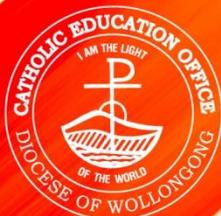


# Annual School Report

2013



## About This Report

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St Paul's Catholic Primary School, Albion Park is registered by the Board of Studies NSW 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 Annual Action Plan.

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 Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the Board of Studies NSW, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2014.

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

St Paul's Catholic Primary School

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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:** 13 December 2013

## **Vision Statement**

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

## **Message from Key School Bodies**

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### **Principal’s Message**

I take this opportunity to thank the students, staff and parents for their hard work and on-going commitment to the school. Working together in a spirit of partnership and cooperation, has enabled us to strengthen the quality of the relationships and to sustain our vibrant and harmonious school environment.

This Annual School Report is a reflection of our achievements and challenges we have had in 2013.

St Paul’s staff embraces all areas of the curriculum with the emphasis this year being on Literacy and Numeracy, as the implementation of the Australian Curriculum becomes mandatory in 2014. Professional Development for all staff, has been a focus during the year and I thank the staff for their commitment and dedication in preparing for the Mathematics and English implementation.

The school is working towards bridging the gap between home and school so that, parents and teachers are engaged in the best possible position to support the child’s learning.

I acknowledge the ongoing support I have received from our Parish Priest, the staff and parents, who enhance learning opportunities for the students within our community.

I would like to thank all members of the school community; in particular, our dedicated teachers, enthusiastic students, our supportive Parish priest Fr David Catterall and generous parents for their contribution to the school’s continued success.

## **Parent Involvement**

The Parents and Friends (P&F) have worked hard this year to help support our school in many ways.

Our Welcome BBQ was a great success this year. It was an opportunity for new students, their families and Parishioners of St Paul's to come together and meet each other.

We held a Working Bee this year and the support and attendance on this day was fantastic. Parents, students, former students and grandparents worked extremely hard and we were able to paint railings, tidy gardens and spread bark chips, re-do our new storage room and build a large sand pit for the children. Thank you so much to everyone who participated, it showed what an amazing school community we have and what we can achieve together.

The Easter & Christmas Raffle, Mother's Day / Father's Day /Christmas stalls; Cadbury Chocolate fundraiser and Disco's are always well supported. Many thanks to those who were involved in the organisation and running of these events.

This year we introduced for the first time, a Pet Photo Contest This was a great success with the children, who enjoyed entering their favourite, unique & most loved photo of their pets.

Our Dance-a-thon was well attended and enjoyed by all. Parents, grandparents and family loved to see all the children performing their dances. I need to thank the teachers of St Paul's for their help in preparing and their participation on the day. It was also great to see parents take part in some of the dances with the children. This day was a huge success both socially and financially.

Thank you to everyone who also helped with our school Expo and World Teacher's Day morning tea.

I would also like to thank the incredible team of parents who contributed to organising and participating so enthusiastically and generously with the Spring Fair. The number of people involved in organising this event is huge and it is no small sacrifice of time. The Fair was very successful raising \$11 000 and showed what a great sense of community spirit we have at St Paul's.

The P&F committee has contributed to the school this year with \$40 000 to IT resources, as well as assisting with funding for our Water Refill Station, Library Resources, Year 6 Graduation and children's sandpit.

Thanks to all the parents, students, staff, family and friends who have participated in our fundraising activities throughout the year and who continue to support the committee and our school. Without you our fundraising efforts would not be possible. We should be proud of what we have achieved for our children and our school this year. As parents, grandparents &

friends, participating, no matter how big or small, it is a great way to inspire our children to be involved in their school.

“Children close their ears to advice, but open their eyes to example”.

I hope as our community spirit grows we continue to achieve great things and make a difference in 2014.

*Parents and Friends Association, President*

### **Student Leadership**

At St Paul’s Catholic Primary School Albion Park leadership is one of the special qualities that our school believes is important for all students.

Children from Years 1 to 6 are part of the Student Representative Council and have meetings regularly to discuss important issues and solutions to these.

Years 6 also have many leadership roles including our two School Captains and other leadership teams. Some of these are: Pastoral Care, Hospitality, Sport and Technology. We offer support in these areas to parents, staff and students.

