About This Report

St Paul’s Catholic Primary School, Albion Park is registered by the Board of Studies (NSW) and managed by the Catholic Education Office, Wollongong, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan. Following its submission to the Board of Studies, the Report will be available on the school’s website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

Further information about the school or this Report may be obtained by contacting the school:

St Paul’s Catholic Primary School
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Albion Park  NSW  2500
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Fax:   (02) 4256 4207
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Parish Priest: Fr David Catterall

Principal:    Vicki Attenborough

Date:        12 December 2008
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.

Message from Key School Bodies

Principal’s Message
As another year comes to an end we can look back on a wonderful year at St Paul’s – our 125th Anniversary year, the International Year of St Paul and the journey of the WYD Cross and Icon to St Paul’s Parish. Celebrating our past and present and anticipating our future confirmed we all have helped build a rich history and tradition. St Paul’s School certainly has a bright future ahead of it, serving those most important people of all, our children. I would like to sincerely thank the students, staff and parents for their hard work and ongoing commitment. Particular thanks to Fr David Catterall for his support and interest in our school community. I acknowledge and thank our wonderful staff for all they have done and continue to do to build and nurture the children’s faith and love of God, love of learning, and love of self and others. I celebrate the achievements of 2008 and look forward in anticipation to another exciting year to come.

Parent Involvement
2008 saw the Parents and Friends Association face many challenges, that included volunteers experiencing financial pressures and loss of time to assist with school activities. Despite this the P&F continued to fundraise responsibly to maintain current fundraising activities and seek opportunities for community participation. P&F events have been enthusiastically supported by all families. We look forward to the future with confidence as we work together to improve the connection between parents and their children, school and parish.

Parents and Friends Association, President

Student Leadership
2008 has been an exciting 125th 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 Aaron Wood, the Prime Minister’s Environmentalist of the Year, 2007 and participated in workshops. We met with community leaders, returned soldiers from Concord’s Kokoda Track, and our Local Federal Member of Parliament, Jennie George, which made our trip to Canberra even more educational. To celebrate our 125th year, we came to school in old fashioned clothes and participated in old school yard games like skipping. We also met some Sisters from the Order of St Joseph’s, and learnt more about our founder, Mary MacKillop. We have loved going 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 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 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>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>
<tr>
<td>2008</td>
<td>195</td>
<td>206</td>
<td>401</td>
</tr>
</tbody>
</table>

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

Student Attendance for 2008

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>89.9%</td>
<td>91.0%</td>
</tr>
</tbody>
</table>

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.

Consultation with their colleagues, leadership team and peers from other schools enabled all teachers to stay current with their professional learning. Staff members have engaged in a variety of professional and personal learning experiences. These have been detailed in the Learning and Teaching section.

St Paul’s has twenty-four teachers of which there are fifteen fulltime teachers and nine part time teachers, eight school support officers and two cleaning staff. With regard to teaching experience, there are nine teachers with twenty-five years or more experience and fourteen teachers with postgraduate qualifications. There is one specialist Music teacher who teaches all classes over the week and a teacher who works in the library to provide literature based and research activities to fifteen classes. One Reading Recovery teacher supported Year 1 students this year.

Assisting the teachers in the classroom were five School Support Officers (SSOs). The SSOs
worked with teachers to support the learning of individual students and in small groups mainly in the areas of numeracy and literacy. Other roles for SSOs include assisting in the library and supporting students with special needs. Three of the eight school support officers work in the office attending to school enquiries, managing school finances and assisting the Principal. Two ancillary staff maintain the cleanliness of the classrooms and school grounds.

The school Leadership Team consists of the Principal, Assistant Principal, Religious Education Coordinator and three Coordinators. They are allocated release time each week to perform leadership duties.

The teaching staff at St Paul’s has a wide range of experience. The qualifications of teachers consist of 6 Masters Degrees and 17 Bachelor Degrees.

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

* Australian Education Institution – National Office of Overseas Skills Recognition

**Staff Attendance**

The average daily staff attendance rate for 2008 was 95.34%.

The staff retention rate is high at St Paul’s Catholic Primary School, Albion Park with 87% of the teaching staff remaining for the 2008 school year.

