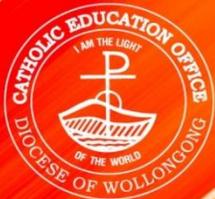


# Annual School Report

2012



## About This Report

St Paul's Catholic Primary School, Albion Park is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2013.

Further information about the school or this Report may be obtained by contacting the school:

St Paul's Catholic Primary School

PO Box 465

Albion Park NSW 2527

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Website: [www.spapdow.catholic.edu.au](http://www.spapdow.catholic.edu.au)

**Parish Priest:** Fr David Catterall

**Principal:** Mrs Colleen Easton

**Date:** 14 December 2012

## **Vision Statement**

“In the richness of our Catholic faith and tradition we achieve excellence.”

## **Message from Key School Bodies**

### **Principal’s Message**

It gives me much satisfaction as a leader to present this 2012 Annual School Report to the community. There is so much that has been achieved this year at St Paul’s Catholic Parish Primary School and much to be celebrated. I thank the dedicated staff, enthusiastic students and generous parents for their continual support in promoting the values of Catholic education at St Paul’s Catholic Primary School in 2012. We have had a very busy year and achieved so many learning outcomes.

Thank you to the families of St Paul’s. The support of our parents and caregivers is greatly valued and appreciated. I especially acknowledge all those parents and caregivers who have helped in numerous ways throughout the year in classrooms, on excursions and in fundraising to allow us to have so many resources for our students.

I would like to thank all members of the school community, in particular the dedicated teachers, enthusiastic students and generous parents for their contribution to our successes for 2012.

### **Parent Involvement**

As the end of year comes to a close, we reflect on the year and the part we have played in the life of the school of St Paul’s. It is the time of year to say thank you to those who have worked very hard for our children, to express appreciation, to acknowledge growth and progress.

Becoming involved in our school creates an opportunity to meet other parents and staff, meet our children’s friends and support our children in their school environment.

We have encouraged parents this year to become involved in the school through participation in the classroom, canteen, sporting & academic activities and the Parents and Friend’s Association (P&F). During the year we have planned varied fundraising events, our Mother’s Day, Father’s Day and Xmas stalls, disco’s, trivia nights and our annual and much loved Spring Fair.

Our P & F looks to make a difference for our children and in the last two years we have installed air conditioning to all classrooms, provided valuable resources for the library, contributed \$80 000 to Information Technology resources, provided our new electronic signage, as well as supporting our outdoor learning area with seating and assisting in donating to the Mary Mackellar Foundation. We also offer sponsorship to families whose children represent St Paul’s in sport at a national level.

I would like to thank all parents, students, families and staff who have given their time and support throughout the year.

Without your support our fundraising would not have been possible. We should be proud that we have achieved so much for our children and our school.

I look forward to your continued support and involvement in 2013, and remember “the beautiful thing about learning is that no one can take it away from you”.

*Parents and Friends Association, President*

### **Student Leadership**

As school Captains for 2012 we feel very privileged to have been voted into this important role.

This year we have represented the students and school community in so many events. Some of these were:

- School, Parish and Diocesan Liturgies and Assemblies
- ANZAC and Remembrance Day ceremonies
- Shellharbour City’s Queen’s Jubilee Tree Planting Ceremony
- Opening of new School facilities

We have all had lots of fun over the years that we have been at St Paul’s and we are very glad that our parents sent us to this wonderful school led by a wonderful principal.

We will take many life skills from St. Paul’s and many friendly and compassionate qualities towards others.

We know that all of you are very glad you came to St. Paul’s for your primary school life.

Each one of you has made our school life enjoyable and fun. Thank you for being there when we just needed support in social and schoolwork challenges. We have all had some ups and downs but we know that the teachers care and love us.

We would like to thank Father David, our Parish Priest for leading all of our Masses and ceremonies and for making our time at St Paul’s so special. Thank you for the visits you made to the classroom and the special gifts you bring us like Rosary beads.

Last but definitely not least we would like to thank our Principal. All the times we needed help she was there, even if we just needed someone to talk to we knew that we could talk to you.

*School Leaders*

## School Profile

### School Context

St Paul's Catholic Primary School is a Catholic Systemic co-educational school located in Albion Park. The school caters for students in years K-6 and has a current enrolment of 365 students.

