Annual School Report 2007

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
Our Bishop, Bishop Peter Ingham named 2007 as the ‘Year of Welcome’ and in that spirit our new Director of Schools, Mr Peter Turner was welcomed to the Wollongong Diocese at the beginning of the year.

Through the support and guidance of our Bishop and Director we have reaffirmed our commitment to the ongoing development of a strong Catholic ethos in our school and the promotion of excellence in learning and teaching. There are many challenges facing school leaders and teachers today and we work to fulfil the hopes and expectations of all our students. Our profession is about commitment and relationships and being learning centred. We draw inspiration from the life of Jesus Christ as revealed in the Gospels and from the lives of St Paul and Mary MacKillop. We are also committed to making St Paul’s a place where love, reconciliation and compassion are evident and where hope is real and practiced.

We give life and meaning to our school motto by being people who are Constant in Faith. We endeavour to be a community that enables all people to grow in the fullness of who God calls them to be, by fostering the spirit of Mary MacKillop and continuing in our Josephite traditions.

Parent Involvement
There are many ways for parents, or grandparents to be involved at St Paul’s; volunteering at sporting carnivals, helping in the canteen or at working bees, or being part of the Parents and Friends Association (P&F). The P&F work in partnership with the staff of the school in order to benefit the children. Feedback is provided on a range of issues requiring consultation with parents. Decisions on grant applications are made, and how best to allocate funds to assist with school resources. The P&F is involved in many areas from fundraising, social events and support for families in need. Parent involvement allows us to work together in order to build a better community.

Student Leadership
2007 has been an exciting year for Year 6 at St Paul’s. As elected school leaders we were involved in a Southern Illawarra Catholic Schools’ (SICS) Leadership Day where we met VIP’s such as Natalie Bassingthwaighte and Andrew Daddo.

We met with community leaders such as returned soldiers and our Local Federal Member of Parliament, Jennie George, which made our trip to Canberra even more educational.

Our Social Justice Committee has raised money for St Vincent de Paul Society and we donated ipod shuffles to the school.

We have loved going up to St Joseph’s Catholic High School for INTEL to help prepare us for next year.

All Year 6 contributed to making the school a better place for everyone.

School Captains
School Profile

St Paul’s Catholic Parish Primary 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 Priest, Principal, staff and parents.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>202</td>
<td>198</td>
<td>400</td>
</tr>
<tr>
<td>2006</td>
<td>215</td>
<td>189</td>
<td>404</td>
</tr>
<tr>
<td>2007</td>
<td>206</td>
<td>197</td>
<td>403</td>
</tr>
</tbody>
</table>

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.

Student Attendance for 2007

<table>
<thead>
<tr>
<th></th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>89.9</td>
<td>90.5</td>
</tr>
</tbody>
</table>

Professional Learning

The staff at St Paul’s are a professional learning community committed to their professional learning to facilitate quality learning and teaching in their classes. During 2007 staff members undertook a range of professional development and learning opportunities related to improving student outcomes.

St Paul’s whole school professional learning days involved 25 staff. These days focused on:
• Thinking Skills and critical analysis of classroom practice,
• First Aid training, and
• Spirituality.

Pedagogy has underpinned the Inquiry Based Learning Project to meet the changing needs of our student population. Critical reflection of teaching practice with a view to improving the quality of learning and teaching in classrooms has been at the core of the Thinking Skills Curriculum implemented through the Inquiry Based Learning Project. It has been the major focus as a school based project implementing new planning formats using Multiple Intelligences and Habits of Mind.

