

Annual School Report

Primary

ST PAUL'S SCHOOL



ALBION PARK

2016



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

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:

St Paul's Catholic Primary School
PO Box 465
Albion Park NSW 2527

Ph: (02) 42562772
Fax: (02) 42564207
Email: info@spapdow.catholic.edu.au
Website: www.spapdow.catholic.edu.au

Parish Priest: Fr Richard Healey

Principal: Colleen Easton
Date: 16 December 2016

Vision Statement

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

Mission Statement

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 develop socially responsible citizens*

Message from Key School Bodies

Principal’s Message

Reflecting on the scholastic year of 2016, I am satisfied as an educational leader to report that the school has had a successful year building on the strengths of the staff. Their continual professional learning and change in pedagogy to address learning needs has had a positive response with our 2016 NAPLAN data for Years 3 and 5 and other data collected on all student learning.

The school could not operate as efficiently as it does without the support and partnership of the parents. In this partnership, it works collaboratively to connect home, Parish and school to enhance the experience of church and faith as an integral part of daily life.

The school takes this opportunity to thank our Parish Priest Fr Richard Healey, staff, parents and cares for their ongoing support and encouragement during the year.

Parent Involvement

2016 was a very successful year and the P&F Committee would like to acknowledge and share our appreciation of the hard work and commitment of so many parents, carers and friends throughout the year.

This year we have enjoyed many activities which have included the Welcome evening, Dance-a-thon, Easter Raffle, Trivia Night, Disco’s as well as providing the Mother’s Day, Father’s Day and Christmas Stalls. Through these events we have been able to provide support and funding to Information Technology resources, library resources, the working bee, Year 6 graduation and sports singlets for cross country and rugby league. We have also been able to purchase new sports tents, and tables and chairs. We continue to assist in providing meals to any families in need through our support group and providing second hand uniforms for families. This year we were also proud to assist with sponsorship to a family for athletics at National level.

I would like to thank everyone for their time and support this year, as without your support our fundraising would not be possible. It is our focus to make a difference by providing social experiences and valuable resources for our school community. May 2017 see us continue to make decisions that directly benefit every child at St Paul’s, support our school and bring the school community together.

Parents and Friends Association, President

Student Leadership

As School Captains we are happy to report that we have had very successful learning years at St Paul’s. Our teachers encourage and motivate all students to do their very best at school where our faith, safe

and caring environment is a priority. Every student is important and this is evident when students come to our school of St Paul's and they have social, emotional and learning needs, everyone is welcomed and is part of the learning community.

At St Paul's our School Principal and the Leadership Team have a strong commitment to developing student leadership across the school. We, the students, have various responsibilities as Captains and senior leaders. Our involvement gives us a sense that our contribution to the school is an important one. Everyone in Year 6 has been involved in the following Committees: Leadership, Pastoral Care, Sport, Environment, Information and Technology and Hospitality.

Daily all students are motivated to lead in other areas: Mini Vinnies, Kindergarten Buddies, School Representative Council and represent our school at the local and Diocesan levels namely: Caritas (Project Compassion), School and Diocesan Masses, Kindergarten Orientation and Transition Days, ANZAC, New South Wales Catholic Schools Basketball Challenge, annual Year 6 Leaders Day etc.

These have given us a sense of belonging, ownership and involvement with school life at St Paul's.

School Captains 2016

School Profile

St Paul's Catholic Primary School is a Catholic Systemic co-educational school located in Albion Park. The school provides a holistic education for students in years K-6 and has a current enrolment of 391 students.

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

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

Our school focuses on the core values of respect for self, respect for others and respect for the environment. This also acknowledges the presence of God within each of us and within the environment. The charisms of St Paul and St Mary of the Cross MacKillop are innately lived in that same spirit of our students and staff's approach to learning, their spiritual and other achievements and in their friendships and sport.

School Context

St Paul's Catholic Primary School is a Catholic systemic co-educational school located in Albion Park. The school caters for students in Years K-6 and has a current enrolment of 391 students.

St Paul's Catholic Primary School is situated on Tongarra Road, Albion Park. Tongarra Road is also known as the Illawarra Highway, connecting the Southern Highlands to the Illawarra.

Since 1882 the school has grown to accommodate the expanding rural district as well as to serve the many families engaged in the various industries of the area.

