

***St Paul's
Catholic Primary School
Albion Park***



***Annual School Report
2010***

About This Report

St Paul's Catholic Primary School 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 Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (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 2011.

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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Parish Priest: Fr David Catterall

Principal: Mrs Vicki Attenborough

Date: 17 December 2010

Vision Statement

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

Message from Key School Bodies

Principal’s Message

It is with great pleasure that I present to you the 2010 Annual School Report for St Paul’s Catholic Primary School, Albion Park.

Throughout the year, the children have been involved in many religious celebrations, academic quests, cultural happenings and sporting pursuits that have brought credit to our parents, families, staff and the children themselves. These events add life and colour to our curriculum and greatly enhance the children’s understanding of and participation in our world.

2010 was a very special year, not only for our school but for all Australians as we celebrated the canonisation of our very first saint, Mary MacKillop, the Foundress of the Sisters of St Joseph. It was also a very significant year for the St Paul’s community as Mary MacKillop had a close connection with this community in its early years.

This Report will be made available to members of our school and wider community. Please read with pride what we have achieved together over the last year.

Parent Involvement

It has been a successful year for St Paul’s Catholic Primary School. Our events and activities have included a welcome BBQ, Dance-a-thon, Trivia Night, Mother’s Day, Father’s Day and Christmas Stalls, Student Discos and our first Car Boot Sale. It has been wonderful to see the families of St Paul’s come together to make each of these events successful financially and socially. Parents are encouraged to become involved in the school through participation in the classroom, canteen, sporting and academic activities. Parents are invited to attend assemblies, liturgies and performances throughout the year. Becoming involved in our school creates an opportunity to meet other parents and support staff in the education and growth of our children. St Paul’s is more than a school, it is a community. The Parents & Friends (P&F) Association have contributed to our school this year by providing books and important Information, Communication and Learning Technologies (ICLT) resources. I would like to thank everyone who has supported us this year, as we endeavour to provide social experiences and academic resources for the most important part of the school, our children.

Parents and Friends Association, President

Student Leadership

2010 has been an exciting year for everyone at St Paul's. Being elected school captains by our classmates meant that we would assist the Principal, staff and students in all activities. As school captains, we were very honoured and privileged to be involved in so many events such as, the SICS (Southern Illawarra Catholic Schools) Leadership Day, Shellharbour Anzac Memorial, visiting Edmund Rice along with other schools, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, making cards to sell on Valentine's Day, taking part in the Recyschool competition, making our own veggie garden with the help of Mrs Carter, and finally our very own Australian Saint, Mary MacKillop, who was canonised on the 17 October and became St Mary of the Cross MacKillop. But going to camp with all of Year 6 at Berry has been one of the highlights of the year. Year 6 has thoroughly enjoyed their time at St Paul's and will be leaving to go to high school on a good note.

School Captains

School Profile

School Context

St Paul's Catholic Primary School 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. The school has undergone many changes over the years.

As a Parish school, St Paul's is an integral part of the Parish and of the wider Church community. The spiritual growth, welfare and education of students are a shared responsibility of the Parish Priest, Principal, staff and parents.

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 383.

Student Enrolments

2010	Boys	Girls	Total	Indigenous	LBOTE
	175	208	383	4	98

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 the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2010.

Student Attendance

2010	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	87.7%	85.9%	88.3%	88.8%	92.4%	90.1%

Management of Student Non Attendance

Rolls are marked every morning. Using the School Administration Software Program (SAS) codes, teachers enter reasons for absence on a paper version, which are then sent to the office by 10 am. Office staff enter this information into SAS. A note from parents is expected if a child is absent, 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, parents are informed in writing of the total number by the Principal. 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 NSW Board of Studies requirement.

Staffing Profile

There are a total of 22 teachers and 8 support staff at St Paul's Catholic Primary School. This number includes 16 full-time and 6 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 2010 was 96.91%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2009 to 2010 was 92%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Paul's Catholic Primary School staff. During 2010 school personnel undertook a range of professional learning activities related to improving student outcomes:

- Certificate III in Educational Support – Support Learners with Language Disorders and Work Effectively with Learners with Behaviour Disorders;
- Lighthouse Learning Technologies - Diocesan Professional Development Course;
- Technologies for learning - Diocesan Professional Development Course;
- Apple Schools Technology Day;
- Focus on Literacy - Diocesan Professional Development Course;
- Comprehension in Reading - Diocesan Professional Development Course;
- ACEL Cyberbullying and its Impact on Student Behaviour and Relationships in School;
- Focus on Numeracy - Diocesan Professional Development Course;
- Anaphylaxis and First Aid Training;
- School Review and Improvement Processes and Planning;
- ACEL National Conference – Hosting and Harvesting Conference;
- Learning for Leadership – Diocesan Professional Development Course;
- Diverse Learning Needs - Diocesan Professional Development Course;
- Analysis of NAPLAN Data; and
- Mater Dei Special Education Conference.

