St Paul’s
Catholic Primary School
Camden

Annual School Report
2008
About This Report

St Paul’s Catholic Primary School Camden, is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), 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:

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P.O. Box 589,
Camden NSW 2570
Ph:    (02) 4654 8900
Fax:    (02) 4654 8999
Email: info@stpauls.woll.catholic.edu.au

Parish Priest: Fr Michael Williams

Principal:    Christopher Paton
Date:         18 December 2008
Vision Statement

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

Message from Key School Bodies

Principal’s Message

The 2008 school year has been an extremely exciting one for our community at St Paul’s, Camden. Stage 1 of the building program, which commenced in 2007 with the demolition of the old Presbytery and the John Purcell building, was completed in April of this year. Stage 2, boosted by a Federal Grant of $1.59 million dollars and generous support by the parent community, commenced in June 2008 and is expected to be completed by the end of February 2009.

The academic results have once again been excellent as evidenced by the National Assessment Plan for Literacy and Numeracy (NAPLAN) results and other external assessments. Within the classrooms, the curriculum is being differentiated to cater for the students’ individual needs. The integrated units, Numeracy and Literacy are attempting to give students the opportunity to reach their own potential. The continued use of restorative justice practices has resulted in improved social skills and reduced discipline problems.

Numerous opportunities have been provided during 2008 for students to represent the school. Participation has been strong in representative sport, Public Speaking, community concerts such as “Light up Camden” and School Choir. The School Renewal Plan completed at the beginning of 2007 has been evaluated using tools from the CEO Wollongong School Review and Improvement (SRI) document. A five year process of Review will commence in 2009.

The highlight of the year was “World Youth Day” which occurred in the middle of the year. Our students were actively involved in a number of activities leading up to “World Youth Day.

Parent Involvement

2008 has been another successful year at St Paul’s Camden, characterised by a great sense of community. Monthly Parents and Friends meetings have been attended by parents keen to discuss school matters. Parents have been regularly updated on the building project, School Renewal Plan, proposed playground changes as well as other pertinent issues. Parents have also worked hard during the year to provide resources for the school through the annual fete and other fundraising activities. A new 1200 square metre artificial grass playground was completed in November 2008, paid for by funds raised through various sub committees of the Parents and Friends group. Thank you to the Parents and Friends executive for their support during 2008.

Parents and Friends Association, President
**Student Leadership**

The 2008 School Year has allowed Year 6 students to lead and take responsibility. All students participated in leadership roles within the following groups: Literacy, Pastoral Care, Environmental, Sport and Promotions. Further leadership opportunities were present at the school fete, with Kindergarten Buddies, at sporting events, in Public Speaking competitions, meeting Bishop Peter Ingham and through attending the Canberra excursion, where the students learnt how to work together as a team. The Year 6 students also developed great relationships with their teachers. The 2008 School Year has been a very successful year for all students in Year 6.

*School Captains*

**School Profile**

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

The school was founded in 1881 and came under the care and direction of the Sisters of St Joseph in 1883. Following the Sisters’ withdrawal in 1988, the school has been administered by lay Principals. Mr Christopher Paton is the current Principal.

The local community of Camden takes great pride in the heritage, tradition and history attached to the school and is also very proud of the students who have graduated from the school in years gone by. The local community is now eagerly awaiting the completion of Stage 2 of the building project which commenced in April, 2007. Stage 1, consisting of 15 classrooms, school canteen and toilet block was completed in March 2008. The students in Years 2-6 occupied these classrooms for the first time in May 2008. The students in Kindergarten and Year 1 will move into the new and refurbished classrooms from the commencement of the 2009 School Year and a new library and administration block will be completed by that date.

