St Paul The Apostle Primary School, Winston Hills
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Introduction

About the Annual School Report

St Paul The Apostle Primary School is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2017 and gives information about the 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal

I am proud to present the 2017 Annual School Report for St Paul the Apostle Primary School Winston Hills. St Paul the Apostle Primary School is a welcoming Catholic community, valuing our unique partnership of family, school and parish. We provide opportunities for individual growth and strive for excellence in teaching and learning. Our vision is to 'reach new heights through a community celebrating faith, life and learning'. The motto of St Paul the Apostle Primary School is *Victory through Faith*. I am proud to present the 2017 Annual School Report for St Paul the Apostle Primary School Winston Hills. St Paul the Apostle Primary School is a welcoming Catholic community, valuing our unique partnership of family, school and parish. The commitment and contribution of the Holy Faith Sisters to the faith development of all members of this community has been, and still is, significant. The Holy Faith Sisters are honoured each year at our Margaret Aylward awards liturgy. Children are recognised by their peers and rewarded for living the school values of leadership, commitment, faithfulness, integrity and empathy.

At St Paul the Apostle Primary School we recognise that each child is an individual and learns in unique ways. We strive to differentiate and individualise the learning for all students. This enables a teaching program that meets the needs of all students to reach their true potential as lifelong learners.

Parent

The primary goal of the Parents and Friends Association (P&F) has been to work collaboratively to provide social and fundraising opportunities for our children and the wider school community. The relationship between parents, friends, children and school staff is critical to the success of the P&F. Of equal importance is the willingness of individuals to volunteer and give generously of their time to ensure the success of P&F activities.

During 2017 we have had a number of successful social events, including family bingo, primary and infants discos, Mothers Day and Fathers Day breakfasts, St Peter and St Paul's Feast Day celebration, spider day and green day. They were all enjoyed by children and parents. These events provided a great vehicle for the fostering of positive family and teacher relationships, as we are so very lucky to have exceptional staff at St Paul the Apostle Primary School who give of their valuable time to participate in these events and help to make them a success.

In 2017 the P&F donated $25,000 as a contribution to the much needed shade structure built in the top playground. The P&F are very grateful to the Catholic Education Office for the construction.

The P&F welcomed the new kindergarten children for the following year by providing morning tea for the orientation day and providing the students with their first school hat.

Student

At our school, students have been given the opportunity to be involved in many of the extra activities provided.

Our school participated in sport gala days including touch football, rugby league, soccer, netball and basketball. Parents and teachers helped us on these days and the days were great fun. We also had swimming, cross country and athletics carnivals.

In Year 5, the students nominated other students they believed would be good leaders in Year 6.

The names of the students with the most nominations then went on a ballot paper and a preferential voting system was used to elect our school captains, vice captains and school leaders for the following year. This school leadership team ran the weekly assemblies and welcomed visitors to the school on special occasions.

In March 2017 all children from Years 3 to 6 were given the opportunity to participate in the Dance Fever challenge. More than one hundred students participated in the competition.

The construction of the shade structure was very exciting and it has given us so much more shade to our playground.
Who we are

History of the school
St Paul the Apostle Primary School, Winston Hills, was opened and blessed on October 7, 1973. The Holy Faith Sisters were responsible for the school between 1974 and 1999. At the time of its foundation, the school was a single storey building. A second two storey building was constructed later and the school was complete when four demountable classrooms were purchased in the late 1970s and early 1980s. In 1995, the parish undertook the building of a new school library, administration block and staffroom which included an undercover play area for the children and storage for the school and parent community. In 2010, as a result of the National School Pride, and Building the Education Revolution funding, major refurbishments of all classroom areas were undertaken and completed. The back playground area was also landscaped. In 2011 with funds from the parent body, multimedia, art and multipurpose rooms were also renovated. Two thousand and thirteen marked the 40th anniversary of the school.

Location/drawing area
St Paul the Apostle Primary School is a Catholic systemic school located in Winston Hills within the Diocese of Parramatta. It serves the parish of Saint Paul the Apostle. Our parish priest is interested and involved in the school and provides much support to the school community through his caring leadership. The school draws on students from Winston Hills, Old Toongabbie and Baulkham Hills West. There are currently 14 classes from Kindergarten to Year 6.
## Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>22</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>22</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>20</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>0</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>13</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>93</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>91</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

The prayer and liturgical life is strong at St Paul the Apostle Primary School.

