



St Paul's
Mount Lawley

2022
Annual Report

St Paul's Catholic Primary School Annual Report 2022

The Annual Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister of Education.

The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementations of the school's Annual Improvement Plan.

The report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office of Western Australia.

Further information about the school or this report may be obtained by contacting the school.

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PART 1: PUBLICATION OF INFORMATION RELATING TO SCHOOL

1. CONTEXTUAL INFORMATION

St Paul's Primary School is a co-educational primary school of approximately 231 students from Pre-Kindergarten to Year 6. The school provides a strong foundation for children's spiritual, intellectual, social, moral, physical and aesthetic development by providing a supportive and nurturing environment which contributes to each student's sense of self-worth, enthusiasm and optimism for future learning and discovery.

St Paul's is a community that places Jesus Christ at its centre. We strive to live like Jesus. Our school motto, "From Darkness to Light", is a reminder for the school community of its Catholic, Christian identity and of the lives we are called to lead. Together, staff, families, students, priests and the parish community work to make St Paul's a place where all are welcomed and where each student can realise their fullest potential.

The school provides a holistic education, embracing the spiritual, intellectual, physical, social and emotional development of students, where both relationships and learning are valued. Central to the School Vision is a commitment to Christ-centred education, inspired by the spirit of our founding Order, the Sisters of Our Lady of the Missions, and the Gospel teachings of St Paul.

Students are seen as individuals with unique needs, interests and characteristics. We are committed to supporting and nurturing students to develop as an individual and as a member of our school and wider community. We regard each child as a precious gift, filled with the life and love of God.

Our aim at St Paul's is to give our children a thirst for learning that continues with them throughout their future school experiences and lives. We recognise that parents are the first and foremost educators and strive to work in partnership with them in providing an education program that meets the needs of every child. At St Paul's, learning is strongly focused on the development of literacy and numeracy skills.

Our staff at St Paul's has a thorough and up-to-date knowledge of the primary school curriculum and a deep understanding of how students learn. We know our students well: their individual interests, backgrounds, motivations and learning styles. We are committed to providing a faith-filled community in which a safe, positive and creative learning environment is nurtured and sustained. While we are dedicated to academic excellence and vitality, we promise so much more; a balanced educational experience for body, mind, heart and spirit. We teach our students the importance of caring for each other, for all humanity, and for the natural world.

2. TEACHER STANDARDS AND QUALIFICATIONS

Teaching Qualification	Number of Staff
Master of Education	3
Master of Science	1
Bachelor of Education	8
Bachelor of Education (Early Childhood)	2
Bachelor of Arts	8
Bachelor of Science	2
Graduate Diploma in Education	5
Diploma in Education	7
Diploma in Education (Early Childhood)	2

3. WORKFORCE COMPOSITION

	Male	Female
Teaching Staff	4	18
Non-teaching Staff	1	12
Indigenous	0	0

4. STUDENT ATTENDANCE AT SCHOOL

Year Level	Attendance Rate (%)
Kindergarten	82.1
Pre-Primary	92.5
Year 1	91.0
Year 2	90.5
Year 3	90.8
Year 4	90.8
Year 5	90.5
Year 6	89.6
<i>Whole School Attendance Rate</i>	89.8

Non-attendance is recorded electronically on SEQTA and is managed by the administration staff and classroom teachers. Administration staff contact families who have not provided an explanation for absences prior to recess each day. Any outstanding, unexplained absences are followed up by classroom teachers and administration staff.

5. NAPLAN ANNUAL ATTENDANCE

Year 3

	School Mean	State Mean	National Mean
Reading	491	428	439
Writing	469	419	423
Spelling	450	414	418
Grammar & Punctuation	470	424	433
Numeracy	454	395	400

Year 5

	School Mean	State Mean	National Mean
Reading	547	505	510
Writing	531	480	485
Spelling	561	505	505
Grammar & Punctuation	561	496	499
Numeracy	528	487	489

6. PARENT, STUDENT AND TEACHER SATISFACTION

In 2022, the school underwent a Quality Catholic Education School Review. Part of this review involved gathering feedback from parents, students and teachers. The collection of this feedback was done through surveys, group discussions and individual interviews.

Some key themes communicated from parents were around gratitude for the high calibre of teaching standards and the extent to which teachers provide academic support and co-curricular opportunities for the students.