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

<table>
<thead>
<tr>
<th>Professional Learning Activity</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Inquiry Based Learning: 2 days</td>
<td>20 staff participated at an average cost of $200 per person</td>
</tr>
<tr>
<td>Inquiry Based Learning support and implementation: series of meetings during Term 1</td>
<td>20 staff participated at an average cost of $200 per person</td>
</tr>
<tr>
<td>Event</td>
<td>Participants</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Leadership conferences: ACU Catholic Leadership &amp; ACEL Imagining New Leadership</td>
<td>5 staff</td>
</tr>
<tr>
<td>Spirituality Development Day</td>
<td>20 staff</td>
</tr>
<tr>
<td>Professional Journals and subscriptions</td>
<td>Made available to 34 staff</td>
</tr>
<tr>
<td>Employee Self Services online staffing</td>
<td>30 staff</td>
</tr>
<tr>
<td>Apple AST Day</td>
<td>1 teacher</td>
</tr>
<tr>
<td>SICS planning days &amp; meetings</td>
<td>5 staff</td>
</tr>
<tr>
<td>Habits of Mind training</td>
<td>2 teachers</td>
</tr>
<tr>
<td>First Aid Training</td>
<td>25 staff</td>
</tr>
<tr>
<td>Autism &amp; Aspergers Training</td>
<td>4 staff</td>
</tr>
<tr>
<td>Difficult &amp; Challenging Behaviours</td>
<td>1 teacher</td>
</tr>
<tr>
<td>Helping children manage stress and anxiety</td>
<td>3 staff</td>
</tr>
<tr>
<td>Wollongong Leadership Conference</td>
<td>2 teachers</td>
</tr>
<tr>
<td>Rock &amp; Water Training</td>
<td>2 teachers</td>
</tr>
<tr>
<td>Wollongong Principals’ Conference</td>
<td>2 teachers</td>
</tr>
<tr>
<td>Autism Spectrum Disorder Special Education Certificate</td>
<td>2 staff</td>
</tr>
<tr>
<td>Reading Recovery support</td>
<td>1 teacher</td>
</tr>
<tr>
<td>Using data to improve literacy &amp; numeracy outcomes</td>
<td>3 teachers</td>
</tr>
<tr>
<td>New Scheme teachers</td>
<td>1 teacher</td>
</tr>
</tbody>
</table>

- Indigenous Education policy,
- Board of Studies compliance assessment planning,
- Board of Studies compliance: Scope & Sequences,
- Safe School Policy including anti-harassment & bullying, pastoral care,
- Cooperative planning with stage and grade partners,
- Copyright: processes and implications for schools,
- Stage meeting with peers from SICS schools,
- English block including spelling and writing strategies,
- ESS online payroll system,
- RE literacy feedback and future planning,
- Online ordering of supplies,
- Assessment & reporting – consistent teacher judgement, and

The school has an allocation of 13 professional learning days. These days were used to offset the cost of replacement teachers to release teachers to attend courses.

School based expenditure on professional learning in 2007 was $3484. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**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

**Staff Professional Learning undertaken during 2007.**

- Curriculum planning including integration of KLA’s,
- Implementation of the new K-2 RE syllabus,
- Child Protection Procedures,
Culture of the Catholic School

The journey our school family walks has Jesus beside us guiding us along the way, helping us to make sense and gain access to the Scriptures, responding through action and celebration of God in our lives and the whole of Creation.

This year there has been a variety of prayer and liturgical celebrations involving all staff and students. These include morning prayers at Assembly and weekly staff prayer.

Some of the liturgies and Masses were Holy Week re-enacted by different grades, St Joachim’s Feast Day (Grandparents’ Day), Mary Mackillop Mass and International Day of Peace where a plaque was presented recognising the Dharawal nation as traditional owners of the land.

The links between school and Parish have continued to grow with classes attending Thursday morning Parish Masses and Sunday Masses, and class visits with our Parish Priest. Our school supports the Parish Sacramental Program working and liaising with parents, Parish Priest and catechists, and joining Parish children from other schools in lessons, preparation days and the Sacraments. Students from other grades were given the opportunity to be initiated in the Sacraments through the RCIC program.

Staff continued to develop their spirituality with teachers and school support staff attending overnight retreats and participating in a staff day highlighting the Season of Advent.

The launch of “On Holy Ground” has impacted on the sustainable improvements of our school environment with students and staff creating and improving gardens in the school environment.

Our school supported Catholic Missions ($985.25) and World Vision ($74.00) with help from the Year 6 Student Social Justice Team and staff. Activities included a Mission Box Challenge, a Talent Show and acts of giving. St Vincent de Paul was also strongly supported through Winter and Christmas Appeals.

