

2022 ANNUAL REPORT



ST PAUL'S CATHOLIC PRIMARY SCHOOL

CNR TROWER RD & FRANCIS ST,
NIGHTCLIFF. 0810, N.T.
PHONE 08 8985 1911

EMAIL: ADMIN.STPAULS@NT.CATHOLIC.EDU.AU
FACEBOOK: ST PAUL'S CATHOLIC PRIMARY SCHOOL NIGHTCLIFF NT



TABLE OF CONTENTS

St Paul's History	<u>3</u>	Achievements	<u>14</u>
Vision & Mission Statements	<u>4</u>	Catholic Identity	<u>16</u>
Principal's Report	<u>5</u>	Pastoral Care & Wellbeing	<u>19</u>
Our Team	<u>7</u>	Self Assessment	<u>22</u>
Staff Profile	<u>8</u>	Strategic Plan	<u>23</u>
Attendance	<u>9</u>	Teaching & Learning	<u>24</u>
NAPLAN	<u>10</u>	Inclusion Support	<u>31</u>
Highlights	<u>11</u>	Early Learning Centre	<u>33</u>
Parents/Carers Survey	<u>12</u>	OSHC & Vacation Care	<u>34</u>
Financials	<u>13</u>	Community Statement	<u>35</u>



ST PAUL'S HISTORY at a glance

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.



STATEMENTS

Vision

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



we are growing in God's love



We are creating our tomorrow



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

Mission

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.

PRINCIPAL'S REPORT

As I write this, my final, annual report for St Paul's Catholic Primary School, I am filled with mixed emotions. Of course, I am saddened that my time here at St Paul's has come to an end but I am also excited for the future of the school community.

I am incredibly proud of our achievements over the last four years and I leave the school community knowing that my contributions have helped to make St Paul's the welcoming, encouraging and supportive community it is today.

At the beginning of the year, we felt the real impact of COVID on our school community with the absence rates for Semester One for students and staff far beyond the norm. I am so thankful for staff and families in helping us navigate these uncharted waters and the support shown to each other through difficult times.

Once again, we were pleased with our academic results, being recognised as one of the top performing schools in the Northern Territory and saw outstanding growth in the national ACER PAT (Progressive Achievement). This is testament to the hard work of our teachers and the commitment from families to assist children in their learning. A special mention must also go to our Inclusion Support team for the work they do to make our curriculum accessible to all students.

This year, we narrowed our annual improvement goals to allow us to focus on five particular goals – our 'Five Point AIP' (Annual Improvement Plan). This gave life to our pedagogical framework, data plan and intervention model and allowed us to have a greater focus on data analysis and professional development to improve outcomes for students.



Megan Evans

We are so proud of the way our children use today's lessons, academic and social, to improve their future. I am indebted to our staff and volunteers for their immense commitment to our school and the children and families we work with.



The development of our Master Plan continues with future planning for our Junior Classrooms and the expansion of our Early Learning Centre. Thank you to Brendan Knox, parent and former board member for his support and advice in this area. Our capital works this year included the installation of an upgraded Fire Alert System and Senior School Toilet refurbishment. These works were supported by partial funding through the Block Grant Authority (BGA). We also installed new playground equipment and we thank our Parents and Friends Association for driving the fundraising for this project over the last couple of years. We were pleased that our Early Learning Centre also received an upgrade to their entrance and we thank the Northern Territory Government for their partial contribution to this through the Long Day Care Upgrade Grant. We also thank Hawkins and Clements (current St Paul's family) for their work on this project. We are thrilled that work will commence in the new year on our Accessibility Project – a lift and access ramp that will allow equitable access for all students and their families.

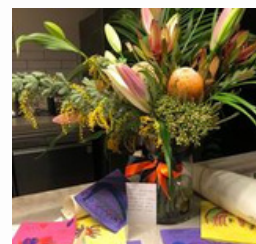
Thank you to Greg O'Mullane, our outgoing Director of Catholic Education, for the contributions he has made to Catholic Education in the Northern Territory over the last four decades. Greg is one of the most hard-working and dedicated people I have ever met. He always has our students at the centre of decision-making and has shown enormous care for the staff within our system. He will be greatly missed and we wish him well as he plans to spend more time with his family in his retirement.

I am incredibly grateful for the support of our staff, students and families, not just this year but over the last four years. I thank the leadership team members who I have worked with over the last four years and wish them well in bringing the future vision of the school to life. I thank the members of the St Paul's Catholic Primary School board (past and present) for their wisdom and advice and members of the Parents and Friends Association for their hard work and commitment to the school. I am so thankful to the students of our school who continue embrace the spirit of Jesus in their lives and share this with those around them. We are so proud of the way our children use today's lessons, academic and social, to improve their future. I am indebted to our staff and volunteers for their immense commitment to our school and the children and families we work with. Working in education can be tricky as we are often on the receiving end of highly emotive interactions – after all, we are working with the most precious assets our future has to offer. Our staff are hard-working, nurturing and calm; their work does not go unnoticed and I am so thankful for their support.

I wish you all the best for the years to come. I look forward to hearing about the success of our students in their future and I hope that each and every one of you is blessed with God's grace. It has been an honour and a privilege to have been part of the St Paul's story and I look forward to seeing what the future brings.

May the spirit of Jesus fill your lives.