**Student Enrolments**

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tbody>
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<td>301</td>
<td>303</td>
<td>604</td>
</tr>
<tr>
<td>2007</td>
<td>307</td>
<td>306</td>
<td>613</td>
</tr>
<tr>
<td>2008</td>
<td>299</td>
<td>303</td>
<td>602</td>
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The Enrolment Policy and Procedures can be found on the Catholic Education Website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) then go to the link Policies.
Student Attendance for 2008

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<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td></td>
<td>89.2%</td>
<td>89.4%</td>
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Staffing Profile

There are a total of 32 teachers at St Paul’s School who work in either a full-time or part-time capacity. These teachers fill a total of 27 full-time positions. Of these 32 teachers, 19 have taught for longer than 20 years. Another 4 teachers have taught for at least 15 years, 4 teachers have taught for at least 10 years and 5 of our teachers have taught for 5 years or less. These figures indicate a very experienced teaching staff. The majority of our teachers have attained a Bachelor Degree and some have also completed a Masters Degree. A number of teachers are presently engaged in tertiary study as well as Religious Education qualifications.

School Leadership

The Leadership team comprises the Principal, Assistant Principal, Religious Education Coordinator, four Middle Leader 2 positions and two Middle Leader 1 positions.

Administrative Staff

There are fourteen ancillary staff members who perform a range of duties at our school. Of these fourteen staff members, five are employed in the Office in a part-time capacity, six are school assistants working mainly with students, one works in the school canteen, one does five hours a week maintenance and one is the school groundsman.

Teacher Standards

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

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<tr>
<th></th>
<th>100%</th>
<th>%</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
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<td></td>
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<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
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<td></td>
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</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
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*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention
**Staff Attendance**

The average daily staff attendance rate for 2008 was 97.99%.

The staff retention rate is high at St Paul’s Camden with 90% of the teaching staff remaining for the 2008 school year.

**Professional Learning**

Professional learning opportunities are highly valued and sought by all members of St Paul’s school staff. During 2008, school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
- In May, the staff attended a “Habits of Mind” workshop with Karen Boyes from New Zealand;
- School based professional development with a focus on Inquiry Learning;
- Seminars on Asthma and the Autism Spectrum. (These were also attended by a number of parents);
- School based professional development on Numeracy, including within class support; and,
- Numerous courses run by the CEO Wollongong.

School based expenditure on professional learning in 2008 was $6545. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office (CEO).

**Culture of the Catholic School**

Prayer is an integral part of school life at St Paul’s Camden. Children pray in classrooms, Monday morning assemblies, liturgies and masses. Teachers gather once a week to pray together and reflect. The school has continued to develop valuable links with the Catholic Parish of Camden. Many students are now involved as Altar Servers. School support of the Parish Sacramental program has continued. This year, nine teachers from the school have worked as Sacramental Associates in the parish to implement three Sacramental Programs. At least seventy or more students participated in each of the Sacramental Programs for Reconciliation, Eucharist and Confirmation. School/Parish relationships continued to develop in 2008, assisted by the appointment of a staff member to specifically work with the Parish Sunday Liturgy team. Classes have attended weekday Parish Masses and celebrated regular Liturgies of the Word.

In 2008 the school continued to support Catholic charity organisations. The school raised money and promoted awareness of the missions by placing collection boxes in each class and holding a coin donation for Caritas ($500). Awareness was also promoted for social issues in Burma and $850 was donated to Caritas for this project. In October, students organised a range of fundraising activities for Catholic Mission. A total of $2 757 was raised for Catholic Mission, $448 was donated to the St Vincent de Paul Society and a large amount of food items and gifts gathered for this society’s Christmas Appeal.
The culture of the Catholic school has continued to be guided by the Religious Education program. Implementation of the new Religious education program during 2007 has continued. All primary classes have textbooks and sets of Bibles. The Year 4 students participated in the CEO Wollongong Religious Education Assessment and achieved excellent results.

Stronger links have been forged with the other primary school and Catholic High School in the Parish. All staff from the three schools commenced the school year with a combined mass at Camden. During 2008, a small group of students from Mater Dei attended the school for a period of time each week. Mater Dei is a coeducational school catering for students with special needs.