We have a proud history of serving the Albion Park Parish community and neighbouring communities since 1883. It is truly a Catholic school with a conscientious Parish Priest, dedicated staff, supportive and involved parents and energetic children.

The culture of St Paul's Catholic Parish Primary School can best be described in its vision to achieve excellence because of the richness of our Catholic faith and tradition. This then forms the outward expression of our aim to provide quality teaching and learning and pastoral care to our students. Underpinning these aims is the constant goal of helping children to be the best students they can be through recognising and developing Gospel values.

Our school focuses on the core values of respect for self, respect for others and respect for the environment. This also acknowledges the presence of God within each of us and within the environment.

The charisms of St Paul and St Mary of the Cross MacKillop are innately lived in that same spirit of our students' and staff's approach to learning, their spiritual and other achievements and in their friendships and sport.

### Student Enrolments

2012 Enrolments	
Boys	153
Girls	212
Total	365
Indigenous	5
LBOTE	96

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: [www.spapdow.catholic.edu.au](http://www.spapdow.catholic.edu.au) and the CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2012.

## Student Attendance

2012 Attendance (%)	Male	Female
Year 1	95.0	88.9
Year 2	88.3	85.8
Year 3	93.0	88.4
Year 4	96.3	90.3
Year 5	92.8	92.0
Year 6	89.0	93.8

## Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

Rolls are marked every morning. Using SAS (2000) codes, teachers enter reasons for absence on a paper version, which are sent to the office by 10 am. Office staff enters this information into SAS. A note from parents is expected if a child is away, outlining the reason for the absence. When parents fail to notify the class teacher in writing of a reason for the absence, a school note is sent home throughout the term to request the absence note. At the end of each term if a child has an excessive number of days absent, the Principal informs parents in writing of the total number. Should a teacher be notified that a child is leaving the school, this is directed to the Principal for discussion and if necessary a transfer note is completed as a Board of Studies requirement.

## Staffing Profile

There are a total of 23 teachers and 11 support staff at St Paul's Catholic Primary School. This number includes 11 full-time, 12 part-time teachers. The composition of the workforce is as follows:

- 21 female teachers and 2 male teachers
- 1 female senior school support officer, 8 female school support officers and 1 female cleaner

## Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

*\*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention*

## Teacher Attendance and Retention

The average daily teacher attendance rate for 2012 was 96.41%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 100 %.

## Professional Learning

During 2012, St Paul’s, Albion Park personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Paul’s whole school development days involving 33 staff.

These days focused on:

- A Focus on the Eight Critical Aspects of a quality English Session. A Teacher Educator from CEO Wollongong and St Paul’s Literacy Co-ordinator led this.
- “Exploring the Enneagram”.

Other professional learning activities provided at school level including CEO run courses:

- *SICS Centre 4 Excellence Literacy Leader Days (2 Teachers)*
- *K-2 RE Curriculum (2 Teachers)*
- *Story Telling Years 3-6 (2 Teachers)*
- *Igniting The Fire (2 Teachers)*
- *Music Spirituality (3 Teachers)*
- *Leadership Conference, University of Wollongong (2 Teachers)*
- *Pedagogies In Dynamic Learning. (2 Teachers)*
- *Focus On Numeracy K-2 (2 Teachers)*
- *Focus On Literacy Writing (2 Teachers)*
- *Reading Recovery Support/Network Meetings (1 Teacher)*

- Leading Literacy/Numeracy (2 Teachers)
- School Website & Design Construction (6 Teachers)
- Spotlight On technology (1 Teacher)
- Leading Indigenous Education (1 Teacher)
- ALEA Conference (2 Teachers)
- Origo Education Groundworks Conference (3 Teachers)
- NSW health & PE (1 Teacher)
- NAPLAN Analysis - Effective Use Of Data (2 Teachers)
- Ahead Of The Curve Conference (1 Teacher)
- Best Start Training (2 Teachers)
- CPR Emergency Training (Whole Staff)

The average expenditure by the school on professional learning per staff member was \$315. In addition, the Catholic Education Office provided professional learning opportunities with an additional average expenditure per staff member of \$716.

