Annual School Report 2007

Vision Statement
"A catholic community that respects the dignity of all and strives to provide a quality learning environment focused on the life of Jesus."

Principal’s Message
It is with pleasure that I present the 2007 Annual School Report. The 2007 School Year has been a very productive year and the report details the achievements and future planning of the School and Parish Community.

Parent Involvement
The Parents and Friends Association plays an active role in supporting the school and the students. This year the Parents and Friends Association provided Literacy and Numeracy resources, material for the classrooms, new computers in the classrooms and new sporting uniforms for the school.

The 2007 School Year has been very busy and successful for St Paul’s. During the year the school has been supported by the parents, who have generously given of their time and have become involved in a broad range of activities in the life of the school. These included the Fete, classroom activities, the tuckshop, Mother’s and Father’s Day stalls, the Pastoral Care Committee, working bees and supporting the school’s participation in community events like Brigadoon and World Youth Day activities.

Parents and Friends President

Student Leadership
St Paul’s Parish Primary School has given the students many learning opportunities throughout the year. These included prayer services, liturgies, classroom learning experiences, excursions, sporting carnivals, fundraising activities and the Year 6 and Kindergarten Buddy program. In addition, the Year 6 student leaders participated in the, annual Leadership Conference in Homebush Bay and hosted school assemblies and special visitors throughout the year. The annual gift to the school by Year 6 was a lectern, which will be used at school assemblies.

School Captains

School Profile
St Paul’s Primary is a one stream coeducational Catholic school within the Parish of Moss Vale. Students who attend the school predominantly reside in the Moss Vale and southern outlying areas. The Parish covers this area and includes five station churches.

The school has enjoyed a long history being originally established by the Brown Josephite Sisters and located at, 'Kalurgan', Browley St, Moss Vale. From there the school moved to a new site and was staffed by the Dominican Sisters. In December 1947 the school moved to its present Garrett Street site with students commencing in January 1948.

In 1986 the Dominican Sisters formal role with the school ceased and the first lay principal was appointed in 1987. The rich history with religious orders continues today with the Pauline Fathers joining the Parish in 2002. The motto "All to All" reflects the strong faith culture of St Paul’s, which promotes Gospel values and teachings. Today the school continues the fine tradition of its early days by
carrying on the vision of Catholic Education for the Catholic community of Moss Vale.

**Student Enrolments**

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<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tbody>
<tr>
<td>2005</td>
<td>84</td>
<td>85</td>
<td>169</td>
</tr>
<tr>
<td>2006</td>
<td>76</td>
<td>83</td>
<td>159</td>
</tr>
<tr>
<td>2007</td>
<td>67</td>
<td>92</td>
<td>159</td>
</tr>
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The enrolment Policy and Procedures can be found on the Catholic Education Office (CEO) website www.ceowoll.catholic.edu.au then go to the link Policies.

**Student Attendance for 2007**

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<thead>
<tr>
<th></th>
<th>Male (%)</th>
<th>Female (%)</th>
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</thead>
<tbody>
<tr>
<td>Boys</td>
<td>90.5</td>
<td>91.0</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
</tr>
</tbody>
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**Staffing Profile**

In 2007 St Paul's staff comprised of 7 full-time teachers and 4 part-time teachers, who provide executive release and classroom literacy and numeracy support, a part-time Teacher Librarian and a part-time Reading Recovery Teacher. School support is provided by 3 School Support Officers, who work in the office, library and classrooms and a Senior School Support Officer who is the School Office Manager. The school is led by a Leadership Team consisting of the Principal, Assistant Principal, Religious Education Coordinator and a Coordinator 1.

Members of the teaching staff have a range of teaching experience, from six years experience to more than 25 years experience. Four teaching staff have continued their learning, and attained post graduate qualifications. The staff retention rate for 2008 was 100 % and the average daily staff attendance rate for 2007 was 99.05%.

During 2007 all staff, including teachers and Support Officers, undertook professional learning activities related to improving student outcomes. This professional learning took place in school time as well as out of school hours and included:

1. Whole school development days involving 16 staff and these days focused on,
   - Scope and Sequences for Key Learning Areas.
   - Gifted and Talented Education Plan.
   - Adult Spirituality and Faith Development.