**Student Welfare**

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

In light of the Restorative Practice training, the student welfare policy has been further developed to include “restorative levels” that students progress through if unable to abide by the school behaviour guidelines and expectations. A small number of students progressed through these restorative levels in 2007 and 2008. The focus is very much on the reparation of relationships whilst still outlining certain consequences of behaviour. These restorative levels are being used in conjunction with a school merit system, which continues to be a great source of recognition and reward for students who are constantly promoting and modelling positive behaviours. This year has seen many of the 602 students attend Principal’s morning tea as a result of attaining five Principal awards. This is a wonderful achievement. Many students have received more than one Principal’s award this year.

In 2006 the school introduced an additional recognition of positive behaviour. The Mary MacKillop medallion has been implemented for students who achieve more than five Principal’s awards during their time at St Paul’s Camden. There are three different Mary Mackillop medals that the students can strive to achieve. This year over 50 students received the Mary MacKillop medallion.

Social Skills programs have been run for students in all grades this year. These programs have been integrated with Habits of the Mind (HOM). These programs, along with the Restorative Justice practices, have resulted in an improved level of good behaviour throughout the school. These programs addressed issues such as bullying, harassment and appropriate class and playground behaviour.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in ALL Schools within the Diocese of Wollongong.
During the building project, there has been a need to regularly review the physical safety of all students and staff. Where necessary, measures have been implemented to ensure the safety of all members of the school community.

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

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

**Financial Summary**

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

In 2008 a surplus was created to assist with the known budget demands associated with the building project. A contingency amount was budgeted to cover unexpected costs such as additional furniture, technology and the Official Blessing/Opening of the new buildings in 2009.

During 2008, computer technology, sporting equipment and the artificial grass area were funded by the Parents and Friends group, who raised over $50 000 through the annual School Fete. Additional technology, comprising interactive whiteboards and printers, were purchased with the proceeds of a grant from the Federal Government’s “Investing in our Schools” program.

The following graphs reflect the aggregated income and expenditure for St Paul’s Catholic Primary School Camden 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
St. Paul’s Catholic Primary School continues to transform approaches to learning and teaching to improve the learning outcomes for all students. During 2008, the teaching and learning has been assisted by the acquisition of new classrooms that have allowed a more flexible use of learning areas and grouping of students.

Curriculum and Pedagogy
During 2008, the teaching of Religious Education has been innovative and exciting. In Year 4, students again participated in the Wollongong Diocese Religious Literacy Assessment in which students were asked a variety of questions and produced a major work using technology as well as traditional materials.

Across all stages, units of work have been developed to reflect a more integrated approach to learning. The programs have been devised to allow students to explore a wide range of tasks from a greater number of disciplines. To ensure outcomes are adequately covered, staff members have participated in the development of Scope and Sequence documents mapping the curriculum. This is a Board of Studies compliance requirement.

The new school report developed by the staff in 2006 to meet new Commonwealth Government guidelines, has continued to be refined during 2008 to provide parents with more detail about the students’ personal/social and work habits. The Habits of Mind terminology has now been incorporated within the personal, social and work habits section of the report.

Learning and Teaching within the school continued to be enhanced by the use of Information learning Communication Technologies (ICLT), including the further purchase of interactive whiteboards, additional laptops for the senior students and new printers. This technology is being used across numerous Key Learning Areas (KLAs) and grades. Programs, such as Garage Band, have been introduced to an increasing number of students. MyClasses has
continued to be used in most primary classrooms and research tasks/webquests have also been used across all grades.

Innovative mathematical strategies involving an individualised approach to learning have now become entrenched within most grades in the school. A number of teachers are now leading this exciting approach to teaching and learning mathematics. Mathematics is now viewed by many students as interesting and enjoyable.

**Cross Curriculum**

In the area of Literacy, the school continued to set excellent foundations in the younger grades. Reading materials continued to be purchased to expand the range of books. The Reading Recovery program continues to expand at St Paul’s with 13 teachers of the current staff all trained in this area. Parents have assisted in supporting Literacy activities in many classrooms in 2008.