Ms Megan Evans



OUR TEAM



Megan Evans
Principal



Jo Knight
Deputy Principal

TEACHING STAFF	Jemma Anderson	Monalisa Bonson	Derrick Cheong	Dee Cois	Pip Cox
	Joe Cullinan	Rochelle De-La-Mare	Marlie Downey	Sr Hildegardis Fatin	Mary-Lou Fisher
	Mandy Norrington	Annabelle Oliver	Lauren Penny	Phillipa Pond	Libby Rosewarne
	Sally Seden	Alex ward	Margy Woods		
SUPPORT STAFF	Lillian Barber	sharona Bishop	Peta Casey	Joshua Cullinan	Bindi Donohue
	Jaakan Finau	Sarah Hogg	Harrison Ling	Katrina McKernan	Stella Musco
	Sonia Piccoli	Joshna Ramghulam	Aiping Ye		
ANCILLARY AND GROUNDS	Peter Efremov	Tahlia Ernst	Jacinta Flint	Manpreet Kaur	Neeraj Khetarpal
	Miguel Lay	Caitlyn Morrissey	Floriane Pereira		
early learning and outside school care	Anna Acero	Cathy Acton	Nicola Brady	Anna-Lea Higgins	Brenda Johnson
	Ihrenejen kiranou	Mauwa Misa	Mini Purshotham	Matilda Shannon	

STAFF PROFILE

	Head Count	FTE
Administrative and Clerical (including assistants)	3.5	3.5
Building Operations Maintenance and Other Staff	1.5	1.5
Computer ICT Support	.5	.5
Principal	1	1
Deputy Principal	1	1
Teaching Staff (including librarians)	18	1.2
Teacher Assistant	11	8
Total	36.5	16.7

TEACHER STANDARDS

All teachers are registered with the Northern Territory Teacher Board (TRB) and all staff have ochre cards.

Bachelor Degree	12
Graduate Certificate	5
Graduate Diploma	1
Masters (Completed)	3
Masters (Studying)	3



ATTENDANCE

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 however this year our attendance was impacted by the waves of Covid-19 outbreaks.

In spite of this St Paul's continued to strive for a strong attendance rate by our students. We provided a supportive school environment to assist students and parents through these difficult times.

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 2022

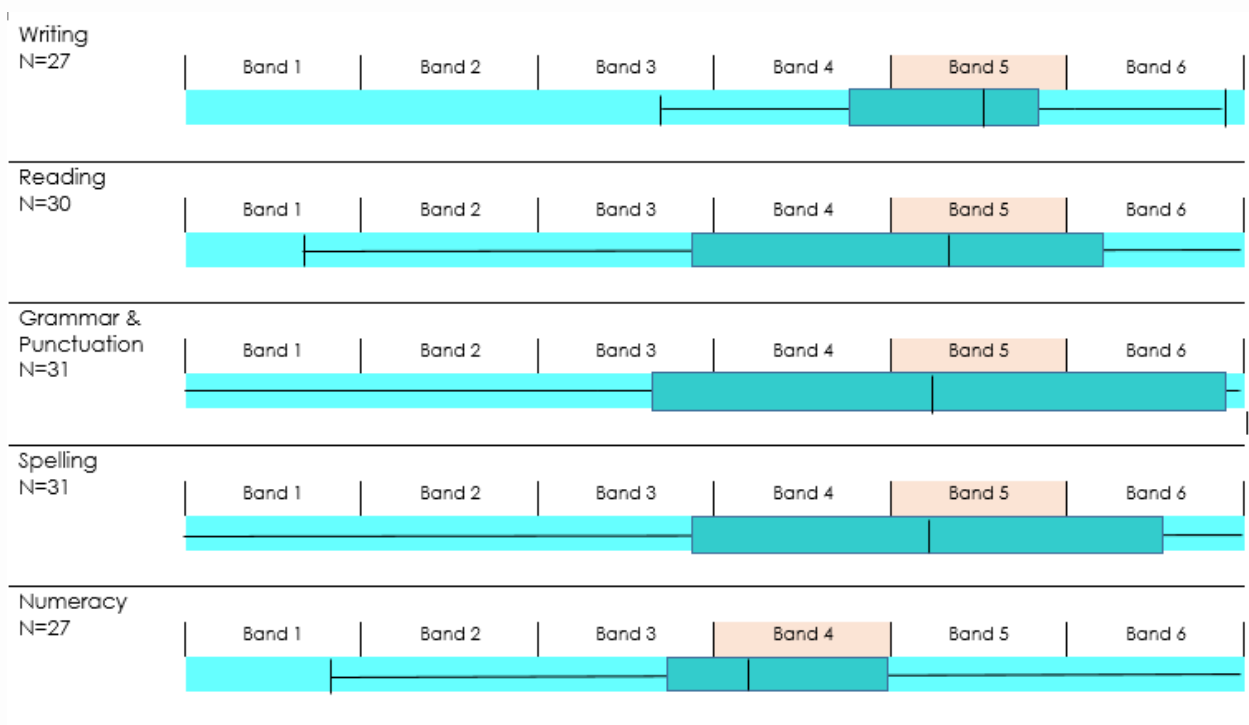
Trans	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
36	36	25	33	18	29	30	207