We continue to participate each year in a Leader’s Day at Nazareth Catholic Primary School Shellharbour City, with children from The Southern Illawarra Catholic Primary Schools (SICS). This day gives the students a chance to participate and contribute to discussions on leadership skills. We participated in many workshops that were fun.

Year Six students also completed an “Embracing Transition to High School Program” where leaders from other Catholic Primary Schools spoke about the challenges and expectations of High School. The CatholicCare Counsellors led the day. Year 10 students from St Joseph’s Catholic High School Albion Park led student group work.

Josh Cotter (Youth Liaison Officer from the Catholic Education Office) spoke to us about cyber bullying, responsible usage of media we use and his personal experiences about high school.

We were privileged to have the Director of Schools, Mr Peter Turner address us.

A Leadership Camp was organised in Term One for Year Six. This involved the team from Optimum Experiences at Jamberoo taking students through many leadership activities on a three night Camp.

Leadership at St Paul’s Albion Park is one of our most well known qualities and we believe all students are potential leaders.

*School Leaders*

## School Profile

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### 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 379.

St Paul's Catholic Primary School, Albion Park was established in 1882 by the Sisters of St Joseph to serve the needs of the Albion Park Catholic community. Initially known as St Joseph's, the single building school commenced with three sisters and fifty students. In 1925 the beginnings of the present school were built and officially opened by Bishop William Hayden of the Wilcannia-Forbes Diocese, a former Parish Priest. In 1940 the school assumed the name of the Parish patron, St Paul. As the local area has expanded the school buildings have grown to accommodate 400 students.

St Paul's Catholic Primary School is a living example of a Catholic School committed to the strategic intent of providing quality learning and teaching within a Catholic ethos, culture and tradition. A welcoming climate permeates the school, where the Parish priest, Principal, staff students, parents and visitors are accepted and invited to share their expertise and talents, and a sense of happiness and support for each other accompanies all that happens in the school.

Today, St Paul's provides a Catholic primary school education for girls and boys, serving the expanding and developing areas around Albion Park. Close links have been established with the neighbouring Catholic High School, St Joseph's, and through this, parents have available to them a Kindergarten to Year 12 educational continuum virtually on one site.

Our aim is to develop a united community where respect for each other is evident in the relationships between parents, students, staff and the wider community; where families in the school share in their children's education; where communication structures encourage family/school/Parish dialogue and where parents, teachers and Parish work together to provide quality educational opportunities for all students. The key challenge for us as educators in the 21st century is to focus on and support the learning and wellbeing of each child, promote student centred learning and make learning fun. At St Paul's Catholic Primary School learning is facilitated through a developmental approach that emphasises cooperative learning, enquiry and the use of technology.

Our role together as parents, teachers and community is to nurture in children a developing faith in our loving God. Together, we are the key people to help children grow in wisdom, knowledge and in the acquisition of the necessary skills to live an enriched life. This is reflected in our School Vision and Mission statements. It is our VISION that: "In the richness of our Catholic faith and tradition we achieve excellence." Supported by our MISSION: "In partnership, St Paul's Parish and school communities will: give witness to the life and mission

of Jesus; build and nurture positive relationships; provide a safe, inclusive, quality learning environment; and develop socially responsible citizens

### Student Enrolments

2013 Enrolments	
Boys	163
Girls	213
Total	376
Indigenous	8
LBOTE	85

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 2013.

### Student Attendance

2013 Attendance	Male	Female
Kinder	96.0	95.2
Year 1	94.0	94.9
Year 2	95.6	93.3
Year 3	95.6	94.1
Year 4	94.3	91.6
Year 5	93.7	94.3
Year 6	91.3	93.6
Whole school	94.36	93.86

## 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 by teaching staff using Real Time Roll Marking by 10 am each day. Office staff enters late arrivals and early leavers into SAS using the relevant codes. A note from parents is expected if a child is away, outlining the reason for the absence. Office staff enters leave reasons against absences once a note has been received from the parents.

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

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There are a total of 23 teachers and 9 support staff at St Paul's Catholic Primary School. This number includes 12 full-time, 11 part-time teachers.

### 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 2013 was 96.7%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 100 %.

## **Professional Learning**

During 2013, St Paul's Catholic Primary School 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 Catholic Primary School whole school development days involving 30 staff.  
These days focused on:
  - Southern Illawarra Catholic Schools (SICS) - Implementation of Australian Curriculum;
  - Spirituality Day – Vision and Mission; and,
  - Catholic Education Office - Australian Curriculum.
  
