Annual School Report 2006

Vision Statement
St Paul’s Catholic Primary School, is one of two Catholic primary schools who serve as an integral part of the Catholic Parish of Camden. With Christ as our model, we seek to educate each student in the Catholic faith tradition. We strive to provide an environment that will foster sound learning and teaching, encouraging all our students to develop to their full potential.

Principal’s Message
The 2006 School Year has been another successful one in many ways. The much anticipated building program was formally approved during the year and will commence early in 2007. The academic results have once again been excellent as evidenced by the NSW Basic Schools Results and other external assessments. Within the classrooms, the curriculum is being differentiated to cater for the students’ individual needs. The integrated units, Numeracy and Literacy are attempting to give students the opportunity to reach their own potential. The continued use of restorative justice practices has resulted in improved social skills and reduced discipline problems. Numerous opportunities have been provided during 2006 for students to represent the school. Participation has been strong in representative sport, Class Act, Tournament of Minds, Public Speaking, School Concert and School Choir. The new School Renewal Plan will be implemented from 2007 and should allow for an exciting three years ahead.

Parent Involvement
The year was again a successful one with the sense of community alive and well at St Paul’s. Consultation about the building plans was conducted with the staff and parent groups. These meetings were well attended and a decision was taken unanimously to commit to both Stage 1 and 2 of the building project. During the year a uniform committee was established and has met a number of times to evaluate the current uniform and make recommendations for possible changes. New resources such as computers and teaching aids were provided to the school during 2006 and a new school sign will be erected early next year. Socially, parents came together on a number of occasions including Grandparents Day, School Fete, the Annual Dinner Dance, Mother’s club shopping trip and numerous sporting events. The school clothing Pool continued to be an outstanding success and school banking has recently been introduced for the students. Thank you to all members of the School and Parish community.

President of St Paul’s Parents and Friends.

Student Leadership
This year the students of Year 6 have had a great opportunity to experience real leadership. The year commenced with sixteen of us attending the Young Leaders Day at the Superdome. The motivational speakers inspired all to think about being a positive influence within the school. During the year students had leadership opportunities at the school fete, as kindergarten buddies, fundraising for the missions, sporting events, Public Speaking competitions, meeting Bishop Peter Ingham, attending the Canberra excursion and developing friendships with the teachers. Students have experienced a wonderful year of Leadership.

St Paul’s Camden School Captains.
School Profile

St Paul’s Catholic Parish Primary School serves the community at Camden and is a coeducational school with students from Kindergarten to Year 6.

The school was founded in 1881 and came under the care and direction of the Sisters of St Joseph in 1883. Following the Sisters withdrawal in 1988, the school has been administered by lay Principals. Mr Christopher Paton is the current Principal. The local community of Camden takes great pride in the heritage, tradition and history attached to the school and is very proud of the students who have graduated from the school in years gone by. The local community is now eagerly awaiting the commencement of the building project which should begin by April, 2007.

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 student attendance rate for 2006 was 92.3%.

Staffing Profile

At St Paul’s Catholic Primary School there are 26 teachers who fill a number of full time and part time positions. The Leadership Team comprises the Principal, Assistant Principal, Religious Education Coordinator, four Coordinator 2 and two Coordinator 1 teachers. There are ten ancillary staff members who perform a range of duties at the school. Of these ten staff members, three are employed in the Office, four are school assistants who work mainly with students, one works in the school canteen, one does five hours per week maintenance and one is the school groundsman.

At the end of the 2006 School Year, two staff members will move onto new positions elsewhere. This represents a staff turnover of 8%.

The average daily staff attendance rate for 2006 was 97.64%.

The Professional Learning of staff this year has concentrated on three main areas: Restorative Practices, completion of a school designed Internal Review using an Appreciative Inquiry approach, and the use of technology.

The Marist Youth Team continued to work with the staff in 2006 to use Restorative Practices. Seminars were held to assist staff learn how to handle difficult interviews and ensure that restorative practices were fully utilised in the everyday life of the school. The Marist Youth Team also ran a day for Year 5 students to learn how to use Restorative Practices within their leadership role in 2007.