School based expenditure on professional learning in 2010 was \$10,072. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office. The average cost per teacher for professional development was \$458.

Catholic Life & Religious Education

During 2010, the Parish Priest, staff and parents of St Paul's have continued to share the responsibility for the spiritual growth and faith development of the students.

With this year being the year of Mary MacKillop's canonisation, the school and parish community celebrated by having a Mission Week, with combined events throughout the week. Some of the highlights were the Mary MacKillop Day, when students were able to experience what life may have been like for her, as well as learning about the story of her life. Staff and students increased their knowledge and understanding of Mary MacKillop and the valuable work she did, especially for our school community.

The school continues to support the Parish based Sacramental Program of Penance and First Holy Communion. 60 students received the Sacraments of Penance and First Holy Communion, while 50 students received the Sacrament of Confirmation. This year we also had a number of students who were Baptised and received into the Catholic community.

Students and staff joined parishioners regularly for Mass each Friday as well as special feast days. Throughout the year, significant Church and community occasions including, the beginning School Year Mass, Ash Wednesday, Holy Thursday Liturgy, Catholic Schools Week, NAIDOC Week and Mary MacKillop's Canonisation were all celebrated with special liturgies. The staff continued their faith formation through weekly staff prayer, focused on different forms of prayer and a Spirituality Day conducted during the year.

This year the school deepened its relationship with one particular school in Tanzania, St Monica's in Morogorro. An ex-student and his family chose to travel to Tanzania to assist with numerous projects. St Paul's has developed a sister-school relationship with St Monica's, and has contributed \$500 to the building of classrooms, donated library resources and began a pen-pal relationship with the students.

The students and staff were also very supportive of other social justice agencies through various fundraisers, raising approximately \$2,350. Some of the agencies/groups that our school community has supported in 2010 are: Catholic Missions, Caritas, Josephite Community Aid and the Pakistan Crisis Appeal.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2010. In 2010 the school cohort consisted of 50 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 6 September 2010 and 54 completed the Extended Task (Part B). The Extended Task is 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. 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 identify key symbols, signs and rituals of the Catholic Tradition;
- knowledge of the colours of the seasons of the Liturgical Year; and
- knowledge of formal prayers and how people and organisations in the Church show love.

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 a growing familiarity with Scripture stories; and
- identify events of particular seasons of the Church and the rites of Sacraments.

For Part A 20% of students were placed in the developing level, 74% in the achieving level and 6% were in the extending level.

For Part B 4% of students were placed in the developing level, 65% in the achieving level and 31% were in the extending level.

Combining Parts A and B, 12% of students were placed in the developing level, 67% in the achieving level and 21% were in the extending level for Religious Literacy.