2. Other professional learning activities provided at school level including CEO run courses, included:
   - University Of Wollongong, Leadership Conference
   - Animators Program
   - Religious Literacy
   - K-2 Religious Education Curriculum
   - ACEL National Conference
   - Autism Spectrum Disorder
   - Anaphylaxis Training
   - Supporting Students with a Language Disorder
   - School Administration System (SAS),
   - Network meetings for Principal, Assistant Principal, Religious Education Coordinator, Key Learning Area Coordinators, Teacher Librarians, Information Communication and Learning Technology Coordinator, Senior School Support Officer and School Support Officers
   - Assessment and Reporting
   - Using data to Improve Literacy and Numeracy
   - Reading Recovery
   - School Vision and Mission

School based expenditure on professional learning in 2007 was $4100. This is in addition to expenditure on professional learning opportunities provided by the CEO

**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>100%</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>100%</td>
</tr>
</tbody>
</table>

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

During 2007, the Parish Priest, Staff and Parents of St Paul’s have continued to share the responsibility for the spiritual growth, welfare and education of the students. Liturgical celebrations continued to provide opportunities for our faith community to celebrate our commitment to Christ, looking to Him as our spiritual guide. Students and Staff joined parishioners regularly for Mass to celebrate special feast days.

Throughout the year, significant Church and community occasions, ANZAC Day, Grandparents Day, and NAIDOC Week were commemorated with special liturgies. A highlight of the year occurred in early Term 4, when the three Catholic Primary Schools in the Southern Highlands joined together in Stage groups to pray together and to celebrate Liturgies of the Word or Mass. There were also opportunities for children to attend Mass as a school and to receive the Sacrament of Reconciliation.

Father Marek visited the classrooms and the children were engaged regularly in whole school prayer. Children also were involved in Mission Week, and the celebration of Feast Days such as our Parish and School Feast of St Paul. In addition our Year 6 students, along with other Year 6 students from our area, attended the Diocesan Year 6 Conversation with Bishop Peter Ingham.

The school has involved itself in parish celebrations such as Weekend Class Parish Masses and the Parish Sacramental Program. This year we had 11 children receive the Sacrament of Reconciliation for the first time, 11 children received First Eucharist and 15 children received the Sacrament of Confirmation.

In 2007 the successful continuation of the new Religious Education Curriculum for K-2 took place. The Staff continued their faith formation through weekly communal prayer and by participating in the biannual Spiritual Formation Program, this year based on Benedictine Spirituality. This program was held over 2 terms, culminating in a Staff Retreat Day with Sr Anna Warlow.

The school supported the winter appeal and the Christmas Hamper appeal for St Vincent de Paul, as well as the work of Caritas and Catholic Mission. The staff held a breakfast to support the work of the Good Samaritans Rural Outreach Program in rural Western Australia.

**Student Welfare**

During 2007 the school continued to use the Pastoral Care Committee that was established in 2006. This committee was able to continue providing practical support to members of the school community by welcoming new families, supplying meals at times of need and supporting students in the classroom and on the playground.

A Centacare counsellor worked at the school one day per fortnight and provided student counselling when required. The students in Year 6 were supported in preparing for high school through the "Hit the Ground Running" Program. The Seasons for Growth Program was run this year, providing students with support during a time of grief and loss.

A buddy system existed between Kindergarten and Year 6 which assisted the younger students with their introduction to primary schooling and provided them with a mentor. When Kindergarten children attended their Orientation Day in 2006, they were 'buddied' with a student from the Year 6 class. This provided them with a familiar face for their first year at school. The Year 6 student then took on the responsibility of assisting their Kindergarten buddy in becoming familiar with the routines of school. Kindergarten were assisted with such things as becoming aware of where to eat at recess and lunch, knowing where to play and where the tuckshop and toilets are located. The 'buddy' relationships then continued to grow through the year during structured time in the classroom and playground interaction. By the end of 2007 a strong bond was established and the Kindergarten children were provided with practical support for their first year at school.

Time was spent during Term 4 for students to explore ways of playing safely in Stage Groups. This included conflict resolution skills and different games. A data base has been developed which allows the school to track students who experience problems on the playground. The data base helps the school identify students who need extra support and the areas in the school where problems occur. This also allows the school to track these behaviours over time.

Positive behaviour was recognised through the School Merit system. All students received
recognition for their achievements throughout the year. The Principal’s Awards are given for positive behaviours that reinforced the School Rules and Gospel Values. Merit awards were given for academic achievement in the Key Learning Areas.

The Complaints and Grievances Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go to the link Policies. In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in ALL Schools within the Diocese of Wollongong. Access to all policies and guidelines can be obtained by contacting the school office.

Financial Summary

The school continued to be upgraded throughout the 2007 School Year. The maintenance plan for the school was completed and the SEDSO and the School Building Fund were used to pay for school maintenance and school upgrades. Through fundraising activities the Parents and Friends Association provided computer technology, resources to the classrooms and school library and sporting uniforms. The School Fete was the major fundraiser of the year and continued to be very successful.