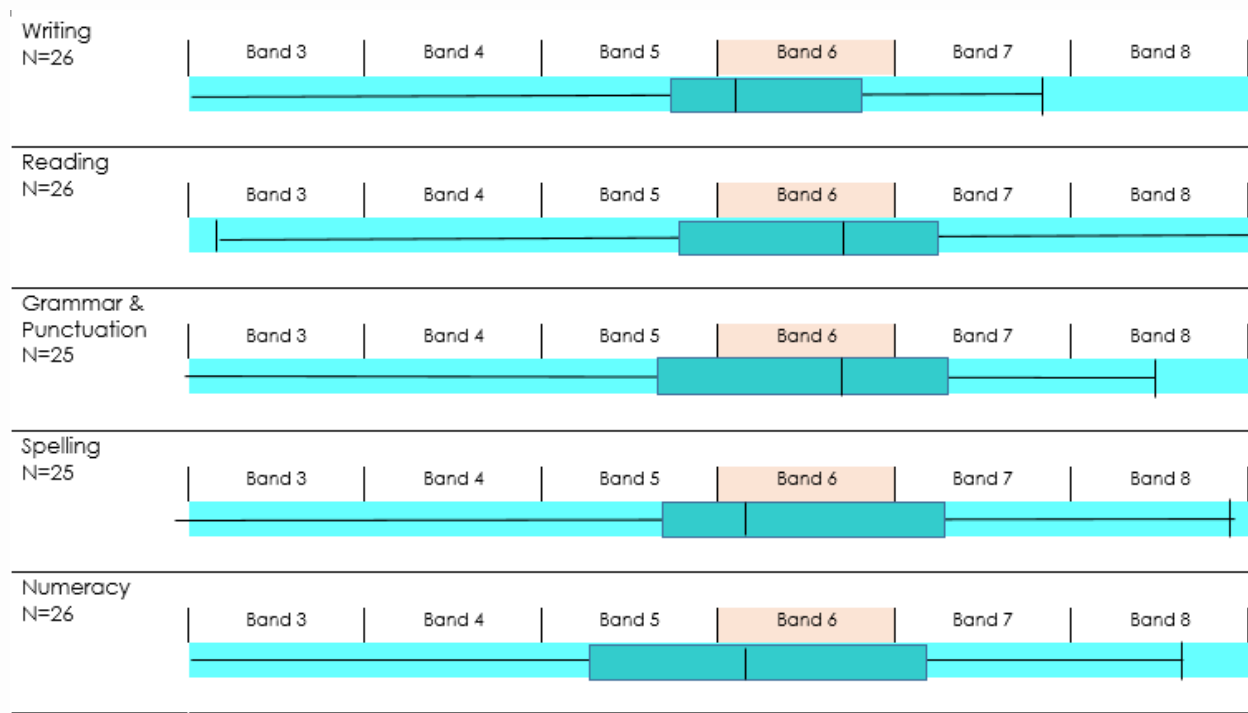
2022 NAPLAN



YEAR 3



YEAR 5



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
- Dapa Instrumental Showcase
- Year 6 Public Speaking Competition
- Care for Our Common Home Art Show
- Christmas Carols Evening

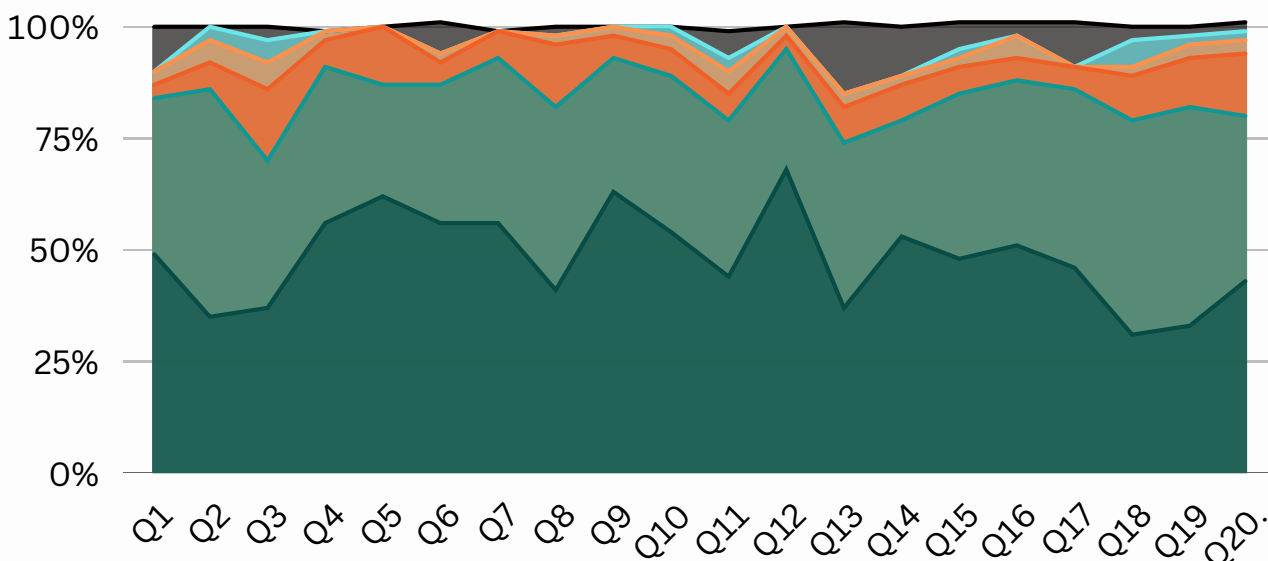
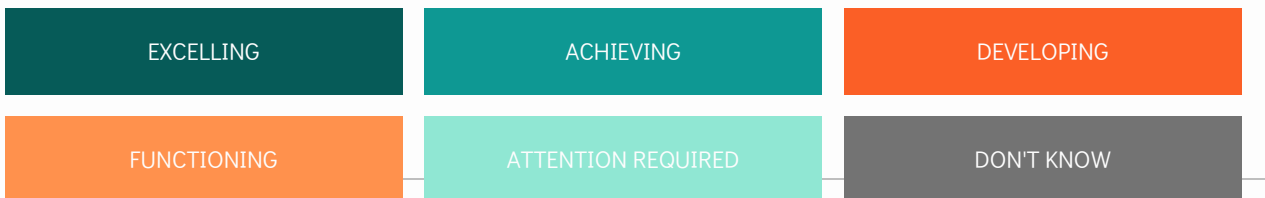