In the area of School Review, numerous staff meetings and a staff development day were used to develop the new school plan. Parents, Students and Staff were surveyed and a number of public meetings were conducted using the “Appreciative Inquiry” process to determine the direction the community wished the school to move. A representative group of staff members and parents, known as the Concept Team, met on numerous occasions to process the information gained from the surveys and public meetings. The new School Plan was completed in 2006 and will be launched in 2007.

The area of Information Communication Learning Technology (ICLT) continued to be a focus in 2007. Two staff members attended the Catholic Education Office (CEO) TEACHnology course and some staff meetings were used to further skill teachers. Staff members have become further skilled in the use of digital cameras, video, imovie, iphoto, myclasses and other software applications.

Besides these areas, individual staff have attended CEO inservices such as Reading Recovery, Special Certificate in Autism, Publisher, Web Page Design and numerous other courses.

Teacher Standards

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

<table>
<thead>
<tr>
<th>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

Prayer is an integral part of school life at St Paul’s. Children pray in classrooms, Monday morning assemblies, liturgies and masses. Teachers gather once a week to pray together and reflect. The school has continued to develop valuable links with the Catholic Parish of Camden. This has contributed towards maintaining a strong sense of community.

Parish links have been evidenced by the school support of the Parish Sacramental program. This year, nine teachers from the school have worked as Sacramental Associates in the Parish to implement three Sacramental Programs. Eighty three students prepared for and received the Sacrament of the Eucharist. Sixty six students prepared for and received the Sacrament of Confirmation. A number of students also prepared for and received the Sacrament of Penance. Classes have attended weekday Parish Masses, celebrated regular Liturgies of the Word and supported the St Vincent De Paul Society and Canice’s Kitchen.

A major social justice initiative within the school has been the support of the missions. In 2006, St Paul’s raised money and promoted awareness of the missions by placing collection boxes in each class. The school also held a coin donation activity during St Patrick’s day liturgy, participated in ‘Jeans for Genes’ day, had a Jump Rope Skipathon for Catholic Missions and a collection at School Concerts for Canice’s Kitchen. Students also attended a presentation by a speaker organised by Catholic mission. These activities have enriched the understanding of the children in the area of missions and social justice, and have enabled the school to raise in excess of $8,000. The money raised has been donated to Caritas Australia, Catholic Mission, St Vincent de Paul and Canice’s Kitchen. A large amount of food items and gifts have also been donated to the St Vincent De Paul Christmas Appeal. The culture of the Catholic school has continued to be guided by the Religious Education program. To support the new Diocesan Religious Education Curriculum introduced into Early Stage One and Stage One classes, resources have been made and purchased as the year has progressed. All classes have sets of Bibles and Year 6 students were presented with a Bible as a gift upon graduating from St Paul’s.

Some staff members have attended various faith and spiritual development courses in order to enrich their personal spiritual growth and teaching.

The Seasons for Growth program was conducted this year to support students who have experienced loss or grief in their lives.

**Student Welfare**

This year has seen the continued implementation of Restorative Practices across the whole school community. Professional Development has continued to be provided by the Marist Youth Team. Restorative Practices focus on the development of positive relationships and ways in which damaged relationships can be repaired in a non-threatening, non-judgemental manner. They specifically focus on the behaviour or incidents without blaming, draw out who was affected and how they were affected and direct questions towards the problem to try and resolve what needs to happen to make things right again. These practices have continued to impact greatly on the way conflict situations are resolved.

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

In light of the Restorative Practice training, the student welfare policy has been further developed to include “restorative levels” that students progress through if unable to abide by the school behaviour guidelines and expectations. The focus is very much on the repairation of relationships while still outlining certain consequences of behaviour. These restorative levels are being used in conjunction with a school merit system which continues to be a great source of recognition and reward for students who are constantly promoting and modelling positive behaviours. This year has seen over 500 students attend Principal’s morning tea as a result of attaining five Principal Awards. This is a wonderful achievement. Many students have received more than one Principal Award in 2006.

