

# Annual School Report

2015



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

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

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

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

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the parent body and be available on the school's website by 30 June 2016.

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

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Parish Priest: Rev. Richard Healey

Principal: Colleen Easton  
Date: Friday 11 December 2015

## 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***

It gives me great satisfaction in presenting this Annual School Report for the scholastic year of 2015. This year the school has continued to implement the School Action Plans to refocus the schools' efforts into making a difference in the learning that occurs each day in the classrooms.

The Parish school of St Paul's fosters a commitment to the individual student and provides opportunities for students to excel in their faith commitment, academic and sporting achievements. All these areas combined aims to ensure the school's vision and mission was lived out daily in the life of the school of St Paul's.

Together with Fr Richard (newly appointed Parish Priest) I thank all staff, parents and students for their generosity of commitment and support. We are indeed blessed to have had such a successful year.

### ***Parent Involvement***

As the end of the year draws to a close, we reflect on the year and the role the Parents and Friends' Association (P&F) has played in the life of the school at St Paul's. It is the time of year to say thank you to those who have worked very hard for all the children, to express appreciation, to acknowledge all the efforts of growth and continual progress throughout 2015. There has been a large contingency of new parents join the P&F this year, which was encouraging and acknowledged the growth and progress of the school community. What a great contribution these new parents were to St Paul's this year. Parents helped within the classrooms, sporting days, canteen, academic activities, assisted with meals for those in need and had fundraising events through the P&F.

This created the opportunity to meet other parents, staff and some of the children's friends whilst supporting the future of the schools' children in their school environment. During the year we planned varied events such as; the welcome BBQ, Mother's and Father's day stall, Christmas stall, discos and a dance-a-thon. The Spring Fair still managed to raise \$10,500 even after a change of date, this was due to the dedication of parents, families and staff of St Paul's Albion Park. The P&F contributed to the purchasing of technology, library resources and environmental needs within the school such as *Tanky Times*. The committee also donated towards a farewell gift for Fr David Catterall, Parish Priest upon his depart I would like to take this opportunity to thank all parents, students, families and staff who have given their invaluable time and support this year, without their support fundraising would not have been possible. I look forward to your continued support in 2016 and more new faces to join the P&F.

*Parents and Friends Association, President*

## ***Student Leadership***

During our time at St Paul's as school captains, we have immensely enjoyed the opportunities we have encountered throughout 2015. As Year 6 students we have extended our relationships with teachers and fellow classmates. We are most grateful for being sent to this wonderful school, and for being given the opportunity to be the School Captains. Some of the events we have had the right to attend are:

- The Flag Walk
- ANZAC Day Remembrance Ceremony
- Launch of Caritas
- Ash Wednesday Celebration

We would like to thank all of our amazing teachers, support staff and office ladies for being so kind towards all of the students. Without you we would not have the education and manners we have now. We would especially like to thank our gracious Principal for giving up her time to support us in all we do and to help us to become the best we can be.

We would like to speak on behalf of all of our Year 6 students by saying that we are prepared for the years to come and have enjoyed our time at St Paul's. Being School Captains has been great, and we shall treasure this memory forever. Thank you for everything that you have done.

*School Captains 2015*

## **School Profile**

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### ***School Context***

St Paul's Catholic Parish Primary School is a Catholic systemic co-educational school located in Albion Park. The school addresses the educational needs of students in years K-6 and has a current enrolment of 385. 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 four hundred 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 School 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 link; parents have available to them a Kindergarten to Year 12 educational continuum virtually on one site.

The school 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 and Parish dialogue and where parents, teachers and Parish work together to provide quality educational opportunities for all CEDoW 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.

The schools 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 the School Vision and Mission statements. It is the school VISION that: “In the richness of our Catholic faith and tradition we achieve excellence.” Supported by the school 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 as at August 2015 census***

2015 enrolments	
Boys	183
Girls	202
Total	385
Indigenous	9
LBOTE	75

The Diocesan Primary 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 CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2015.

## **Student Attendance**

<b>2015 Attendance</b>	<b>Male</b>	<b>Female</b>
Kinder	94.0%	93.0%
Year 1	94.1%	92.7%
Year 2	93.2%	93.5%
Year 3	93.0%	93.9%
Year 4	93.1%	92.3%
Year 5	93.5%	93.2%
Year 6	90.7%	89.5%
Whole school	93.1%	92.6%

### **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.

Attendance is marked every morning by teaching staff using Sentral by 10 am each day. Office staff entered late arrivals and early leavers into Sentral using the relevant codes. A note from parents was expected if a child was away, outlining the reason for the absence. Office staff enters leave reasons against absences once a note had been received from the parents.