PARENTS AND CARER SURVEY



SURVEY QUESTIONS

1. Gospel values are evident in school policies and practices.
2. Teachers at St Paul's expect my child to do his or her best.
3. Teachers at St Paul's provide my child with useful feedback.
4. St Paul's offers a wide range of opportunities for parents to be involved in the school community.
5. St Paul's values the wellbeing of my child.
6. Prayer and liturgy are integral to each Childs experience at St Paul's.
7. St Paul's building and grounds are well maintained.
8. St Paul's offers rich learning tasks that challenge my child.
9. My child feels safe at St Paul's.
10. St Paul's make it easy for me to talk to my child's teacher about my concerns.
11. Student behaviour is well managed at St Paul's.
12. My child likes being at St Paul's.
13. St Paul's is strategic in planning improvement.
14. There are strong connections between the St Paul's school and Parish.
15. St Paul's listens to parent opinions.
16. Teachers at St Paul's motivate my child.
17. St Paul's history, founding tradition and charism is evident through symbols, objects and displays.
18. My child's report provides useful information of my child's achievement and progress.
19. My child's learning needs are being met at St Paul's.
20. St Paul's works with me to support my child's learning.

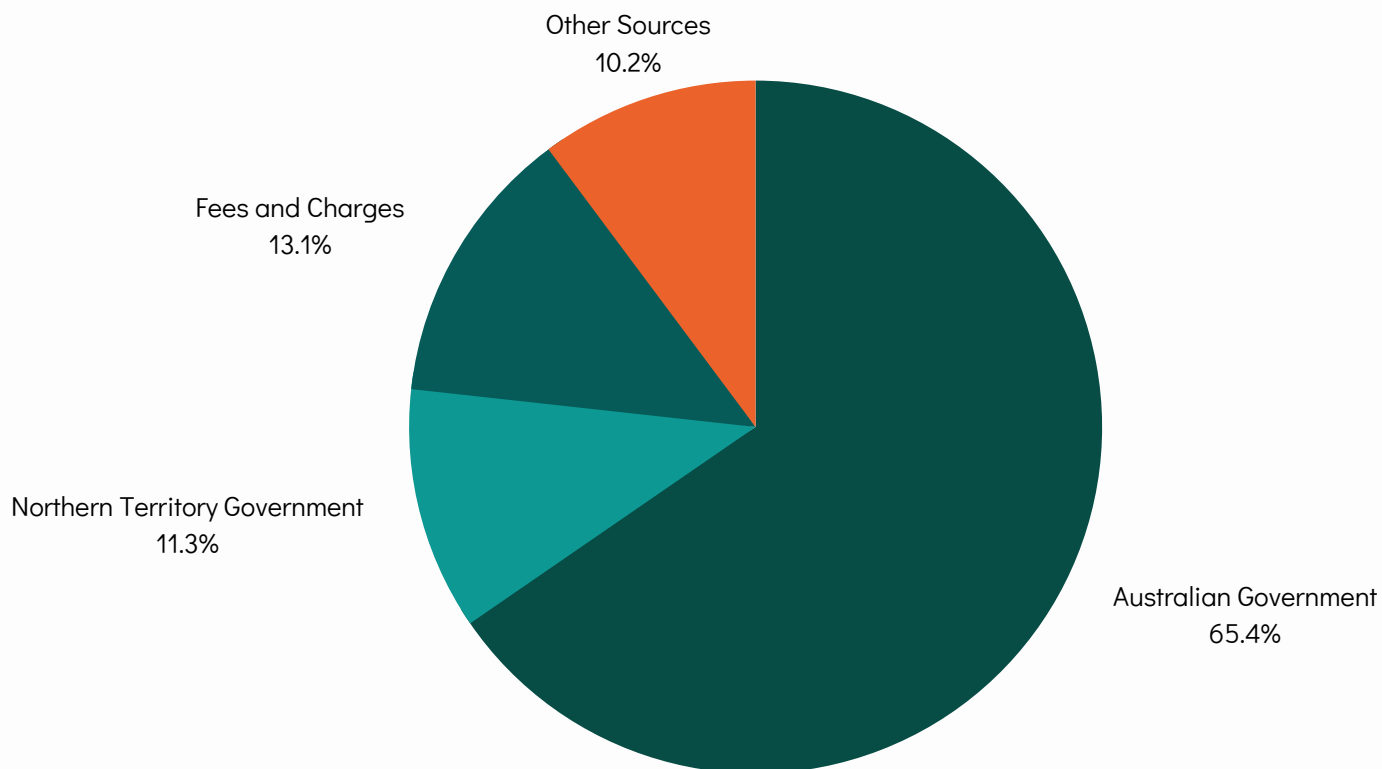


FINANCIALS

School Recurrent Income 2022



Source **	Amount	Proportion
Australian Government	2,101,794	65.4%
Northern Territory Government	364,296	11.3%
Gees and Charges	419,546	13.1%
Other resources	327,726	10.2%
	3,213,362	100%



STAFF

ACHIEVEMENTS

We congratulated our teacher Alex Ward for receiving the ACEL NT Early Career Teacher Leadership Award for 2022. Alex has developed an online wellbeing resource hub so that teachers have easy access to resources to develop a whole-school approach to pastoral care and wellbeing. She demonstrates leadership to others by 'walking with them' in a way that brings people along - always willing to learn new things and share this with vulnerability and humility.

Jo Knight received a scholarship for The Writing Revolution.

Sr Hildegardis Fatin and Smita Salvi completed the Brown Collective - Middle Leaders Course.

Rochelle De-La-Mare and Lauren Penny completed their Instructional Coaching course.