This year the school introduced an additional recognition of positive behaviour. The Mary MacKillop medallion has been implemented for students who achieve more than five Principal’s awards during their time at St Paul’s Camden. In 2006 over fifty students received the Mary MacKillop medallion.

The Complaints & Grievances Procedures can be found on the Catholic Education Office website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) then go to the link Policies.
**Highlights for 2006**

- The learning growth by students at the school, particularly in the Year 3 and Year 5 Basic Skills Tests.
- The support of Catholic Welfare agencies with donations of over $8000.
- The representation of students in sporting competitions and events such as Class Act.
- The continued successful implementation of restorative practices within the school.
- The opportunity to attend excursions designed for students to learn in a new educational setting.
- St Paul’s Open Day attended by many parents and friends.

**Financial Summary**

Each year, the school budget is determined by the ongoing needs of the school. The Principal, Assistant Principal and Senior School Support Officer set the budget using historical information from the previous year and emerging needs. This draft budget is then discussed with key stakeholders and implemented. A copy of the budget is given to the Parish Priest each month.

In 2006 a surplus was created to assist with the known budget demands for 2007. A new computer server will be purchased by the school in 2007 to replace the present server which has been experiencing difficulties coping with the increased requirements. In the area of Professional Development, Learning and Growth opportunities, a substantial amount has been budgeted to support the training of staff in “Habits of Mind”. Ten staff members will attend five professional learning days during the year and will share their learning with the rest of the staff. Invoices for student, parent and staff training in “Restorative Practices” will also be presented for payment early in 2007.

A major building project will be commenced in April 2007 and will include the building of 12 classrooms, student toilet facilities and a school canteen as part of the first stage. A contingency amount has been budgeted to cover unexpected costs, eg. Additional classroom furniture and the Official Blessing and Opening ceremony for the new buildings.

During 2006 additional laptops were purchased and the Parents and Friends group within the school raised over $50 000 through the annual School Fete. St Paul’s Camden is fortunate to have such a generous fund raising community.

<table>
<thead>
<tr>
<th>Income</th>
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<tbody>
<tr>
<td>Balance Brought Forward</td>
<td>65 955</td>
</tr>
<tr>
<td>Contribution from Parents &amp; Friends/Parish</td>
<td>46 283</td>
</tr>
<tr>
<td>School Enhancements &amp; Debt Servicing Obligation</td>
<td>109 320</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>362 873</td>
</tr>
<tr>
<td>Student Materials &amp; Activity Fees</td>
<td>111 219</td>
</tr>
<tr>
<td>Canteen</td>
<td>66 100</td>
</tr>
<tr>
<td>Donations</td>
<td>13 693</td>
</tr>
<tr>
<td>Interest</td>
<td>1 605</td>
</tr>
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</table>

**Total Income** $777 048

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Expenses &amp; Materials</td>
<td>105 687</td>
</tr>
<tr>
<td>Student Activities</td>
<td>53 233</td>
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<tr>
<td>System Administration</td>
<td>176 749</td>
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<tr>
<td>School Administration</td>
<td>77 836</td>
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<tr>
<td>Canteen</td>
<td>62 146</td>
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<tr>
<td>Maintenance</td>
<td>66 044</td>
</tr>
<tr>
<td>Furniture &amp; Equipment</td>
<td>53 544</td>
</tr>
<tr>
<td>Buildings &amp; Grounds</td>
<td>5 196</td>
</tr>
<tr>
<td>Loan Repayments</td>
<td>2 583</td>
</tr>
<tr>
<td>Transfer to School SEDSO Account</td>
<td>109 320</td>
</tr>
</tbody>
</table>

**Total Expenditure** $712 338

**Other Income & Expenditure**

- Government Capital Grants: NA
- Capital Expenditure on Buildings, Furniture & Equipment: NA
- State Government Interest Subsidy: NA
- Loan Repayment Interest: NA
- Loan Repayment Capital: NA
- Other Capital Income: NA

**Balance Carried Forward** $64 710

The tuition fee recovery rate for 2006 was 94.2%.