- B. Other professional learning activities provided at school level including CEO run courses
- 6 teachers Planned and Implemented the program with the CatholicCare facilitator - CatholicCare - Everyday Peacemakers for Early Stage One and Stage One

## **Catholic Life & Religious Education**

St Paul's Catholic Parish Primary School is proud to proclaim its Catholic identity to the community. As a school St Paul's regularly celebrated the Eucharist together and Liturgies of the Word for feast days and school celebrations.

The relationship between school and Parish community has continued to be strengthened this year. Students and staff regularly join fellow Parishioners for Mass on Friday mornings, as well as other Feasts or Solemnities that occurred through the year. Each year group have participated in a Sunday Parish Mass and decorated the church with their religious work.

The school has continued to support the Parish in the formation of children in the reception of the Sacraments of Baptism, Penance, Eucharist and Confirmation through the Parish-based Sacramental Programs.

During the year the students in Year 6 have participated in the conversation with the Bishop in Milton and this gave the students the opportunity to celebrate together as well as meet with and speak to Bishop Peter in an informal situation. Stage 3 students were fortunate enough to have a session with "The Catholic Guy" Team and were lead in reflection with prayer and song. Parents, families and Staff attended the nightly sessions and were individually challenged to look into ourselves and act on our discernments.

As this year has been named the Year of Grace by the Australian Bishops, the students were instructed on the Grace we receive through prayer, in a variety of forms. The school has implemented the new routine of saying the Angelus each day at 12 o'clock, and the infants and primary joined together to have Rosary afternoons with Fr. David, our Parish Priest and parents to ask for Grace through this special form of prayer.

The students have also looked at the symbol of the Sign of the Cross as a prayer of Grace we place over us. During our weekly Staff prayer we have taken up the invitation to reflect on the prayer services in the Year of Grace booklet and displayed ideas and ways to celebrate this special year of Grace. During the year, the school assemblies have become an integral means of communication with the parent community and an important time where the school shares time together in prayer. Each class has taken responsibility for leading the assembly in prayerful reflection.

The anniversary of the canonisation of St Mary of the Cross MacKillop was celebrated at the school by a visit from a "Travelling Josephine" Sister. Her informative sessions with classes provided a rich background of St. Mary MacKillop's life and the work of her sisters today. We contributed \$543 towards the Mary MacKillop Foundation.

Our school community has again been very aware of the social justice issues that occur in our world and have given generously to these needy causes; giving to Caritas Project Compassion during Lent and Catholic Mission in Term 3 supporting their "Lunch Order for the Street Kids of Manila." We raised \$661. In Term 4 we have joined with the Parish to raise money for St Monica's Primary School in Morogorro, Tanzania. The money raised went towards buying a mini bus for the children to travel to school; the school community raised \$521.

The staff continued volunteering with the St Vincent de Paul Van that is now operating in the Wollongong Diocese and also donates money to the van through "Colour Days" each week at school. In total, the staff raised \$340 for this agency.

The staff participated in an overnight retreat to promote a school culture that enhances staff morale and well being and creating an ethical workplace at St. Paul's. The introduction of Affirmation Notes to staff colleagues and development days on enneagrams have helped build positivity and a stronger bond between staff members who appreciate each other for who they are and the gifts and talents they bring to the school.

In 2013, St. Paul's will strive to continue to witness the values of Jesus Christ and to provide an environment where learning is centred on these values. We will focus on embedding our new Mission and Vision Statements into the culture and life of our school. It is our intention to involve students, staff and parents in this endeavour so as to ensure that all community members will be aware of, and motivated by, the vital elements of these statements.

Caring for God's Creation has been a focus area at St Paul's for some years now and we seek the involvement of the wider community in achieving our Environmental Awareness goals.

The school community has been involved in many activities this year which are leading towards a sustainable environment. These include:

- We received funding for the WAGS (We Are a Green School) project, to create an outdoor learning area, which would identify our school as a green school and help facilitate environmental aspects of the curriculum. This project was completed with help from grandparents, teachers and students, Shellharbour Council, Bunnings and Landcare. It has been maintained and improved throughout the year by the Garden Club and parents.
- Year Three received a visit from Shellharbour Council on how to recycle.
- Term 4 Planet Ark's Recycle Right Campaign. This involved the school instigating Waste Free Wednesday. No rubbish bins are placed on the playground or in the classrooms on Wednesdays so students who cannot recycle their wrapping take them home.

