

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



***Annual School Report
2011***

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 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 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 2012.

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 Colleen Easton

Date: 16 December 2011

Vision Statement

‘In the richness of our Catholic faith and tradition we achieve excellence’

Message from Key School Bodies

Principal’s Message

As the new Principal of St Paul’s Catholic Primary School Albion Park, I have pleasure in presenting the Annual School Report for the 2011 School Year.

The annual report provides an opportunity for the community to reflect on and celebrate the significant achievements that have occurred this year. I have appreciated the wonderful support of the teaching staff and parent body in further enhancing this school’s reputation as a place of quality learning and teaching. I am particularly grateful to the many parents who have volunteered their time, talents and treasures to assist in providing the many and varied experiences and opportunities to the students of St Paul’s. I thank the Parents and Friends (P&F) Leadership Team for their efforts in maintaining and improving the facilities and resources of this school.

I am pleased with all that has been achieved this year and thank the commitment and dedication of all those who have worked tirelessly in maintaining our school’s reputation as a place of faith and educational excellence.

Parent Involvement

2011 has been one of the most successful years at St Paul’s Catholic Primary School. During the year we have been encouraged to become more involved in the school through participation in the classrooms, canteen, academic and sporting activities. We are invited to attend liturgies and school performances throughout the year. Being involved in our school has created opportunities to meet other parents and staff and support our children in their school environment making a difference for our children.

The P&F is a valuable way of uniting the school community and providing a parent’s perspective to important school decisions. There has been much support among parents, staff and students this year with the implementation of our very successful Behaviour Management Procedures. These procedures has greatly reduced negative behaviour and increased positive attitudes.

The P&F’s dedication to making a difference for our children saw the installation of air conditioning to all classrooms. This is a great achievement and a necessity for our staff and students to have a productive environment.

May we endeavour to continue to be involved in aspects of our children’s education by moving forward to make a difference for our children at St Paul’s Catholic Primary School.

Parents and Friends Association, President

Student Leadership

In 2011 we were privileged to be leaders of St Paul's Catholic Primary School. We have also been blessed to have been at this school for seven of the one hundred and twenty eight years since its opening. As leaders this year we have had many responsibilities, some of these have been attending school related activities and representing the school at civic functions.

We have been honoured to be part of the school's history at the opening of the newly funded Building the Education Revolution facilities where we once again represented the student body.

Our leadership duties took us to many events and some of these highlights were: Launch of Mission Week with the Bishop Peter Ingham, Cyber safety forum at Holy Spirit College Bellambi, Year Six Leaders Day and meeting politicians and the Governor of New South Wales Her Excellency Professor Marie Bashir AC CVO

We have enjoyed being Leaders this year as we got to know the staff better and assisted the younger students in their classes and in school activities.

We thank the staff and students for their trust in us and wish all of them success as we leave at the end of this year.

School Captains

School Profile

School Context

St Paul's Catholic Primary School was founded in 1882 and came under the care and direction of the Sisters of St Joseph. Following the withdrawal of the Sisters in 1992, the school has been administered by lay Principals.

The local community of Albion Park takes great pride in the heritage, tradition and history attached to the school and is also very proud of the students who have completed their primary education from the school in years gone by.

Our school motto, 'Constant in Faith' influences every aspect of daily life and there is a strong focus on pastoral care. The religious dimension of our school environment is expressed through the celebration of Christian values in word and sacrament. Liturgy and prayer are fundamental to St Paul's strong sense of community. The students' spiritual development is a shared responsibility of parish priest, principal, staff and students.

The support of our parish priest Father David Catterall is an important focus of our school.

St Paul's Catholic Primary School prides itself on the charisms of St Paul and St Mary of the Cross MacKillop, that same spirit can be found in our students, staff, approach to learning, spiritual and other achievements, friendships and sport.

Student Enrolments

| 2011 | Boys | Girls | Total | Indigenous | LBOTE |
|------|------|-------|-------|------------|-------|
| | 166 | 205 | 371 | 3 | 97 |

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 and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2011.

Student Attendance

| 2011 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------|--------|--------|--------|--------|--------|--------|
| | 90.0% | 89.4% | 90.8 | 91.8% | 91.3% | 91.1% |

Management of Student Non Attendance

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 enter 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, 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 Board of Studies requirement.