In the area of Numeracy, an increased number of students across all Stages have been introduced to the child-centred approach to learning Mathematics. The programs have been developed to meet the specific needs of all students in the class and student feedback has been extremely positive about their new style of learning. It has led to a greater understanding of the concepts explored as well as greater independence for the students. Base 10 knowledge throughout the school has improved.

During 2008, a School Support Officer (SSO) has continued to work with Indigenous students in classrooms. Indigenous Education perspectives have been integrated across all Key Learning Areas from Kindergarten to Year 6. Year 3 attended the annual excursion to Fitzroy Falls in the Moreton National Park and learnt about Aboriginal Culture in the area.

Multicultural perspectives were a focus of the Year 3 unit, “What’s it like to be an Australian”. These students participated in a multicultural food day to discover the influences of other countries on food in Australia. The Italian language was studied in some Stage One classes.

**Meeting the Needs of All Students**

Within each classroom, teachers continued to diversify the curriculum to meet the individual needs of students. In English, the use of contracts, guided reading and guided writing, enabled the curriculum to be individualised. In mathematics, the use of investigation tasks allowed students to work at their own pace. Students with particular strengths in these KLAs were assisted in developing their potential.

The Review Committee, which monitors the progress of students who are experiencing some difficulties with their learning, met consistently during the year. This committee has also organised Individual Education Program (IEP) meetings one day per term to allow for parent/teacher feedback. The use of Goalview allowed the progress of the students with special needs to be monitored.

Students with Special Literacy needs continued to be supported by individual lessons or in-class assistance by the Literacy School Support Teacher and/or a School Support Officer. Students who had successfully completed the Reading Recovery Program continued to be monitored in Stages 1 and 2.
There has been a focus on self-directed learning. Units of work have been developed to allow for a more integrated approach to learning. These units have allowed students to explore through a wide range of tasks from a variety of disciplines.

**Expanding Learning Opportunities**

St Paul’s believes in providing excursion and incursion opportunities that expand the students’ learning beyond the classroom environment. In 2008, these included visits to Canberra & Cooba Recreation and Education Centre, Featherdale Farm, Fitzroy Falls, Sydney Harbour Education Cruises, Bywong Goldmining Town, Symbio, an infants Literacy Story Teller, two authors and an anti-bullying show. As part of our link with the local community, all students visited the Camden Show earlier this year.

Students in Years 5 and 6 participated in a school-based Public Speaking competition. Two students were selected to represent St Paul’s in the Diocesan Public Speaking Competition, where they presented a short speech to an audience. Many students also participated in the MS Readathon and the Premier’s Reading challenge.

In the area of Creative Arts, St. Paul’s students have had the opportunity to be involved in a variety of competitions and performances, such as St. Gregory’s Art Competition and in 2008, one student won first prize in the Camden Council Christmas card competition. A small number of students were chosen to participate in the “Light up Camden” celebrations. The school choir has led our Masses, school liturgies and participated in the Camden Carols festival. Students also danced at the fete and performed in the St. Paul’s Idol Talent Quest. A group of students have been participating in the filming of a children’s version of A Midsummer Night’s Dream.

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

In the area of Personal Development, Health and Physical Education (PDHPE), the students have participated in many activities in 2008. Students competed in a wide range of carnivals, such as Swimming, Cross Country and Athletics, progressing on to represent Catholic Education at Regional, Mackillop and Primary Schools’ Sports Association (PSSA) level. Students were given the opportunity to represent St. Paul’s at Regional and Diocesan Gala days. Students represented our school at the Western Region Soccer Gala Day, State Futsal Competition, Netball Gala Days and Tiger Shield Soccer Carnival. In Rugby League, our students competed in Modified Touch Rugby League, the Dairy Farmer’s Cup, the Western Suburbs Knockout and the Independent Schools Rugby League competition. Skills development days included the AFL Paul Kelly cup for Years 3 to 6 and Milo Cricket for Years Kindergarten to Year 2.