When parents failed to notify the class teacher in writing of a reason for the absence, a school note was sent home throughout the Term to request the absence note. At the end of each Term if a child had an excessive number of days absent, the Principal informed parents in writing of the total number. When a teacher was notified that a child was leaving the school, this was directed to the Principal for discussion and if necessary a transfer note was completed as a BOSTES requirement. Parents were required to submit an application for Exemption from School in advance for more than 3 days absence for a family holiday. Once this application was processed an Exemption from School Certificate was issued to the student.

### **Staffing Profile**

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There are a total of 24 teachers and 9 support staff at St Paul's Catholic Primary School. This number includes 14 full-time, 10 part-time teachers.

### **Teacher Standards**

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

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

### **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2015 was 97.5%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 91.7 %.

### **Professional Learning**

During 2015 St Paul's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Paul's whole school development days involving 34 staff.

These days focused on:

- Focus on Reading
- Using Data
- Staff Spirituality Day - Music

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

- Primary Sentral Administration (3 staff)
- Reading Recovery Training (1 staff)
- NAPLAN Trend Data Compliance (5 staff)
- Lamplighters Overnight Retreat (2 staff)
- Leading Curriculum Implementation: History (2 staff)
- Igniting the Fire (2 staff)
- Alight for the World Day (2 staff)
- The Successful Primary iPad Classroom (4 staff)
- Library Primary Network Meeting (1 staff)
- Leading Curriculum Implementation: English (1 staff)
- Leading Curriculum Implementation: Science (1 staff)
- Leading Curriculum Implementation: Mathematics (1 staff)
- Mission - One Heart, Many Voices, REC Conference (1 staff)

- Association of Catholic School Principals (ACSP) Conference (1 staff)
- System Focus Day - Stage 3 - Safe and Supportive Environment (2 staff)
- Religious Education Coordinator (REC) Network Day (1 staff)
- Principals' Retreat (1 staff)
- MSPEC Team Phase 1 - Reconnector (3 staff)
- Leading Indigenous Education - (1 staff)
- Let's Play Games - School-wide Positive Behaviours for Learning (SPB<sub>4</sub>L) (5 staff)
- Sentral Training - Pastoral Care (2 staff)
- Individual Personalised Plans (1 staff)
- Assistant Principals' Retreat (1 staff)
- Religious Education Coordinator (REC) Circle (1 staff)
- St John's Ambulance First Aid Course (1 staff)
- Assistant Principals' and RECs Network Meeting (2 staff)
- IEU Support Conference (1 staff)
- Religious Education Literacy Marking (1 staff)
- Josephite Colloquium (1 staff)
- NAPLAN Analysis (5 staff)
- Moving from Exchange to Google (1 staff)
- Senior School Support Officer (SSSO) Network Meeting (1 staff)
- Principals and Clergy Meeting (1 staff)
- Southern Illawarra Catholic Schools (SICS) School Support Officers (SSO) iPad Training (5 staff)
- Shining Lights Overnight Retreat (3 staff)
- School-wide Positive Behaviours for Learning (SPB<sub>4</sub>L) Yellow Phase Day (2 staff)
- Learning for Leadership (1 staff)
- Best Start Training (3 staff)
- Surf Lifesaving CPR Training (31 staff)

The average expenditure by the school on professional learning per staff member was \$168.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$645.

## **Catholic Life & Religious Education**

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During 2015, staff and parents of St Paul's, with our Parish Priests Fr David Catterall and Fr Richard Healey have continued to share the responsibility for the spiritual growth and faith development of the students.

Throughout the year, we have continued to be 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.

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. At noon each day the whole school pray the "Angelus", which is led by the Year 6 Pastoral Care Team.

As a Catholic primary school we are fortunate that individual classes were able to join with the Parish to celebrate Mass most Friday mornings. We also invited parishioners to join the school community when school liturgies were held. Father David and Fr Richard found time to join with staff for morning tea when visiting the school and for special occasions, building stronger links between the Parish and school. The school has continued to support the Parish in the preparation of children in the reception of the Sacraments of Baptism, Penance, Eucharist and Confirmation through the parish-based Sacramental programs.