**Professional Learning**

The teaching and school support staff of St Paul’s are a professional learning community committed to their professional learning to facilitate quality learning and teaching in their classes. During 2008 staff members undertook a range of professional development and learning opportunities related to improving student learning outcomes. Teachers have demonstrated a wonderful generosity of time and talent in providing a wide range of activities and experiences to cater for the interests and learning styles of the students.

St Paul’s School professional learning days involved 25 staff. These days focused on:
• Restorative Justice;
• Spirituality; and
• Diocesan Learning and Teaching Framework (DLTF).

St Paul’s implemented the *Diocesan Learning and Teaching Framework* (DLTF) as a pilot school. The DLTF is an inclusive document that articulates beliefs about the nature of the learner and learning in a Catholic school and the dimensions and elements of quality learning and teaching. The staff was encouraged to reflect on their teaching practice using a ‘critical friend’ and the DLTF.

Scope and sequences for each Key Learning Area (KLA) have continued to be developed to ensure that all outcomes are covered throughout the year across the Stages. Each grade’s scope and sequence has included content, assessment strategies and stated outcomes and resources used. The development of scope and sequences has provided excellent professional dialogue and learning for teachers, ensuring the curricula is delivered at the highest standard.

Other professional learning activities included:

• Primary Learning Technology Professional Learning (1 teacher participated);
• Stewardship Conference (1 teacher participated);
• Mathematical Association of New South Wales Annual Conference (1 teacher participated at a cost of $365);
• Creative Writing Workshop for Teachers (1 teacher participated);
• Word Training – Focus Personal Training (1 staff participated at a cost of $682);
• Australian Schools Library Association Conference (1 teacher participated at a cost of $395);
• Australian Council for Educational Leadership Conference (2 staff participated at a cost of $1600);
• Special Education Conference (1 teacher participated at a cost of $600);
• Rock on Water Training (1 teacher participated at a cost of $695);
• Professional Journals and subscriptions (made available to all staff at an average cost of -$10);
• Diocesan Learning & Teaching Framework DLTF (5 teachers attended at an average cost of $300 per person);
• Restorative Justice (25 staff attended at an average cost of $2090);
• School Review and Improvement (SRI) (an average cost of $300 per person);
• Students with Autism & Aspergers Training (2 staff participated);
• Primary Speech and Language Workshop (1 teacher participated);
• Reading Recovery Support (1 teacher participated at an average cost of $60);
• New Scheme Teachers (3 teachers participated);
• National Assessment Plan for Literacy and Numeracy (NAPLAN)
• Analysing Data Workshop (1 teacher participated);
• Critical Friend Project (3 teachers participated at an average cost of $1000); and
• Spirituality Development Day (20 staff involved at an average cost of $1300).
Staff professional learning undertaken during 2008 included:

- Curriculum planning including integration of KLA s;
- Implementation of the K–2 Religious Education Syllabus;
- Child Protection procedures;
- Indigenous Education Policy & planning;
- Board of Studies compliance: Assessment planning;
- Board of Studies compliance: Scope & Sequences;
- Safe School Policy including anti- bullying, harassment and Restorative Justice practices;
- Cooperative planning with Stage and Grade partners;
- Reading Recovery Research project;
- Stage meetings with peers from SICS schools;
- English block including spelling and writing strategies;
- SAS(2000) & ALICE training;
- Religious Education literacy feedback and future planning;
- Online ordering of supplies; and
- Live Life Well @ School Project.

The school has an allocation of 14 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 2008 was $3890. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Culture of the Catholic School**

This year there have been many opportunities for students, staff and parents to engage with their Catholic faith. One important event for St Paul’s Catholic Primary School was the Journey of the World Youth Day (WYD08) Cross and Icon. The cross was a visible sign of the connectedness of Catholics throughout the world. Another significant event was World Youth Day 2008. Some students gained first hand experience of WYD08 through attendance at World Youth Day events both in the Illawarra and in Sydney.

The relationship between school and Parish has continued to develop this year, through our participation in school and Parish liturgies, Children’s Parish Liturgical Choir and Sacramental programs. Staff members have continued to nourish their own spirituality by participating in weekly staff prayer, attending spiritual formation courses and quiet reflection days during the school holidays.