Staffing Profile

There are a total of 24 teachers and 9 support staff at St Paul's Catholic Primary School. This number includes 13 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 2011 was 97.23%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 88%. Our Acting Assistant Principal accepted a permanent Assistant Principal position at another school commencing in 2012. We also have several teachers returning to St Paul's next year from various forms of leave.

Professional Learning

A specific targeted priority area for professional learning was literacy, focusing on improving student outcomes through staff inservicing and the reflection on literacy data. This literacy data was used to inform and develop whole school and class learning goals. Spelling was a specific priority throughout 2011 and this was supported through the Southern Illawarra Catholic Schools Centre for Excellence program.

Another focus was on receptive and expressive language disorders. A commercial language program was purchased and it was supported by professional development. This program was used to target students identified as having a possible language disorder. A speech pathologist inserviced staff on the identification and invention strategies used when working with students with language disorders.

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.

During 2011, St Paul's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through SRI priorities.

These included:

A. Whole school development days involving all staff

These days focused on:

- Focus on Spelling (SICS Centre for Excellence);

- Spirituality – Spirit Dream in Burning Hearts Conference (Homebush);
 - Australian Curriculum; and
 - Receptive and Expressive Language Disorders (Clever Cats Language Program).
- B. Other professional learning activities provided at school level including CEO run Courses:
- Focus on Grammar (3 teachers);
 - K-2 Curriculum Pedagogy (1 teacher);
 - Focus on Numeracy (2 teacher);
 - Focus on Numeracy K – 2 (3 teachers);
 - Inquiry Based Learning Workshop (4 teachers);
 - Learning Technologies (3 teacher);
 - Focus on Phonological Awareness (3 teachers);
 - Autism (2 teachers);
 - School Review and Improvement Processes and Planning (whole staff);
 - Pedagogies in Dynamic Learning Environments (1 teacher);
 - Lane Clark Foundation Seminar – inquiry (1 teacher);
 - New Translation of the Missal for teachers (1 teacher);
 - Gifted and Talented network days (1 teacher);
 - Apple ipad in Education (1 teacher);
 - Anaphylaxis and First Aid Training (whole staff);
 - National Leading a Digital Schools Conference (1 teacher); and
 - Learning for Leadership (1 teacher).

The average expenditure by the school on professional learning per staff member was \$430.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$1341.

Catholic Life & Religious Education

Throughout the 2011 year, St Paul’s has continued to be a place where Jesus is at the centre of everything we do.

We have continued to try and live out more fully our Vision and Mission statements and further engage with our faith. This year, the students and staff rewrote our school prayer, in order for it to more fully reflect our Vision and Mission, as well as recognising the importance of our Catholic traditions. Student leaders also initiated and implemented a prayer that is said before meals by the whole school in order for all of us to recognise the importance of God as creator, and as another occasion by which we can pray as community. St Paul’s also participated in the National Prayer Crusade for Vocations from September through to November, as well as other liturgical and ritual experiences throughout the year.

The staff and students openly accepted the introduction of the New Translation of the Roman Missal and this was assisted by a whole school retreat day focused on the Eucharist. This day allowed the students the opportunity to engage with the new translation, storytelling about the Eucharist as well as the chance to have a hands-on experience with the sacred vessels. The day concluded with a whole school Adoration of the Blessed Sacrament. To also assist the parents and students in learning the new translation, the school was fortunate to have John Burland, a world-renowned composer and song writer, come to St Paul's to launch his new CD *"And With Your Spirit"* which consists of songs aimed at a child's level to help them understand the new translation.

The relationship between school and parish community has continued to be strengthened this year. 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. Students and staff regularly join fellow parishioners for Mass on Friday mornings, as well as other Feasts or Solemnities that occurred through the year.

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. In Term 4, St Paul's participated in the Mary MacKillop "Green and Gold Day" in an effort to join in the celebration of the Aussie spirit in helping those in need. The staff and students joined in a Zumba party, and all enjoyed themselves. The staff has also begun volunteering with the St Vincent DePaul van that is now operating in the Wollongong Diocese. In total, the school community raised \$2,981 for various agencies including, the Mary MacKillop Foundation, Catholic Mission and Caritas.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2011. The school cohort in 2011 consisted of 45 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on Monday 29 August 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 identify the Ten Commandments and their guiding principles;
- identify and sequence the parts of the Mass;
- identify key symbols of the sacraments; and
- identify the correct liturgical colour for the season of the Church's Year.

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;
- demonstrate an understanding of the creation story;
- identify Jesus' example of service to others; and
- recognise that they are made in God's image.