Our school 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, Marian feasts and All Saints and All Soul's Day. St Paul's hosted the Year 6 Mass with Bishop Peter where our Year 6 students were joined by their peers from eight of our Diocesan schools to celebrate this event. They were pleased to be able to speak to Bishop Peter and be involved in the liturgy through drumming and singing.

We were privileged to host the launch of this year's Caritas Project Compassion Launch in the Diocese supporting Caritas in their role. St Paul's community has continued their support of Catholic Missions during Lent. Our Pastoral Care Team attended the Launch of Mission Week at St John's Catholic High School Nowra. During the year, additional staff trained for the St Vincent de Paul Food Van and we are now part of 3 different teams for this outreach program. Staff donated money to the van through "Colour Days" each week at school. Amounts donated to various organisations were:

- Caritas Australia \$1467;
- Relay for Life \$620;
- Sr Anna Warlow Foundation \$130;
- The Breast Cancer Foundation \$270.

Making a total of \$2488 in cash donations and various other items being donated such as Easter Baskets and hampers to St Vincent De Paul.

Mini Vinnies has worked hard collecting and making items for various St Vincent De Paul appeals and have also made Christmas cards for those less fortunate. Students made Easter baskets for the elderly and hand delivered these to a local Nursing Home. 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.

Religious Education Curriculum has been one of our School Review and Improvement focus areas throughout 2015. This has ensured that all classrooms are utilising rich assessment tasks throughout the year to cater for diverse learners. The curriculum has also been supported by the "Understanding Faith Online Resource" in Stages 2 and 3. Students in Stage 3 were involved in the Diocesan Christmas Art Competition where 6 artworks were displayed in the Wollongong City Art Gallery and one of our Year 5 students receiving a Highly Commended.

Eight staff members participated in the Adult Spiritual Formation programs of Lamplighters and Shining Lights, offered by the Catholic Education Office with one member of staff attending the Josephite Colloquium in North Sydney.

### **Religious Literacy Assessment**

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4. The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2015. The school cohort in 2015 consisted of 51 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 51 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.

The school performed above the Diocesan average in Part A, Part B and overall. The students were thoroughly engaged in the activities during class time and were able to successfully complete. Students showed a high level of performance in their knowledge of the religious tradition.

This high level of performance was particularly noticeable in Part A in their: identification of ways to continue Jesus' ministry; demonstrating an understanding of Jesus' teaching on the practice of giving; writing prayers of thanksgiving; identifying the parts of the mass; demonstrating an understanding of the commandments, and their understanding of the scriptures.

The students' responses in Part A showed a need for them to develop their ability to: identify the key times of the liturgical year; and demonstrate an understanding of Jesus' teaching of forgiveness.

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

For Part A, 10.2% of students were placed in the developing level, 46.9% in the achieving level and 42.9% were in the extending level.

For Part B, 0.0% of students were placed in the developing level, 49% in the achieving level and 51% were in the extending level.

Combining Parts A and B, 10.2% of students were placed in the developing level, 42.9% in the achieving level and 46.9% 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 2015

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

- 1.2 Religious Education

- Goal: All classroom programs show diversity of learning, teaching and assessment catering for all students within classroom.

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

- 2.2 Rights and Responsibilities

- Goal: There is a whole school approach to respecting, valuing and protecting the rights and responsibilities of all to learn. Quality teaching and learning time is valued and consistently protected.

- 2.3 Reporting student achievement

- Goal: To ensure there is a whole school approach to the use of evidence based assessments in setting goals for student's future learning.

- 2.4 Integration of Information and Communication Technology (ICT)

- Goal: To create a detailed and innovative ICT Scope and Sequence Plan that reflects the needs of the student competencies in using technology from K-6.

- **Key Area 3: Pedagogy**

- 3.2 Provision for the Diverse Needs of Students

- Goal: To implement a whole school approach to using literacy and numeracy continua to identify, monitor, track and review all students' progress through the use of individual learning plans.

- 3.7 Professional Learning

- Goal: That all staff will make a commitment to Professional Learning with a focus on literacy and numeracy having elements of Professional Development Planning Review (PDPR), Australian Institute for Teaching and School Leadership (AITSL) and Diocesan Learning and Teaching Framework (DLTF).

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

- 4.2 Professional Development of Staff

- Goal: To offer staff Professional Development in the Australian Curriculum integrating PDPR AITSL and DLTF.

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

- 5.2 Use of Resources

- Goal: To continue to ensure that the school plant with its learning resources are maintained and presented well for safety of all stakeholders.