Student Welfare

St Paul’s Pastoral Care Policy was based on the Catholic Education Office’s Pastoral Care Policy. The Safe Schools Framework principles are reflected in our Pastoral Care Policy that was developed this year through a process of consultation and negotiation with staff and parents. It is a working document for all stakeholders. This draft document was presented to the school’s Parents and Friends Association to inform them of the Pastoral Care initiatives and the direction the school takes in its implementation.

In 2008 our school will undertake professional development to implement the Marist Youth Care Restorative Justice Program, which emphasises relationships and responsibility.

The OH&S committee has been instrumental in ensuring that the safety of the staff, students and visitors to the school is met by regular inspections, review and procedures. This is an important component of the Safe Schools Framework.

Behaviour Management and Anti-Bullying and Harassment

Another important component of the policy was the Behaviour Management and Anti-Bullying programs. The school saw this as a priority this year. The staff clearly identified staff and students’ rights and responsibilities in the Pastoral Care document and the playground rules reflect the procedures and expectations of staff in providing safety for all members of the community. There are high expectations of student behaviour based on the Safe Schools Framework. The PDHPE curriculum is adjusted to address these initiatives and there is continual dialogue between staff to implement strategies that address student needs.

Formal communication processes exist between school and parents to address inappropriate behaviours using the Complaints Handling procedures. This policy is based on procedural fairness. It recognises that parents must have access to processes that allow them to resolve concerns and complaints. This has been a positive initiative for all stakeholders in promoting care and concern for everyone.

Respect and Responsibility

St Paul’s School continues to actively promote a safe and tolerant learning environment where values of respect and responsibility are at the core of the Behaviour Management and Anti-Bullying and Harassment plan and procedures. Values Education was integrated into the PDHPE program this year and each grade reflected on a value and demonstrated these in the culmination at the very successful St Paul’s Day Values Expo.
The Rock and Water program for Year 6 students this year provided them with skills and strategies to model the values of respect and responsibility, encouraging a positive attitude to learning and a sense of achievement in being proactive in difficult situations.

The school has access to a counsellor who addresses emotional and social needs. Centacare provides this service one day a week. The school also implements the Seasons Program.

Students are continually affirmed for their achievements by their teachers, Principal, parents and the wider community.

To comply with the NSW Reform Act 1990, Corporal Punishment is banned at St. Paul’s Catholic Primary School, Albion Park. Access to all policies and guidelines can be obtained by contacting the school office.

The Complaints and Grievances Procedures can be found on the Catholic Education website: www.ceowoll.catholic.edu.au then go to the link Polices.

**Financial Summary**

This year has seen the purchase of new laptops, electrical upgrade, landscaping to the front playground and the construction of concrete pathways to allow easier access to the back of the school. The pathways and landscaping were funded by an Investing in our Schools Grant, and the Parish School Building Fund. We have also been granted a second ISOP Grant to purchase an interactive whiteboard and the upgrade of the driveway access into the front playground and staff carpark. The Parents and Friends Association have contributed to the purchase of Library resources, new technology equipment and also monies towards the electrical upgrade. SEDSO funded the refurbishment of the primary and infants toilet blocks. The Budget is prepared by the Principal and Senior School Support Officer after consultation with staff.

The following graphs reflect the aggregated income and expenditure for St Paul’s Catholic Primary School Albion Park for the year ended 31 December 2007. This data is taken from the 2007 financial return to the Australian Government Department of Education, Employment and Workplace Relations.
Learning & Teaching

The focus areas in learning and teaching for 2007 reflected Diocesan, State and Federal priorities of improving Religious Education, literacy and numeracy outcomes for our students. The school’s Numeracy, Literacy, ICLT and Indigenous Education plans were revised and updated providing frameworks for implementing best practice in all Key Learning Areas.

During 2007 the staff has been provided with formal professional learning opportunities 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. Teachers have also developed Scope and Sequences for each Key Learning Area complying to Board of Studies requirements.

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 Inquiry Based Learning,
• incorporate Information, Communication and Learning Technologies to broaden and enrich learning and teaching,
• purchase reading resources to support Early Stage 1 and Stage 1.

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 learning and have implemented these skills into their class planning.