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

For Part A, 9% of students were placed in the developing level, 68% in the achieving level and 23% were in the extending level.

For Part B, 25% of students were placed in the developing level, 59% in the achieving level and 16% were in the extending level.

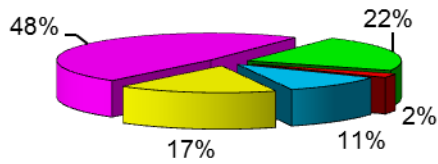
Combining Parts A and B, 12% of students were placed in the developing level, 74% in the achieving level and 14% were in the extending level for Religious Literacy.

Financial Summary

In the 2011 school year the P&F Committee contributed \$10,450 towards IT equipment. This was spent on data projectors for the operation of our interactive whiteboards. The school contributed \$11,000 towards the purchase of data projectors, video conferencing equipment, printers, laptops and iPads. The P&F also contributed \$30,100 towards the installation of air conditioner units in all the classrooms. The Parish contributed \$24,245 towards cost of air conditioning the administration block and the library office area as well as \$22,500 towards the cost of supplying carpet and vinyl to the refurbished classrooms to complete our BER project. The school budget contributed \$6,000 towards fixtures and fittings and furniture to complete the BER project. The school budget allocations also supplied funds to purchase resources for our Key Learning Areas.

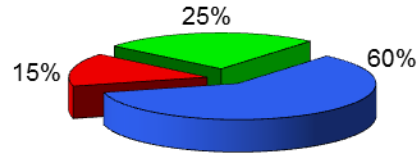
The following graphs reflect the aggregated income and expenditure for St Paul's Catholic Primary School, Albion Park for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

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

Student welfare encompasses the spiritual, physical, academic, social and emotional wellbeing of the whole child. St Paul's is committed to recognising, valuing and developing each student as a total and unique person.

Pastoral Care

St Paul's has been actively involved in a range of Pastoral Care initiatives in 2011.

The Seasons for Growth Program was offered to students from K-6. This program focuses on issues such as self-esteem, managing feelings, problem solving, decision-making, effective communication and establishing support networks. Three teachers from St Paul's completed training in this area and acted in the role of companions to selected students. They provided strategies to assist students cope with experiences of grief, loss and change in life as well as adding to the support network for these students.

In 2011 St Paul's implemented changes to playground behaviour management procedures. The focus of these changes involved the development of a Behaviour Plan related to the playground. This framework was developed in conjunction with students, staff and parents and reflected the three school rules of respect for self, respect for other and respect for the environment. Elements of the School Wide Positive Behaviours 4 Learning (SPB4L) assisted in the establishment of this plan, in particular the recording, analysis and follow-up of data related to behaviour.

The Catholic Care counsellor continued to work in our school twice a week and provided student counselling when required. The counsellor also supported students and parents with difficulties as well as guiding parents and staff with welfare issues.

Students' achievements were acknowledged at assemblies and in the weekly school newsletter. An awards assembly was held fortnightly on a Friday to celebrate and acknowledge students' successes. All students were given an opportunity to earn a range of awards, including weekly merit, ACE (Attitude, Commitment, Effort) Awards, Mary Mackillop and Principal's Awards. These awards were celebrated and acknowledged as a community.

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.

Evidence based data collected since the introduction of the Behaviour Plan in 2011:

The creation of a Playground Behaviour Plan and use of the Behaviour Analysis Recording Tool (BART) has led to:

- behaviour plans as part of the MSPEC process implemented for identified students with repeat behaviours;
- consistent student, teacher and parental expectations and consequences related to behaviour;
- following conversations with the staff and parents on suggestions that students who are presenting positive behaviours be acknowledged by formal affirmations and through the school's newsletter. We have found an increase in affirmations being given through the development of a positive reward system for playground behaviour; and
- a decrease in the occurrence of major incidents, particularly related to physical contact and aggression and defiance / non compliance.

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Learning and Teaching

Centre for Excellence

St Paul's participates within a precinct of four southern Illawarra Catholic Primary schools to form a Centre for Excellence. This provides 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. Our focus this year has been on spelling in the context of writing.

Specific initiatives include:

- the development of an agreed set of values about spelling;
- explicit teaching of the various forms of spelling knowledge in K-6 classrooms; and
- intervention plans for those children at risk in the area of spelling.

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.