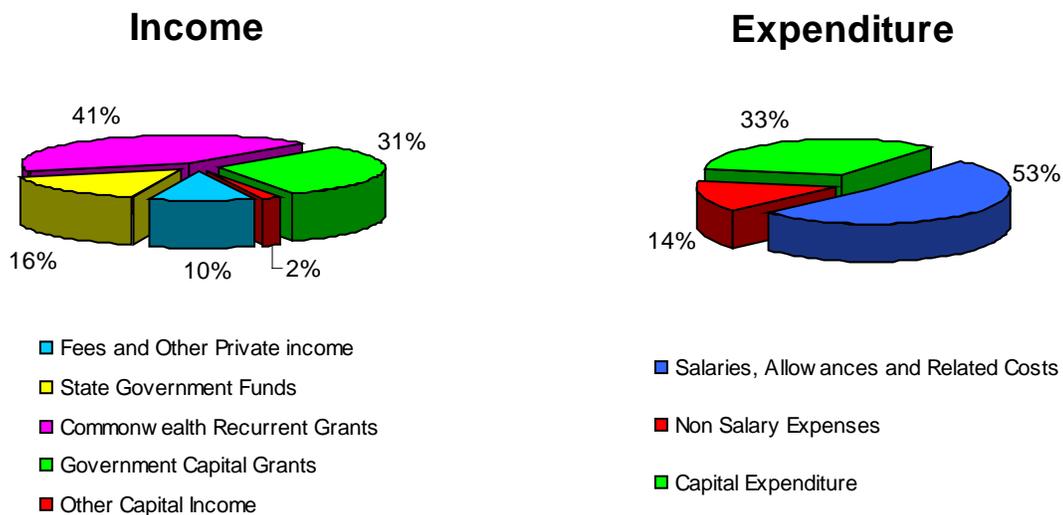
Financial Summary

In the 2010 school year the P&F promised \$40,000 towards IT equipment. To date they have contributed \$32,181 towards iPod touches, laptops, desktop computers and interactive whiteboards. The P&F will contribute a further \$7,819 towards data projectors for the operation of the interactive whiteboards. The school contributed \$15,000 towards the purchase of the IT equipment (laptops, desktops, interactive whiteboards and data projectors). The P&F also contributed \$5,000 towards classroom readers with the school contributing \$7,000.

Together with school budget allocations we have continued to resource our Key Learning Areas. The school received a \$2.5 million Federal Government BER Grant. Presently under construction is a new building. The building incorporates a new administration area, staff room and two classrooms. This project is due to be completed in mid February 2011 and the new classrooms will be used by our 2011 Kindergarten students.

As at 30 November 2010 \$33,263.29 is still invested in a School Improvements account with the Catholic Development Fund. This money belongs to the P&F Association and has been earmarked to complete shade structures when the BER works are completed.

The following graphs reflect the aggregated income and expenditure for St Paul's Catholic Primary School for the year ended 31 December 2010. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

Introduction

Students at St Paul's Catholic Primary School, Albion Park come to our school to learn in a safe and supportive school environment. As a school we show how we respect and value others through restorative principles.

Pastoral Care

Pastoral Care perspectives are embedded into the Personal Development, Health and Physical Education and Religious Education key learning areas. The staff at St Paul's continues to place a high priority on the welfare of all students. The school has policies and structures that support the Maintaining Right Relationships and Safe Work Environment with Values Education that are integrated into learning and teaching experiences. The Pastoral Care Policy is revisited annually and communicated at Parent Information sessions and on Kindergarten Orientation days.

We continue to promote restorative practices across the whole school community, using the 'Effective Questions' when addressing conflict. These practices have continued to impact greatly on the way relationships are resolved and because of these practices, have resulted in an improved level of positive behaviour throughout the school.

The Year 6 Student Representative Council, in their capacity as the Peer Support Group (PSG), assists students and teachers on the playground to identify and address issues such as bullying, harassment and inappropriate playground behaviour.

This year has seen 110 students attend the Principal's morning tea as a result of attaining Principal and Mary MacKillop awards. To affirm students for positive attitude to school life three new awards were distributed this year. These awards include the 100% School Attendance, Caring for the Environment Award and St Mary of the Cross Award and will be presented annually.

The Playing and Learning to Socialise (PLS) social skills program was specifically conducted for students in Kindergarten. In Year 4 the "How to be Bully Free" Program was modified for that group of students. Both programs were implemented by the CatholicCare school counsellor and class teachers. 'Hit the Ground Running' took place in Term 4 with the Southern Illawarra Catholic Schools (SICS). This initiative assists Year 6 students in their transition to high school.

The uniqueness of each learner is also acknowledged through the differentiation of learning and teaching programs. This occurs through Individualised Plans (IP) with academic, behavioural and social focus. Enrichment programs are implemented in classes, and across grades, gifted and talented withdrawal groups or *Southern Illawarra Catholic School (SICS)* groupings.

School Support Officers are also utilised to support students in classrooms.

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 our school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2010.

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

The range of learning and teaching experiences offered at St Paul's aims to equip students for life long learning while fulfilling Diocesan, State and National priorities. This aim has been pursued in a variety of ways throughout the year.

Curriculum & Pedagogy

Syllabus implementation

The New South Wales Board of Studies (BOS) syllabus documents, along with the Diocese of Wollongong Religious Education Curriculum, form the basis of the courses of study devised and implemented by classroom teachers.

To ensure syllabus outcomes were adequately met, staff continued with the development of whole school plans, and Scope and Sequence documents for all Key Learning Areas.