As a Parish School, initiated by the Parish community, it is intended that our school should be an integral and vital part of the whole Parish and, indeed, of the wider Church community. It is intended that the spiritual growth and welfare of the students be carefully integrated with sound, general and needs-based education which will be the shared responsibility of the Parish Priest, Principal, staff and parents, under the supportive direction of both Catholic and Government authorities.

Our students come from other neighbouring suburbs of Oak Flats, Flinders, Tullimbar, Haywards Bay, and Jamberoo. Parents and carers are prepared to travel long distances sometimes to seek enrolment at St Paul's.

To meet the changing demographics of the housing development in Calderwood and West Dapto the school will increase in its number of student enrolments within the next two years.

Student Enrolments

2016 enrolments	
Boys	186
Girls	205
Total	391
Indigenous	13
LBOTE	66

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 and the CEDoW website: www.dow.catholic.edu.au. Changes were made to this Policy in 2016.

Student Attendance

2016 Attendance	Male	Female
Kinder	94.7%	95.5%
Year 1	95.4%	95.5%
Year 2	96.5%	95.9%
Year 3	95.3%	95.3%
Year 4	94.4%	95.8%
Year 5	95.1%	95.4%
Year 6	96.5%	95.6%
Whole school	95.4%	95.6%

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.

This year our school was selected to be a pilot school for an administration software package called Compass. Rolls were marked electronically in Sentral for Term 1 and from Term 2 onwards using Compass. Attendance was marked every morning by teaching staff electronically using Sentral / Compass by 9:30 am each day. Office staff entered late arrivals and early leavers into Sentral / Compass using the relevant codes. A note from parents was expected if a child was away, outlining the reason for the absence. Office staff entered the reason for leave against absences once a note had been received from the parents/carers.

When parents/carers 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/carers 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 Board of Studies 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

There are a total of 23 teachers and 10 support staff at St Paul's Catholic Primary School. This number includes 14 full-time, 9 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 2016 was 94%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 90.91 %.

Professional Learning

During 2016 St Paul's Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Paul's Catholic Primary School whole school development days involving 33 staff.

These days focused on:

- First Aid Training – 3 hours
 - Policies and Procedures
 - Learning Continuum and how we access and track the learning of literacy and numeracy for students/ Professional Development Plan
 - Staff Spirituality Day - "Laudato Si"
- B. Other professional learning activities provided at school level including CEDoW run courses:
- CEDoW Policies and Procedures (30 staff)
 - "Laudato Si" Colloquium – CEO (2 staff)
 - Reading Recovery Intervention – CEO (1 staff)
 - Looking Through the Glass – Mathematics Association of NSW Professional Development (3 staff)
 - "A Light for the World – CEO (2 staff)
 - Compass Training (9 staff)
 - Child Protection Training – CEO (6 staff)
 - Human Society and Its Environment – CEO (2 staff)
 - Effective Analysis of Data – 2 hours (23 staff)
 - Primary Religious Education Rethinking Programming (1 staff)

- Google Classroom – CEO (1 staff)
- Leading Indigenous Education – CEO (1 staff)
- The Successful iPad Classroom – CEO (1 staff)
- Quality Assurance in Personal Plans – CEO (1 staff)
- NAPLAN Data Workshop – CEO (5 staff)
- First Aid Mental Health – CEO (2 staff)
- School-wide Positive Behaviours for Learning – SPB₄L (23 staff)
- Assessment and Reporting/ Analysis of Data (16 staff)
- Programming using Google Docs – 5 hours over 3 weeks (23 staff)
- Continuum Tracker and Compliance (17 staff)
- Learning Technologies (CEO 5 staff)
- ‘Understanding Dyslexia’ CEO – (3 staff)
- Gifted and Talented – CEO (1staff)
- ‘Understanding Dyslexia’ (17 staff)
- CEDoW Policies and Procedures – Dress Code (23 staff)
- Professional Development Plan/ Feedback on Peer Observations (23 staff)
- Staff Spirituality Day – Laudato Si (27 staff)
- Psychological Well Being (CEO) 23 staff
- Presentation of the Pilgrimage to the Holy Land (23 school staff and SICS (Southern Illawarra Catholic Schools Leadership Teams)
- Laudato Si – SICS (17 staff)
- Spotlight on Technology (2 staff)
- Live Life Well at School (1 staff)
- Living Mission in a secular world – CEO (2 staff)
- ACEL (Australian Council of Educational Leaders) Conference (1staff)
- Non Violent Intervention Course – CEO (1 staff)
- Performance and Development Plan (PDP)
- Student Reports (17 staff)
- School Review and Improvement Action Plans 2016/2017 2 hours (17 staff)
- Best Start – CEO (1 staff)
- (SRI) Grammar and Punctuation Scope and Sequence (17 staff)
- Transition Files – New class teachers for the following year 2 hours (17 staff)