Provision was made for families to celebrate their faith with the children through a variety of prayer experiences. Morning prayer, special events and feast days were celebrated in a manner appropriate to the children’s level of maturity. Staff members had opportunities to enrich their own faith development through their involvement in weekly staff prayer, reflection days and retreat opportunities. The Mini Vinnies team of Year 5 students led morning prayer each fortnight before school for children and staff.

The parish Sacramental programs were well attended by the Religious Education coordinator and relevant staff members. The Religious Education coordinator attended all parish Sacramental committee meetings, fostering strong links between the school and parish.

Major events in the liturgical life of the school included: weekly Stage masses and Reconciliation; whole-school masses for significant feast days and holy days; the Margaret Aylward Liturgy and Holy Faith awards; pre and post Easter liturgies; Year 6 Graduation Mass; and the Stations of the Cross on Good Friday. Sunday Stage masses were held on the fifth Sunday of every month in an endeavour to strengthen the school parish relationship and to support the evangelising mission of the church.

Social Justice

Social Justice initiatives for 2017 included both fund raising and social justice awareness programs, working with the Parents and Friends Association. These involved: two school discos where funds raised went to support St Vincent de Paul Society; the children's contributions to Caritas through the Project Compassion Lenten Appeal; staff contributions to Caritas at the end of the school year; a 'St Paul's Has Got Talent' and a sausage sizzle to raise money for St Vincent de Paul Society; and a second hand book stall to raise money for the Indigenous Literacy Foundation.

At the end of the school year, the students each brought in a gold coin donation which was used to purchase Christmas gifts for less fortunate children. These gifts were donated at the annual Christmas concert to the St Vincent de Paul parish representative for distribution. Mini Vinnies continued with Years 4 and 5 students given the opportunity to participate in the Mini Vinnies program. New members were presented with a special Mini Vinnies badge at the end of the year and these members took up the challenge of raising awareness of social justice issues as well as fund raising.

School home and parish partnerships

Parent helpers played a significant role in the children’s learning in both infant and primary classes. They assisted with integrated group work; reading; Mathematics; inquiry learning projects; physical education activities and, in some grades, were involved in the area of creative and practical arts. As described in our mission statement, St Paul the Apostle Primary School is a welcoming Catholic community, valuing our unique partnership of family, school and parish, providing opportunities for individual growth, and striving for excellence in teaching and learning.

The parish priest was a welcome visitor to the school every Thursday when he visited classes. Teachers met with him regularly to plan grade and Sunday masses. The assistant principal wrote a monthly newsletter article for the parish notebook which kept the parish community informed about school events. Parents were involved in a variety of school activities such as: school liturgies; curriculum workshops; parent information nights; parish-based Sacramental programs; class literacy and numeracy programs; inquiry-based learning projects; Reading program; school library; Parents and Friends Association meetings and functions; working bees; sporting events and excursions.

The principal attended the monthly Parish Council meeting. The Religious Education coordinator was a member of the Parish Sacramental Team and Liturgy Committee.

Every fifth Sunday the school ran the Sunday mass. Children led the Liturgy of the Word and led
Every fifth Sunday the school ran the Sunday mass. Children led the Liturgy of the Word and led the singing. The parish musicians led the music during the end of year thanksgiving mass for Year 6 students.

Religious Education

Religious Education is an integral component of all key learning areas and the values permeate across the curriculum. The pastoral care of students, parents and staff is a prime concern.

The Parramatta Diocese Religious Education syllabus, Sharing Our Story, was taught from Kindergarten to Year 6. The programming in Religious Education reflected the shared praxis model as well as incorporating the integral learning approach focusing on the four ways of knowing and quadrant thinking. Reconciliation took place on Tuesday and Wednesday for class groups. The Sacramental program was parish-based and was run by the Sacramental Team. In 2017, the Years 4 and 6 students participated in the Diocesan Religious Education Assessment program with pleasing results that showed steady growth in all key concept areas.

