Annual School Report 2006

Vision Statement

Our mission at St Paul’s Catholic Primary School is to support parents in developing each child’s full potential by providing quality education in a loving environment immersed in Gospel values.

Principal’s Message

2006 has been a great year in the life of St Paul’s Catholic Primary School.

Staff, students and parents have worked together as members of a learning community sharing a real sense of purpose directed towards our mission.

Students have been challenged to achieve their individual potential in all aspects of school life. Most students have enjoyed being part of a caring community where human dignity is cherished and happiness is sought.

The way students learn was a priority area this year. The staff investigated authentic learning. Authentic learning occurs when students experience a need to know, a desire to find out the answers to questions they have come up with, or how to do something - and then given the opportunity to satisfy that need.

Through the BRIDGE project, the collaborative learning venture between St Paul’s and St Joseph’s, we have been able to promote authentic learning.

BRIDGE (Building Rich Integrated Diverse Growing Experiences) provides opportunities to improve student learning outcomes, provide professional learning opportunities and foster interaction, communication and involvement across both our schools. It has provided for the development of a continuum of learning across Stages 3 and 4.

Ultimately we want to make a difference in the lives of our students. We want to develop the skills that our students will need in their life time for their futures and we want to encourage life long learning.

Expected outcomes of the project for our students include:

- Belonging to a Catholic community;
- Thinking well;
- Communicating;
- Looking after themselves, others and the world at large; and
- Being equipped for a life in the knowledge society.

Parent Involvement

The parents of St Paul’s Catholic School community play a vital role in the fostering of partnerships through the Parents and Friends Association. The P&F sponsored the Welcome BBQ for new families; managed the canteen, organised working bees and supported the sporting and social events of the school throughout the year. The P&F also actively raised funds and purchased much needed resources for the school. The major contributions this year have been four portable tents, Information Communication Learning Technology (ICLT) equipment, library and literacy resources and sporting equipment.

Parents have also been involved in providing feedback on the current reporting system, uniforms, homework policy, parking and road safety as well as being involved in the School Review and Development process. The P&F are committed to assisting in the current upgrade of the school facilities. The many parents who volunteer their time and expertise helps to guarantee the wellbeing of our students.

The Catholic Education Office is responsible for the management and policy development of 29 Parish Primary and 7 Secondary Schools in the Diocese of Wollongong. These schools operate under the guidelines, policies and procedures of the Catholic Education Office.
children and the success of our school.

P&F President

Student Leadership

This year for the first time St Paul’s had a Student Leadership Council. Our job as leaders was to represent each class in the school. Meetings were held nearly every fortnight with the Principal to discuss the good things that were happening in the school and any concerns that needed to be addressed. Classrooms were visited and students were asked if they had any problems. Any problems identified were then discussed at Student Council meetings and solutions sought. Our role was also to hand out awards at Friday assemblies. Year 6 Student

School Profile

St Paul’s Parish School was established in 1882 by the Sisters of St Joseph to serve the needs of the Albion Park Catholic Community. Initially known as St Joseph’s, the single building school commenced with three Sisters and fifty students. The school has undergone many changes over the years and presently caters for four hundred students.

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

Student Enrolments

The Enrolment Policy and Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go to the link Policies.

The average student attendance rate was 94.5%.

Staffing Profile

Members of staff continue to develop their skills to enhance their personal and professional learning through working collaboratively in teams with their grade partner/s and stage colleagues. Stage meetings with teachers from other schools in the Southern Illawarra Catholic Schools precinct have enriched this formal and informal dialogue.

There are fourteen fulltime teachers and seven part time teachers, eight support staff officers and two cleaning staff. With regard to teaching experience, there are eight teachers with twenty-five years or more experience and ten teachers with postgraduate qualifications. There is one specialist music teacher.

The school Leadership Team consists of the Principal, Assistant Principal, Religious Education Coordinator and three Coordinators. Staff retention is high, with only one teacher leaving the school in 2006. One teacher will be returning from maternity leave in 2007.