Staff were recognised by Catholic Education Northern Territory for over 15 years of service within our system:

JO
KNIGHT
17 YEARS

PHILLIPA
POND
17 YEARS

SALLY
SEDEN
20 YEARS

MONALISA
BONSON
21 YEARS

LILLIAN
BARBER
32 YEARS



STUDENT ACHIEVEMENTS

SCHOOL CAPTAINS

LILY
TRAVERS



ZAVIER
DA ROCHA



LEWIS
O'KEEFE



MATILDA
UDEN



PROJECT TEAM LEADERS

BEATRIZE
TAGUFA



MARLS
ESGUERRA



SAMANTHA
ROCIO



HOUSE CAPTAINS

TALLULAH
EVANS



TARLI
AGIUS



ANGUS
CLARKE



EDWARD
KOIRALA



OSCAR
O'REILLY



ANHA
CHARAN



MALENA
MARKEZ



JOHARA
LUBGUBAN



AILA
SEFTON-
ROWSTON



DIANA
KARN
SILVA



JONATHAN
O'BRYAN-
KEENAN



LOUISE-
PIPPA
ELLIOTT



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.

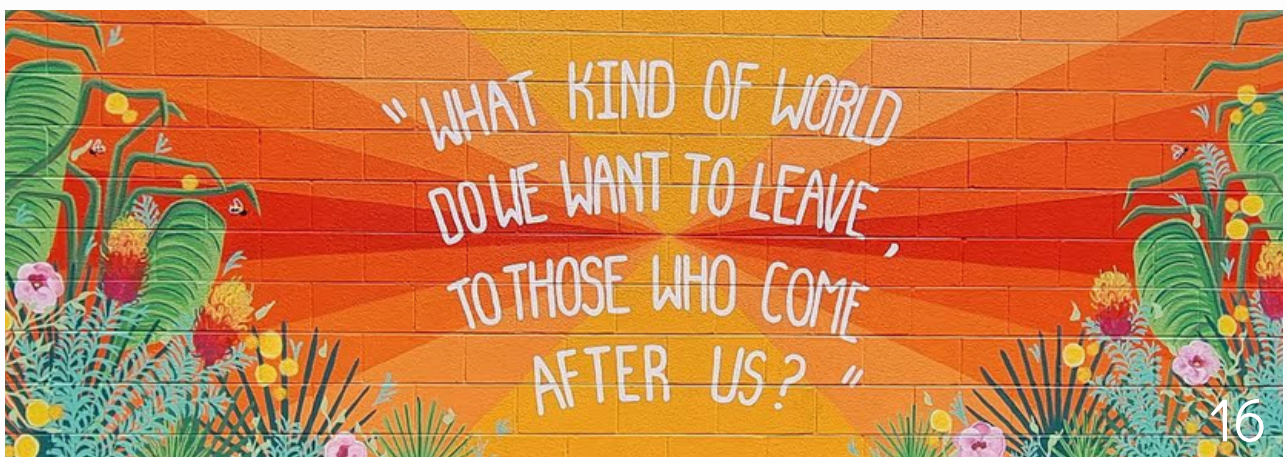
The staff at St Paul's share in the promotion and the formation of the whole person. This is achieved through developing positive rapport with students and through a clearly-directed and well-planned school curriculum which enhances student learning and personal development. The staff perform an essential 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.

Our main focus for this year was the commitment to listening more closely to the cry of the earth and the cry of the poor.

- The art show, showcasing our commitment to Laudato Si Action Platform
- Celebration of artistic talents from students and families
- Catholic Identity Day for staff developing a greater understanding of interconnectedness of all creation.





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 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 (Make Jesus Real)

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. We were honoured to have Marty Ogal from Tasmania visit the school in Term Three. He saw each and every class and shared his MJR spirit with us. Marty's magic lit up student's faces as he reminded us that the Spirit of Jesus is all around us.



SACRAMENTS:

- Reconciliation 7 children from St. Paul's
- Eucharist 18 children from St. Paul's
- Confirmation 14 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.

Fundraising:

- Project Compassion
- Caritas K's
- Mini Vinnies Appeal
- Mission Month
- Christmas Carols

Mini Vinnies:

- Free dress day to promote sales at Saint Vincent De Paul Shops and donations for the bin
- 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
- Mission and Vision of the school
- APRE Network Meetings
- Cornerstones Program
- MITIOG Training
- Catholic Identity Day



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.

During Term two Alex Ward attended the PCWB network day where staff looked at effective whole school practice that contributes to positive student behaviour as well as samples of positive behaviour support plans. Consequently, St Paul's engaged with Christine Sutherland, the Behaviour and Wellbeing Advisor, from the Catholic Education Office to assist in the development of our school wide Positive Behaviour Policy. After meeting with Megan Evans, Jo Knight, Jemma Anderson and Alex Ward, the leadership team worked to finalise this policy for the upcoming year.

During Term three, Alex Ward began to create the St Paul's Pastoral Care & Wellbeing Google Site. This platform was created to assist in the transition, succinction & streamlining of all pastoral care and wellbeing agencies that are used and embedded throughout St Paul's Catholic Primary School.

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 2022.

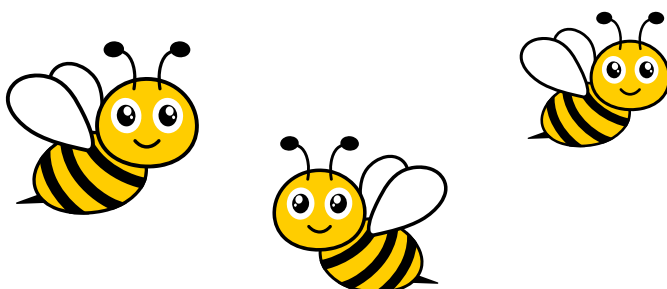
Our school counsellor from Catholic Care NT, supports children and their families in a range of ways including one on one individual counselling, small group sessions and support sessions for parents. These sessions took place each Wednesday at our school. The school counsellor has supported 9 students and their families in 2022.