A variety of media is used as learning tools across all KLA’s increasing student access to technologies such as the digital camera, computer software including Power-point presentations, Garage Band 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 and Numeracy

The staff has further developed their knowledge of effective literacy and numeracy practices.

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 CEO Education Learning Officers, have further developed SENA Assessment for Stages 1 and 2.

Indigenous

The school’s Indigenous Education Policy was reviewed with the Indigenous Education Officer from the CEO. The Indigenous Education Committee in conjunction with parents applied for and received a grant from the Federal Government under the Parent School Partnership Initiative program. The program entitled Indigenous Education: Education for all had the key objective to strengthen the capacity of parents and the community to work with the school to improve the education outcomes for all students, particularly indigenous students. This grant has enabled the school to provide an Aboriginal Artist in Residence for both 2007 and 2008. As well as author visits and yarn up groups with local elders in planning for 2008.

Environmental

Inspired by “On Holy Ground” environmental issues were a major feature of the learning and teaching curriculum. Parents and members of the community and students worked together to create no dig gardens, mulch and weed existing gardens, maintain worm farms and played environmental games.

Meeting the Needs of all Students

Diversifying learning / Gifted Education / Special Education needs / Self directed learning

Diversifying Learning

The Learning Community Project based on the pedagogy of Inquiry Based Learning allowed students and teachers to explore ways to diversify the curriculum to address learning needs. The concepts of Multiple Intelligences and Habits of Mind enabled students to participate in a thinking skills curriculum, self-
directed learning and investigate their talents by developing new thinking skills.

Special Education Needs
Thirteen 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
St Paul’s has four qualified reading recovery teachers with a fifth who is currently in training. There were sixteen children on the Reading Recovery Program this year. Fifteen students were discontinued and 1 was referred off the program. Reading Recovery covered 29% of the Year 1 cohort.

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

Stage 2 students had many learning experiences during their Enrichment time in the Key Learning Area of Creative Arts. They learned new skills in sketching portraits, calligraphy, drama, wool craft and prepared singing items for the Wollongong Eisteddfod and Class Act. The students presented their completed work at school assemblies and were very satisfied with the skills they had developed and achieved.

Students as individuals, class or as teams represented the school or were involved in several extra curricula activities including:
- Wollongong Eisteddfod Choirs,
- St Joseph’s Art Expo,
- Diocesan Public Speaking,
- Canberra Excursion,
- Year 5 camp at Berry,
- Visiting the Mary Mackillop Centre in North Sydney. and
- SICS Year 6 Leadership Day.

Sport
Students participated in school, regional and Diocesan sports carnivals in swimming, athletics and cross-country. Stage 3 and Stage 2 students also participated in Sport Gala Days including soccer, rugby league, basketball, and netball. 25 students competed in Diocesan Selection Trials (cricket, hockey, basketball, soccer, netball, rugby league and tennis). Eight students were selected while one went on to become a Mackillop representative. Other sporting events include:
- NSW Catholic Primary Schools Basketball Championship in Albury,
- St George Dragons Schools’ Relay Competition,
- NSW Mark Taylor Shield Cricket Competition,
- Paul McGregor and Rod Wishart Rugby League Shield,
- Rock and Water Boys’ Education Program in Stage 3, and
- Coaching clinics run by local sporting organizations.
- K-12 BRIDGE Project between St Joseph’s and St Paul’s Schools.

Several staff members have been involved in the development of a learning program for students in Year 6 with students from Year 7. The InteL (Integrated Learning) project has enabled the two schools to develop closer links to facilitate the learning of students. InteL has enabled Year 6 & 7 students to work together researching and presenting their work. Stage 2 students completed units of PDHPE with Year 9 students. Year 11 students participated in the SICS Year 6 Leaders’ Day, and hospitality from St Joseph’s students provided refreshments at the Seniors’ Day.

Professional Learning in specific targeted / priority areas
Specific targeted priority areas for professional learning fall into three main areas: managing challenging behaviours and helping children manage stress and anxiety as part of the Safe at School Policy, completion of the Special Education Certificate by some staff specialising in Autism Spectrum Disorder supplemented by Autism and Aspergers training; and Inquiry Based Learning pedagogies for addressing learning needs and diversifying the curriculum.
**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, and 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 62 Year 3 and 66 Year 5 students who sat for the 2007 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: 15% of students were in Bands 1 and 2, with 8% of students in Band 5. The best performance was in Writing, followed by Language and Reading.