## 5.4 Financial Management

Goal: To make budgetary procedures more transparent for all staff and the community.

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

- 7.1 Planning for Improvement

Goal: To reflect on pedagogical practices for student learning using detailed analysis of data available - National Assessment Program- Literacy and Numeracy (NAPLAN), Religious Literacy assessment (RLA), Tracking Continua.

### **School Review and Improvement components to be reviewed and rated in 2016:**

- **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**

- 3.4 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 Successional planning

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

- 5.3 Environmental stewardship

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

- 6.2 Reporting to the community

- 6.3 Linkages with the wider community

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

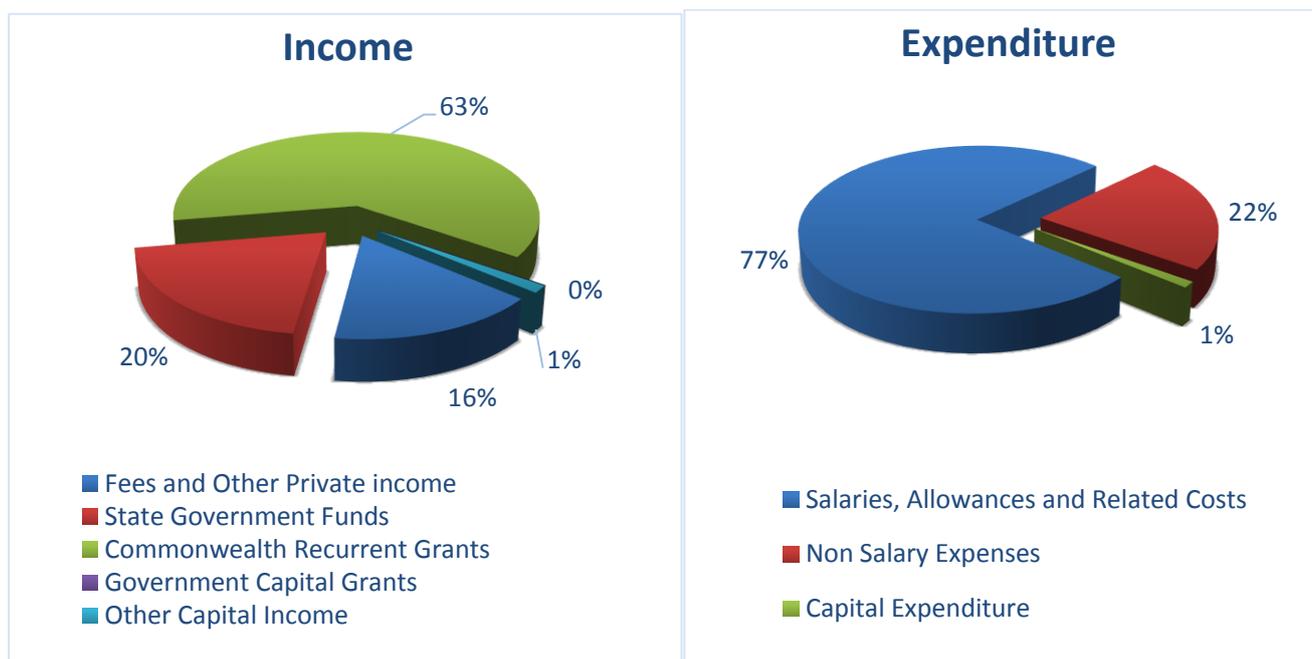
- 7.2 Innovation, development and change

## **Financial Summary**

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The Parish School Enhancement and Debt Servicing Obligation (SEDSO) finances contributed to the external painting of the school buildings and the internal painting of the school parish hall, canteen, and library and administration foyer. We thank the Parents and Friends Association for their contribution of \$2 490 towards the purchase of resources for the Library and \$1500 towards the cost of the Year 6 Farewell. The school purchased 19 iPads for the Teaching Staff at a cost of \$10,156. The school also purchased equipment to enable visitors to sign on electronically at a cost of \$400. The school budget allocations supplied funds to purchase resources for our Key Learning Areas.

The following graphs reflect the aggregated income and expenditure for St Paul’s Catholic Parish Primary School, Albion Park for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.



## Student Welfare

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 Primary School stands for.

This year we moved into the third year of the implementation of the School-Wide Positive Behaviours for Learning (SPB4L) initiative. The focus for this year was to continue to establish a positive behaviour plan for the playground whilst providing professional development for staff in order to be able to implement a consistent behaviour plan in all classrooms. The success of the program was reflected in the positive feedback gathered from the students, the parents and the staff.