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.

Successful learning is, to a large extent, dependent on the quality and tone of the learning environment and it is the relationships and trust in the school that have the greatest impact on the quality of this environment.

THE 3 B'S




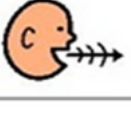


All St Paul's students know the 3 B's: Be Safe, Be Respectful and Be Responsible. These were derived from the School Wide Positive Behaviour Support program. A framework for preventing and responding to student behaviour, SWPBS promotes a positive school climate, a culture of student competence and an open, responsive management system for all.



CLASSROOM 5 POINT SCALE

The Five Point scale is a system that assists students with:

- Understanding social interactions.
- Regulate/have greater control over their emotional responses.
- To teach social and emotional information in a visual, concrete, systematic and non-judgemental way.
- To simplify behaviours by assigning them a number and /or colour.

2	Green Voice = Quiet Inside voice private		5	Red voice = Yelling Outside	
1	Blue Voice = Little Talking or Whisper Quiet!		4	Orange voice = Loud Outside	
0	Gray Voice = No Talking Quiet!		3	Yellow Voice = Normal Inside voice public	

THE SMILING MIND & THE BE YOU PROGRAM

Smiling Minds provides insight into everyday mental wellbeing and how we can proactively boost mental wellbeing.

"Be you" supports educators from early learning services and schools to develop a positive, inclusive and resilient learning community where every child, young person, educator and family can achieve their best possible mental health.

RESTORATIVE PRACTICE

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.

Restorative Practices supports students to make choices based on relationships, encouraging students to become more responsible, develop empathy and a greater awareness of the needs of others. Through a preventative approach, Restorative Practice seeks to reduce conflict and enhance learning outcomes through increasing student connectedness to school, teachers and peers.



BRAIN-BREAKS & MOVEMENT BREAKS

The experience of school for many students today is dominated by sitting. For much of their day, students are expected to sit still and learn. Whilst it is well-established that sedentary behaviour is associated with a range of health risks such as obesity and cardiac failure, neuroscience has also uncovered many reasons why we might also question such a sedentary approach to learning. Brain-breaks involve taking a short break in a lesson to engage in a burst of physical movement or a fun mental challenge. Pioneer of brain-based learning,

Eric Jensen (2000) explains that movement has a positive effect on learning by:

- increasing circulation, thereby moving more oxygen to areas of the brain for learning
- supporting brain maturation processes such as pruning (eliminating unnecessary synapses), neurogenesis (new cell growth) and myelination (strengthening of existing processing pathways)
- allowing the brain to break from new content and form new memories
- regulating neurotransmitters such as dopamine and glutamate to enhance focus, mood and learning



THE CALM ROOM

The central purpose of the calm room should be to help students regulate their emotions. When stress and anxiety rise, all humans struggle to make excellent choices. We struggle in having productive conversations, and we lose focus on the tasks that lie in front of us.

The goal of your calming room should be to reduce negative sensory input and provide calming visual, auditory, and tactile experiences to help students destress. The room should be used to help students de-escalate and emotionally reset

THE ENGINE ROOM

In these sessions, students are given space and the necessary equipment to self regulate and increase sensory stimulation through vestibular (movement) and proprioceptive (pressure) input. These sessions are also designed to harness teamwork and social interaction



SELF ASSESSMENT

The school has been commended for the high participation rate in the school survey, of which the 81 participating students are from Year three to Year six. The questions asked in the survey were taken from self-assessment questions. 'My child likes being at St. Paul's' was rated very highly in the survey which is a success for the school overall-indicating that students are open to learning.

St. Paul's is known to be a very welcoming and parent involved school. However, we have found one of the main challenges has been parent engagement and communication particularly since Covid; reflected in the high number of 'I don't know' responses in parent surveys. Changes to or simplifying the questions and/or alternative methods for data collection and feedback may support responding to the changing community demographics and culture. Such changes could include discussion groups, informal meeting opportunities, board members from various cultural groups to lead discussions etc.

It is recommended that the leadership team engage further with staff and parents to investigate their responses to some of the survey questions in relation to staff wellbeing and children's learning and workshop solutions to resolve these concerns.

RECOMENDATIONS:

View longitudinal data from survey information to inform strategic directions.

- Use of language to reflect a data or evidence informed response rather than data driven response.
- Share school survey data with the wider school community place the results on the newsletter and website.
- Collate existing video evidence of best practice to support school wide pedagogical approach i.e. on central platform for staff to access.
- Review strategic plan communication strategy to ensure wider school community is aware and engaged with the plan.



STRATEGIC PLAN

The school has developed a 5 point Annual Implementation Plan with clear strategic directions and realistic achievable targets. Developing a 'parent friendly' version for the families and wider community. We also gained a scholarship from 'The Writing Revolution' to support the school's writing focus in semester two.

Read Write Inc student data continues to show improvement since its implementation in 2018, with students assessed, grouped, explicitly taught then assessed again. This is a great commitment and disciplined approach to Read Write Inc. The implementation of the Fresh Start Literacy program in 2021 targeting vulnerable students from Year three to six has also been a positive initiative.

St Paul's is commitment to upgrading school technology and student devices including the option of leasing from an external finance company instead of purchasing to ensure students have access to the most current devices and hardware within budget constraints.

RECOMENDATIONS:

- Explore financing of laptops/BYODD with DDF rather than an external finance company
- Engage with EAL/D Education Officer to support growing number of students in the school and supporting teachers in their planning, pedagogy and assessment.
- Formalizing school pedagogical framework – needing to be succinct and visual for new staff in particular to access and to ensure consistency with practice.