Reading Comprehension was the major curriculum area developed within the school during 2010. A Learning Community Project funded by the Catholic Education Office enabled staff to focus on improving the teaching of reading comprehension strategies. 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.

Assessment and Reporting

Assessment has been another focus during 2010. Staff attended inservicing that enabled them to develop a more consistent, whole school approach. A range of assessment tools informs teaching programs from Kindergarten to Year 6. These include: the Diocesan Early Literacy Assessment (ELA), in Early Stage One and Stage One; the Schedule for Early

Numeracy Assessment (SENA), in Early Stage One, Stage One and Stage Two; the Measurement Tracking Tool in all Grades; and the National Assessment Program for Literacy and Numeracy (NAPLAN) in Years Three and Five. Student reports are issued twice a year using the A-E format mandated by the Federal Government. Teachers meet with parents at this time for formal interviews but are also available at any time throughout the year to discuss students' progress.

Integration

Teachers continue to integrate outcomes from Key Learning Areas in an attempt to make learning more holistic and in an effort to cover all syllabus requirements. Teaching programs have been written using the Foundation Statements and with a focus each Term on the humanities or science. English, Mathematics and/or the Creative Arts are integrated into these areas where appropriate.

Technology Supporting Learning

Learning and Teaching within the school has continued to be enhanced by the use of Information, Communication and Learning Technologies (ICLT). This year has seen the purchase of three more interactive whiteboards, twelve iPod touches, six iMac desktop computers, eleven additional laptops for use by students, and two data projectors. Students use a range of programs such as PowerPoint, Garage Band, iPhoto, iMovie, Comic Life, Keynote, Google Earth, Web2 applications and iTunes regularly. The skills learned are celebrated and shared at school assemblies. The school's web page is updated regularly and is widely used by the parents and the community to access information.

Cross Curriculum

Literacy

Literacy continues to be a high priority in the school. The development of literacy is supported by whole class, individual and guided small group instruction in reading, viewing, writing, talking and listening that occurs daily in all Stages, and across all Key Learning Areas. Reading Recovery has continued to be a support for Year One students experiencing difficulty in their literacy development. Upgrading of classroom reading materials continued with the focus this year being on classroom libraries in Stage 2, with some new home readers being purchased for Early Stage 1 and Stage 1.

Numeracy

An emphasis on problem solving using 'real life' situations and multiple strategies has again been a focus in numeracy this year. Students and teachers have also been encouraged to explore the language of Mathematics. Emphasis has also been on using student's assessments to direct learning and teaching.

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, daily flying of the Indigenous flag, and participation in National Aborigines and Islanders Day Observance Committee (NAIDOC) Week.

Environmental

Environmental stewardship has continued to be a priority at St Paul's again during 2010. Our Year 6 Leaders' Day at Kiama this year consisted of eight workshops with an environmental focus, designed and delivered by the students themselves.

The school has continued to work towards the goal of becoming waste free through the refinement of our recycling program and the promotion of 'waste free' lunches. As a result St Paul's now have only one general waste container in contrast to the two we used at the commencement of 2009. The 'No Dig Garden' established in 2009 has provided the canteen with a range of vegetables and herbs throughout the year.

Meeting the needs of all students

Diversifying Learning

In 2010 the staff undertook a Learning Community Project (LCP) based on literacy and reading comprehension. 'Focus on Comprehension' was a school wide project that involved practical strategies to assist teachers in developing student comprehension skills. Three teachers were selected from Early Stage 1 and Stage 1 to attend intensive workshops throughout the year. These workshops provided the teachers with the opportunity to trial and critically reflect on their teaching practices. The Stage 2 and Stage 3 teachers attended inservices and workshops facilitated by CEO Literacy Education Officers. Throughout 2010, staff meetings provided the opportunity for sharing of practical and successful strategies in regards to teaching reading comprehension.

Special Education Needs

Ten 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 in conjunction with Catholic Education Commission (CEC) Individual Plans to track progress and keep parents informed.

The Review Committee met regularly throughout the year to discuss strategies to respond to student's learning needs and seek the assistance of outside agencies.

Gifted Education

A key focus this year has been the development of Gifted and Talented Education at St Paul's. Staff used a variety of procedures to identify gifted students. They participated in staff

development to better understand how to cater to the needs of these students. Staff members were provided with the opportunity to learn about and implement a variety of differentiation techniques and some acceleration techniques in their classroom (dependent upon the gifted students in their class). Data collected from both identification and teacher differentiation will assist in the implementation of measures being both more embedded and of a greater volume next year's programming.