The Religious Education program at St Paul the Apostle Primary School was well resourced. Parents were invited to view the work produced by the Year 4 students in their reflections and responses to the assessment tasks. As in every year, the children participated in pre and post Easter liturgies and a group of students re-enacted the Stations of the Cross on Good Friday. Year 6 participated in an Outreach program which involved them visiting a local nursing home to share their life experiences with the residents. A special focus in the school was fostering the charism of the Holy Faith Sisters through the annual Margaret Aylward Liturgy. At this ceremony, recognition was given to students exhibiting the following values: faithfulness, leadership, integrity, commitment and empathy. Recognition was also given to a Year 6 student demonstrating these Christian values at the Thanksgiving Mass held at the end of the school year. The award winning Year 6 student’s name was engraved on the honour board displayed in the school library.

Professional Learning of staff in Religious Education

Staff participated in professional learning through staff meetings, module meetings and individual meetings with the Religious Education coordinator. The staff worked with the Religious Education team from the dioceses on using the Theological and Educational background section of the syllabus, as well as the creating learning intentions and success criteria that reflected the three levels of Scripture.

Staff spirituality and formation were important components of professional learning for staff. The Religious Education Formation Day focused on Mary MacKillop. The staff participated in a Pilgrim walk in the Rocks through the footsteps of Mary Mackillop. Many staff had never been on a pilgrimage and this was an interesting way to observe the aspects of her life and works. All staff prepared for, and attended, weekly prayer held each Wednesday morning. The prayers focused on the daily Scripture.
National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2017. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of 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 and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>95</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>

When comparing the school’s 2016 and 2017 NAPLAN data, our overall results have improved. According to the Year 3 and Year 5 2017 NAPLAN results, all students were above the national minimum standard and above the Australian average. Year 3 had students in the top three bands greater than the Australian average. Year 5 also had students in the top three bands...
greater than the Australian average except for writing and Numeracy.

Analysis of the NAPLAN data for both Year 3 and Year 5 revealed common needs in reading about inferring key ideas in a paragraph and identifying an opinion in an information report. In writing, the data revealed that the school needed to improve in spelling and developing vocabulary.

The 2017 NAPLAN Numeracy data presented a few trends that indicated areas of challenge common to Year 3 and Year 5. Those areas included: multi-step and multi-operational word problems, interpreting data from visual information and converting between fractions and decimal fractions. These numeracy concepts will be considered when developing the school implementation goal for numeracy for 2018.

NAPLAN results were analysed by staff and as a result teaching programs were modified to address the needs of students. Individual learning plans were developed for at risk students.

School curriculum

The school curriculum at St Paul the Apostle Primary School is rich and diverse, offering many opportunities, experiences and support for our students.

Our Learning Support Team assisted in the integration of students with diverse needs. Teachers were supported in differentiating the curriculum, providing individual teaching when necessary, working with students in small groups and developing resources to meet specific needs. Individual Learning Plans were implemented for students in classroom learning programs, following consultation with parents and teachers. Students with identified gifts and/or talents were catered for within the class program.

We had two reading recovery teachers to support students in Year 1. We had 3 Extending Mathematical Understanding (EMU) groups to address the needs of the most vulnerable Year 1 students and Year 3 students.

There were also a number of other programs at St Paul the Apostle Primary School that aimed to support and extend the learning outcomes of the NSW curriculum:
- debating club and inter-school competition
- Student Leadership program
- Personal Development program (Years 5)
- Surf Life Saving program (Years 5 to 6)
- school band and choir
- Dance Fever
- gymnastics

All new Kindergarten students participated in an Orientation program prior to commencing the school year.

The learning support teacher visited preschools and secondary schools to assist in the transition of special needs students. All students attended excursions and incursions that aimed to support the learning in the classroom. Children were also offered opportunities to participate in a range of sporting gala days.

Initiatives to promote respect and responsibility

St Paul the Apostle Primary School had many initiatives in place to promote respect and responsibility. These included:
- The even week Friday assembly award system ensured individual students were recognised and received a certificate for demonstrating respect and responsibility in their interaction with others, based on our school values of empathy, leadership, commitment, integrity and faithfulness.
- ANZAC Day and Remembrance Day prayer services are held annually.
The annual presentation of Holy Faith and Margaret Aylward awards for Christian leadership.

The Respect Everyone Solving problems Together (REST) lunchtime program was designed to help students to respect, and relate well to, their peers.