Strategic planning for building improvements is focused on accessibility, improving learning spaces and upgrading ELC to increase school population. Creating ramp access, toilet block redesign/refurbishment and implementing a Fire Alert System for the school is a focus for the 2022 BGA while the 2023 BGA will focus on classroom alterations and additions for early year's classrooms and ELC expansion, maintenance and sports storage shed.

We are integrating symbols and words 'Walking together' by establishing the shared wellbeing gathering space outdoor, sand pit area, and the inclusion of Aboriginal and Torres Strait Islander culture by embracing indigenous designs on the poles designed by Aboriginal students.

COMMENDATIONS:

- Parent involvement and engagement evenings (one per term to discuss school initiatives)
- Introduction of a rubbish bin system and reducing waste within the school to raise the benchmark.
- Future plans for a kitchen garden is a great initiative including the link to curriculum and opportunities to explore the environment as a link to Laudate Si through supporting environmental sustainability, awareness and responsibility.
- Care for Creation - embedded in the school community. The Art Show in Term three is a creative way to educate students and families. All of the above reflects an authentic, strong ethos and culture within the school grounded in the Charism of St Paul that is explicit, contemporary and accessible.

RECOMENDATIONS:

- Develop a clear strategic plan for ICT for leveraging deep learning. Be strategic in planning the platform i.e. accessible for staff - How to ensure sustainability of resources and priorities into the future and beyond the current team.
- Continue plans for community garden in 2023 and ensure they are embedded in curriculum; including parent and community engagement and inclusion support.
- Engage with CENT Aboriginal and Islander Education Officer to continue building school's understanding, awareness and commitment to Indigenous perspectives & RAP.

The dedication to building whole school capacity in teaching and learning initiatives such as RWI, PLC, Numeracy, writing and data literacy is having a significant impact, particularly on student outcomes. Congratulations to St Paul's leadership team and school community.



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.

- Development of Response to Intervention Model
- Establishment of Data Plan (aligned with Data Schedule)
- Pedagogical Framework Google Site
- Think-a-thon
- Introduction of Learning Through Doing in all year level Mathematics classes
- iMaths is used as a supplementary resource within Mathematics across all year levels.
- Adoption of Reading Science In School Scope & Sequences (Sentence level / Morphology)
- Continuation of Read, Write, Inc. & Fresh Start Intervention
- Introduction of The Writing Revolution writing model
- Using technology to improve student learning
- Staff using data to inform teaching - Data Literacy (Selena Fisk)
- Online testing tools in Mathematics, Reading and Spelling (PAT - Progressive Achievement Test)
- Continuation of DIBELS Dynamic Indicators of Basic Early Literacy Skills) assessments to assess literacy skills.
- Year one Phonics Check
- Students completing one on one Mathematics Assessment Interviews
- Using online learning platforms such as Google Classroom
- Class Dojo portfolios

LEARNING THROUGH DOING

In 2022, a major focus for the school was the continued implementation of a consistent approach to teaching mathematics. In the early weeks of the year Guy Constable - co-developer of Learning Through Doing, engaged staff in a hands-on and rich dialogue session to familiarise themselves with the program. Students are taught in cohorts where their point of need is reached through the use of structured, hands-on and high impact use of mathematical models for support.





THE WRITING REVOLUTION

In 2022, the whole school adopted The Writing Revolution in order to teach the skills of writing whilst integrating with high content and knowledge areas. Jo Knight and Mandy Norrington completed the 12 hour Advancing Thinking Through Writing interactive online professional development course. This course was used as a basis for building capacity within the classroom during professional learning team sessions.

RESPONSE TO INTERVENTION MODEL

The “Response to Intervention” (RTI) model was developed to evaluate how students respond to changes in instruction in the classroom. Individual students' progress is monitored and results are used to make decisions about further instruction and intervention.

ESTABLISHMENT OF DATA PLAN

(aligned with Data Schedule)

The Data Plan allows for a whole school approach to collect, discuss and analyse data to ensure each student is succeeding. Our school purposefully and systematically collects data to monitor student progress, identify gaps in learning, strengthen differentiation practices, inform the next steps for teaching and learning, reflect on the effectiveness of teaching and to ensure the effective use of resources. This data plan provides a consistent framework, timelines and common language for the school.

PEDAGOGICAL FRAMEWORK GOOGLE SITE

The Pedagogical Framework was created to develop a high performance learning culture and establish consistently high quality teaching practice across the school. It is used to inform or update the implementation of the school's current pedagogical model.

AUSTRALIAN MATHS COMPETITION

In 2022, St Paul's had 20 students from Year 3-6 compete in the Australian Maths Competition. We had 2 students receive a certificate of distinction, 9 received a credit, 3 received a certificate of proficiency and 6 students received a certificate of participation.

READ WRITE INC.

Transition to Year Two continued to participate in the Read, Write, Inc Phonics program. We currently have 18 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.

SPECIALIST TEACHERS

Specialist teachers at St Paul's in 2022 included a Physical Education Teacher, Indonesian Teacher (Semester one), a Performing Arts Teacher and a Health & Wellbeing teacher (Semester two). Music education opportunities at St Paul's included private instrumental lessons and a school choir. In 2022, The School Athletics Carnival was held on the school oval. This was a huge success and a great way to bring our community together.

THINK-A-THON

In Term four, students participated in STEM related challenges over a four 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.

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. We have included PAT (Progressive Achievement Test) information to highlight the academic growth across the areas of Literacy and Numeracy in 2022. Whilst PAT testing is not undertaken by all schools. Within Australia, more than half do undertake PAT testing at similar times of the year. The data is norm-referenced to give schools an idea of how their school is performing in comparison to other schools across the country.