Assessment and Reporting

Assessment has been a continued focus during 2011. Professional development of staff has ensured a more consistent, whole school approach to assessment. A range of assessment tools informs teaching programs from Kindergarten to Year 6. These include: the Diocesan Early Literacy Assessment (ELA), in Early Stage 1 and Stage 1; the Schedule for Early Numeracy Assessment (SENA), in Early Stage 1, Stage 1 and Stage 2; the Measurement Tracking Tool in all Grades; and the National Assessment Program for Literacy and Numeracy (NAPLAN) in Years 3 and 5. 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 implemented learning programs following the guidelines of the Diocesan Programming Policy. A feature of the programs was the high degree of integration across Key Learning Areas, which linked to the Stage Outcomes and Foundation Statements. 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.

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 two more interactive whiteboards and students and teachers developing proficiency at using interactive whiteboard technology. The purchase of a number of ipads enabled students to further integrate technology into their classroom learning experiences

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

A literacy focus on Spelling was the major curriculum area developed within the school during 2011. 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

An emphasis on fractions and decimals and quality assessment tasks was the main focus in numeracy this year. Teachers participated in staff meetings and workshops. They had the opportunity to engage in professional dialogue and share their teaching and learning experiences.

Nominated students from Years 5 and 6 participated in the Australasian Problem Solving Mathematical Olympiad and the whole school were involved in Reaching for the Stars, a project for Literacy and Numeracy Week.

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.

As part of the Southern Illawarra Catholic Schools, four staff members participated in an Indigenous tour of the Illawarra. It involved visiting significant indigenous sites. The school was provided with a valuable resource that will be utilised in 2012.

Meeting the needs of all students

Diversifying Learning

In 2011 the staff undertook a Learning Community Project (LCP) based on an inquiry model of learning. An Inquiry Learning Teacher was employed two days a week to focus on implementing an inquiry unit into years two, four and six. The project involved practical strategies to assist teachers in developing relevant and authentic learning experiences. The

Inquiry Learning Teacher was actively involved in implementing these learning experiences while providing current professional development to staff.

Gifted Education

A key focus this year has been the development of Gifted 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 were provided with the opportunity to learn about and implement a variety of differentiation techniques and some acceleration techniques in their classroom (dependant on the gifted students in their class).

Six year 5 students were invited to participate in the new Gifted Education initiative for students in Primary Schools. SPLICED (Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong) provided an opportunity for learners identified as intellectually gifted to access challenging units of work in a purpose-built online environment.

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

Nineteen Stage 3 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 2011 enrichment days were held for each stage with a focus on literacy.

Special Education Needs

Fourteen 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, Individualized 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 CEC Individual Plans to track progress and keep parents informed. Thirty-four students were also monitored by the school 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. Seventeen students were discontinued. Reading Recovery covered 29% of the Year 1 cohort.

Expanding Learning Opportunities

Competitions

In 2011, all primary students (Yrs 3 to 6) 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.

Students in Year 5 also participated in 'J Rock' and 'Wakakirri – the National Story Sharing Arts Festival for Schools' for the first time. 100% of the Year 5 cohort participated in two performances over two different nights.

Sport

In 2011 students participated in school, Regional, Diocesan and MacKillop sports carnivals in swimming, athletics and cross-country. One student represented New South Wales in hockey at the School Sport Australia Championships and the Junior Girls 4 x 100metre relay teams and one other students represented MacKillop at the NSW PSSA Athletics Carnival. Stage 2 and Stage 3 students also participated in Sport Gala Days including soccer, basketball, and netball. Twenty-five students competed in Diocesan Selection Trials (cricket, basketball, hockey, rugby league, rugby union and touch). 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.

Public Speaking

A Year 5 and a Year 6 student representative were selected to compete 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. The Year 5 representative was the overall winner of the South Eastern Region Public Speaking Competition.

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 52, Year 3 students and 50 Year 5 students who sat for the 2011 National Assessment Program Literacy and Numeracy (NAPLAN).

Year 3

In Year 3 the school is performing above the national average in terms of overall literacy. In the area of Writing Year 3 is 34% above the national average in bands 5 and 6. The school is performing above the national average in terms of overall numeracy, Data, Measurement, Space and Geometry and Number, Patterns and Algebra.

Year 5

In Year 5 the school is performing just below the national average in terms of overall literacy. In the area of Writing Year 5 is 12% above the national average in bands 7 and 8. In Year 5 the students are performing just below the national average in terms of overall numeracy with 98% of students at or above the national minimum standard.

