



St Paul The Apostle Primary School

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Catholic Schools
Parramatta Diocese

2024 Annual School Report



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 carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years 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 news can be viewed or obtained from the school.

Key Messages

From the Principal Kathryn Newman

I am proud to present the 2024 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'. 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 potential as life long learners.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

St Paul the Apostle Primary School continually strives to develop strong and positive relationships with parents through developing an inviting and welcoming culture. In 2024, there were opportunities for parents to be involved in the life of the school. These included:

- Whole-school and grade liturgies and celebrations
- Parent/teacher/student conferences
- Reading programs
- Mother's and Father's Day stalls
- School excursions and sporting events
- Compass notifications of significant learning and community events
- Parents and Friends Association (P&F).

These events provided a great vehicle for the fostering of positive family and teacher relationships.

Our P&F strongly supports the school and works collaboratively to provide social and fundraising opportunities for our children and the wider school community, including the '2024 Olympathon', our major fundraiser. The relationship between parents, friends, children and school staff is critical as well as the willingness of individuals to volunteer and give generously of their time to ensure the success of P&F activities.

We communicate with parents through fortnightly newsletters, website, social media, and our Compass app.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

From the Students

In 2024 there were a number of learning opportunities for our students to participate in. Additional learning activities students engaged in throughout 2024 included:

- Weekly Japanese lessons
- Zing Active (formerly Dance Fever) dance program
- Band program (Year 4 and Year 5)
- Debating and 'Voice of Youth' Public Speaking
- Excursions and incursions
- Book Week.

Some extra-curricular activities included:

- Sporting activities
- Cyber-safety workshops
- Mini Writers Festival
- NAIDOC Week
- NRL clinic

In Year 5 our students nominated other students for leadership positions the following year. These students take on their positions of responsibility as members of the Student Leadership Team. Their roles include running fortnightly assemblies and welcoming visitors to the school on special occasions. In 2024, our Year 6 students were exemplary role models as buddies to our new Kindergarten students.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

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. The 40th anniversary of the School took place in 2013. The School has also recently added a large shade structure to our playground, improved student amenities and added accessible pedestrian ramps. In 2021, we finalised the upgrades to our playground spaces to include a slide, an adventure log playground and an Indigenous Dry River Bed. During 2022 our office area was refurbished to add a student entrance and an accessible first aid area and bathroom.

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 support to the school community through his caring leadership. The school draws on students from Winston Hills, Old Toongabbie and Baulkham Hills West.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	45
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	16
Number of part time teaching staff	17
Number of non-teaching staff	12

Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St Paul The Apostle Primary School can be sourced directly from the school.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

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

Specific and focused Professional Learning for the staff of the school this year has included:

- Implementation of Instructional coaches in both English and Mathematics helped improve the teachers' pedagogy and practice.
- Participation in the Leading Excellence in Mathematics course allowed us to provide professional learning for teachers to increase the level of challenge for students.
- Implementation of the new Religious Education syllabus- 'Encountering Jesus'.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Faith in Action Team (FIAT) organised and led many social justice initiatives including a hamper drive for St Vincent de Paul.
- 'Coins for Christmas' a whole school initiative to buy Christmas Toys for those less fortunate, St Vincent de Paul.
- Easter baskets delivered to Ronald McDonald House, Woodbury Aged Care Village and Children's Hospital Westmead.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's

teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Introduction of 'Three minutes of Theology' at professional learning meetings to improve staff's theological understanding.
- Introduction of the new Religious Education syllabus, Encountering Jesus.
- Introduction of the FIAT leader allowed staff to engage in additional social justice professional learning.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

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

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	79%	66%
Writing	89%	77%
Spelling	52%	61%
Grammar and Punctuation	54%	54%
Numeracy	75%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	86%	71%
Writing	84%	67%
Spelling	82%	68%
Grammar and Punctuation	75%	65%
Numeracy	80%	68%

Student Profile

Enrolment Policy

St Paul The Apostle Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
178	202
Total Enrolments: 380	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	94%	4	93%
1	94%	5	94%
2	93%	6	89%
3	93%	School Average: 93%	

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers 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/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school 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 carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Characteristics of the student body

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

Student Body Characteristics	
Language background other than English (LBOTE)	157
Students with disabilities (SWD)	99
Aboriginal and Torres Strait Islander	5

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St Paul The Apostle Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Anti Bullying presentation attended by all students.
- Implementation of the PIVOT Wellbeing Program for Yr 3- Yr 6.
- Regular recognition activities to promote positive behaviours in all areas of the school.

St Paul The Apostle Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

St Paul The Apostle Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Celebration and student led activities and prayer relating to Harmony Day.
- Recognition and celebration of NAIDOC Week.

- Year 6 cohort engaged in learning about the democratic process and visited Federal Parliament in Canberra.

Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Children are encouraged to do their best work.
- Teachers listen to concerns parents have.
- Parents are informed about their child's behaviour at school, whether positive or negative.

Areas of strength from the student feedback include:

- Students feel they have positive relationships at school.
- Students feel there is quality instruction at school.
- Students have a strong sense of belonging at school.

Areas of strength from the staff feedback include:

- Staff feel they have good opportunities to learn and develop.
- Staff feel safe to take social risks (e.g. asking questions, making mistakes, highlighting problems).
- The staff feel they are treated with respect at work.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	In 2024, we aim to improve student growth across identified areas of vulnerability in literacy and numeracy.	Still Working Towards.
Priority 2	In 2024, we aim for students to gain a deeper understanding of Scripture through the exploration of theology and dialogue with others.	Still Working Towards.

Projected School Priorities	
Priority 1	To improve literacy outcomes for students in both reading and writing.
Priority 2	To Improve students' social-emotional (SEL) learning to support engagement

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$4,577,688
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,208,167
Fees and Private Income ⁴	\$1,117,583
Other Capital Income ⁵	\$186,318
Total Income	\$7,089,756

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$265,138
Salaries and Related Expenses ⁷	\$5,558,310
Non-Salary Expenses ⁸	\$1,651,301
Total Expenditure	\$7,474,749

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for 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