An important part of student welfare initiatives were the transition to primary school for the schools new Kindergarten students and the transition from Year 6 to High School. St Paul’s Kindergarten Orientation Program involved three extensive morning sessions in Term 4 where both the new students and their parents were provided with a well-rounded overview of the school. St Paul’s Year 6 students joined with the Year 6 students from Stella Maris Shellharbour, St Paul’s Albion Park and Ss Peter and Paul Kiama, to participate in a Transition to High School Program. School Counsellors and members of staff from all the schools involved facilitated this well received opportunity.

As part of a whole school approach to providing a safe and friendly school environment, regular class meetings took place initiated by the Student Representative Council (SRC). These class meetings provided a safe forum for the students to discuss issues and the strategies needed to solve problems. Student leadership continued to be shared among all Year 6 students. Students were divided into four leadership teams, each with its own particular focus. Students were able to nominate for the leadership team of their choice and teams were able to form and set their own goals.

Managing Student Pastoral and Education Concerns (MSPEC) has allowed the school to provide a clear approach to the response and management of student welfare. The school also worked in collaboration with CatholicCare Family Welfare Services in providing a school counselling service for students. The counsellor was available two days per week to support students and their families. The counsellor not only provided one to one counselling, but also educated and supported staff with implementing programs for both small groups and the whole class. In 2015 a social skills group work program called “Let’s Play Games” was delivered to Year 1 with the assistance of the Education Officers from The Wollongong Catholic Education Office.

As part of the National Safe Schools Framework, St Paul’s places due emphasis on the importance of attending to Workplace Health and Safety issues as soon as they are identified. Most matters were attended to by the employment of regular maintenance personnel. Suitably accredited trades people were employed accordingly.

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*** is 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 commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2015.

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 2015, 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.

### **Curriculum & Pedagogy**

#### ***Syllabus Implementation***

St Paul’s Catholic Primary School aligns all learning and teaching experiences with the BOSTES NSW Syllabus documents and the Diocese of Wollongong Religious Education curriculum. Learning is outcomes based and is facilitated within the context of the following Key Learning Areas: Religious Education, English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts and Personal Development Health and Physical Education. Throughout 2015 the staff at St Paul’s participated in a series of on-going professional learning experiences in relation to the Australian Curriculum. Workshops and professional development opportunities focused on History and Geography.

#### ***Assessment and Reporting***

Assessment for learning, assessment as learning and assessment of learning are an ongoing process for teachers and students and is based on syllabus outcomes for each Key Learning Area. A wide range of

assessment tools and tasks were used to ascertain the student's knowledge and understandings, skill development, values and attitudes. At St Paul's every student was closely monitored and classroom teachers provided students with opportunities to demonstrate authentic learning in a variety of learning experiences.

Standardised tests were administered in Year 4 with students completing the Diocesan Religious Literacy Assessment in Term 3, from which all students received feedback. An analysis of the results will guide future planning for Religious Education throughout the school in 2016. Students in Years 3 and 5 participated in NAPLAN testing in May, and the results of this assessment were issued to each student in September. The results from NAPLAN were then analysed and studied to determine areas of strength and to ascertain areas for development.

Best Start Assessment was again administered to Kindergarten students in the first two weeks of this year, with the Kindergarten teachers conducting clinical interviews with the students entering Kindergarten in 2014. This data was then used to ascertain what prior knowledge students had and assisted the teachers to design meaningful and relevant learning experiences. This data was then updated throughout the course of the year and will be passed on during the transition into Year 1.

Classroom teachers and the Reading Recovery Support teacher closely monitored students who were discontinued from their series of Reading Recovery lessons in Years 2, 3 and 4. Analysed reading data was gathered each Term with the support of additional assessments such as the BURT Word Reading Test and the South Australian Spelling Test to monitor student progress.

The school year commenced with parent teacher interviews in Week 3 Term 1, allowing parents to meet with their child's class teacher. These meetings allowed the teacher to gain a greater understanding of each child as a unique individual. Parents provided teachers with information regarding their child's interests, extra-curricular activities as well as prior learning experiences and/or focus areas for their child. At the end of Term 2, a 'Celebration of Learning' was held. Celebration of Learning is an opportunity for students and parents to share in and celebrate their learning. During this time the students showed their parents their work and discussed their achievements throughout the first semester of the school year. In alignment with one of our key strategic School Review and Improvement Goals, the school implemented the process of sending home student work books. In Term 3 the students Religious Education workbook was sent home for parents to monitor their child's learning. The positive comments that framed this initiative will see this program continue to be implemented in 2016.

