," reflects our commitment to growing in God's love and fostering love for ourselves, each other, our creation, and our learning. Our Mission is to provide a high-quality Catholic education, promoting the spiritual, emotional, and academic growth of each student.

Catholic Identity is central to our school life, prioritising spiritual formation through daily practices. Students and staff engage in daily contemplative prayer, Maranatha, creating moments to connect with Jesus, which has led to positive changes in behaviour and academic engagement. Our formation program, "First Light, Reveal the Spirit," invites staff to reflect on God's presence in all creation, deepening their understanding of Catholic spirituality.

## Teaching and Learning

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### Primary Curriculum

The School provides an educational program based on in accordance with the Australian Curriculum V9 syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science, Humanities and Social Sciences (HASS), Health and Physical Education, The Arts, Technology and Languages. Religious Education is also a mandated curriculum area for all CENT Schools.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

St. Paul's Catholic Primary School focuses on improving student outcomes through a comprehensive, data-driven approach. Our work is guided by the CENT Learning Alliance, which shape school-wide practices. These parameters inform our instructional strategies, ensuring continuous professional development and research-based teaching practices.

All staff at St. Paul's have participated in The Writing Revolution professional development, focusing on research-proven literacy pedagogy. This training equips teachers with effective strategies to improve writing across the curriculum. We also prioritise data-informed practices, using tools such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to track early literacy progress. This allows teachers to identify strengths and areas for improvement, ensuring targeted support for all students. Significant growth has been observed across the school, as DIBELS data highlights the improvement in early literacy skills, enabling teachers to adjust their teaching methods to better support student development.

To support student achievement, we've introduced a data wall, a visual tool that tracks student performance data, making trends and learning gaps easily identifiable. The data wall promotes transparency and accountability, fostering collaborative discussions among staff to share best practices and adjust learning plans as needed.

St. Paul's also has a strong inclusion support system, including Multi-Tiered Systems of Support (MTSS), which provides targeted interventions for students requiring additional support. This approach ensures that all students' needs are met with timely and tailored interventions.



We've implemented Essential Assessment for years 3-6 in mathematics, helping track progress and guide instruction. This tool supports our Learning Through Doing approach, using visual models to enhance mathematical understanding.

The school employs an explicit instruction approach across all subjects, ensuring clear and structured learning experiences. This methodology helps all students engage meaningfully with the curriculum.

Lastly, St. Paul's integrates Digital Technologies, providing students in years 3-6 with laptops and access to the Google Suite for Education, fostering collaboration, creativity, and digital literacy. Through these initiatives, St. Paul's is committed to supporting the academic and personal growth of every student.

# Student Performance in Tests and Examinations

## NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Paul's Catholic Primary School for 2024 is reported in the table below.

| NAPLAN RESULTS 2024 |                         | Percentage Average Proficiency |      |                    |           |
|---------------------|-------------------------|--------------------------------|------|--------------------|-----------|
|                     |                         | School                         | CENT | Northern Territory | Australia |
| Year 3              | Grammar and Punctuation | 51%                            | 40%  | 29%                | 54%       |
|                     | Reading                 | 70%                            | 56%  | 40%                | 66%       |
|                     | Writing                 | 70%                            | 64%  | 48%                | 77%       |
|                     | Spelling                | 57%                            | 45%  | 35%                | 61%       |
|                     | Numeracy                | 65%                            | 53%  | 37%                | 63%       |

| NAPLAN RESULTS 2024 |                         | Percentage Average Proficiency |      |                    |           |
|---------------------|-------------------------|--------------------------------|------|--------------------|-----------|
|                     |                         | School                         | CENT | Northern Territory | Australia |
| Year 5              | Grammar and Punctuation | 63%                            | 51%  | 37%                | 65%       |
|                     | Reading                 | 71%                            | 61%  | 44%                | 71%       |
|                     | Writing                 | 74%                            | 63%  | 42%                | 67%       |
|                     | Spelling                | 66%                            | 60%  | 43%                | 68%       |
|                     | Numeracy                | 54%                            | 50%  | 40%                | 68%       |

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School Pastoral Care and Student Wellbeing policies, guidelines and procedures are informed by the [CENT Pastoral Care and Wellbeing Policy](#). This policy is underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a foundation for effective learning in all CENT school settings.

The ASWF is based on evidence that demonstrates the strong association between safety, wellbeing and learning. The framework recognises five elements that are key to supporting the whole school community to build and maintain safe, positive relationships and wellbeing: leadership, inclusion, student voice, partnerships and support.