The average daily staff attendance rate for 2006 was 95.95%.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* | 100 % |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | % |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | % |

*Australian Education Institution – National Office of Overseas Skills Recognition
Culture of the Catholic School

The Catholic Identity of St Paul’s is reflected in all aspects of our school life. It is expressed in our formal and informal curriculum, in the school buildings and surrounds and most particularly in our lived relationships.

A rich variety of prayer and liturgical experiences provide opportunities to foster spirituality and enhance the Religious Education Curriculum. As well as classes attending the Parish Mass on Thursdays, significant feasts days and events are celebrated such as Ash Wednesday, and Grandparents' Masses and our Message Stick, Mary MacKillop, Vocations Awareness, Mission and Holy Week Liturgies.

Strong links exist between St. Paul’s, the Parish and the wider community. This year we have said farewell Father Peter giving thanks for his faith-filled leadership. We are thankful for the opportunity of now working closely with Father David as he shares his gifts with us.

The school actively supports the Parish Sacramental Program and works closely with parents, the Parish Pastor and catechists. Our students join with Parish children from other schools in the lessons, preparation days and Sacraments of First Holy Communion, Confirmation and Penance.

Staff continue to place priority on nurturing their own spirituality. Diocesan Faith Formation Programs have been well attended. Several staff meetings and a Twilight Retreat have facilitated reflection on fostering personal and collective wisdom in the light of the Scriptures.

The teaching staff implemented the Religious Education Curriculum set down by the Diocese of Wollongong. The new K-2 Curriculum has been enthusiastically embraced and new resources have been purchased to support these programs. This year sixty six Year 4 students completed the Religious Literacy Assessment. In the overall Performance Levels 12.90% were developing; 38.71% were achieving and 48.39% were extending.

St Paul’s assists those in need in many ways including: Project Compassion, Carmelite Friars in East Timor - $160; St Vincent de Paul Society - Winter & Christmas Appeals; Catholic Mission - $2000.

Student Welfare

St Paul’s Catholic Primary School is a community that creates a cooperative, enthusiastic and supportive environment where each person feels safe, valued and able to learn, in order to reach their full potential as persons created in the image of God. Each child is supported in building a positive self-image.

The development of a Draft Pastoral Care Policy which includes the Safe School Policy has begun with members of staff receiving professional development in the area of Rethinking Supportive School Environments.

To support the Pastoral Care Policy, the staff has undertaken professional development in order to address Diocesan and Commonwealth agendas.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in ALL Schools within the Diocese of Wollongong.

Following professional development on Values Education staff focused on the two important values of respect and responsibility. Parents were informed through the school’s newsletter and encouraged to assist in the school’s focus of these two values. Each week students also received awards when they consistently showed respect and responsibility.

Behaviour Management, which includes antibullying and harassment programs. Current procedures are diligently implemented by all staff.

Access to all policies and guidelines can be obtained by contacting the school office.

Throughout 2006 St Paul’s has continued to develop structures whereby all students and parents have access to programs which respond to their specific needs:

- ‘Seasons’ program offered to students experiencing grief or loss.
- ‘Rock and Water’ Program, a boys education program for Stage 3 students. This was conducted by a staff member from St Joseph’s Catholic High School.
- Centacare offers a Counselling service to our children and families. It is encouraging to note that our school families avail themselves of this service.
- Complaints handling is managed through the current school policy with process and procedures followed by all stakeholders.
The Complaints & Grievances Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go to the link Policies.

2006 Highlights

Several highlights include:
- Grandparents’ Day
- Drug Education Forum and Expo
- The BRIDGE project involving Year 6 and Year 7 students from St Joseph’s High School
- St Joseph’s High School Science Research Expo
- Diocesan ‘Class Act’ Creative Arts Festival
- Mission Week Dance-a-thon
- Southern Illawarra Catholic Schools (SICS) Stage Enrichment Days

Financial Summary

Following is a summary for the schools operating costs for 2006.