The average expenditure by the school on professional learning per staff member was \$206.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$695.

Catholic Life & Religious Education

During 2016, staff and parents of St Paul's, with our Parish Priest 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. 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 Year 6 students attended the annual Year 6 Mass with Bishop Peter at All Saints Parish, Shellharbour. Our Pastoral Care Team attended the Launch of Mission Week at St Francis of Assisi, Warrawong. 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 \$553
- St Vincent De Paul \$423
- CEDoW Winter Sleep Out Appeal \$262

Making a total of \$1238 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. 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. Each class now tends to a garden where the environmental aspects are integrated into learning through Religion and other Key Learning Areas.

Religious Education Curriculum has been one of our School Review and Improvement focus areas throughout 2016. 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 2 artworks were displayed in the Wollongong City Art Gallery and one of our Year 5 students receiving a Highly Commended.

Eight staff members completed their journey in the Adult Spiritual Formation programs of Lamplighters and Shining Lights, offered by the Catholic Education Office.

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 2016 consisted of 57 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2016 and 57 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 five weeks of Term 3.

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

The school performed below 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 complete the tasks in the allotted time frame.

Some areas of high achievement in the Part A exam were: Understanding the Bible, Liturgy of the Eucharist, the 10 Commandments, sign of the cross, parts of the mass, The Good Samaritan story and the Lord’s Prayer.

The students’ responses in Part A showed a need for them to develop their ability to: show understanding of the season of Advent, identify the church's seasons, distinguish characteristics of sacraments and identify examples of Jesus’ ministry.

For Part A, 13.8% of students were placed in the developing level, 56.9% in the achieving level and 29.2% were in the extending level.

For Part B, 7.9% of students were placed in the developing level, 65.3% in the achieving level and 26.7% were in the extending level.

Combining Parts A and B, 14.9% of students were placed in the developing level, 63.8% in the achieving level and 21.3% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement (SRI) is an on-going 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 2016:

Key Area 1: Catholic Life and Religious Education

1.2 Religious Education

Goal: By the end of 2016, all classroom teachers will have assessed students using a rich assessment so that diverse learning needs are met.

Key Area 2: Students and their Learning

2.1 Educational potential

Goal: To develop a whole school approach to the learning and teaching of English and Mathematics in order to maximise student learning and to address the learning needs of students to ensure they reach their educational potential.

Key Area 3: Pedagogy

3.4 Planning, programming and evaluation

Goal: To improve intellectual quality of teaching and learning by ensuring programs are collaborative working documents.

3.5 Assessment and Reporting

Goal: Develop an effective whole school approach in the collection, use and deep analysis of school student data.

Key Area 4: Human Resources, Leadership and Management

4.1 Recruitment, selection and retention of staff

Goal: To have effective processes for recruitment of staff and ensure staff remain challenged and engaged in their work.

4.3 An ethical workplace culture

Goal: To promote a sustainable and positive school climate.

4.4 Succession Planning

Goal: To enable professional development opportunities in order to develop skills that will further serve the school and system of schools.

Key Area 5: Resources, Finances and Facilities

5.3 – Environmental stewardship

Goal: Using the Pope's encyclical, "Laudato Si" we will continue to embed sustainable environmental practices into the organisational structures and processes of our school

Key Area 6: Parents, Partnership, Consultation and Communication

6.2 Reporting to the community

Goal: To provide all stakeholders with an accurate and comprehensive report of student learning and ongoing improvement.

School Review and Improvement components to be reviewed and rated in 2017:

Key Area 1: Catholic Life and Religious Education

1.3 Catholic Life and Culture

Goal: By the end of Term 1 a student Social Justice Group will be established to engage in current social and environmental issues to provide support and experiential awareness within the school and wider community.