There was a positive playground incentive scheme where all children could earn rewards for positive behaviour. In 2017 we began the process of working through a Positive Behaviour Support for Learning (PBS4L) Framework. This will be launched in 2018.

A student personal safety audit to assess bullying is conducted twice a year and used to inform pastoral care and student management strategies.

Key values were identified in integrated units of work.

Value-based posters were displayed around the school and in foyers.

A Pastoral Care and Student Management policy was in place and is currently under review for change as part of the PBS4L Framework.

A staff committee has been developing lesson plans and systems to launch Positive Behaviour Support for Learning in 2018.

Professional Learning

The staff participated in a number of professional development opportunities in 2017. All staff continued to receive professional learning in literacy, including using running records, running a guided reading session and exploring the necessary components of a literacy block.

Professional learning included:
- Religious Education Formation day
- geometric reasoning in Mathematics
- mission and Religious Education workshops
- NAPLAN online readiness training for schools
- formative assessment
- six day writing course for Stage 2
- child protection: risk of significant harm
- team teach - managing challenging behaviours
- Positive Behaviour Support for Learning Conference
- using learning intentions and success criteria

All staff completed Work Health and Safety (WHS) and Cardiopulmonary Resuscitation (CPR) training. Staff completed the mandatory three hours tuition in Emergency Care. Several staff members attended professional learning in Mathematics (Extending Mathematical Understanding), and reading. Other whole-school professional learning focused on using data to inform the teaching and learning throughout the school. Each term we looked at the areas of English and Mathematics and reviewed teaching and learning to ensure individual needs were addressed. In Mathematics professional learning focused on problem solving, in English we focused on paragraphing and sentence structure, and in Religious Education we focused on Scripture.

In 2017 we used our staff development days to:
- develop a deeper understanding of the writing process and the progression of children's writing skills, writing assessment and future planning for learning intentions
- conduct Mathematical Assessment Interviews on all students Kindergarten to Year 6 (K-6)
- visit St Patrick's Cathedral in The Rocks and a pilgrimage around the rocks in order to walk in the footsteps of St Mary Mackillop of the Cross
### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To improve student responses to rich tasks based on Scripture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>In 2016 instructional/learning walks revealed a marked improvement in seeing teachers use learning intentions and success criteria within classrooms. It was anticipated that continued development in 2017 of teachers’ understanding of using success criteria as an assessment tool would enable teachers to support the needs of the children better and therefore improve the students’ responses to rich tasks based on Scripture.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | Students:  
- participated in pre and post test, responding to the senses of Scripture in units: 'Lent', 'Easter', 'Mission' and 'Advent'  
- used the success criteria, based on the three levels of learning, when completing rich tasks  
- set Specific, Measurable, Achievable, Realistic and Time Framed (SMART) goals for Religious Education, according to individual student needs (three way conversation)  
- actively used their learning goals to improve personal responses |
<p>| <strong>Status of priority 1</strong> | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>To improve students’ writing Kindergarten to Year 6 (K-6) with a particular focus on sentence structure and paragraphing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>Professional learning analysis of the 2016 NAPLAN writing results indicated students required explicit focus on elaborating ideas, text cohesion and paragraphing. NAPLAN data, 2016, indicated students in Years 3, 5 and 7 had difficulty constructing paragraphs that focused on like set of ideas. In Year 3, 52% of students (45% in diocese and state) were unable to use paragraphs to organise writing while 25% students in Year 5 and 20% students in Year 7 were unable to use paragraphs.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 2</td>
<td>Students had opportunities to:  ■ compose and respond daily to authentic texts, including multimodal and digital texts, for a variety of purposes and audiences  ■ learn to co-construct success criteria with the teacher to support their writing and reflect on its quality, and the use of paragraphing  ■ learn how to write more sustained compositions with the inclusion of greater detail and paragraphing  ■ engage in regular feedback/feed forward sessions with teachers and peers.</td>
</tr>
<tr>
<td>Status of priority 2</td>
<td>Achieved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To improve K-6 students’ skills in applying addition and subtraction strategies when problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>A trend in NAPLAN results in Year 3 and Year 5 over the past three years showed our school responses are below the state percentages in several problem solving questions that require addition and subtraction.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 3</td>
<td>Students had opportunities to:  ■ use extending prompts and participate in appropriate rich tasks to challenge the students already meeting Stage outcomes  ■ use enabling prompts and attend workshops for those students not achieving Stage outcomes  ■ work across strands with addition and subtraction  ■ use reasoning strategies when problem solving  ■ engage in discussions about strategies used to solve problems (develop mathematical language and new strategies)</td>
</tr>
<tr>
<td>Status of priority 3</td>
<td>Achieved</td>
</tr>
</tbody>
</table>
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For students to develop their knowledge and understanding of God within the Scripture and demonstrate this through their responses and actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>In 2017 we worked with the teachers to build on their understanding of the second sense. We would now like to see evidence of this in the learning spaces. Learning walks have revealed some improvement in the use of learning Intentions and success criteria.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | Students will be:  
- participating in pre and post assessment responding to the senses of Scripture in Lent and Mission units  
- deconstructing learning intentions and co-constructing success criteria  
- actively using success criteria, based on the senses of Scripture, when completing rich tasks  
- using the word wall to support their understanding of the Scripture and success criteria  