The ASWF is complemented by the Be You Framework, a national initiative for educators, aimed at promoting and protecting positive mental health in children and young people. The integration of both frameworks supports CENT school communities to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life. The combination of these two national frameworks for wellbeing assist our school with planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Suspension, Expulsion and Exclusion Procedures](#). The policy and procedure was updated in 2023 and shows the changes in the responsibilities of student management. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in the [Code of Conduct](#) which applies to all Diocese of Darwin staff. Accordingly, the School does not sanction the administration of corporal punishment by School staff and other persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

Catholic Education Northern Territory released the updated [Prevention and Management of Student Bullying Policy](#) in 2023 which was streamlined to provide further clarity on the roles and responsibilities of all staff across all systemic schools in the Diocese of Darwin. The

Policy provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships. CENT staff will work in partnership with parents and carers who have an integral role to play in the prevention and resolution of bullying.

### **Complaints Handling Policy**

CENT has a [Complaints and Grievance Policy Statement](#) which is implemented by our school and all systemic schools in the Diocese of Darwin. The policy recognises that within the reality of the schooling experience, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. The purpose of this policy is to enable CENT to respond effectively to complaints, ensure complaints are resolved in a fair and timely manner and make sure that complainants understand how their complaints will be managed. CENT monitors the implementation of this policy.

### **Parent satisfaction**

St. Paul's Catholic Primary School's Parent survey highlights key strengths in the school's efforts to create meaningful partnerships with families and a conducive learning atmosphere.

1. Two-way Communication with Parents: St. Paul's strong feedback for effectively communicating with parents about their child's progress and behaviour. Parents felt well-informed, with strong ratings for accessible progress reports (8.5) and timely communication on behavioural concerns (8.0).
2. Support for Learning: Parents acknowledged the school's commitment to student learning, noting that teachers have high expectations (7.5), show genuine interest in each student's development (7.9), and encourage students to achieve their best (7.8).
3. Parental Involvement in Education: Parents rated their involvement in their child's education positively, particularly in fostering academic motivation (7.8) and supporting their child's social interactions (7.9).
4. Clear Expectations for Student Behaviour: With a rating of 8.5, parents indicated that students understand the school's behavioural guidelines, reflecting clear and consistent communication that helps maintain a positive learning environment.
5. Welcoming School Environment: The survey also highlighted the school's warm and inclusive atmosphere, with parents feeling welcomed during visits (8.4), which strengthens parent-school relationships and community ties.

Overall, these strengths underscore the school's dedication to collaboration with parents and fostering a nurturing and engaging environment for student success.

### **Student satisfaction**

This year's student survey highlights key strengths in academic motivation, peer relationships, and belonging.

1. Effort in Learning  
85% of students reported striving to succeed in their learning, reflecting a culture of persistence and strong engagement.
2. Positive Peer Relationships  
82% of students feel supported by friends who encourage positive choices, fostering emotional well-being and social development.
3. Confidence in Skills and Challenges  
40% of students reported a balance of high skills and high challenge, showing confidence in their abilities while embracing academic growth.
4. Sense of Belonging  
64% of students feel valued and accepted by their peers and school community, promoting emotional health and active participation.
5. Effective Learning Time  
The school's 7.8 score for effective learning time exceeds the TTFM benchmark, demonstrating a well-structured, productive learning environment.

These results affirm St. Paul's dedication to creating a nurturing environment where students thrive academically, socially, and emotionally.

### **Teacher satisfaction**

This year's teacher survey highlights key strengths that exceed the regional mean, reflecting the school's commitment to fostering collaboration, inclusivity, and effective teaching practices.

1. Collaboration Among Teachers  
Teachers reported a mean score of 8.9 for sharing lesson plans and resources, showcasing strong teamwork and exceeding the regional average
2. Clear Expectations for Behaviour  
A high score of 8.9 for establishing clear classroom behaviour expectations demonstrates a positive learning environment, well above the regional mean.
3. Support for Students with Special Needs  
With a mean score of 9.1, the school excelled in including students with special learning needs in class activities, surpassing the regional benchmark and reinforcing its commitment to inclusivity.

4. Parental Engagement in Learning

Teachers scored 7.7 for engaging parents in their child's learning, highlighting a proactive approach that exceeds the regional average for family involvement.

5. Diverse Teaching Strategies

A mean score of 8.1 for employing multiple teaching strategies in most lessons reflects adaptability and innovation, again above the regional TTFM mean.

These exceptional results emphasise St Paul's dedication to collaboration, clear communication, and inclusive, high-quality teaching practices that enhance student outcomes.

## Financial Statement

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The total of NT funding assistance received by school in 2024 was \$425,380.

### Notes

1. Australian Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
2. Northern Territory State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
3. Fees and Charges Income include Archdiocese and school based fees, excursions and other private income.
4. Other Sources Income includes building levy fees and capital donations used to fund Capital Expenditure.

END OF 2024 REPORT