Key Area 2: Students and their Learning

2.1 Educational potential

Goal: To develop a whole school approach to the learning and teaching of English and Mathematics in order to maximise student learning and to address the learning needs of students to ensure they reach their educational potential.

2.5 Pastoral Care

Goal: To implement Pastoral Care Programs by targeting the needs of the students

Key Area 3: Pedagogy

3.5 Assessment and Reporting

Goal: Develop an effective whole school approach in the collection, use and deep analysis of school student data.

3.6 School climate, learning and environment and relationships

Goal: Creating a plan to deal with the increasing need for access to technology (working and learning in a contemporary setting) by exploring further possibilities in:

- professional development
- classroom practices
- updated policies and/or procedures

Key Area 4: Human Resources Leadership and Management

4.5 Overall compliance with legislation and other requirements

Goal: St Paul's school will be a safe and supportive environment for all members of the community.

Key Area 6: Parents, Partnership, Consultation and Communications

6.3 Linkages to the wider community

Key Area 7: Strategic Leadership and Management

7.2 Innovation, development and change

Goal: To form a strategic plan for school growth and development.

As a Catholic school, we will continue to offer opportunities for all students, staff and parents to support and nurture their faith development. We will consolidate and improve student learning outcomes, report to the student and parents regularly and continue to promote environmental stewardship.

Our strategic intent for 2017 is to continue to use data to inform our pedagogy with a focus on Exploring the Potential of Using Challenging Mathematical Tasks in Numeracy so that students will improve their learning growth.