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
St. Paul’s Catholic Primary School continues to transform approaches to learning and teaching to improve the learning outcomes for all students.

Curriculum and Pedagogy
In 2006, Infants teachers have been eagerly implementing the new Kindergarten to Year 2 Religious Education syllabus, which was released at the end of 2005. In Year 4, students again participated in the Wollongong Diocese Religious Literacy Assessment in which students were asked a variety of questions and produced a major work based on the Creation Story. All classes participated in a variety of liturgical celebrations throughout the year and these were supported by parents.

Across all stages, units of work have been developed to reflect a more integrative approach to learning. The programs have been devised to allow students to explore a wide range of tasks from a greater number of disciplines.

A new school report was developed by the staff in 2006 to meet new Commonwealth Government guidelines. The format will continue to be reviewed in light of feedback received this year.

The Learning and Teaching continued to be enhanced by the use of ICLT including the purchase of a number of MP3 players and 10 new laptops. The MP3 players have voice recording capabilities which will allow for greater flexibility in implementing Talking and Listening strategies next year.

Cross-Curriculum
In the area of Literacy, the school continued to set excellent foundations in the younger grades and appointed a Literacy support person to work exclusively with students from Year 1. Reading materials were purchased which expanded the range of books to include a wider variety of non-fiction texts. The Reading Recovery Program continues to expand at St Paul’s with eleven teachers of the current staff all trained in this area.

In the area of Numeracy, classes in Stage 2 and some in Stage 1 developed new Mathematics programs. The programs were developed to meet the specific needs of all students in the class and student feedback has been extremely positive about their new style of learning. It has led to a greater understanding of the concepts explored as well as greater independence for the students.

During 2006 a School Support Officer (SSO) was appointed to work with Indigenous students in classrooms. Indigenous Education perspectives were integrated across all Key Learning Areas from Kindergarten to Year 6. A range of resource materials, including art prints, were purchased to enhance the awareness of Indigenous culture.

Multicultural perspectives were a focus of the Year 2 Social Skills Program this year, as well as being integrated across all Key Learning Areas. The Italian language was part of Stage One, leading to a greater understanding of other cultures.

All classes took responsibility for particular garden areas throughout the school this year. Student leaders were encouraged to design and plan environmental areas suitable for St Paul’s, Camden.

Meeting the Needs of all Students
Students with Special Literacy needs continued to be supported by individual lessons or in-class assistance by the Literacy School Support Teacher and/or a School Support Officer. Students who had successfully discontinued from the Reading Recovery Program continued to be monitored in Stages 1 and 2.

Within each classroom, teachers continued to diversify the curriculum to meet the individual needs of students. The Review Committee which monitors the progress of students, who are experiencing some difficulties with their learning, has met consistently through out the year. This committee has also organised Individual Education Program (IEP) meetings one day per term to allow for parent/teacher feedback.

There has been a focus on self directed learning. Units of work have been developed to allow for a more integrated approach to learning. These units have allowed students to explore a wide range of tasks from a variety of disciplines.

Expanded Learning Opportunities
St Paul’s believes in providing excursion and incursion opportunities that expand the students’ learning beyond the classroom environment. In 2006, these included: a Visit
to Canberra & Cooba Recreation and Education Centre, Featherdale Farm, Fitzroy Falls, Sydney Harbour Education Cruise, Bywong Goldmining Town, Old MacDonald’s Farm and providing for the students in the infants grades a Literacy Story Teller. As part of the school’s links with the local community, all students visited the Camden Show earlier this year.

Students at St Paul’s participated in a school-based Public Speaking Competition, and two students were selected to represent St Paul’s in the Diocesan Public Speaking Competition, where they presented a short speech to an audience. A Year 6 representative was successful in winning the Diocesan competition.

The Tournament of the Minds Competition provided an enriching experience for two teams of Year 5 and 6 students in Terms 2 and 3. The teams competed in the Mathematics and Engineering section and in the Language and Literature section.