The majority of children showed learning growth between Year 3 and Year 5 in literacy and numeracy.

Analysis of NAPLAN results enabled the school to set targets and determine our focus for 2012.

The focus for literacy at St Paul's in 2012 will be:

- to continue to provide professional development for staff on the four forms of spelling knowledge and implementing this into quality classroom practice; and
- embedding the new Diocesan Literacy guidelines in programming and teaching, with a focus on reading.

The focus for numeracy at St Paul's for 2012 will be:

- to further develop effective number sense and problem solving strategies; and
- to provide opportunities for professional growth and the development of effective teaching strategies in the area of patterns and algebra and 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 2011: % 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 | 6% | 36% | 58% | 28% | 56% | 16% |
| | National | 15% | 39% | 45% | 21% | 49% | 29% |
| Writing | School | 0% | 20% | 80% | 8% | 72% | 20% |
| | National | 8% | 44% | 46% | 18% | 57% | 23% |
| Spelling | School | 6% | 50% | 44% | 14% | 68% | 18% |
| | National | 15% | 42% | 41% | 20% | 53% | 26% |
| Grammar & Punctuation | School | 6% | 40% | 54% | 18% | 50% | 32% |
| | National | 14% | 36% | 48% | 17% | 46% | 35% |
| Numeracy | School | 16% | 46% | 38% | 16% | 74% | 10% |
| | National | 14% | 51% | 33% | 17% | 56% | 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) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

| NAPLAN 2011: % AT or ABOVE NMS | | YEAR 3 | YEAR 5 |
|--------------------------------------|----------|--------|--------|
| Reading | School | 98% | 96% |
| | National | 94% | 92% |
| Writing | School | 98% | 98% |
| | National | 95% | 92% |
| Spelling | School | 98% | 94% |
| | National | 93% | 91% |
| Grammar & Punctuation | School | 96% | 98% |
| | National | 93% | 92% |
| Numeracy | School | 98% | 98% |
| | National | 96% | 94% |

Parent, Student and Staff Satisfaction

In 2011, a survey sent to all families attracted 151 responses, these indicated that 63% of the parents who replied strongly agreed that *“the school helps my child to develop a knowledge and understanding about Catholic tradition”* and the other 37% agreed with the statement.

Also 80% of respondents agreed or strongly agreed that *“this school effectively communicates information about activities and events.”* Of those who responded 75% agreed or strongly agreed that *“the school strives to meet my child’s individual learning needs”*, while 92% agreed or strongly agreed that *“the teachers are genuinely interested in the welfare of my child.”* A pleasing response from the surveys returned was that 92% agreed or strongly agreed that *“the school provides a safe and supportive environment.”* Parents were invited to make an appointment with the Principal if they wished to discuss further, the results of the survey. In 2012 the school will attempt to gain a greater return of survey responses.

A similar survey issued to students returned extremely positive responses. Of the 140 students surveyed, 94% agreed or strongly agreed that *“I am proud of my school”*, 62% of students surveyed strongly agreed that *“my teacher encourages me to learn to the best of my ability”*, and, 70% of students agreed or strongly agreed that *“I feel safe at my school.”* Another pleasing response was that 91% of student returns agreed or strongly agreed that *“If I had a problem, there are people whom I could approach for help.”*

Two areas that the parent surveys indicated the school should take some note of and which will be examined in 2012 are: *“The school offers a range of co-curricular activities”* and *“my child is challenged to maximise his/her learning outcomes.”*

Overall, the survey produced a very positive result.

Staff survey returns were also largely positive with staff, in particular they strongly agreed that *“the school helps students to develop a knowledge and understanding about Catholic tradition”* and that *“the school provides a safe and supportive environment.”* One weak area was identified in the staff survey, that *“students are challenged to maximise their learning outcomes.”*

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 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
 - 5.1 ICT Resources
 - 5.2 Use of Resource and Space
- Key Area 7: Strategic Leadership and Management
 - 7.2 Innovation, Development and Change

School Review and Improvement components to be reviewed and rated in 2012:

- Key Area 2: Students and their Learning
 - 2.3 Reporting student achievement
- Key Area 3: Pedagogy
 - 3.4 Planning programming and evaluation
- Key Area 4: Human Resources, Leadership and Management
 - 4.1 Recruitment, selection and retention of staff
 - 4.3 An ethical workplace culture
 - 4.4 Succession Planning