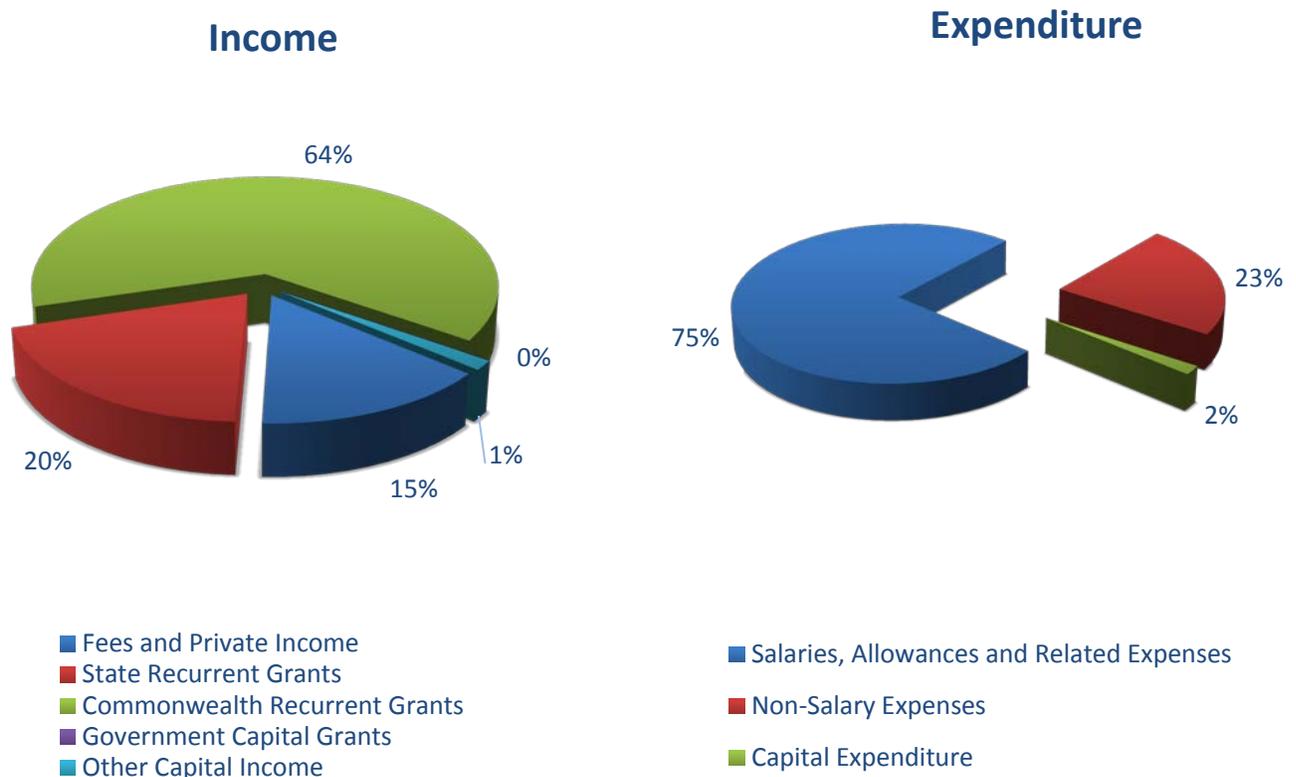
Financial Summary

In the 2016 school year the Parents and Friends Association donated \$15 000 to be used to purchase Information Technology Equipment. This money allowed us to purchase 3 SMART TVs and 3 Apple TVs for our Year 6 classrooms and the Library. We also purchased a new Data Projector for a Year 5 Classroom and relocated existing Data Projectors to other classrooms in the school. The school purchased two new laptops for the Principal and Assistant Principal and a new desktop for the Library using the School's Budget.

The Parents and Friends Association also donated \$4 474 towards the cost of new classroom furniture for Years 2, 3, 4, 5 and 6. This enabled us to purchase collaborative learning desks and chairs for these classrooms. We thank the Parents and Friends Association for their contributions of \$1 700 towards the purchase of Library Resources; \$1 500 towards the cost of the Year 6 Farewell; \$500 towards the cost of new sports singlets; and \$718 towards the cost of the Book Week Performance "Australian Folklore" attended by all students.

The school budget allocations supplied funds to purchase resources for our Key Learning Areas. The Parish School Enhancement and Debt Servicing Obligation (SEDSO) finances contributed to the external painting of the school buildings.

The following graphs reflect the aggregated income and expenditure for St Paul's Catholic Primary School, Albion Park for the year ended 31 December 2016. This data is taken from the 2016 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 continued to provide support to the students, staff and parents in 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 plans for the both classroom and no-classroom settings. The professional development of staff in order to be able to implement consistent behaviour plans has been a key focus in the development of the SPB4L Framework initiative. The success of the program can be reflected in the positive feedback gathered from the students, the parents and the staff.

An important part of our student welfare initiatives is the transition to primary school for our new Kindergarten students and the transition from Year 6 to High School. Our Kinder Orientation Program involves three extensive morning sessions in Term 4 where both the new students and their parents are 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 provide 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 are 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 is available two days per week to support students and their families. The counsellor not only provides one to one counselling, but also educates and supports staff with implementing programs for both small groups and the whole class. In 2016 a social skills group work initiative called "Let's Play Games" was again delivered to Year 1 with the assistance of the school teaching and support staff.

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's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2016.

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

St Paul's is a learning community dedicated to continual growth and improvement in both learning and teaching across all Key Learning Areas. This year there has been a targeted approach towards the gradual implementation of Google Docs for programming. A programming template was introduced for all staff to assist with a whole school approach towards programs and to ensure program compliance to Diocesan and Board of Studies Teaching and Educational Standards (BOSTES) regulations. There was a high level of professional collaboration across all stages of learning, creating a consistent and whole school approach in implementation and understanding.

Curriculum and Pedagogy

Syllabus implementation

BOSTES 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. This year saw the formal implementation of the NSW Board of Studies Australian Curriculum for Human Society and Its Environment (History and Geography) and Science. At the end of 2015 a staff meeting was held in which teachers were given the opportunity to plan as a school and as a Grade Scope and Sequences and to ensure they were familiar with the new structure and features of the new curriculum. It was a year of consolidation as teachers used the new syllabus to implement quality teaching and learning.

Assessment and Reporting

St Paul's continues to implement assessment and reporting procedures in compliance with Federal Government requirements. A focus in 2016 has been a whole school approach to learning and teaching in order to maximise student learning and to address the learning needs of students. Coupled with this was a whole school approach to assessment, in particular, implementing rich assessment tasks for Religious Education. All Grades have now prepared two rich assessment tasks per year and these assessment tasks are in the process of being uploaded to a shared folder for all staff to access through Google Docs. Staff meetings were held for teachers to plan rubrics for these assessments using a standard proforma.