This year has seen the purchase of a coloured printer and new ICLT equipment; installation of the ramp and railings at the front of the school; electrical works to upgrade the demountable building; also a Scope of Works was undertaken to allow for the future electrical upgrade of all school buildings; the security system was upgraded to improve staff access; the re-keying of all school buildings was undertaken to minimise the number of keys required by staff to access buildings and blackboards were replaced with whiteboards.

The Parents and Friends Association once again has contributed generously to the purchase of resources for the Library; new ICLT equipment; a data projector for the hall; shade tents to be used at sporting carnivals and new classroom desks and chairs for Stage 3.

Our balance carried forward of $86158 is for the renovations of the administration area to include the incorporation of a sick bay which will be undertaken during the Christmas holiday break; the electrical upgrade of one section of the school buildings; and the enhancement of the front playground area including the construction of new concrete pathways to the Quiet Area and landscaping of the front entrance to the school.

After consultation with all staff the budget is prepared by the Principal and Senior School Support Officer (SSSO). Teachers are responsible for their own grade budgets and each Key Learning Area also has a budget.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance Brought Forward</td>
<td>80 661</td>
</tr>
<tr>
<td>Contribution from Parents &amp; Friends</td>
<td>66 019</td>
</tr>
<tr>
<td>School Enhancements &amp; Debt Servicing Obligation</td>
<td>76 364</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>266 373</td>
</tr>
<tr>
<td>Student Materials &amp; Activity Fees</td>
<td>71 637</td>
</tr>
<tr>
<td>Commonwealth Special Programs</td>
<td>21 003</td>
</tr>
<tr>
<td>Donations</td>
<td>7 395</td>
</tr>
<tr>
<td>Fund Raising</td>
<td>7 986</td>
</tr>
<tr>
<td>Interest</td>
<td>3 251</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$600 689</td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Teaching Expenses &amp; Materials</td>
<td>47 733</td>
</tr>
<tr>
<td>Student Activities</td>
<td>47 793</td>
</tr>
<tr>
<td>System Administration</td>
<td>120 671</td>
</tr>
<tr>
<td>School Administration</td>
<td>58 761</td>
</tr>
<tr>
<td>Maintenance</td>
<td>59 787</td>
</tr>
<tr>
<td>Furniture &amp; Equipment</td>
<td>54 282</td>
</tr>
<tr>
<td>Library Resources</td>
<td>4 980</td>
</tr>
<tr>
<td>Buildings &amp; Grounds</td>
<td>42 925</td>
</tr>
<tr>
<td>Transfer to School SEDSO Account</td>
<td>76 364</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td>$513 296</td>
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</table>

<table>
<thead>
<tr>
<th>Other Income &amp; Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Capital Grants</td>
<td>NA</td>
</tr>
<tr>
<td>Capital Expenditure on Buildings, Furniture &amp; Equipment</td>
<td>NA</td>
</tr>
<tr>
<td>State Government Interest Subsidy</td>
<td>39 891</td>
</tr>
<tr>
<td>Loan Repayment Interest</td>
<td>42 263</td>
</tr>
<tr>
<td>Loan Repayment Capital</td>
<td>30 000</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Balance Carried Forward**                  | $87 393 |

The tuition fee recovery rate for 2006 was 99.4%.

The System Administration payment covers expenditure areas such as salaries and salary related expenses, curriculum support, professional development and provision for new schools.
Learning & Teaching

Introduction

The focus areas in learning and teaching for 2006 reflected Diocesan, State and Federal priorities of improving Religious Education, literacy and numeracy outcomes for our students. The school’s Numeracy, Literacy, Religious Education (RE), Information Communication and Learning Technologies (ICLT) and Indigenous Education Plans were revised and updated providing frameworks for implementing best practice in all Key Learning Areas.

During 2006 staff has been provided with formal professional development in order to work towards improving pedagogy. A number of staff meetings were held as well as staff participation in other models of learning with our Diocesan cluster of schools in order to implement curriculum initiatives.

Teachers have implemented Assessment and Reporting according to Diocesan guidelines. This has been done through staff meetings and collaborative planning.