The balance carried forward in the 2007 budget was required to meet demands for outstanding invoices, teaching resources ordered for the beginning of school year and learning resources and equipment for 2008.

The following graphs reflect the aggregated income and expenditure for St Paul’s Catholic Primary School Moss Vale, 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 and Teaching

Introduction

In keeping with our Vision and Mission Statement the Staff at St Paul’s are dedicated to providing each student with quality Catholic learning and teaching to inspire them to be life long learners.

Curriculum and Pedagogy

Quality catholic learning and teaching is our core business and we endeavour to provide this to all students in a caring learning environment. Teachers follow the NSW Board of Studies documentation and the Wollongong Diocese Religious Education Curriculum.

A comprehensive Literacy program was delivered in Stage 2 & 3 for small groups of students, in two one hour sessions twice a week. Throughout Terms 1, 2, & 3 the focus was on different writing genres and in Term 4 the focus concentrated on exposing and developing the Stage 3 children to a variety of poetry genres. The success of this program in 2007 will see it maintained in 2008.

A Numeracy program was also delivered for students in Stage 1, 2 & 3. Small group learning has been a huge success, allowing students to work in a closely monitored environment. As part of the Numeracy experiences the school participated in National Maths Day on the 18th May. The students were involved in a variety of activities, with the mystery number competition and the pretend shop being highlights on the day.

A Staff Development Day on Developing Scope and Sequence was held early in 2007, to
allow the Staff to review, develop and implement a Scope and Sequence Plan for each Key Learning Area. This was lead by an Education Officer from the CEO.

Assessment for learning and assessment of learning is an ongoing and everyday experience for teachers and students and is based on syllabus outcomes. A wide range of assessment tools are used to guide and plan for future learning and teaching. These include the Basic Skills Tests and the Primary Writing Assessment in Years 3 & 5, Early Literacy Assessment in Kindergarten and SNAP and ELLA results from Chevalier College.

At St Paul’s we appreciate the importance of learning technology as an effective tool for learning and teaching. All classes have access to computers in their room and Stage 2 & 3 have access to four laptop pods and teachers use a variety of applications and programs in their class. Digital video, cameras and data projectors are available for use by each Stage. Through the availability of technology, the students are able to present their research and class work as a multi-media presentation.

Cross Curricular
Where possible the Learning and Teaching programs are integrated across the Key Learning Areas and these are implemented in a variety of ways. Excursions enhanced the learning experience. Students visited Canberra, Bwyong Gold Mining Village, Moss Vale Show, Fitzroy Falls Education Centre, Hoskins Park Nature Reserve, Local High School Performances and Nan Tien Temple.

Visiting guest speakers spoke to the students on a variety of topics. These included, the Life Education Program, Local Aboriginal Elders, Andrew Chinn, Book Week Author and Caritas Australia. The students participated in NAIDOC activities assisted by some local representatives. These activities included, Storytelling, Face Painting, Aboriginal Dancing and Damper making.

Students presented a Creative and Practical Arts Performance at the Moss Vale Services Club. The theme was “Ole King Cole”. Students from K-6 were involved in music, dance and drama in this performance. The annual Talent Show in Term 4 was also successful, with 30 students performing a variety of act for the school community.

Book Week 2007 celebrated the theme “Readiscover”. A “re-discover” dress-up parade was held and students participated in a variety of Book Week activities based on the award winning books. The day culminated in a Book Week bingo game. Throughout the week a successful book fair was also held.

The whole school participated in the biannual school fete. The theme for the fete was Pirates and Princesses. Students contributed to the fete by drawing, painting or creating a portrait of themselves to be sold.

Meeting the Needs of all Students
Reading Recovery continues to be an effective program for Year 1 students. A new teacher will be training in the Reading Recovery Program in 2008 and she will be ably supported by the existing teacher. Eleven students successfully completed the Reading Recovery Program in 2007.

A small number of children are funded under the Special Education umbrella and with the aid of the computer program Goalview, teachers were able to record and develop goals for their students. The School Review Committee supports students with learning or other difficulties and specific programs were developed to cater for their strengths and weaknesses. In 2007 a number of children represented St Paul’s in Nowra at the Tournament of Minds. This was the inaugural year of participation and the school is looking forward to participating again in 2008.

Expanded Learning Opportunities.
An increasing number of students participated in the University of New South Wales Educational Assessment Competitions. In 2007, students achieved 7 distinctions, 3 credits and 35 participation awards in the English, Mathematics and Science competitions.