We reached out to the wider community by actively supporting Project Compassion, Catholic Mission, and the St Vincent de Paul Winter Appeal and Christmas Appeal. Amounts donated to these charities totalled $1912.85.
**Student Welfare**

Student welfare was identified as a priority in 2008 as part of the Pastoral Care Policy. Staff, students and parents were involved in the Marist Youth Care Restorative Justice Program. Our school together with Stella Maris Catholic Primary School applied for a Learning Community Project for this to be undertaken.

The Occupational Health and Safety committee is committed to making St Paul’s Catholic Primary School a safe place for our staff and students. Many initiatives have been completed this year, relating to the safety and security of students and staff.

**Behaviour Management and Anti–Bullying and Harassment**

The Pastoral Care Policy clearly identifies staff and students’ rights and responsibilities in managing behaviour in the classroom and the playground. Programs such as Rock and Water, PALS, Everyday Peacemakers have been implemented this year. These programs complement the PDHPE curriculum.

**Respect and Responsibility**

The rights and responsibilities of all students are respected and valued at St Paul’s. The implementation of the Restorative Justice practices and principles encourages students to care for each other and take responsibility for the welfare of others. The formation of the Peer Support Group gave Year 6 the opportunity to assist teachers with student welfare.

The Complaints & Grievances Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go 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

In the year 2008 the P&F have contributed $17,500 towards furniture for the Year 4 classrooms, library resources, laptops and a laptop trolley. The school contributed $14,000 towards the purchase of laptops. Together with school budget allocations and Government Grants we have continued to resource our Key Learning Areas, installed water tanks (from Water Community Grant), continued landscaping to school staff driveway, and upgrades to the front school entrance. We have undertaken the Live Life Well @ School Project and completed our spending from the Parents School Partnership Initiative (PSPI) Grant for 2007-2008 period for Indigenous Education.

The following graphs reflect the aggregated income and expenditure for St Paul’s Catholic Primary School for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Learning & Teaching

Introduction
In keeping with our mission as a Catholic school, the staff have continued to be dedicated to the learning of every student in a quality, Catholic, learning and teaching environment. Teachers encourage students to be life long learners who are responsible school and community members.

The focus areas in learning and teaching for 2008 reflected the Diocesan, State and Federal priorities of improving Religious Education, literacy and numeracy outcomes for our students. St Paul’s was a pilot school for the Diocesan Learning & Teaching Framework (DTLF). This pilot program enabled staff to focus their teaching strategies to ensure that the learning needs of the students were addressed. The School’s Numeracy, Literacy, Information Communication Learning Technology (ICLT) and Indigenous Education Plans have been revised and updated providing frameworks for implementing best practice in all Key Learning Areas.

Curriculum and 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; and
• use the DTLF as a basis to explore and renew teaching practice.

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 school-based professional learning. A variety of media is now used as a learning tool across all KLA’s increasing student access to technologies such as the digital camera, Smart Board, 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.

Assessment and Reporting
During 2008 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 procedures according to Diocesan guidelines. Teachers have also developed Scope and Sequences for KLAs complying with NSW Board of Studies (BOS) requirements.
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.

Cross Curriculum
Literacy and Numeracy
The staff has further developed their knowledge of effective literacy and numeracy practices through school-based professional development.
Numeracy assessment and planning has continued to be a major focus for teachers this year. Emphasis has been on using student’s assessments to direct learning and teaching. Teachers supported by Catholic Education Office 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. During 2008 several Indigenous artists, performers and authors visited St Paul’s School. The initiative has been particularly successful in establishing positive relationships with the local Indigenous community.

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

Meeting the Needs of All Students
Diversifying Learning
Two teachers under the title of ‘Critical Friend’ undertook the Learning Community Project (LCP) based on the pedagogy of lesson study. Critical Friend with lesson study is a critical reflection of teaching practice with practical strategies implemented to continue to improve learning and teaching in the classroom. This LCP will continue into 2009.

Special Education Needs
Eighteen students with identified physical, sensory or intellectual disabilities as well as those students, who have been identified as ‘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 CEC Individual Plans to track progress and keep parents informed.
**Gifted Education**

Students were given the opportunity to participate in a range of activities during the year. Twenty one students were selected and nominated by teachers to participate in the Tournament of Minds Competition. The students ranged in age from Year 2 to Year 6. The competition required children to work in a team environment to complete an open task in the areas of Language Literature, Maths Engineering and Social Science. Eight Year 5 students participated in the Maths Olympiad Competition. This gave students the opportunity to compete against each other and other schools, completing a series of five Mathematical tests over five months. The Mathematics Challenge enrichment program was introduced for Year 6 and gave talented students in this area, the opportunity to further extend themselves by working both individually and within a team to complete six Mathematical investigation tasks over a three week period.