Staff will work collaboratively to analyse work samples using success criteria focusing on the spiritual sense. |
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>To build word consciousness, vocabulary and spelling strategies so that by the end of November 2018, 95% of students K-6 will be at, or above, their expected grade clusters in vocabulary on the Department of Education and Training (DET) literacy continuum and English Syllabus Stage outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 2</td>
<td>In 2017 our NAPLAN results in spelling indicated that this was an area of vulnerability in terms of growth. We wish to refine and increase consistency of practice in strategies used to teach spelling in context across the school using best practice research. A part of this is to develop vocabulary in students. We want students to be word conscious. Many of our students have varied life experiences, however, their vocabulary knowledge is not reflected in their writing or understanding in reading.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 2 | Students will:  
- be given daily opportunities to use morphological, orthographic, visual and phonological spelling strategies to communicate effectively in writing  
- use teacher modelled vocabulary and anchor charts as a resource to support oral language development  
Teachers will:  
- develop a vocabulary rich print environment, for students to interact with daily in reading and writing  
- track each student’s growth through the use of a continuum and data walls to provide evidence of student growth. |
<table>
<thead>
<tr>
<th><strong>Priority 3</strong></th>
<th>For students to improve skills in the construction, interpretation, analysis and evaluation of data displays as measured by pre and post testing, aligned to Stage outcomes and NAPLAN assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 3</strong></td>
<td>We have identified that students have difficulty interpreting data - even simply from graphs they have created themselves. They are capable of creating graphs but are unable to interpret the information or use the information to solve other problems. Fractions and decimals are also areas of need across the school. It is our intention to integrate problem solving using graphs with work on fractions, decimals and percentages in Stage 3.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 3** | Students will:  
- participate in rich tasks involving the construction, interpretation, analysis and evaluation of data displays  
- analyse graphs and data using problems associated with fractions and decimals  
Teachers will be:  
- working collaboratively to plan meaningful learning experiences  
- involved in professional learning  
- reading to build understanding  
- Integrating the use of data displays into other KLAs as appropriate |
Community Satisfaction

Parent satisfaction
Parents were well satisfied with the teaching and learning at St Paul The Apostle Primary School. According to the Quality Catholic Schools (QCS) Survey data, parents identified that teachers were approachable; that the teachers provided stimulated learning and that teachers felt a very strong connection to the school.

Parents identified that the behaviour of some students did not uphold the school values. We will be addressing this issue through the implementation of the Positive Behaviour Support for Learning framework.

Student satisfaction
Students were well satisfied with the teaching and learning here at St Paul The Apostle Primary School. According to the Quality Catholic Schools (QCS) Survey data, students felt a strong connection to the school; they believed that the teachers were empathetic and that the teachers provided stimulating learning opportunities through purposeful teaching.

Students identified that the behaviour of some students did not uphold the school values. We will be addressing this issue through the implementation of the Positive Behaviour Support for Learning framework.