Students were also given the opportunity to participate in a range of activities during the year.

Thirty-two Stage 3 and Stage 2 students were selected and nominated by teachers to participate in the Maths Olympiad Competition. This gave students the opportunity to compete against each other and other schools, completing a series of five Mathematical tests over five months. Students from Kindergarten to Year 6 were also nominated by classroom teachers to participate in Southern Illawarra Cluster of Schools (SICS) enrichment days. In 2010 enrichment days were held for each Stage with a focus on literacy.

Reading Recovery

We are fortunate at St Paul's to have six qualified Reading Recovery teachers. There were fifteen students on the Reading Recovery Program this year. Fourteen students were successfully discontinued. Reading Recovery covered 26% of the Year 1 cohort. One student was referred for long-term literacy assistance.

Expanding Learning Opportunities

Competitions

In 2010, the school entered the Shellharbour City Council's 'Recyschool' Challenge competition. It involved a whole school initial waste audit, input from a Council representative and then a final whole school waste audit. St Paul's School won the 'Recyschool' Challenge, and were presented with the inaugural trophy at the end of 2010.

Years 5 and 6 students were also 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.

Public Speaking

A Year 5 and a Year 6 student was selected from a school level competition to represent St Paul's at the Diocesan South Eastern Region Public Speaking Competition. This provided a wonderful opportunity for all Stage 3 students, as it allowed them to display their talents in this area.

Sport

In 2010 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 the Junior Girls 4 x 100metre athletic relay teams and two other students represented MacKillop at the NSW PSSA Athletics Carnival. Stage 2 and Stage 3 students also participated in Sport Gala Days including soccer, cricket, basketball, and netball. Twenty-seven students competed in Diocesan Selection Trials (cricket, hockey, softball, netball, rugby league, rugby union and touch); ten students were selected. Other sporting events students participated in included:

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

Professional Learning

A specific targeted priority area for professional learning was literacy and improving student outcomes through parent information sessions, staff inservicing and the reflection of literacy data. This literacy data was used to inform and develop whole class and individual learning experiences.

Another focus was on critical reflection and coding of assessment tasks using the Diocesan Learning and Teaching Framework (DLTF). This has involved inservicing staff through professional dialogue, CEO sharing days and curriculum staff meetings.

Our School Review and Improvement (SRI) preparation also involved a range of professional learning activities, and enabled us to reflect on our teaching practices and plan a clear direction for the future.

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 NAPLAN was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test 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 fifty three Year 3 students and fifty eight Year 5 students who sat for the 2010 National Assessment Program Literacy and Numeracy (NAPLAN).

Year 3

In Year 3 the school is performing above the national level in terms of overall literacy. It is noticeably above this level in the area of Reading, just above in Writing, Grammar and Punctuation, and just below in Spelling.

In Year 3 the school is performing above the national level in terms of overall Numeracy, Data, Measurement, Space and Geometry and Number, Patterns and Algebra.

Year 5

In Year 5 the students are performing just above the national level in Writing and just below in Reading, Spelling and Grammar.

In Year 5 the students are performing national average in terms of Data, Measurement, Space and Geometry and just below in overall numeracy and Number, Patterns and Algebra strands.

All children showed learning growth between Year 3 and Year 5 in Numeracy and the majority of students showed learning growth between Years 3 and 5 in Literacy.

Analysis of NAPLAN results enabled the school to set targets and determine our focus for 2011.

The focus for literacy at St Paul's in 2011 will be:

- to provide professional development for staff on spelling strategies and develop a whole school approach to the teaching of *multiple* spelling strategies, and
- continue to develop comprehension strategies initiated through the 2010 Learning Communities Project.

The focus for numeracy at St Paul's for 2011 will be:

- to further develop effective problem solving strategies; and
- to further develop teaching strategies in the areas of patterns and algebra, fractions and decimals.