- B. Other professional learning activities provided at school level including CEO run Courses:
  - During 2013 the staff continued to engage in professional learning opportunities in order to implement the Australian Curriculum in Mathematics and English in 2014. The focus this year was on extensive team planning on scope and sequences, general capabilities and cross-curricular learning opportunities;
  - System and inter school professional development assisted in being prepared for 2014 to implement the Mathematics and English curriculums;
  - The Leadership team also engaged in intensive professional learning with the major focus being on developing authentic leaders. Aasha Murthy CEO of ACEL facilitated the course. This was financially supported under the National Partnerships program (6 staff);
  - Development of PDPR process that encompasses the DLTF and AITSL;
  - School-wide Positive Behaviours for Learning (SPB<sub>4</sub>L) (5 staff);
  - Reading Recovery Training (1 staff);
  - Lamplighters (4 staff);
  - Shining Lights (4 staff);
  - IAHS Sandshoes & Sandwiches Conference (2 staff);
  - IEU Representative Training (1 staff);
  - Christmas Story Information Session and Workshop (1 staff);
  - Staying in Touch Seminar (1 staff);
  - Scripture 'Encountering the Word of God Part 1 & 2 (1 staff);
  - Collaborative Classrooms (2 staff);
  - International Community Work & Family Conference (1 staff);
  - Call to Life (1 staff);
  - Live Life Well @ School (2 staff);

- IP Tool & Data Collection Information Session (2 staff);
- All Schools Technology Day (1 staff); and,
- CPR and Defibrillator training (30 staff).

The average expenditure by the school on professional learning per staff member was \$216.

In addition, the Catholic Education Office provided professional learning opportunities with an additional average expenditure per staff member of \$639.

## **Catholic Life & Religious Education**

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During 2013, staff and parents of St Paul's, with our Parish Priest Fr David Catterall, have continued to share the responsibility for the spiritual growth and faith development of the students. Throughout the year, we have focused on the school's Vision Statement, "In the richness of our Catholic faith and tradition we achieve excellence". This statement acknowledges the rich history that St Paul's has through our founder Mary Mackillop, the Josephite Sisters and our patron saint, Saint Paul. The students, staff and parent body have a strong understanding of its importance in everything we do. Students, breaking apart the mission statement in lessons each term, have learnt about their part in the evangelising mission of the Church and work towards giving witness to Jesus' life and message of Good News.

The school continued to celebrate its Catholic identity through prayer and liturgies, commencing each day with our school prayer and special prayers for feast days, liturgical seasons and other world events.

As a Catholic Primary school we are fortunate that individual classes are able to join with the Parish to celebrate Mass most Friday mornings. Each class has also participated in a Sunday Parish Mass. We invite Parishioners to join the school community for all Feasts or Solemnities that occurred throughout the year. Fr David visits classes regularly to support units of work covered in the Religious Education program, the Sacraments and current events in the life of the Church. Father joins with staff for morning tea when visiting the school and for all special occasions, building stronger links between Parish and school.

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.

The students and staff have continued to say the Angelus each day at 12 o'clock led by Year 6. Our school has celebrated Ash Wednesday, Easter, Anzac Day and Remembrance Day, Saints' feast days such as St Joseph, Ss Peter and Paul, St Mary of the Cross, Ss Ann and Joachim (Grandparents Day), Marian feasts and All Saints and All Soul's Day.

The school led a Rosary afternoon with Fr. David, parents and Parishioners, and also took part in Adoration with classes spending time with the Blessed Sacrament over the whole school day.

Year 6 students joined with their peers in Shellharbour City for "Gathering with the Bishop." They were pleased to be able to speak to Bishop Peter and be involved in the liturgy through a liturgical movement.

In caring for those less fortunate in the world, St Paul's has continued their support of Caritas Project Compassion during Lent and Catholic Mission in Term 3 supporting "Sock it to Poverty." Students attended the Launch of Mission Week and had the opportunity to speak to Bishop Wenceslao about the plight of homeless in Mongolia. This was also the focus at a whole school assembly to begin our fundraising effort.

This year we completed our fundraising towards buying a mini bus for St Monica's Primary School in Morogorro, in Tanzania. In total, the school community raised \$1 365 for these various agencies.