### **Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese of Wollongong in 2012. The school cohort in 2012 consisted of 52 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 49 completed the Extended Task (Part B). The Extended Task was based on the Unit: Mary, Mother of God: First Among the Saints and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their ability to:

- Recall and identifying the symbols of Baptism;
- Identify the events of Holy Week;
- Identify the Rite of Reconciliation; and
- Identify the words of "The Hail Mary".

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- Demonstrate understanding of Jesus' teaching on forgiveness;
- Sequencing the Story of Moses and the burning bush
- Identify the parts of the Liturgy of the Eucharist; and
- Identify the names for the areas of worship in the church.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 18% of students were placed in the developing level, 51% in the achieving level and 31% were in the extending level.

For Part B, 8% of students were placed in the developing level, 63% in the achieving level and 29% were in the extending level.

Combining Parts A and B, 17.5% of students were placed in the developing level, 59% in the achieving level and 23.5% were in the extending level for Religious Literacy

For Part A, 18% of students were placed in the developing level, 51% in the achieving level and 31% were in the extending level.

For Part B, 8% of students were placed in the developing level, 63% in the achieving level and 23.5% were in the extending level.

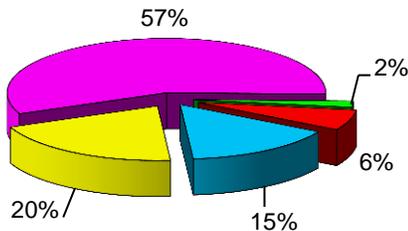
Combining Parts A and B, 17.5% of students were placed in the developing level, 59% in the achieving level and 23.5% were in the extending level for Religious Literacy.

## Financial Summary

In the 2012 school year the P & F Committee donated \$39 000 to be used to purchase Information Technology Equipment. The school allocated \$16 000 towards IT Equipment in this year’s budget. Delivery of these items will not occur until the beginning of the 2013 school year. This money allowed us to purchase 4 interactive whiteboards, 32 iPads and 14 laptops. The P & F also contributed \$20 000 towards signage around the school including the installation of a new electronic sign. They also contributed \$4 000 towards the purchase of Library Resources. The Parish was responsible for the contribution of \$198 000 for the construction of a new toilet facility. The Parish also contributed \$32 000 that was used to realign the front driveway gates, install a new pedestrian path, install a new garbage receptacle, resolve water drainage issues and install a security gate for the staff car park. The school budget allocations supplied funds to purchase resources for our Key Learning Areas. An amount of \$16 000 was allocated in this year’s school budget for the purchase of new classroom furniture. This amount will be carried over to the 2013 school year when delivery is taken of the new furniture.

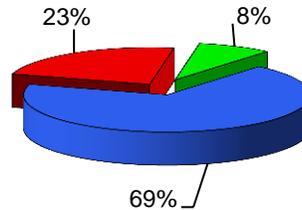
The following graphs reflect the aggregated income and expenditure for St Paul’s Catholic Primary School, Albion Park for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

### Income



- Fees and Other Private income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

### Expenditure



- Salaries, Allowances and Related Costs
- Non Salary Expenses
- Capital Expenditure

## Student Welfare

### Introduction

At St Paul's our commitment to providing a high quality Catholic education for our students that meets their spiritual, intellectual, physical, emotional and social needs has continued. At the heart of this is our role as educators in ensuring the well being of all students in our care.

### Pastoral Care

In 2012 St Paul's has been active in sustaining our Behaviour Plan and ensuring it is consistent across K-6. New Kindergarten parents were given input into the plan and a chance to offer feedback or questions. The staff reviewed the plan and due to its success very few changes were made. One major change was the introduction of an affirmation slip to our playground reward system. This slip acknowledges positive playground behaviours and promotes students who are consistently doing the right thing. To further consolidate our work in this area the School Wide Positive Behaviours for Learning Program (SPB4L) will be implemented in 2013. The Program will be administered by a staff committee, which includes a parent representative and Education Officers from the Catholic Education office.