Curriculum & Pedagogy

Syllabus implementation

The students of St Paul’s Catholic Primary School have been provided with courses of study in order to achieve NSW Board of Studies stated outcomes.

Our school’s goals and priorities this year have been to:
- improve curriculum through integration of Key Learning Areas
- incorporate Information and Communication Learning Technologies ICLT to broaden and enrich learning and teaching
- purchase reading resources to support Stage 2

Assessment and Reporting

Assessment and Reporting has been particularly important due to the requirements of the Federal Government implementation of the A-E grading in student reports. Cooperative planning with stage colleagues has been an integral part of whole school planning during 2006. Staff also participated in stage meetings with our local cluster of schools to look at ways of sharing and cooperating across the schools.

Integration

Integration of learning across Key Learning Areas has enabled students and teachers to explore the curriculum providing diverse and meaningful activities. Through integration students begin to develop the skills of transferring knowledge across Key Learning Areas.

Technology Supporting Learning

To facilitate optimum learning opportunities and to achieve student outcomes the school’s ICLT plan is continually being revisited. The staff have improved their technology skills through professional development by participating in myclasses and TEACHnology courses and have implemented these skills into their class planning.

A variety of media is used as a learning tool across all Key Learning Areas increasing student access to technologies such as the digital camera, computer software including power- point presentations and iMovies. The skills learned are celebrated and shared at school assemblies. Students are also communicating with each other via the internet and using iChat, discussion forums and email to share their learning. The school’s web page is updated regularly and is widely used by the parents and the community to access information.

Cross-Curriculum

Literacy

Literacy strategies are continually developed particularly writing, spelling in context as a part of the writing process and reading for meaning. Matching students to appropriate texts ensures that individual students’ needs are addressed and developed.

Numeracy

Numeracy assessment and planning has continued to be a major focus for teachers this year. Emphasis has been on using children’s assessments to direct learning and teaching. Teachers supported by Catholic Education Office Education Officers, have further developed SENA Assessment for Stages 1 and 2.
Indigenous
The school’s Indigenous Education Policy was reviewed in conjunction with the Indigenous Education Officer from the CEO. The plan identifies students of Aboriginal or Torres Strait Islander decent and ensures that their learning needs are suitably addressed. The plan also identified the need to update Indigenous Education resources particularly for Stages 1 and 2. The school purchased over $1200 of resources that are available to teachers and students as a part of Indigenous components of their learning and teaching programs.

Meeting the Needs of all Students

Gifted Education
Opportunities were made available through the Southern Illawarra Catholic Schools (SICS) cluster to provide enrichment for students from Stages 2 and 3 in the areas of Science and Technology, Maths, ICLT and PDHPE.

Special Education Needs
Sixteen students with identified physical, sensory and intellectual disabilities as well as those students who are ‘at risk’, were supported through the Commonwealth Targeted Programs funding this year. These students were given additional assistance within the classroom with School Support Officers. Collaboratively, Individual Educational Plans (IEPs) were developed for each student and continual monitoring and reporting to all stakeholders ensured maximum curriculum access for the targeted students in conjunction with GoalView to track progress and keep parents informed.

Reading Recovery
There are now three qualified Reading Recovery teachers with a fourth who is currently in training. There were 17 children on the Reading Recovery Program this year with 17 students being successfully discontinued. Reading Recovery covered 31% of the Year 1 cohort.

Expanded Learning Opportunities

Competitions
Students in Stage 3 participated in the Science Research Expo held at St Joseph’s Catholic High School at which the children excelled within their Science investigations and presentations. Students also entered their Science research at the first annual Regional Science Fair held at University of Wollongong with excellent results.

Other opportunities for competition included: Wollongong Eisteddfod choirs, St Joseph’s Art Expo, CEO Toler8 competition and Diocesan Public Speaking.

Sport
Students as individuals, class or as teams represented the school or were involved in Diocesan and Regional Sports Carnivals and Gala Days including soccer, football, basketball, netball, swimming, athletics and cross country. Teams also represented the school at the NSW Catholic Primary Schools Basketball Championships in Bankstown.