We have also supported a school in Cambodia with school furniture. Students and their families donated pencils, paper, books and other stationary requirements that were sent over to Cambodia with past and present families at St Paul's.

During the year more staff trained for the St Vincent de Paul Food Van and we are now part of 3 different teams for this outreach program. Staff donates money to the van through "Colour Days" each week at school. Teachers also participated in the CEO "Big Chill Out" held at St Joseph's High school in August. Mini Vinnies has worked hard collecting soup cans in winter reaching 1000 cans and students are now making cards for the elderly in nursing homes for Christmas. Our school hosted the Diocesan Mini Vinnies Day for schools to come and present the work they have done in 2013.

St Paul's has a strong commitment to Stewardship of the Environment and care for God's creation. We plant and care for vegetable gardens, flower beds and trees and have a team that brings environmental issues to the students' attention at school assemblies and events.

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. Our day at the Benedictine Abbey provided staff with spiritual formation to help them on their faith journey and to build relationships with others, especially those in our school community. Staff continually completes Affirmation Notes to their colleagues, building positivity and a stronger bond between staff members.

In 2014, St Paul's will strive to continue to witness the values of Jesus Christ and to provide an environment where learning is centered on these values. We will focus on parents, Parishes

and the broader church. 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 the interconnection between school, Parish and the wider community.

### **Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2013. The school cohort in 2013 consisted of 48 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and 55 completed the Extended Task (Part B). The Extended Task was based on the Unit: One with God's Creation and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

This high level of performance was particularly noticeable in their ability to:

- identify the days of the Creation story in Genesis;
- recall Jesus' words when the children came to listen to him speak;
- remember the events of the Good Samaritan story and the story of Noah; 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 an understanding of Jesus' teaching on forgiveness;
- show knowledge of the journey of Mary and Joseph to Bethlehem;
- identify the parts of the Liturgy of the Eucharist; and
- understand Peter's denial of Jesus.

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

For Part A, 21% of students were placed in the developing level, 66% in the achieving level and 13% were in the extending level.

For Part B, 4% of students were placed in the developing level, 60% in the achieving level and 36% were in the extending level.

Combining Parts A and B, 6.5% of students were placed in the developing level, 68% in the achieving level and 25.5% were in the extending level for Religious Literacy.

## School Review and Improvement

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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 2013:**

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

- 1.1 Vision and Mission

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

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

- 2.2 Rights and Responsibilities

- Within a three year timeframe develop whole school responses to student protection, personal and social development and behaviour requirements (within the SPB<sub>4</sub>L framework).

- **Key Area 3: Pedagogy**

- 3.1 Curriculum Provision

- All staff will have a consistent approach across K-6 in the learning and teaching of English and Mathematics that reflects best practice pedagogy.

- 3.4 Planning, Programming and Evaluation

- To have a consistent approach across K-6 in the learning and teaching of English and Mathematics that reflects best practice pedagogy.

- 3.5 Assessment

- A whole school approach in the collection, use and deep analysis of school student data will be developed to gauge effectiveness.

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

- 6.1 Parent Involvement

- Increase effective partnerships through active engagement.

**School Review and Improvement components to be reviewed and rated in 2014:**

- **Key Area 1: Catholic Life and Religious Education**
  - 1.4 Parents, Parishes and the broader Church
- **Key Area 2: Students and their Learning**
  - 2.2 Rights and Responsibilities
  - 2.3 Reporting student achievement
- **Key Area 3: Pedagogy**
  - 3.3 Teaching practices
  - 3.4 Planning, Programming & Evaluation
- **Key Area 4: Human Resources Leadership and Management**
  - 4.2 Professional development of staff
- **Key Area 5: Resources, Finance and Facilities**
  - 5.1 ICT Resources

We will plan and implement our SRI Plans to fully implement the Australian Curriculum in English and Mathematics in 2014.

## Financial Summary

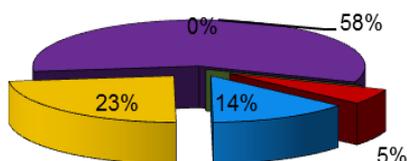
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With the generous support of the Parents and Friend's Association a contribution of \$40 000 was allocated to the purchase of Information Technology Equipment. The school contributed \$18 427 towards the purchase of Information Technology Equipment. This money allowed us to purchase 4 interactive whiteboards, 40 ipads and 4 laptops. The P&F also donated \$2 965 for the purchase of Library Resources; \$4 661 for the supply and installation of two air conditioning units to the St Joseph Room and the Leadership Office; and \$1 500 towards the cost of the Year 6 Farewell. 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. To date only \$2 096 has been spent. The remainder of this allocation will be carried over to the 2014 school year when delivery is taken of additional new furniture.