The CatholicCare counsellor continued to work in our school twice a week and provided student counselling when required. The counsellor also facilitated a successful Embracing Transition to High School Program with students from our four neighbouring Southern Illawarra Catholic Schools being involved. This program was designed to alleviate some of the issues involved in transitioning to high school and also gave students the opportunity to make new friends.

Year 6 student leaders were nominated for The Pastoral Care Committee and students across Kindergarten to Year Six also had the opportunity to represent their class on the Student Representative Council. These initiatives allowed the students to have a voice on issues and concerns that they had across the school and promoted a culture of respect and responsibility.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** and ***Safe Work Environment*** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2012.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

## **Learning and Teaching**

### **Introduction**

St Paul's Catholic Parish Primary School community has continued to demonstrate a commitment to the delivery of a diverse, contemporary curriculum; it facilitates the staff's professional learning to collectively address the individual needs of students.

Specifically in Literacy, Spelling strategies were a focus for teacher professional learning, especially higher order thinking skills in Spelling which allowed the strong foundations of Spelling in the early years to be further developed as students go through Years 3-6.

The four explicit strategies of Phonological, Visual, Morphemic and Etymological were explored and further deepened with staff and students.

### **Centre for Excellence**

St Paul's participated within a precinct of four southern Illawarra Catholic Primary schools to form a Centre for Excellence. This provided opportunities to share professional learning opportunities for staff and to develop collaboration by building wider learning communities. This initiative will ultimately improve the school's capacity to meet the diverse needs of students and improve student outcomes.

Specific initiatives include:

- writing Individual Learning Plans to support the learning opportunities for students identified as at risk;
- providing planning opportunities for staff to work in Stages to plan spelling teaching and learning opportunities.
- development of a literacy tracking system across Kindergarten to Year Six that targets the growth of students in spelling and supports individualised instruction at all levels.

### **Curriculum & Pedagogy**

The NSW Board of Studies documents in English, Mathematics, Human Society and Its Environment, Science and Technology, Creative Arts, Personal Development, Health and Physical Education along with the Diocese of Wollongong Religious Education Curriculum, are the basis for developing the school's curriculum. The Key Learning Area's (KLA's) are implemented across the four Stages. This learning is supported by specialist teachers who work with students in the areas of Music, Dance, Drama and Physical Education.

Our reporting process at St Paul's reflects the Australian Government requirements whereby parents are provided with two written reports annually. Each report provides information about student progress relative to the specific standards labelled A-E. At St Paul's the staff use a variety of formal and informal assessments to support the reporting process. These methods include both pre and post testing of student's skills, knowledge and understanding.

Students are provided with criteria across KLA's, based on syllabus outcomes to provide feedback about their progress. Other assessment tools that are used to provide feedback and guide teaching include the National Assessment Program Literacy and Numeracy (NAPLAN) Tests for Years 3 and 5 - Early Literacy Assessments in Kindergarten and Scheduled Early Numeracy Assessments. Each class also administers a variety of English and Mathematics assessments throughout the year in accordance to St Paul's English and Mathematics focus. This data is then tracked for each student as they move through the Stages.

Information and Communication and Learning Technology (ICLT) continue to be integrated to support the learning and teaching process. Each Stage has access to a pod of laptops, iPads, desktop computers and SmartBoards.

### **Cross Curriculum**

A continued literacy focus on Spelling was the major curriculum area developed within the school during 2012. A Centre for Excellence Program funded by the Federal Government enabled staff to focus on improving the teaching of spelling. A series of workshops, staff meetings, stage meetings and peer observations in conjunction with the Diocesan Learning and Teaching Framework (DTLF) were used as a basis to explore and renew teaching practices.

### **Numeracy**

A focus on numeracy has been on-going across the school during 2012. All teachers value and implement quality Mathematics Sessions that incorporate: Number Sense, Introduction, Consolidation and Reflection.

Nominated students from Years 4, 5 and 6 participated in the Australasian Problem Solving Mathematical Olympiad and the whole school participated in a Fun Mathematics Day for Numeracy Week as well as a variety of Mathematical activities based on Reach for the Stars.