Staff reported ongoing satisfaction with the school's Leadership Team and acknowledged the support that is readily available when required. Staff also recognised a sense of acknowledgement and gratitude, which encouraged ongoing commitment to the school.

Feedback from students saw them speaking positively about the school, their peers and their connection with staff. Student connection with St Paul's was deemed authentic by the panel.

7. SCHOOL INCOME

A summary of school income can be found on the Australian Government's MySchool website at www.myschool.edu.au by searching for St Paul's Catholic School, Mount Lawley.

8. POST SCHOOL DESTINATIONS

Year 6 students from St Paul's Catholic Primary School in 2022 went on to the following secondary schools:

Destination School	Number of Year 6 Students
Chisholm Catholic College	6
Mercedes College	3
Perth College	3
Mount Lawley High School	3
Trinity College	2
Aranmore Catholic College	2
Perth Ladies College	2
St George's Grammar	1
Servite College	1
John XXIII College	1

9. ANNUAL SCHOOL IMPROVEMENT

The school focus areas in 2022 were as follows:

Embedding the school values of Excellence, Perseverance and Integrity across the school.

The school has recently been developing our House system, where each of the Houses is associated with one of our school values. These values have been drawn out and focused on through our House assemblies and are referred to wherever possible across the school. As we learn about the Sister who the House is named after, we look at how that Sister displayed that value.

Capital Development Plan

Our Capital Development Plan progressed in 2022 and saw the school gain approval for the project. The project went to tender and the successful building company was

appointed ready to begin the project in 2023. BE Projects were the successful tender and SITE Architecture Studio oversaw the process.

The building project has been separated into two separable portions. The first portion is an infill between the current Year 1/2 block and 3-6 block. This stage will see the outdoor space at the ground level redeveloped, a new flexible learning area on the first level and a learning terrace on the upper level. This stage will connect the two buildings, include lift access and create what is envisioned to be the 'heart of the school'. The second portion of the build will see the redevelopment and expansion of the upstairs Year 4-6 classrooms to create more open, contemporary learning spaces where classrooms flow out into breakout spaces. The project will also see the downstairs Year 3 classroom have the front wall changed to glass to create a more open learning space with more natural light. It is anticipated that the project will be completed over 2023.

Consistent Approach to Teaching Writing

Following a review of current practice and school data, the school embarked on identifying and implementing a consistent and effective whole-school approach to teaching writing. After comprehensive professional development in the Talk for Writing program through the Dyslexia Speld Foundation, 2022 saw staff work in professional learning communities to implement, refine and embed the program across the school. Our Literacy Coordinators lead the professional learning process. As part of the work done in this area in 2022, a whole-school scope and sequence of genres was developed and useful resources to teach these were gathered.

Wellbeing

Our work in the wellbeing space during 2022 saw us engage the CEWA Wellbeing Team to support the work we are doing. The clear message with wellbeing was that it is important to start with staff and then transfer those skills to our work with students. We began our work with staff in 2022.

Along with this new work, initiatives that were already in place continued, including such things as our Student Code of Conduct, classroom check-ins and programs, the Seasons for Growth program, pastoral care meetings and opportunities for the student voice to be heard.

Enhance Opportunities for Faith Formation

Throughout 2022, our staff participated in staff prayer and faith development days. Our strong connection with the parish saw us utilise the knowledge and expertise of our priests to facilitate staff days. Our students attended Mass regularly and

participated in class prayer. Those receiving Sacraments participated in workshops and retreat days as well as classroom experiences. Parents were invited to join in Masses and those with children receiving Sacraments also attended parent sessions and workshops.

Review of all Early Childhood Education Standards to ensure compliance with the Early Years Learning Framework

Through regular Early Childhood Team meetings, all standards were reviewed to ensure compliance with the Early Years Learning Framework and the National Quality Standards requirements. These standards were also reviewed as part of our Registration Audit, which was conducted in 2022.

PART TWO: SCHOOL COMMUNITY REPORT

A report by the School Advisory Council Chair to the school community was presented to the school community at the Annual General Meeting in November 2022. The report can be found [here](#).

A report by the Principal to the school community can be found [here](#).

Other reports to the school community can be found on our [school website](#).