We received a Live Life Well @ School grant of \$2 000 from the NSW Department of Education and Training. The school also received a grant of \$2 110 from Shellharbour City Council's Small Environment Projects Fund that allowed the school to install a Water Cooler Station in the playground for students and staff to use.

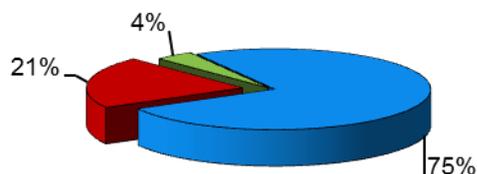
The following graphs reflect the aggregated income and expenditure for St Paul's Catholic Primary School, Albion Park for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

### 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

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### Introduction

Student welfare encompasses the wellbeing of the whole child; spiritual, academic, physical, social and emotional. The Faith and spiritual development is at the core of what St Paul's Catholic Parish Primary School stands for.

### Pastoral Care

In 2013 St Paul's implemented changes to playground behaviour management procedures. This was an important aspect of our School Review and Improvement plan that identified the need to implement the Diocesan School Wide Positive Behaviours for Learning (SPB<sub>4</sub>L) initiative. The focus of these changes involved the development of a Behaviour Plan related to the playground. This framework was developed in conjunction with staff and students and now reflects the three school rules of, 'Be Respectful, Be Responsible, Be Safe.' Elements of the School Wide Positive Behaviours for Learning (SPB<sub>4</sub>L) assisted in the establishment of this plan, in particular the recording, analysis and follow-up of data related to behaviour. Discipline concerns on the playground are noted in the playground folder, which are followed up by the members of the school's SPB<sub>4</sub>L team and recorded on the Behaviour Analysis and Reporting Tool (BART) database.

In all aspects of our student's school life, the staff is identifying the positive behaviours that could be identified in the playground, as well as, in the classroom. A school merit system also acknowledges positive student behaviour and student achievement across the Key Learning Areas and within the classroom setting. The system is based on levels of achievement and as students reach 5 merit certificates they become eligible for an ACE Award. Once two ACE awards have been received they become eligible for a Principal Award. The awarding of two Principal Awards culminates in a Mary Mackillop Award.

As part of the National Safe Schools Framework, St Paul's places due emphasis on the importance of attending to Workplace Health and Safety (WHS) issues as soon as they are identified. Most matters are attended to by the employment of regular maintenance personnel.

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 2013.

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**

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### **Introduction**

During 2013, St Paul's Catholic Primary School continued to explore further opportunities to improve the learning outcomes for all students. Consistent with the Vision Statement, the school community of St Paul's is dedicated to working collaboratively to provide each student with the opportunity to strive for excellence whilst at all times honouring their Catholic faith and traditions.

### **Literacy Strategies**

The staff at St Paul's has actively linked teaching and learning within the context of the process of School Review and Improvement (SRI).

A Kindergarten to Year Six focus was given to the consistent teaching of literacy and as a result a school wide pro-forma for the teaching of English was adapted. This reflected the Diocesan Literacy Guidelines and had a heavy emphasis on explicit teaching and the use of Modelled, Guided and Independent daily episodes within the classroom.

English was also timetabled in the morning block and a school wide decision to have no interruptions to this was put into place. A school wide Literacy Tracking Folder was also implemented that allowed for the consistent tracking of data and growth of students across the stages.

Emphasis was also given to the Australian Curriculum and teachers were taken through a series of professional development activities to prepare them for the implementation of this in 2014.

The Reading Recovery Program, a literacy intervention program for students experiencing confusions in the early acquisition of literacy skills, enabled 16 Year One students to be successfully discontinued from the program this year.

## **Literacy and Numeracy**

- A focus on implementing the Australian Curriculum for numeracy has been on-going within the staff during 2013.
- All teachers value and implement quality Mathematics sessions and Program Performa that incorporate: Number Sense, lesson focus, modelled/explicit teaching, individual/group work 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.
- Students were engaged in online learning through “Hotmaths” and “Studyladder” educational websites.