Extra Curricula Activities
Students from Years 3 and 4 were involved in Class Act; Year 6 students visited Canberra and attended the Sport and Recreation Camp at Broken Bay; and Year 5 students attended the Sport and Recreation Camp at Berry.

Students from Year 6 were also involved in the K-12 BRIDGE program with Year 7 students from St Joseph’s Catholic High School.

Professional Learning
During 2006 staff members undertook a range of professional development and learning opportunities - including Assessment and Reporting including Consistent Teacher Judgment, literacy, curriculum planning including integration of Key Learning Areas, diversifying the curriculum, the introduction to the new K-2 RE syllabus, Child Protection procedures, TEACHnology, Indigenous Education Policy, effective Learning and Teaching workshops, developing assessment plans, developing syllabus scope and sequences.

Staff participated in various Leadership Conferences including Michael Fullan’s Turnaround Leadership and the Australian Catholic University’s Leaders Transforming Learning and Learners. Staff also attended the Special Education Conference at Mater Dei School. Staff participated in OHS training, SAS2000 (Office Administration program) training, Drug Education and Resilience workshops during 2006.

All staff members have undertaken several workshops regarding the introduction of A-E
Reporting as required by the Federal Government. Assessment and Reporting has been an area of significant professional development through the year. The commitment to professional learning across all areas of the learning curriculum will continue in 2007.

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the state-wide literacy and numeracy testing program 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.

**Basic Skills Test**

There were fifty one Year 3 and fifty three Year 5 students who sat for the 2006 Basic Skills Test. Year 3 is reported in Bands 1-5; Year 5 in Bands 1-6, with Bands 5 and 6 respectively being the highest.

**Year 3**

Literacy:
6% of students were in Bands 1 and 2, with 29% of students in Band 5. The best performance was in Reading, followed by Language and Writing.

Numeracy:
4% of students were in Bands 1 and 2, with 52% of students in Band 5. The best performance was in Number, Patterns and Algebra, followed by Measurement and Data and Space and Geometry.

**Year 5**

Literacy:
4% of students were in Bands 1 and 2, with 52% of students in Bands 5 and 6. The best performance was in Language, followed by Writing and Reading.

Numeracy:
4% of students were in Bands 1 and 2, with 48% of students in Bands 5 and 6. The best performance was in Space and Geometry, followed by Measurement and Data and Number Patterns and Algebra.

**National Benchmarks**

The table below indicates as a percentage the Year 3 and Year 5 of students achieving the national benchmarks.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Year 3 2004</th>
<th>Year 3 2005</th>
<th>Year 3 2006</th>
<th>Year 5 2004</th>
<th>Year 5 2005</th>
<th>Year 5 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
<td>93%</td>
<td>97%</td>
<td>91%</td>
</tr>
<tr>
<td>Writing</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98%</td>
<td>98%</td>
<td>100%</td>
<td>95%</td>
<td>98%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Note: National Benchmarks not included have not yet been published.
### Survey Results

#### Primary Students

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am proud of my school</td>
<td>44%</td>
<td>48%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>This school helps me in my understanding of the Catholic faith</td>
<td>50%</td>
<td>45.8%</td>
<td>2.1%</td>
<td>2.1%</td>
</tr>
<tr>
<td>My teacher encourages me to learn to the best of my ability</td>
<td>62.5%</td>
<td>33.3%</td>
<td>2.1%</td>
<td>2.1%</td>
</tr>
<tr>
<td>I understand my rights and responsibilities at school</td>
<td>52.1%</td>
<td>45.8%</td>
<td>0%</td>
<td>2.1%</td>
</tr>
<tr>
<td>I feel safe at my school</td>
<td>41.67%</td>
<td>47.92%</td>
<td>8.33%</td>
<td>2.08%</td>
</tr>
<tr>
<td>If I had a problem, there are people who I could approach for help</td>
<td>37.5%</td>
<td>41.67%</td>
<td>16.6%</td>
<td>4.23%</td>
</tr>
<tr>
<td>There are sporting and other activities in which I can become involved</td>
<td>68.75%</td>
<td>22.93%</td>
<td>4.16%</td>
<td>4.16%</td>
</tr>
</tbody>
</table>