In the area of Creative Arts, St. Paul’s students have had the opportunity to be involved in a variety of competitions and performances, such as St. Gregory’s Art Competition and Christmas Card Competitions. The school choir has led Masses, school liturgies and participated in Class Act and the Camden Carols Festival. Students also participated in the Class Act Performing Arts Spectacular as dancers and individual performers, danced at the fete, performed at the Grandparents Day Concert and St. Paul’s Idol at the fete. All students in the school participated the end of year concert ‘Jesus this is Your Life ‘.

The students in Stage 2 attended the Camden Art Prize exhibition at the Camden Civic Centre, where they toured the art exhibition and did a workshop with a local artist. Kindergarten students presented their art works in an Art show at the fete.

In the area of Personal Development, Health and Physical Education (PDHPE), the students have participated in many activities in 2006. During Mission Week, St. Paul’s fundraising activity was a skipathon, involving all students from Kindergarten to Year 6. Students competed in a wide range of carnivals, such as Swimming, Cross Country and Athletics, progressing on to represent Catholic Education at Regional, Mackillop and State level. One student represented Mackillop at State level in Hockey in Melbourne.

Students were given the opportunity to represent St. Paul’s at Regional and Diocesan Gala days. Seventy students comprising girls and boys represented the school at the Western Region Soccer Gala Day, ninety students attended the State Futsal (soccer) competition and netball gala days and seventy students participated in the Tiger Shield Soccer carnival. In Rugby League, the students competed in Modified Touch Rugby League, the Dairy Farmer’s Cup, the Western Suburbs Knockout and the Independent Rugby League competition, where the team played off for the grand final.

Skills Development days included AFL Paul Kelly cup for Years 3 to 6 and Milo Cricket for Years Kindergarten to Year 2.

Professional Learning

During 2006 many staff members were involved in professional learning and growth opportunities. All staff continued to learn how to use “restorative practices” within a Restorative Justice environment. The Marist Youth Team provided three afternoon sessions for all staff, to learn how to use restorative practices more effectively.

A number of staff attended professional learning and growth opportunities provided by the Catholic Education Office (CEO) Wollongong. Opportunities included a Certificate in Special Education, TEACHnology, Reading Recovery, Spiritual Formation, Literacy and Numeracy.

Information Technology continued to be a focus in 2006 with many staff members becoming further skilled in the use of digital cameras, video, imovie, iphoto, myclasses and the pedagogy required to use this technology to extend the students’ learning.

All staff participated in the development of a new School Renewal Plan during 2006. During the development of this plan, staff attended numerous staff meetings and a Staff Development Day where they were challenged to deliberate, discuss, dream and design a School Renewal Plan incorporating the combined wisdom of all stakeholders within the school and Parish community. A tremendous amount of professional learning and growth occurred for all staff members,
parents and students involved in the
development of the new plan.

**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 ninety five Year 3 and ninety 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:
10% of students were in Bands 1 and 2, with
26% of students in Band 5. The best
performance was in Reading, followed by
Language and Writing.

Numeracy:
13% of students were in Bands 1 and 2, with
23% of students in Band 5. The best
performance was in Number, Patterns &
Algebra followed by Measurement & data and
Space & Measurement.

**Year 5**

Literacy:
0% of students were in Bands 1 and 2, with
63% of students in Bands 5 and 6. The best
performance was in Writing, followed by
Reading and Language.

Numeracy:
2% of students were in Bands 1 and 2, with
51% of students in Bands 5 and 6. The best
performance was in Space & Geometry,
followed by Number Patterns & Algebra and
Measurement & Data.

The following graphs give an indication of the
learning gains made by students in their journey
from Year 3 to Year 5.