## **Syllabus implementation**

The teaching staff at St Paul’s Catholic Parish Primary School is committed to continuous improvement of teaching and learning in all facets of the school curriculum. In 2013, personnel from the Catholic Education Office and school curriculum leaders facilitated professional development opportunities for the implementation of the Australian Curriculum for English and Mathematics. As a staff, we engaged in discussions developing understandings of best practice in literacy of the components of the literacy block. Using the similar model for Mathematics, professional development will now enable a smooth transition into the Australian Curriculum implementation. Staff have explored the new syllabus online and developed a scope and sequence together with units of work.

## **Assessment and reporting**

Assessment and Reporting was a SRI focus this year. The staff was encouraged to continue to use Tracking Folders to collect relevant literacy assessments in Term 1. These Folders are passed on to the teacher the following year to evidence student growth in learning.

With a deep NAPLAN data analysis staff are continuing to develop rich assessment tasks and set specific targets for individual students in Literacy and Numeracy.

Parent Information sessions are held to engage parents in an understanding of how to read their child’s report.

## **Integration**

An inquiry-based pedagogy has continued to assist teachers to integrate appropriate Key Learning Areas. This occurs through careful planning on a whole term level or in smaller time frames of a lesson or a week.

### **Technology supporting learning**

The effective use of Information and Communication Technologies is an important tool in enhancing teaching and learning for students today. This year iPads and other media were introduced in Year 5 as a means of integrating mobile technology into classroom learning experiences. A parent information night was held to inform and engage them in conversations about introducing 1:1 iPads for students to access the curriculum and engage them in learning. We are currently in the planning stages and envisage implementation in Term 2 2014.

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

The Review Committee have continued the monitoring and support of students with special needs in close partnership with parents and the class teachers. The Individual Plans (IPs) for students with disability were developed in the first few weeks of Term 1. These meetings planned the outcomes and strategies that assisted each of these students. The IPs then formed the basis for the areas that have been worked on throughout the year.

Review meetings were held each term with the grade teachers and the school's Review Committee. Students that were a concern to the class teacher or the parents were discussed and strategies were developed. Documentation was gathered for any students that needed to be referred to the Catholic Education Office for further testing.

Throughout Terms 2 and 3 the gifted and talented students identified by the Australian Council for Educational Research (ACER) General Ability Test (AGAT) testing procedures, participated in the Stretching Potential through Interactive Learning Challenging Environments (SPLICED) online program. This provided extension activities in an interactive discussion forum. This was a very effective and successful program that extended the gifted students.

Students in our Enrichment Mathematics class, along with identified students from Year four participated in the Australian Mathematics Olympiad Competition that includes participating in the five open ended tests.

### **Expanding Learning Opportunities**

A Year 6 chess team of six students entered a tournament against other local Catholic Schools.

Excursions and incursions occurred across all Stages in 2013 and included such outings as: Year 6 Camp to Jamberoo; Year 6 Conversation with the Bishop; Year 4 visited the Wollongong City Art Gallery and the Science Centre; Year 4 participated in the Shellharbour City Council Local Government Week; Year 4 visited Minnamurra Rainforest; Year 3 tour of "The Rocks" (Sydney); Year 3 visited Nan Tien Temple; Year 2 explored the Shellharbour Foreshore; Year 1 Wollongong Botanical Gardens Experience; and Kindergarten visited Symbio Wildlife Park.

Some of our students were also engaged in community activities during the year with some highlights being; representing the school at Albion Park RSL's ANZAC ceremony, Gareth Ward's (Federal Member for Kiama) Christmas Art Competition, Remembrance Day and Shellharbour Council's NAIDOC Indigenous walk.

Our professional learning experiences with the Southern Illawarra Cluster of Schools (SICS) has continued to provide opportunities for our students to interact with other students and learning opportunities. These included Stage based enrichment days, with a focus on Religious Education, Year 6 Leadership Day and Embracing Transition to High School experience were the highlights.

Students in Years 5 and 6 participated in a school-based Public Speaking competition. Two students were selected to represent St Paul's in the Diocesan Public Speaking Competition, where they presented a short speech to an audience.

In the area of Creative Arts, St Paul's students participated in a variety of competitions and performances such as the Diocesan Christmas Art Competition. Singing and performance opportunities occurred on numerous occasions including Masses, school liturgies and the school fete. A Talent Show in term four provided an opportunity for our talented dancers, singers, magicians, Hula-Hoop performers and musicians to show case their fantastic talents.