### **Indigenous**

Students were made aware of Australia's Indigenous background through specific learning opportunities in a range of curriculum areas, supported by the implementation of Catholic Education Office Guidelines. Practical application of Indigenous awareness was implemented regularly through school prayer, assemblies, and participation in National Aborigines and Islanders Day Observance Committee (NAIDOC) Week. Some students participated in the Reconciliation Week School Flag Walk. Following the walk a ceremony took place at the Shellharbour City Council Chambers.

## **Meeting the needs of all students**

### **Gifted Education**

At St Paul's a variety of procedures are utilised to identify gifted students. Staff implemented differentiation techniques in their classrooms to cater for the needs of all the children.

Twenty three students from Stages 2 and 3 were invited to participate in the Gifted Education initiative for students in Primary Schools. SPLICED (Strengthening Potential Through Learning in Interactive Challenging Environments in the Wollongong Diocese) provided an opportunity for learners identified as intellectually gifted to access challenging units of work in a purpose-built online environment.

Also eighteen Students from Stages 2 and 3 were invited to participate in the Maths Olympiad Competition completing a series of five Mathematical tests over five months.

Students from Kindergarten to Year 6 were nominated by the class teachers to participate in Southern Illawarra Cluster of Schools (SICS) enrichment days. The focus for the enrichment days was Literacy.

### **Special Education**

Twenty-one students with identified physical, sensory or intellectual disabilities as well as those students, who have been identified as 'at risk', were supported through the Commonwealth Targeted Programs funding this year. These students were given additional assistance within the classroom with School Support Officers. Collaboratively, Individualised Plans (IPs) were developed for each student and continual monitoring and reporting to all stakeholders ensured maximum curriculum access for the targeted students. The IPs allowed the staff to track progress and keep parents informed. Twenty-two students were monitored by the school's Review Committee for literacy and numeracy support.

We are fortunate at St Paul's to have seven qualified reading recovery teachers. There were seventeen students on the Reading Recovery Program this year.

## **Expanding Learning Opportunities**

### **Competitions**

In 2012 all primary students were invited to enrich their learning by participating in the University of New South Wales 'International Competitions and Assessments for Schools' in the areas of Mathematics, English and Science. Overall we had forty-eight students participating, 14% of our students achieving a credit or above.

## **Sport**

Students have participated in swimming, cross-country and athletic carnivals at school, regional and State levels. Children have participated in gala days for basketball, netball, soccer and teams attended the NSW Catholic Primary Schools Basketball Championships in Goulburn during October.

Three students were successful in achieving a Sports Award at the Catholic Development Fund's Annual Diocesan Sports Presentation. One student was selected to represent NSWPSA at the Australian Athletics Championships.

Stage 3 students participated in the Christmas Story Art competition with four artworks being shown at the Wollongong City Art Gallery. Other experiences included a leadership camp for Year 6 students, Diocesan Public Speaking Competition for Stage 3 children. Two of our students were in the Finals.

## **Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

### **NAPLAN**

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students.

There were 56 Year 3 students and 47 Year 5 students who sat for the 2012 National Assessment Program Literacy and Numeracy.

In Year 3 the school is performing above the national average in terms of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

In Year 5 in the areas of Reading and Grammar the school is on average 26pts below the State average for expected growth. In spelling and numeracy, the trend is significantly better with the average expected growth on par or just behind state averages. In terms of expected growth for Year 5 students, significantly, in each of the key areas nearly 50% of students did not meet expected growth targets.

Analysis of the data enabled the school to set targets and determine our focus for 2013.

The focus for literacy at St Paul's will be:

- to implement a consistent approach to the teaching and learning of English that is consistent with the Diocesan Teaching Guidelines.
- to provide professional learning for staff and parents on the implementation of the new Australian Curriculum.

The focus for numeracy at St Paul's will be:

- to further develop effective problem solving strategies
- to provide professional learning to further develop effective teaching strategies in the area of Space and Geometry and Patterns and Algebra.
- to provide professional development for staff and parents on the Australian Curriculum.

### Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2012: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	11%	38%	51%	13%	65%	22%
	National	14%	37%	47%	18%	49%	31%
Writing	School	0%	45%	55%	20%	64%	16%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	7%	35%	58%	22%	44%	33%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	4%	38%	58%	24%	51%	24%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	11%	55%	35%	7%	74%	20%
	National	16%	49%	33%	18%	53%	27%

## Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2012: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	96%	92%
	National	94%	92%
Writing	School	98%	96%
	National	95%	92%
Spelling	School	98%	96%
	National	94%	93%
Grammar & Punctuation	School	96%	92%
	National	93%	90%
Numeracy	School	96%	96%
	National	94%	93%

## Parent, Student and Staff Satisfaction

During 2012 parents, were surveyed to provide each group the opportunity for input in areas affecting learning and teaching and the general functioning of the school.

The information provided by the survey will be used to assist the school with future planning. 70% of parents responded that the school helps students to develop a knowledge and understanding about their Catholic faith and tradition. 2% of parents strongly disagree with this. 64% strongly agreed that the teachers are genuinely interested in the welfare of my child. When asked if their teacher knows the child and his/ her individual needs, an encouraging 55% strongly agree. The survey indicated that the school provides a happy, safe and supportive environment 62% strongly agreed with a further 36% agreeing. 0% strongly disagreed. 53% strongly agreed that the school effectively communicates information about activities and events.

The survey had 8 questions that parents were asked to complete on line as well as opportunities were provided with hard copies of the survey. We are satisfied with what we are providing for the development of the whole child.

## School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

### **School Review and Improvement components reviewed and rated in 2012:**

The school undertakes the priorities of School Review and Improvement through a collegial process. Structures are in place for staff and Leadership teams to take responsibilities for a focus area. The Leadership Team oversee the areas and periodically monitor the professional learning opportunities that are required and report on the Improvement. Reports are given at The Parents and Friends Association meetings and communicated in the School Newsletters.

- **Key Area 2: Students and their Learning**

#### 2.3 Reporting Student Achievement

We have taken a whole school approach to the formal and informal evidence - based reporting to parents on the progress of their children. The staff is now consistent in the process of celebrating student learning as part of the half yearly reporting process. We acknowledge as a staff we need to provide a variety of opportunities to dialogue with parents about the assessment of and assessment for learning.

- **Key Area 3: Pedagogy**

#### 3.4 Planning, programming and evaluation

As part of a Centre for Excellence schools the Southern Illawarra Catholic of Schools (SICS) collectively focused on a component of the English key learning area, Spelling. Having identified this weakness in our NAPLAN data, professional learning has since improved the staff's understanding and pedagogy in the teaching of spelling. Staff developed individual education plans for students who are experiencing significant difficulties with spelling; we have added some further assessment tools to identify student needs related to spelling. Our teaching programs are working documents indicating how teachers are responding to children's individual needs.

- **Key Area 4: Human Resources, Leadership and Management**

The school has a commitment to recruiting staff in a systematic and planned structure in consultation with to Head of School Services with specific criteria for each position. All Catholic Education Office vacancies are advertised electronically to all staff by email.

The staff now has a much better understanding of their specific roles. We are supported and affirmed in our relationship and the structures put in place for the well being of all. We have good relationships with open communication with parents. Our future direction will be to strengthen these relationships.

**School Review and Improvement components to be reviewed and rated in 2013:**

By 2017 it is our intent that students and parents at St Paul's Catholic Primary Parish School will have an extensive knowledge of the story and traditions of St Paul's School. Highly skilled teachers will deliver quality and innovative pedagogical practices that are central to the diverse needs of individual students. Parents will be actively involved through a variety of effective and inclusive structures to engage in their child's learning.

- **Key Area 1: Catholic Life and Religious Education**

The school community will be able to understand and articulate the shared vision and mission statement of St Paul's Catholic Primary Parish School.

- **Key Area 2: Students and their Learning**

English and Mathematics

Consistency in the approach to the teaching of English and Mathematics through the implementation of the Australian Curriculum

- **Key Area 3: Pedagogy**

3.5 Assessment and Reporting

To continue to develop a proactive approach to effective assessment and reporting that reflects a shared understanding of the whole school community

- **Key Area 6: Parents, Partnership, Consultation and Communication -**

Involve and support parents as partners in their child's learning through a range of innovative professional opportunities