Numeracy: 23% of students were in Bands 1 and 2, with 16% of students in Band 5. The best performance was in Measurement and Data and Space and Geometry, followed by Number, Patterns and Algebra.

**Year 5**

Literacy: 5% of students were in Bands 1 and 2, with 66% of students in Bands 5 and 6. The best performance was in Writing, followed by Reading and Language.

Numeracy: 8% of students were in Bands 1 and 2, with 47% of students in Bands 5 and 6. The best performance was in Measurement and Data, followed by Number, Patterns and Algebra and Space and Geometry.

**Learning Gain — Literacy**

<table>
<thead>
<tr>
<th>Bands</th>
<th>Year 3 2005</th>
<th>Year 5 2007</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<tr>
<td>6</td>
<td></td>
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</tbody>
</table>

**Learning Gain — Numeracy**

<table>
<thead>
<tr>
<th>Bands</th>
<th>Year 3 2005</th>
<th>Year 5 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td>6</td>
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**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 2005</th>
<th>Year 5 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td>94</td>
</tr>
</tbody>
</table>

Note: National Benchmarks not included have not yet been published

**Parent, Student & Teacher Satisfaction**

30% of the parent population is represented in the following survey results. 97% identified opportunities for parent participation in school activities, and communication between school and home as areas of strength. On the other hand, 24% recognised that catering for individual needs and maximising learning as areas for future development.

97% of students enrolled in Year 4 and 5 were surveyed to gain an understanding of student satisfaction. 97% agreed that the school provides a range of sporting and extra-curricular activities. The students also identified teacher encouragement and understanding their rights and responsibilities as areas of strength. Student safety was highlighted by 12% as an area for future development.

70% of the current teaching staff were surveyed and are represented in the following results. The development of knowledge and understanding of the Catholic tradition, the communication between the school and home and meeting the individual needs of all students were identified as areas of strength. In contradiction to the students’ results, 46% of the teaching staff identified that students’ understanding of rights and responsibilities is an area for future development.
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 nurturing, celebrating community of faith is created where Gospel values are central, where Catholic traditions are taught and where the Josephite Charism inspires our lived response to faith.
- A 3 year Strategic Outlook 2008-2010 be developed which encapsulates the recommendations of the new School Review and Improvement document.
- A restorative culture be created where every person feels welcomed, respected, valued and safe.
- A student centred, student directed learning environment be promoted, which will be well resourced and based on up to date pedagogy.
- The NSW Government campaign, ‘Live Life Well @ School’ to be implemented to encourage students and families to lead healthier lifestyles and avoid ill health.

Progress in 2007 Towards Achievements of School Renewal Plan

- Our Bishop named 2007 as ‘The Year of Welcome’ and in that spirit students and their families were invited to celebrate being part of the Parish community at Sunday Masses throughout the year.
- INTEL otherwise known as Integrated Learning has continued to be a successful initiative between St Paul’s Year 6 and St Joseph’s Year 7.
- The SICS (Southern Illawarra Catholic Schools) precinct developed a Charter to allow the four schools to continue to work cooperatively and to achieve sustainability.
- Year 6 students took part in the ‘Rock and Water’ course to build resilience and self esteem as part of our ‘Safe School Environment’ program.
- Developing a ‘thinking culture’ across the school has been made possible through our Learning Community Project, ‘Inquiry Learning’.

Priorities for 2008

- Build closer relationships and connections between parents, Parish and School.
- Engage in and celebrate Journey of the Cross and Icon and World Youth Day activities.
- Review Vision and Mission Statements and promote core values.
- Create a restorative culture where every person feels valued, accepted and supported.
- Provide professional and emotional support to engage with the Quality Teaching Framework.
- Adopt healthy lifestyle practices and choices that involve good food habits and daily physical activity.

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

Peter Turner  
Director of Schools

Vicki Attenborough  
Principal