PROFESSIONAL LEARNING

This year, staff took part in a number of professional learning opportunities. These are listed below:

- Grade Xpert
- Age Appropriate Pedagogies
- Instructional Coaching
- Read, Write, Inc.
- The Brown Collective Middle Leaders Program
- Classroom Culture Workshop
- The Big 6 Strategies Workshops



THREE WAY INTERVIEWS

In late Term one and three, parents and students were invited to meet with their classroom teacher to discuss student progress and set future learning goals. These sessions were an opportunity for students to lead a conversation about their learning.

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 two-three hours each week to plan collaboratively. This provided teachers with the opportunity to engage in professional dialogue and to ensure consistency across classes.

CLASS DOJO

In 2022, all classes across the school engaged with families using Class Dojo. Each class trialed the use of 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.



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.

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



CHILDREN'S UNIVERSITY

This year we continued our relationship with Charles Darwin University to bring the Children's University Program to St Paul's. This is an innovative way that inspires children to learn beyond the classroom. We had over 30 students from Year 3-6 participate. Each week, students participate in the lunchtime Children's University activities to assist them in accumulating learning hours in their learning passports. This year a highlight for the students was their visit to CDU to join in fitness and health sessions and to have lunch with the Vice Chancellor of CDU.



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. 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 several regional Gala Days. Students who participated in these Gala Days showed great sportsmanship, Leadership, and skill levels. We managed to come home with a win in the Touch Rugby.

We were fortunate enough this year to work alongside many sporting bodies from Darwin who assisted in delivering programs during Physical Education lessons or lunch breaks. These sporting bodies included Rugby League, AFL NT, TGA & Darwin Gymnastics, Hockey NT, the Darwin Salties, Tennis NT, SEDA.

We were fortunate enough to be awarded grant funding from Sporting Schools Australia which has helped us to purchase new, exciting equipment for Physical Education lessons and allowed for Gymnastics NT and TGA to deliver a four week program teaching the students gymnastics in Term four.

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. Well done Chevalier house who came away with the win. Our whole school Athletics Carnival was held at our school. Well done to Henschke house who was the winning house. Both events were a great success, it was so pleasing to see so many parents attend these carnivals.

Some outstanding sporting achievements that have occurred outside school sporting classes. Lewis O'Keefe was chosen to represent the NT in under12s AFL while Sophie Clarke competes in various Territory events continuing to be very successful in gymnastic, dance, hip hop and ballet. We wish Sophie all the best as she representing the NT in the Australian Nationals in Dance this coming January 2023. Pippa Hunter was selected in the swimming squad. A big congratulations to her for this amazing achievement.



THE ARTS

Students continue to have Performing Arts lessons as a specialist subject and Visual Arts as taught by their classroom teachers.

The highlight of our Art Program was our Term 3 St Paul's Biannual Art Show - Caring for our Common Home. This was a successful community event that not only showcased amazing artwork but also demonstrated our commitment to Laudato Si.

Other highlights from The Arts:

- St Paul's Choir performing at The Royal Darwin Show
- Our Instrumental program continues to be popular with around 35 students receiving private music lessons.
- A Musical Showcase performing for Year 4-6 and parents of performers.
- Weekly Performing Arts for all students continued.
- Several students completed National Grading testing for their Instruments.
- Finally, the school finished with a Carol's evening. This event was well attended and was a great way to finish off the 2022 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 2022 our Year 6 students participated in the Northern Territory Catholic Schools Public Speaking Competition which was hosted by St Mary's Catholic Primary School. Year 6 student Matilda Uden proudly represented St Paul's in the competition.



CAPITAL IMPROVEMENTS

In 2021, St Paul's secured two BGA (Block Grant Authority) Grants to upgrade the senior toilet block to strengthen the health and wellbeing of our students and to install a new Fire Alert Panel. The Fire Panel installation is complete and the work on the toilet upgrade will be completed in early 2022.

We have continued to work on our masterplan and further BGA applications.



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 2022 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 a resourceful 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 inservice for teachers and Inclusion Support Assistants in areas that reflect student needs, particularly those that are more prominent across the school.

STUDENT DATA 2022

ALL STUDENTS		INDIGENOUS		INDIGENOUS %		OVERSEAS STUDENTS		SWD		SWD %	
PRIMARY	TOTAL	PRIMARY	TOTAL	PRIMARY	TOTAL	PRIMARY	TOTAL	PRIMARY	TOTAL	PRIMARY	TOTAL
207	207	22	22	8%	8%	5	5	25	25	13%	13%



EARLY LEARNING CENTRE

Our Early Learning Centre is a long day care service for children aged three to five years.

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.



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.



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

OSHC & VACATION CARE

Out of School Hours care

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.

Vacation Care was able to resume excursions this year after two years of Covid19 restrictions.

CCS (Child Care Subsidy) 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 are available from St. Paul's School Office or from the Centre,



OSHC

Operational Times

2.45pm-5.30pm

Full time Fees

\$125 per week

Casual Fees

\$30 per hour

Permanent part-time

\$25 per day

Late fee

\$2.50 per minute

Vacation Care

Operational Times

7.30am-5.30pm

Full time Fees

\$325 per week

Casual Fees

\$75 per hour

Late fee

\$2.50 per minute

COMMUNITY STATEMENT

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 2022, 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 2022:

- Welcome Night and Disco
- Mother's Day Breakfast and Stall
- Father's Day Breakfast and Stall
- BBQs at Swimming Carnival and Athletics Carnival
- Assisting with catering Art Show

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.



Endorsement

	Signature	Date
Principal Megan Evans		26/04/2023
Chairperson of School Board Steve Roberts		26/04/2023
Director of Catholic Education Paul Greaves		2/5/2023