**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></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>98.9</td>
<td>100</td>
<td>98</td>
<td>95</td>
<td>92.7</td>
<td>97</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>100</td>
<td>98</td>
<td>99</td>
<td>93.9</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.5</td>
<td>100</td>
<td>100</td>
<td>98</td>
<td>95.1</td>
<td>97</td>
</tr>
</tbody>
</table>

*Note: National Benchmarks not included have not yet been published*
**Survey Results**
(Results shown as a percentage)

### 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>52</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>This school helps me in my understanding of the Catholic faith</td>
<td>56</td>
<td>41</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>My teacher encourages me to learn to the best of my ability</td>
<td>58</td>
<td>37</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>I understand my rights and responsibilities at school</td>
<td>57</td>
<td>41</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>I feel safe at my school</td>
<td>51</td>
<td>43</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>If I had a problem, there are people who I could approach for help</td>
<td>42</td>
<td>49</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>There are sporting and other activities in which I can become involved</td>
<td>63</td>
<td>32</td>
<td>2</td>
<td>3</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 helps my child to develop a knowledge and understanding about Catholic tradition</td>
<td>63</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides various opportunities for me to become involved</td>
<td>38</td>
<td>62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is challenged to maximise his/her learning outcomes</td>
<td>15</td>
<td>54</td>
<td>29.5</td>
<td>1.5</td>
</tr>
<tr>
<td>The school strives to meet my child’s individual learning needs</td>
<td>17</td>
<td>53</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>The school provides appropriate information about my child’s progress</td>
<td>20</td>
<td>51</td>
<td>23</td>
<td>6</td>
</tr>
<tr>
<td>The school offers a range of co-curricular activities</td>
<td>20</td>
<td>66</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>The teachers are genuinely interested in the welfare of my child</td>
<td>37.5</td>
<td>55</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>38</td>
<td>53.5</td>
<td>7</td>
<td>1.5</td>
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<tr>
<td>The school effectively communicates information about activities and events</td>
<td>50</td>
<td>40</td>
<td>8.5</td>
<td>1.5</td>
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</table>

### Staff

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<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>62</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students understand their rights and responsibilities</td>
<td>12</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are challenged to maximise their learning outcomes</td>
<td>42</td>
<td>50</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>The school strives to meet the individual learning needs of students</td>
<td>44</td>
<td>44</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>The school provides appropriate information to parents about student progress</td>
<td>48</td>
<td>52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>46</td>
<td>54</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.

- Update the learning and teaching, and general school facilities to meet the learning needs of students in a digital age, and to provide a more conducive working environment for staff
- Strengthening the Parish/School relationship so that liturgical involvement by students and families is enhanced and becomes more active.
- Further development of a school based “Student Welfare Policy” to support the building of positive relationships amongst all members of the St Paul’s community.
- Continued development of pedagogy that assists all members of the St Paul’s community to gain an understanding of how students learn best.

**Progress in 2006 Towards Achievements of School Renewal Plan**

- During 2006 the school experienced the continued implementation of the Restorative Justice Program with new staff and consolidation with present staff. A particular emphasis was staff/student relationships and student/student relationships. A core group of 30 Year 5 students were trained in Restorative Practices in preparation for student leadership in 2007.
- Numeracy development has continued during 2006. Students and teachers in Years 1, 3 and 4 worked with the Assistant Principal to allow the teaching of mathematics to be student centred.
- School staff has continued to develop a whole school pedagogy about how children learn best.
- A school designed Internal Review using an Appreciative Inquiry approach was completed.
- There was a continued emphasis on Social Skills. Centacare again assisted with the delivery of programs to Year 2 students.
- The use of technology to enhance student learning continued during 2006. There was a greater use of myclasses during the year.

**Priorities for 2007**

- Use of an open plan classroom in Stage 2 in preparation for new buildings
- Implementation of new School Renewal Plan
- Completion of the first stage of the building project comprising 12 classrooms, new toilets and school canteen
- Full implementation of the new Religious Education syllabus for Kindergarten, Year 1 and Year 2
- Establishment of a number of Working Parties to support: enhanced Parish/School links, greater involvement of parents in the school, design and building of a new playground which extends learning beyond the classroom
- Professional learning involving “Habits of Mind”

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
Acting Director of Schools

Mr Chris Paton
Principal