St Paul's continues to use the web based program SENTRAL for student reports in accordance with Diocesan requirements. St Paul's is also a pilot school for the COMPASS Management system, a similar web base program for student information and reporting, which eventually will replace the SENTRAL program. All teachers are using COMPASS to record student attendance.

Technology supporting learning

St Paul's continues to implement the 1:1 iPad program in Stage 3. The Year Five students and teachers were involved in the Spotlight On Technology showcase of Information Technology. Teachers were also involved in the promotion of the STEM (Science and Technology, Engineering and Mathematics) program, which aims to introduce students to coding and robotics. Teachers were provided with a 'robot' and the students were involved in developing programs to make the robot move.

Cross Curriculum

Literacy strategies

Literacy continued to be a significant focus for St Paul's in 2016. In particular, teachers focused on using the Literacy Continuum to monitor and track student progress in literacy. Opportunities were provided to

the staff, through staff meetings and staff development days to participate in targeted professional learning to support their understanding and effective use of the Continuum.

In 2017 a School Review and Improvement priority will be to ensure a consistent approach to, and development of, a specific Scope and Sequence for grammar and punctuation.

As part of Book Week and Literacy and Numeracy Week celebrations all students were involved in a morning of rotational activities. Stages 2 and 3 received a visit from an author to develop their love of reading. All students were given the opportunity to participate in a story writing competition and a trivia challenge.

St Paul's again participated in the Premier's Reading Challenge. The high participation rate highlighted students' love of reading and provided an opportunity for them to participate in a State-wide initiative.

Numeracy strategies

During 2016, Mathematics continued to be a high priority. Professional Learning on the Numeracy Continuum allowed staff to develop their skills and understanding to enhance learning outcomes for the students. This resulted in explicit teaching sessions. The use of the Numeracy Continuum allowed teachers to plot where their students were, leading to quality practice in the classroom. Staff members were also given the opportunity to meet as a Stage and develop consistent assessment rubrics. Four staff also attended the MANSW (Mathematics Association of New South Wales) conference at the University of Wollongong, gaining valuable professional learning.

NAPLAN results were examined and a whole school focus in areas of need was identified. Nominated students from Years 5 and 6 participated again in the Australasian Problem Solving Mathematical Olympiad and the whole school participated in Mathematical rotational activities to celebrate Literacy and Numeracy Week.

Indigenous Education

Quality learning and teaching experiences in Human Society and Its Environment (HSIE), English and Creative Arts allowed students to further develop their knowledge and understandings of Aboriginal and Indigenous culture. The school has an Indigenous School Support Officer who worked with classroom teachers and students to support all students in learning about indigenous cultures and traditions. She also worked in the classrooms supporting Indigenous students. A National Aboriginal and Islander Day Observance Committee (NAIDOC) Liturgy was held which allowed our Indigenous students to share their culture with our school community.

Environmental Education

In 2016 in line with the Pope's encyclical on Laudato Si, students and teachers were given a garden to care for. This provided an opportunity for the students to look after creation and learn about sustainability. Students regularly attend to the gardens and foster the development of their chosen plants. 'Waste Free Warriors' encourage the school community to bring waste free lunches to school and to care for our environment.

Meeting the needs of all students

Diversifying Learning

At St Paul's we strive to provide learning and teaching experiences that are student centred and appropriate in engaging the learner. Learning is diversified using explicit teaching and the daily delivery of

modelled, guided and independent learning sessions. ILP'S (Individual Learning Plans) are used to ensure students have short term goals set so that their learning needs are fulfilled.

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 2016 on the AGAT test (A General Abilities Test), to identify children who could possibly be gifted. 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 Diocese of Wollongong Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) program. The children looked at the topic of **Sandstone, Hardwood and Heart**. This revolved around the history of the Church and their Parish. It involved writing a historical narrative and sketching the places they wrote about.

In semester two the students were involved in 'Cry of the Earth'. This project related closely to Pope Francis' Laudato Si. The students had to show how they would pose a solution for a problem on our earth.

Enrichment Days were also provided for students who 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.