**Reading Recovery**

We are fortunate at St Paul’s to have five qualified reading recovery teachers with a sixth who will undertake training in 2009. There were nineteen students on the Reading Recovery Program this year. Seventeen students were discontinued. Reading Recovery covered 36% of the Year 1 cohort. Two students were referred for longer term literacy assistance.

**Expanding Learning Opportunities**

In 2008, Years 5 and 6 students were invited to enrich their learning by participating in the University of New South Wales ‘International Competitions and Assessments for Schools’ in the areas of Mathematics, English and Science.

**Eisteddfod**

All students K-6 were given the opportunity to participate in the Wollongong Eisteddfod in the area of Choral Singing.

**Public Speaking**

Two students were selected to represent our school at the Diocesan South Eastern Region Public Speaking Competition. This provided a wonderful opportunity for the students, as it allowed them to display their talents in this area.

**Sport**

Students participated in school, Regional, Diocesan and MacKillop sports carnivals in swimming, athletics and cross-country. Stage 2 and Stage 3 students also participated in Sport Gala Days including soccer, rugby league, basketball, and netball. Twenty six students competed in Diocesan Selection Trials (cricket, hockey, basketball, golf, softball, netball, rugby league, rugby union, AFL and touch); twelve students were selected while two went on to become MacKillop representatives. Other sporting events students participated in included:

- NSW Catholic Primary Schools Basketball Championship in Goulburn;
- NSW Mark Taylor Shield Cricket Competition;
- Paul McGregor and Rod Wishart Rugby League Shield;
- Rock and Water Social Skills Education program in Stage 3;
- coaching clinics run by local sporting organisations;
- Indigenous Traditional Games.

- 12 -
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 Integrated Learning (InteL) 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.

Professional Learning
A specific targeted priority area for professional learning was managing challenging behaviours and to help children manage stress and anxiety as part of the Safe School Policy. This major focus for professional learning has been addressed by the Marist Youth Care Restorative Justice program. Marist Youth Care works with school communities over a 12-month period developing a "whole school approach" in Restorative Practices. As a philosophy, Restorative Justice provides schools with a framework of management that moves away from the traditional punitive response. While still providing limits and consequences, it looks for ways to repair the damaged relationships and improve existing relationships. The Restorative School believes in the "Three R's" - Relationships, Responsibility and Relevance.

Another focus this year has been on programming and the development of Scope and Sequence documents. This has involved professional dialogue, and curriculum staff meetings have been focused on inservicing of staff in this area.

Also during 2008, professional learning for staff has continued to be centered on the Inquiry Model of Learning. It is anticipated it will continue, with a focus to develop this model across the school.

Our School Review and Improvement preparation also involved a range of professional learning activities, and enabled us to reflect on our teaching practices and plan a clear direction for the future.
**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Plan for Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

**Religious Literacy Assessment**

The Religious Literacy Assessment program for Year 4 students was successfully implemented within our school in 2008.

The school cohort consisted of 51 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 54 completed the Extended Task (Part B). The Extended Task is based on the Unit *One with God’s Creation* and was completed during the first half of Term 3.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of the Commandments, and their guiding principles;
- awareness of how they experience the presence of Jesus in their lives;
- understanding of the Creation Story from Genesis;
- ability to identify key symbols, signs and rituals of the Catholic Tradition; and
- knowledge of the Scripture to explain Mary’s openness to God.

The students’ responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- identify, recall and sequence important days and liturgical seasons of the Church;
- match scripture passages to liturgical seasons; and
- identify parts of the Liturgy of the Word.

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

For Part A: 8% of students were placed in the developing level, 61% in the achieving level and 31% were in the extending level.

For Part B: 7% of students were placed in the developing level, 76% in the achieving level and 17% were in the extending level.