In the area of Personal Development, Health and Physical Education (PDHPE), the students participated in many activities in 2013. Students competed in a wide range of carnivals, such as swimming, cross country and athletics, progressing on to represent Catholic education at Regional, MacKillop and Primary Schools' Sports Association (PSSA) levels. Students were given the opportunity to represent the school at Regional and Diocesan Gala days. Students represented the school at the Regional Soccer Gala Day, Netball, Rugby League, Oz Tag and Basketball gala days and the NSW Catholic Schools Basketball Challenge.

In 2013, an environmental group for students continued to implement important environmental initiatives. Students from Year 5 were provided with the opportunity to lead the school in coordinating a range of environmental programs. All grades were given the opportunity to be involved in this initiative. As part of this group students were educated in creating and maintaining a vegetable garden. They also initiated "Waste Free" days. The Year 5 students became "Waste Free Warriors" and went to classes and at assembly encouraged the use of bringing food in containers in order to eliminate excess paper or plastic in the playground.

## **Sport**

In 2013 students participated in school, Regional, Diocesan and MacKillop sports carnivals in swimming, athletics and cross-country. One student represented NSW in hockey at the School Sport Australia Championships and another student represented MacKillop at the NSW PSSA Athletics Carnival.

Stage 2 and Stage 3 students participated in Sport Gala Days including soccer, cricket, basketball, Dragon tag, and netball. Twenty-four students competed in Diocesan Selection Trials (hockey, basketball, netball, rugby league, rugby union and touch); eight students were selected. Other sporting events students participated in included:

- NSW Catholic Primary Schools Basketball Championship;
- Paul McGregor and Rod Wishart Rugby League Shield; and,
- Coaching Clinics run by local sporting organisations.

One student was successful in achieving a Sports Award at the Catholic Development Fund's Annual Diocesan Sports Presentation.

## **Student Achievement**

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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**

NAPLAN is implemented for students in Years 3 and 5 and the results provide 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 53 Year 3 students and 47 Year 5 students who sat for the 2013 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 the school is performing above the national average in terms of Reading and Writing. In the areas of Spelling, Grammar and Punctuation and Numeracy, Year 5 students are, on average, 11 points below the National Average and 20 points below the State average.

Analysis of the data enabled the school to set targets and determine our focus for 2014.  
The focus for literacy and numeracy at St Paul's will be:

- to track learning to continue to support the Professional Development of teachers in implementing effective teaching strategies that meets the needs of all learners.
- to use the gathering of data to inform teachers and students about the learning outcomes for individual students and use this information in both literacy and numeracy progress of students.

### Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assess 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. 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 2013: % 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	15%	32%	53%	2%	62%	36%
	National	12%	41%	46%	12%	53%	33%
Writing	School	6%	32%	62%	11%	75%	15%
	National	8%	43%	47%	18%	60%	20%
Spelling	School	10%	47%	43%	13%	68%	19%
	National	13%	42%	43%	17%	51%	30%
Grammar & Punctuation	School	11%	28%	60%	11%	58%	32%
	National	10%	37%	51%	14%	51%	32%
Numeracy	School	9%	60%	30%	19%	68%	13%
	National	12%	54%	32%	20%	53%	25%

## 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 2013: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	96%	100%
	National	95%	96%
Writing	School	98%	98%
	National	95%	92%
Spelling	School	96%	98%
	National	94%	93%
Grammar & Punctuation	School	96%	98%
	National	95%	95%
Numeracy	School	100%	98%
	National	96%	93%

## Parent, Student and Staff Satisfaction

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From the parent community 32% of families returned the survey completed, with 95% surveys returned, indicating that they either strongly agreed or agreed that the school was meeting their expectations in most areas. In the areas of faith development and the implementation of our SPB<sub>4</sub>L Program, the parent community were overwhelmingly supportive of the school's progress. There were 12% of families who indicated that the school needed to improve in the area of monitoring, tracking and reporting to parents about their child's learning.

The staff and student survey focused on the implementation of SPB<sub>4</sub>L program. Both the staff and students overwhelmingly indicated that students have an understanding of their rights and responsibilities and felt safe. They also indicated that they were positive about their teachers and the experiences provided by the school.