Special Education Needs

Government funding was received in 2016 to support the twenty-four students identified with special needs. 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. Support at a school level was provided in a number of ways, through the development of Individual Plans (IPs), the support of 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 staff participated in a number of professional learning experiences to support them with meeting the individual needs of students with special needs at St Paul's. Staff had experience in implementing SMART Goals for students in their class and this will continue to be refined in 2017. Three teachers attended the 'Understanding Dyslexia' Professional Development Course and presented their learnings to the staff.

Expanding Learning Opportunities

Competitions

Students were provided with many opportunities to engage in learning beyond those offered in the daily school curriculum. The school's Stage 3 Mathematics enrichment class participated in the Mathematics Olympiad with six students achieving a top 10% ranking across all of Australasia. The Premier's Reading Challenge was again offered in 2016, with all of the Early Stage 1 and Stages 1 and 2 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 CEOs of Wollongong and Sydney.

Sport

In 2016 students participated in school, Regional, Diocesan and MacKillop sports carnivals in swimming, athletics and cross-country. Thirty One students competed in Diocesan Selection Trials (hockey, basketball, netball, rugby league, rugby union and touch); eight students were selected.

Stage 2 and Stage 3 students participated in Sport Gala Days including cricket, basketball, dragon tag, and netball. Other sporting events students participated in included: NSW Catholic Primary Schools Basketball Challenge; Paul McGregor and Rod Wishart Rugby League Shield and Coaching Clinics run by local sporting organisations. Five students were successful in achieving a Diocesan Sports Council Medallion and one student receiving a Diocesan Sports Council Red medallion at the Catholic Development Fund's Annual Diocesan Sports Presentation.

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

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

Staff members have the opportunity to analyse data and reflect on areas of strength/improvement. Analysis of the 2016 NAPLAN reflects 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 include Year 3 Reading, Spelling and Numeracy, where the school was above both the State and Diocesan average. In the areas of Writing and Grammar Punctuation, the school's results show that in Year 3 the school was significantly above both State and Diocesan averages and in Year 5 the school was above both State and Diocesan averages. Over the last four years, in the areas of reading, spelling and writing, our Year 5 data continues to show an increasingly upward trend in relation to the State and Diocesan averages.

Areas for improvement include Year 5 Number, Patterns and Algebra and Year 5 Spelling. In both these areas the school will continue to focus on learning growth, with an expectation that at least 75% of students meet their expected growth target.

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 2016: % 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	2%	43%	55%	15%	40%	45%
	National	12%	37%	49%	16%	47%	35%
Writing	School	3%	32%	64%	8%	73%	19%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	5%	34%	61%	8%	63%	29%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	5%	32%	63%	2%	44%	54%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	2%	53%	45%	6%	68%	26%
	National	13%	49%	36%	17%	53%	28%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

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 2016: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	97%	96%
	National	95%	93%
Writing	School	98%	96%
	National	96%	93%
Spelling	School	98%	96%
	National	94%	93%
Grammar & Punctuation	School	98%	98%
	National	96%	94%
Numeracy	School	97%	94%
	National	96%	94%

Parent, Student and Staff Satisfaction

Parent Satisfaction

From the parent community a positive 51% of families returned the survey completed. In the areas of faith development and the implementation of our SPB4L Program, the parent community were overwhelmingly supportive of the school's progress. 99% of parents surveyed either agreed or strongly agreed that the school helps their children grow in their faith and give witness to the life and mission of Jesus. The survey clearly highlighted the safe and supportive environment the school provides for all students, with over 95% of parents surveyed expressing their support for the schools initiatives in creating an environment where children feel safe and supported. From the survey, the area of assessment of children's learning and the tracking of this progress is a clear strategic initiative that the school will need to continue to focus on. Whilst 83% of parents surveyed either agreed or strongly agreed that the school's assessment and tracking of student progress is effectively communicated, the school acknowledges from the written feedback, that this is a key area that we will focus on as part of our School Review and Improvement Strategic Plan for 2017.

Student and Staff Satisfaction

Student feedback indicated that students were proud of their school, understood their rights and responsibilities and felt safe at school. They also indicated that they were pleased with how the school provided an extensive range of extracurricular experiences. Staff feedback was very positive, indicating that the school is strongly committed to developing in students a deep knowledge and understanding about Catholic tradition and promoting a respectful, safe and supportive learning environment, through the School Wide Positive Behaviour for Learning (SPB4L) framework.



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