Combined Parts A and B: 8% of students were placed in the developing level, 72% in the achieving level and 20% were in the extending level for Religious Literacy.
NAPLAN

There were 58 Year 3 students and 55 Year 5 students who sat for the National Assessment Program for Literacy and Numeracy (NAPLAN). Year 3 is reported in Bands 1-6 and Year 5 is reported in Bands 3-8. The National Minimum Standard of achievement in Year 3 is Band 2 while the National Minimum Standard of achievement in Year 5 is Band 4.

Year 3

Reading: All students achieved at or above the National Minimum Standard. 5% of students achieved Bands 1 and 2; 51% of students achieved Bands 5 and 6.

Writing: All students achieved at or above the National Minimum Standard. 2% of students achieved Bands 1 and 2; 66% of students achieved Bands 5 and 6.

Spelling: All students achieved at or above the National Minimum Standard. 14% of students achieved Bands 1 and 2; 38% of students achieved Bands 5 and 6.

Grammar and Punctuation: 98% of students achieved at or above the National Minimum Standard. 4% of students achieved Bands 1 and 2; 46% of students achieved Bands 5 and 6.

Numeracy: 98% of students achieved at or above the National Minimum Standard. 7% of students achieved Bands 1 and 2; 24% of students achieved Bands 5 and 6.

Year 5

Reading: 96% of students achieved at or above the National Minimum Standard. 11% of students achieved Bands 3 and 4; 42% of students achieved Bands 7 and 8.

Writing: All students achieved at or above the National Minimum Standard. 9% of students achieved Bands 3 and 4; 36% of students achieved Bands 7 and 8.

Spelling: 96% of students achieved at or above the National Minimum Standard. 9% of students achieved Bands 3 and 4; 36% of students achieved Bands 7 and 8.

Grammar and Punctuation: 98% of students achieved at or above the National Minimum Standard. 4% of students achieved Bands 3 and 4; 50% of students achieved Bands 7 and 8.

Numeracy: 98% of students achieved at or above the National Minimum Standard. 13% of students achieved Bands 3 and 4; 21% of students achieved Bands 7 and 8.
The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 in May this year. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School 5%</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>National 18%</td>
<td>41%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 2%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>National 10%</td>
<td>45%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 14%</td>
<td>49%</td>
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<tr>
<td></td>
<td>National 16%</td>
<td>45%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 4%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>National 18%</td>
<td>40%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 7%</td>
<td>69%</td>
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<tr>
<td></td>
<td>National 14%</td>
<td>51%</td>
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</table>

Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School 100%</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>92%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 97%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 100%</td>
<td>96%</td>
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<td></td>
<td>National 94%</td>
<td>93%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 98%</td>
<td>98%</td>
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<tr>
<td></td>
<td>National 93%</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 100%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National 97%</td>
<td>94%</td>
</tr>
</tbody>
</table>
Parent, Student & Staff Satisfaction

Satisfaction surveys of parents, students and staff of St Paul’s School were completed in early December 2008.

Parent Satisfaction Survey
An overwhelming strength was highlighted in that all parents agreed that the school helps students to develop a knowledge and understanding about their Catholic tradition. Almost all parents consider that the staff is genuinely interested in the welfare of students and that the school provides a safe and supportive environment for them. The same percentage believes that the school effectively communicates information about activities and events and provides opportunities for parents to be involved in the life of the school. One area parents believe needs addressing is that the school needs to cater for more individual learning needs, as a small percentage of parents would like their children challenged more.

Student Satisfaction Survey
The vast majority of students surveyed are proud of their school and agree that their teacher encourages them to learn to the best of their ability. They also agree that a number of sporting and other activities are provided for them. A high percentage of students understand their rights and responsibilities and 84% of students feel safe at school with 88% reporting they could approach people in the school for help if they had a problem.

Staff Satisfaction Survey
All staff surveyed agreed that the school helps students to develop a knowledge and understanding about Catholic tradition. All staff also believe that students are challenged to maximise their learning outcomes and that the school provides appropriate information to parents about student progress. Results also show that the school provides a safe and supportive environment.

School Review and Improvement

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 all school have begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:

- Vision and Mission
- Pastoral Care
- Teaching practices
- Parent involvement

School Review and Improvement components to be reviewed in 2009:

- Parents, parishes and the broader community
- Rights and responsibilities
- School climate, learning and environment and relationships
- Professional learning
- Professional development of staff
- Environmental stewardship
- Linkages with the wider community