### **Integration**

Teachers integrated Key Learning Areas where applicable according to the outcomes. This was highlighted within teaching programs. Implementation of collaborative learning was implemented at St Paul's, as teachers worked collaboratively in their planning, learning and teaching. The aim of collaboration was to support teachers in meeting the individual needs of all students. School Support Officers gained regular professional learning experiences as they also provided an important link in being able to support quality-learning activities that met the needs of individual students.

### **Cross Curriculum**

The continued use of Information Communication Learning Technologies (ICLT) as a tool to enhance learning has further developed pedagogical practice from Kindergarten to Year 6 classrooms and promoted cross curriculum integration.

The Best Start Assessment was implemented in Kindergarten again this year. This assessment was administered to all Kindergarten students at the beginning of their schooling. It provided valuable baseline data that enabled learning growth to be tracked throughout the year. The information obtained through this assessment was used to inform the development of learning plans, and assisted in the identification of those children needing learning support in specific areas. At the conclusion of the year the data for each student was forwarded to the new teacher to ensure continued measurement of learning growth.

### **Literacy Strategies**

Reading Recovery offered an intensive reading intervention to the students in Year 1. In 2015, 20 students accessed the program. Eighteen were successfully discontinued from Reading Recovery and two students were referred off for further assessment and support.

Staff continued their commitment to teaching a 2-hour English session daily. The staff at St Paul's also endorsed best pedagogical practices ensuring that students participated in regular modelled, guided and independent learning experiences in reading, writing, speaking and listening. They continued to use the Literacy Continuum online through Sentral to guide teaching and learning sessions.

This year also saw the second phase of the focus on developing student comprehension strategies to further develop reading skills that was implemented at St Paul's.

A literacy coordinator facilitated a series of professional learning experiences in line with our School Review and Improvement Plan for Literacy. The on-going professional learning experiences focused on being aware of the key concepts behind the program, ensuring that as a school community, there was a sustained focus on improving the literacy learning outcomes for all students. The Focus on Reading program provided teachers with opportunities to extend students' reading beyond traditional print, in line with the new National Curriculum. Teachers were able to access a range of different modes of text including that of a digital/virtual text base (websites, YouTube clips, audio clips and interactive sites). Co-learning and ongoing professional development continued to support classroom teachers with the implementation from K-6.

Opportunities for staff professional growth were provided within the Professional Development, Planning and Review (PDPR) process which gave staff opportunities to set specific and measurable goals that improved learning and teaching. Teachers collaboratively planned a series of lessons which demonstrated their skills, observed others, discussed, reflected on and evaluated quality learning and teaching practices, that incorporated the Diocesan Learning and Teaching Framework. The Literacy coordinator used release time for classroom demonstrations and visits, co-learning sessions and 1:1 assistance with individual students to support teachers and improve quality English teaching and learning. Through the school's School Review and Improvement focus on Diverse Needs of Learners, staff focused on how to differentiate programs to meet the needs of all students with a particular focus on English in Stage 2 and Stage 3. These teachers received additional professional development in the area of literacy and were further supported by the literacy coordinator with regular meetings, classroom visits and reflections on teaching practices.

Additional reading materials and book packs were purchased throughout the year to update class and school guided reading and critical literacy resources. The library also purchased quality texts throughout the year to provide rich and varied texts that staff and students could access.

## **Numeracy Strategies**

During 2015 there was a focus on continuing to implement the Australian Curriculum in Mathematics. An emphasis on effective numeracy sessions led to teachers focusing on the use of the Numeracy Continuum. As a whole school focus, all students were continually plotted on the Numeracy Continuum online through Sentral and this data was used to direct guided and explicit teaching sessions. This information was monitored on a regular 5 week basis by the Numeracy Coordinator. Class Learning Plans were encouraged to support guided and explicit teaching sessions. After reflection on previous NAPLAN results, a whole school focus on areas identified as areas of need were integrated into staff programs with the consistent use of a school-wide Mathematics Programming pro-forma.

Stage 3 teachers were involved in a five day intensive iPad course to further develop the use of technology in classrooms. Students were engaged in online and digital learning through websites such as 'Study Ladder', Explain Everything app and other various Mathematics apps. Nominated students from Years 5 and 6 participated in the Australasian Problem Solving Mathematical Olympiad and the whole school were involved in a variety of Literacy and Numeracy Week activities.