Students also participated in the Diocesan initiative to celebrate National Literacy and Numeracy Week, a Writing Competition, “The Magic Pot”, the Diocesan Public Speaking Competition and the Premier’s Reading Challenge. Other curricular activities designed to extend and enhance learning included, active participation in Grade Masses, School Liturgies, Varied Gala Sports Days and carnivals, presenting at School Assemblies and participating in the local ANZAC Day march.

The Life Education Van Program complimented the development of the Health outcomes in the PDHPE Syllabus. In Term 4, Stage 2 students participated in the Sport and Recreation SWIM SAFE Swimming Program.
The Commonwealth Government, Investing in Our Schools Program enabled St. Paul’s to purchase 24 new computer laptops, trolleys for the laptops and new library furniture. The use of Information Communication Learning Technology (ICLT) was enhanced in the Stage 2 & 3 classrooms, all with internet access.

**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 14 Year 3 and 21 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: 0% of students were in Bands 1 and 2, with 21% of students in Band 5. The best performance was in Language, followed by Reading and Writing.

Numeracy: 7% of students were in Bands 1 and 2, with 14% of students in Band 5. The best performance was in Number, Patterns and Algebra, followed by Measurement and Data, Space and Geometry.

**Year 5**

Literacy: 0% of students were in Bands 1 and 2, with 70% of students in Bands 5 and 6. The best performance was in Reading, followed by Language and Writing.

Numeracy: 0% of students were in Bands 1 and 2, with 76% 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.

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.

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<thead>
<tr>
<th></th>
<th>2005</th>
<th>Year 3</th>
<th>2006</th>
<th>Year 3</th>
<th>2007</th>
<th>Year 3</th>
<th>2005</th>
<th>Year 5</th>
<th>2006</th>
<th>Year 5</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.3</td>
<td>100</td>
<td>100</td>
<td>96.7</td>
<td>100</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>95.7</td>
<td>92.0</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.7</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
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Note: National Benchmarks not included have not yet been published
Parent, Student & Teacher Satisfaction

The parents, school staff and the year 5 and 6 students were surveyed and below is a summary of the results from the surveys.

Parent Survey
40% of families responded to the survey. From these responses the strengths and future developments were identified.

Strengths
- Develops a knowledge and understanding about Catholic tradition
- Provides various opportunities for me to be involved
- Maximises student learning outcomes
- Teachers are genuinely interested in the welfare of my child
- Provides a safe and supportive environment
- Effectively communicates information about activities and events

Future Development
- Provide a range of co-curricular activities
- Provide appropriate information about my child’s progress
- Meet the individual learning needs

Student Survey
36 students responded to the survey and below are the strengths and areas for future development.

Strengths
- Proud of the school
- School helps me in my understanding of the Catholic School
- Teachers encourages me to learn to the best of my ability
- Feel safe at school

Future Development
- Understanding my rights and responsibilities at school
- People who students can approach for help
- Sporting and other activities in which students can be involved

Staff Survey
The results from the staff survey indicated that the staff strongly agree or agree with the statements below.
- The school helps the students develop a knowledge and understanding about Catholic Tradition
- Students understand their rights and responsibilities
- Students are challenged to maximise their learning outcomes
- School strives to meet the individual learning needs of students
- School provides appropriate information to parents about student progress
- School provides a safe and supportive environment
School Renewal Priorities

The School Review and Improvement Plan is designed to focus our actions to bring about positive change and growth. The Plan sets the directions for a period of 5 years. The following have been identified as key focus areas for the school during the current cycle of this plan 2008 to 2012. The plan is subject to regular evaluations.

- Catholic Life and Religious Education
- Students and their Learning
- Pedagogy
- Human Resources, Leadership and Management
- Resources, Finance and Facilities
- Parents, Partnership, Consultation and Communication
- Strategic Leadership and Management

Progress in 2007 Towards Achievements of School Renewal Plan

- Completed the Values Education Forum
- Reviewed and Updated School Policies
- Updated four Key Learning Area Scope and Sequence Plans
- Staff attended a Personal Spirituality Day
- Literacy and Numeracy groups continued in Stage 2 & 3
- Additional steps were taken to finalise Gifted Education Plan
- New computers were purchased to support the ICLT Plan
- Seasons for growth Program held in Terms 2 and 3

Priorities for 2008

- Implementation of the new School Review and Improvement Plan
- Revision of the school’s Vision and Mission
- Integration of Information Communication Learning Technologies (ICLT)
- Evaluation of ICLT resources
- Provision for the diverse needs of learners
- Review of assessment processes
- Examination of parental involvement
- Participation in World Youth Day
- Celebration of the school’s 60th Anniversary

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

Anthony Kenna  
Principal