Teacher satisfaction
Staff were well satisfied with the teaching and learning at St Paul The Apostle Primary School. According to the Quality Catholic Schools (QCS) Survey data, staff:
- felt well supported by the leadership team,
- enjoyed the curriculum processes in place
- believed that students were highly motivated to learn
- enjoyed a strong partnership with parents

Staff also identified that the behaviour of some students did not uphold the school values. We will be addressing this issue through the implementation of the Positive Behaviour Support for Learning Framework.
Student Profile

Enrolment Policy

St Paul The Apostle Primary School follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. This document can be obtained from the school office or can be accessed on the CEDP website http://www.parra.catholic.edu.au/policy-central

Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>201</td>
<td>207</td>
<td>408</td>
</tr>
<tr>
<td>2016</td>
<td>209</td>
<td>195</td>
<td>404</td>
</tr>
<tr>
<td>2017</td>
<td>213</td>
<td>193</td>
<td>406</td>
</tr>
</tbody>
</table>

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>93</td>
</tr>
<tr>
<td>Year 1</td>
<td>92</td>
</tr>
<tr>
<td>Year 2</td>
<td>94</td>
</tr>
<tr>
<td>Year 3</td>
<td>95</td>
</tr>
<tr>
<td>Year 4</td>
<td>94</td>
</tr>
<tr>
<td>Year 5</td>
<td>94</td>
</tr>
<tr>
<td>Year 6</td>
<td>93</td>
</tr>
<tr>
<td>School Average</td>
<td>94</td>
</tr>
</tbody>
</table>

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>121</td>
</tr>
<tr>
<td>Students with disablities (SWD)</td>
<td>12</td>
</tr>
<tr>
<td>Indigenous</td>
<td>7</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents...
regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

St Paul the Apostle Primary School is a community committed to providing a climate of respect and justice. We believe that by promoting fair behaviour practices, children can learn to take responsibility for their own actions by making informed choices.

In order to provide behaviour management practices that are fair and just, staff have endeavoured to:

- listen to the student's point of view and try to understand individual problems
- be consistent with expectations during classroom and playground supervision
- ensure that positive recognition and consequences are clearly understood and implemented when required
- conduct a safety/bullying audit twice a year

A Pastoral Care and Student Management policy has been developed and is issued to all parents when they enrol their child at the school. Copies may be obtained from the school office and/or website.

The school has been teaching a Protective Behaviours program from Kindergarten to Year 6 every year in term 3. This program gave children strategies on how to keep safe and what to do if they were feeling unsafe. A component of this program focused on teaching students how to report any incidents of bullying and how to develop assertiveness skills to address any inappropriate or bullying behaviour. In 2008, St Paul the Apostle Primary School won a National Schooling Award for the school's work in student management and its anti-bullying program.

The full text of student management, welfare and discipline policies can be obtained from the school's website. An appendix was added to this policy to reflect the positive playground incentive scheme, Respect Everyone Solving problems Together (REST) program and the biannual safety/bullying audits. This award-winning policy continued to be implemented in 2017.

St Paul's Primary School investigated changes to the pastoral care policy. We began the process to engage in Positive Behaviour Support 4 Learning (PBS4L) and worked with the Catholic Education Diocese of Parramatta in developing a policy. The PBS4L team presented at the 'Teach Meet' afternoon of celebrating the diocesan wide approach to the positive behaviour management of children.

Two teachers have been trained in a mindfulness program called Peaceful Kids. It is an eight week program targeted at assisting children to lessen anxiety and stress and build their resilience. The program also involved parental involvement and commitment to supporting the strategies. Several groups participated in the program successfully throughout the year.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

There were no changes to the policy during 2017.
Section Eleven: Financial Statement

![Income Pie Chart]

- Commonwealth (64.1%)
- Capital (0%)
- State (18.7%)
- Fees (17.2%)
- Other (0%)

![Expenditure Pie Chart]

- Capital (6.2%)
- Salary (72.4%)
- Non-Salary (21.4%)

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$3,016,530</td>
</tr>
<tr>
<td>Government Capital Grants²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants³</td>
<td>$881,930</td>
</tr>
<tr>
<td>Fees and Private Income⁴</td>
<td>$809,731</td>
</tr>
<tr>
<td>Other Capital Income⁵</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$4,708,191</strong></td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure⁶</td>
<td><strong>$290,132</strong></td>
</tr>
<tr>
<td>Salaries and Related Expenses⁷</td>
<td>$3,391,261</td>
</tr>
<tr>
<td>Non-Salary Expenses⁸</td>
<td>$1,005,199</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$4,686,592</strong></td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.