Student Achievement in Bands

The 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. 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 2010: % 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	8%	39%	52%	12%	69%	19%
	National	14%	40%	44%	21%	48%	28%
Writing	School	4%	41%	54%	2%	72%	26%
	National	7%	43%	47%	16%	58%	24%
Spelling	School	14%	38%	49%	12%	62%	26%
	National	17%	42%	38%	18%	52%	27%
Grammar & Punctuation	School	4%	32%	64%	12%	48%	40%
	National	15%	36%	47%	17%	46%	35%
Numeracy	School	8%	55%	37%	7%	73%	20%
	National	15%	51%	32%	18%	54%	26%

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) represent students who are achieving at the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2010: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	97%
	National	94%	91%
Writing	School	100%	100%
	National	95%	93%
Spelling	School	98%	98%
	National	91%	92%
Grammar & Punctuation	School	100%	100%
	National	92%	92%
Numeracy	School	98%	98%
	National	94%	94%

Parent, Student and Staff Satisfaction

Satisfaction surveys of parents and students and staff of St Paul's School were completed at the end of November 2010.

Parents

92% of parents either agreed or strongly agreed with the nine questions surveyed. Two overwhelming strengths were highlighted in that all parents agreed that the school helps students to develop a knowledge and understanding about the Catholic tradition and that the school effectively communicates information about activities and events. Almost all parents consider that the teachers are genuinely interested in the welfare of students and that the school provides a safe environment for them. However, the survey indicated there is some room for improvement in the school providing appropriate information about student progress, as indicated by 19% of parents who either disagreed or strongly disagreed.

Students

Students in Years 4, 5 and 6 responded to the survey. 91% of students either agreed or strongly agreed with the seven questions surveyed. The overwhelming strength identified by 98% of students was that their teacher encourages them to learn to the best of their ability. A high percentage of students understand their rights and responsibilities yet 21% feel unsafe at school which is concerning and needs addressing in 2011.

Staff

Teachers and school support officers responded to the survey. All staff agreed or strongly agreed that the school helps students to develop a knowledge and understanding about Catholic tradition. All staff believe that students are challenged to maximise their learning outcomes and that the school provides a safe and supportive environment.

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 2010:

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

- A proactive approach exists to participating in prayer forms which are creative and inclusive.
 - A range of experiences have been provided to address the social justice and environmental stewardship issues of our world.
 - Learning experiences have enabled the school community to articulate the school's charism and culture in light of the work and life of St Mary of the Cross MacKillop.
- **Key Area 2: Students and their Learning**
 - 2.4 Integration of Information and Communication Technology
 - Students are confident and competent in using a range of digital technologies to extend their learning.
 - Most school based policies and practices have been updated. Further development will take place in 2011.
- **Key Area 3: Pedagogy**
 - 3.2 Provision for the Diverse Needs of Learners
 - Implementation of the Gifted and Talented initiative.
 - Improved transition processes and documentation of student achievement.
 - Improved targeting of resources both material and human.
 - 3.5 Assessment
 - A whole school approach now reflects a developing understanding of the fundamental principles.
 - A whole school approach to using data to inform teachers exists.
 - Assessment tasks are reliable and varied and an integral part of the learning and teaching cycle. Further development will take place in 2011.
- **Key Area 5: Resources, Finance and Facilities**
 - 5.1 ICT Resources
 - Access to a range of ICT systems and resources exist which benefits student achievement.
 - The school focuses on and supports Professional Development in ICT and a culture of sharing skills and knowledge has developed.
 - 5.4 Financial Management
 - Accurate and complete financial information is presented to the Finance and Administrative Services at Catholic Education Office, Diocese of Wollongong.
 - Improved procedures have ensured accurate reporting to Human Resource Services of payroll information.

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

6.2 Reporting to the Community

- Several forms of communication have been established that use a variety of media; providing feedback opportunities for parents and the wider community.
- Accurate, well presented and up-to-date information has been provided about most aspects of school life.

- **Key Area 7: Strategic Leadership and Management**

7.1 Planning for Improvement

- A highly developed culture of evidence based self review and improvement exists.
- Highly effective annual plans have been developed and implemented.
- A well planned, effectively implemented, regularly assessed and highly transparent approach communicated to the school and wider community is evident.

School Review and Improvement components to be reviewed and rated in 2011:

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

1.2 Religious Education

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

2.1 Educational Potential

- **Key Area 3: Pedagogy**

3.1 Curriculum Provision

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

4.5 Overall Compliance with Legislation and other Requirements

- **Key Area 5: Resources, Finance and Facilities**

5.2 Use of Resource and Space

- **Key Area 7: Strategic Leadership and Management**

7.2 Innovation, Development and Change