#### Parents

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school offers a sound religious education program</td>
<td>69.4%</td>
<td>29.7%</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td>Parents are encouraged to be involved in the life of the school</td>
<td>56.8%</td>
<td>43.11%</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td>The school provides opportunities for students to be involved in the Parish community through prayer and liturgy</td>
<td>55.86%</td>
<td>42.34%</td>
<td>1.8%</td>
<td></td>
</tr>
<tr>
<td>Opportunities are provided to communicate with my child’s teacher</td>
<td>45.95%</td>
<td>48.65%</td>
<td>4.5%</td>
<td></td>
</tr>
<tr>
<td>The school attempts to meet the pastoral needs of the students</td>
<td>48.65%</td>
<td>48.65%</td>
<td>0.9%</td>
<td>1.8%</td>
</tr>
<tr>
<td>The facilities at the school meet the general needs of the students</td>
<td>39.65%</td>
<td>53.15%</td>
<td>5.4%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Effective communication is maintained between home and school</td>
<td>44.14%</td>
<td>46.86%</td>
<td>8.1%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Students are offered a wide range of opportunities beyond academic progress</td>
<td>27.93%</td>
<td>60.36%</td>
<td>9.01%</td>
<td>2.7%</td>
</tr>
<tr>
<td>The school provides appropriate information regarding my child’s academic progress</td>
<td>36.95%</td>
<td>53.15%</td>
<td>8.1%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

#### Staff

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school helps students to develop a knowledge and understanding about Catholic tradition</td>
<td>60%</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students understand their rights and responsibilities</td>
<td>15%</td>
<td>85%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are challenged to maximise their learning outcomes</td>
<td>15%</td>
<td>75%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>The school strives to meet the individual learning needs of students</td>
<td>30%</td>
<td>65%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>The school provides appropriate information to parents about student progress</td>
<td>35%</td>
<td>65%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>35%</td>
<td>60%</td>
<td>5%</td>
<td></td>
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</tbody>
</table>
School Renewal Priorities

The School Renewal Plan is designed to focus our actions to bring about positive change and growth. The following have been identified as key focus areas for the school during the current cycle of this plan. The School Renewal Plan generally sets directions for a period of 3 - 5 years. It is subject to regular evaluations.

- A School Renewal Plan 2007-2009 be developed which encapsulates the recommendations from the School Review Report as well as the areas the school has identified as priorities
- Members of the school community explore further the defining our vision and mission statements
- Outcomes based Scope and Sequences and Assessment Plans be developed for all Key Learning Areas for each year
- A whole school Pastoral Care Policy be developed which encompasses the National Safe Schools Framework
- A plan of action be put in place to address the short falls and layout of administration areas within the school

Progress in 2006 Towards Achievements of School Renewal Plan

- Staff worked in Stages to develop outcomes based Scope and Sequences for each KLA, for 2006 and 2007
- Continued to build and strengthen a K-12 continuum of Learning between St Paul’s and St Joseph’s Catholic High School, focusing on self directed and inquiry based learning
- Prioritised and promoted assessment for, of and as learning and worked with staff and parents to promote A - E reporting
- Further developed student leadership enabling all Year 6 to become school leaders by introducing a Student Council and establishing Teams
- Changed the structure of the Kindergarten Orientation Program to improve student learning

Priorities for 2007

- Plan for and promote World Youth Day to be held in 2008
- Build closer relationships and connections between Parish and School
- Develop a new School Renewal Plan 2007 - 2009
- Review Vision and Mission Statements
- Further improve school plant for the safety and well being of the school community
- Encourage and promote authentic learning
- Foster the learning community that has developed between our Southern Illawarra Catholic Schools cluster

The information in this report has been verified and the priorities endorsed by the Acting Director of Schools and the Head of School Services.

John Tubridy    Vicki Attenborough
Acting Director of Schools    Principal