## **Indigenous**

Quality learning and teaching experiences in Human Society and its Environment (HSIE), English and Creative Arts provided opportunities for all students to further develop their knowledge and understandings of Aboriginal and Indigenous culture. In 2015 the school was fortunate to have an Indigenous School Support Officer who worked with classroom teachers to support all students in learning about Indigenous cultures and traditions. She also worked in the classrooms supporting our Indigenous students in a variety of planned learning experiences. School assemblies also acknowledged Indigenous people as the traditional owners of the land.

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

### *Diversifying Learning*

At St Paul's we strive to be a student centred school, that provides learning and teaching experiences which are appropriate for each individual child's zone of proximal development. Staff used a variety of pedagogies and learning frameworks to diversify the curriculum and facilitate quality learning and teaching experiences for all students.

In 2015, the two Middle Leaders worked collaboratively to oversee the Managing School Wide Pastoral and Educational Concerns (MSPEC) Committee and Special Education. In 2015 both Middle Leaders and the Assistant Principal attended a 2 day workshop which was facilitated by CEDoW. The purpose of these workshops, was to build capacity amongst school staff and to improve the effectiveness of addressing diverse learning needs. The MSPEC Committee met every Wednesday morning throughout each school Term to support and assist classroom teachers in meeting the specific and individual needs of targeted students.

Throughout the course of the year the Literacy and Numeracy Tracking folders were used to record student's achievement, learning gains and progression in English and Mathematics. At St Paul's all classroom teachers are familiar with and are using the Literacy and Numeracy continua online through Sentral to monitor student progression.

Each year a Class Profile and Transition sheet is completed by each class teacher and all the necessary data is then readily available in a user-friendly format. The use of this class profile and transition sheet

has meant that the transition between teachers and Grades each year is a much smoother and more comprehensive way of documenting important information that will assist the classroom teacher for that year.

Transition and classroom profiles are used by class teachers to record individual learning experiences, for students identified as gifted and/or talented, learning needs, behavioural needs; those referred to the MSPEC Team, and discontinued students from Reading Recovery. The information on the transition form includes; areas of development and the specific strategies and outcomes that are being targeted within a specific period of time. Also recorded on the Tracking sheets, is assessment data that is updated each Term to guide planned learning experiences and as a record of interventions that have been implemented for future teachers

### *Gifted Education*

This year the school assessed all the students in Year 2 and any new students to our school in the primary years in 2015 on the AGAT test (A General Abilities Test), to identify children who could possibly be gifted. Once this group of students was identified, they were then shortlisted for a second assessment using Slossen, a verbal intelligence test. Students who performed well on both assessment instruments were then identified as being gifted or talented. Classroom teachers then set about designing individual learning experiences to challenge and support their learning.

This year students from Years 4 through to Year 6 took part in the St Teresa of Avilla Stretching Potential Through Learning in Interactive and Challenging Environments in the Diocese of Wollongong (SPLICED) program run by the Catholic Education Office of Wollongong. The children studied St Teresa's life and her philosophies on faith, and were then asked to create an artistic piece that represented her teachings. Three students from St Paul's were asked to represent the school at the retreat days facilitated by the Catholic Education Office.

In addition to the SPLICED program students were also selected from each Stage to represent our school at the Southern Illawarra Catholic Schools (SICS) enrichment days hosted at the four schools in the cluster. The students participated in learning experiences linked to the new Science Curriculum implemented this year.

### *Special Education Needs*

St Paul's continued to receive Government funding in 2015, to support the twenty-two students identified with special needs. Support at a school level was provided in a number of ways, through the development of Individual Plans (IPs), the Special Education Coordinator and the school's MSPEC Team.

Individual Plans explicitly stated the identified learning experiences and how the curriculum had been differentiated and adjusted, to cater for individual learning. The Special Education Coordinator worked collaboratively with the classroom teachers to support them in their role of diversifying the curriculum through co-learning experiences. The school's MSPEC Committee communicated regularly with each class teacher to support them in the development of programs to meet the needs of the students in their care and/or to access external intervention strategies.

The staff participated in a number of professional learning experiences in 2015 to support them with meeting the individual needs of students with special needs at St Paul's. The staff completed five online modules based on the Disability Standards, engaged in some professional learning on designing and

implementing individual learning plans and had a guest speaker from ASPECT Illawarra come and talk to the staff about Autism.

## **Expanding Learning Opportunities**

### *Competitions*

Students were provided with many opportunities to engage in learning beyond those offered in the daily school curriculum. The schools Stage 3 Mathematics enrichment class participated in the Mathematics Olympiad with one student achieving a top 20% ranking across all of Australasia. The Premier's Reading Challenge was again offered in 2015, with all of the infants' students participating this year. Those students who took the challenge were awarded with certificates in recognition of their achievements. Students in Stage 3 were also invited to participate in the South Coast Public Speaking competition and the Christmas Art Competition organised by the CEO of Wollongong and Sydney.

### **Sport**

The community at St Paul's was involved in many sporting activities. St Paul's also held three major school sports carnivals: swimming, cross country and athletics. Students could also, if successful, participate in South Coast Diocesan carnivals. As a school we again participated in the NSW Catholic Schools Basketball Challenge. The school had 9 teams ranging from Years 3 to 6 that attended the Catholic Schools Basketball Challenge in Albury. This year we had one student receive an award for their commitment to their outstanding sporting achievements at the Annual Catholic Development Fund Sports Awards. Stage 2 and 3 students participated in a number of gala days and visited sports clinics throughout the year, including a Dragon Tag clinic run by Australian Rugby League and the St George Illawarra Dragons. This year the students of St Paul's also participated in a dance-a-thon to raise funds for the school.

### **Other**

Students have had access to extra curricula activities designed to extend and enhance learning. Students in Stage 3 students participated at local and regional levels in Diocesan Public Speaking. The school also offered students the opportunity to participate in St Paul's Talent Quest, the school choir and ensemble group and be actively involved in school Masses and liturgies. Our Science Expo provided the opportunity for our staff and students to showcase the world of investigation to our wider school community.

## **Student Achievement**

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The school used a variety of assessment strategies at key points in the learning framework. These included teacher observation, projects and presentations. The school also participated 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 was communicated on a regular basis and external assessment results were discussed with parents on an individual basis.

### **NAPLAN**

NAPLAN was implemented for students in Years 3 and 5 and the results provided valuable information about student achievements in Literacy and Numeracy. Analysis of the results was used at school level to support the enhancement of literacy and numeracy outcomes for all students.

Staff had the opportunity to analyse data and reflect on areas of strength/improvement. Analysis of the 2015 NAPLAN reflected a number of strengths and areas for improvement in both Literacy and Numeracy, evidenced through our school's School Measurement, Assessment and Reporting Toolkit (SMART) data.

Areas of strength included in both Year 3 and 5 as having a greater proportion of our students in the higher bands compared to both National and State averages. In Year 3 our analysis showed that we are significantly above both State and Catholic School averages in the area of writing. Over the last three years, in the areas of reading, spelling and writing, our Year 3 data continued to show an increasing upwards trend in relation to the State and Diocesan averages. In Year 5, over the last two years we have shown significant growth to be above both State and State NSW Catholic Schools averages. As a school we have focused on professional development with staff in the key areas of reading and spelling which has resulted in steady improvement in growth averages compared to both State and National averages.

From detailed analysis of our NAPLAN data over the last three years our key area for improvement is within the area of Grammar and Punctuation. Students' growth and learning patterns from Years 3 to 5 indicated that less than 50% of our students failed to meet their expected growth targets. As a school, one of our focus areas for our School Review and Improvement (SRI) Plans for 2016 will centre around the improvement of the students understanding of the use of their Grammar And Punctuation when using their Literacy skills.

## Student Achievement in Bands

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

NAPLAN 2015: % 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	4%	44%	53%	4%	55%	41%
	National	13%	39%	48%	20%	47%	33%
Writing	School	2%	20%	78%	2%	78%	20%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	7%	51%	42%	7%	51%	42%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuation	School	5%	44%	51%	11%	53%	36%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	4%	53%	44%	7%	62%	31%
	National	17%	49%	34%	18%	55%	28%

## 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 2015: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	100%
	National	95%	93%
Writing	School	100%	98%
	National	96%	92%
Spelling	School	100%	100%
	National	93%	93%
Grammar & Punctuation	School	100%	95%
	National	95%	93%
Numeracy	School	100%	100%
	National	94%	95%

## Parent, Student and Staff Satisfaction

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### Parents

From the parent community a positive 65% of families returned the survey completed, with an average 93% of 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. The survey clearly highlighted the positive nature of the community feeling of welcome the school provides to all stakeholders.

### Staff and Students

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.



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