**Professional Learning**

During 2008 the following areas were targeted for professional learning:
• Habits of Mind (HOM). All staff attended in-service with Karen Boyes and further implemented HOM within their daily teaching;
• Numeracy. A number of staff members were supported in their teaching of numeracy through staff meetings and class support;
• Literacy. Staff were supported in their teaching of literacy through staff meetings and class support; and,
• Religious Education. Staff members were supported in their teaching of Religious Education through staff meetings and class support.

**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 the school in 2008. The school cohort consisted of 74 Year 4 students who sat the Religious Literacy Assessment Workbook Part A on September 1 and 78 Year 4 students completed the Extended Task Part B. The Extended Task was 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 ability to:
- identify key symbols, signs and rituals of the Catholic Tradition;
- identify the Ten Commandments and their guiding principles;
- demonstrate an understanding of the Creation Story from Genesis;
- identify key symbols used in liturgical celebrations; and
- explain ways that we can reflect God’s goodness to others.

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 recall that Advent is the beginning of the Church’s Year.

The overall results for Part A indicate that 1.4% of students were placed in the Developing Level, 50% in the Achieving Level and 48.6% were in the Extending Level. The overall results for Part B indicate that 2.6% of students were placed in the Developing Level, 59% were placed in the Achieving Level and 38.5% were placed in the Extending Level. When Parts A and B were combined, 2.7% of students were placed in the Developing Level, 55.4% of students were placed in the Achieving Level and 41.9% of students were in the Extending Level for Religious Literacy.
NAPLAN

Year 3

Overall Literacy results are reasonably strong with results above the mean in all sectors including our Like School Group analysis. Literacy results have been consistently high at St. Paul’s over the past 5 years due to the large number of ex Reading Recovery teachers still employed at St. Paul’s and also the number of staff who have done courses such as Good First Teaching and Good, Better, Best. The school has ensured that teachers in Kindergarten and Year 1 have an ex Reading Recovery background. This year the Kindergarten and Year 1 students have been supported with an additional staff member who is able to work within the grade group. There is careful monitoring of reading levels to ensure that students with greatest need receive additional support in the classroom.

Overall Numeracy results also indicate above mean scores in all sectors except for the NSW Catholic Mean. However the difference is not as great as our Literacy results. Numeracy has been an identified need at the school for the past two years and early BST and NAPLAN results indicate that our student’s Numeracy results are becoming more comparable to Literacy. The school is developing a different approach to mathematics learning and teaching which will hopefully result in the same benefits as the Good First Teaching and Good Better Best programs in 3-5 years time.

Year 5

In our overall Literacy results, this cohort achieved above mean results against the Diocese and NSW All sectors but not in NSW Catholic and Like School groupings. Overall, Numeracy continues to be an area of development. The school has been steadily improving each individual teacher’s content knowledge and mathematical ability through a series of staff workshops over the past two years. The school has also begun productive dialogue with the local Catholic High School to ensure the transition from primary to secondary school is a smooth one. Staff from both schools will be involved in school visits in 2009 as one strategy to improve the level of communication with Numeracy learning between Year 6 and Year 7.
St Paul's Primary School, Camden
Student Achievement 2008

National Assessment Program Literacy and Numeracy
Student Achievement in Bands

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.

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: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
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<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
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<tr>
<td>Reading</td>
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<td></td>
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<td>School</td>
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<tr>
<td></td>
<td>National</td>
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<td></td>
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<td>16%</td>
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<td>Grammar &amp; Punctuation</td>
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<td>5%</td>
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<tr>
<td></td>
<td>National</td>
<td>18%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>National</td>
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NAPLAN 2008: % AT or ABOVE NMS

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<th>YEAR 5</th>
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<td>National</td>
<td>97%</td>
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Parent, Student & Staff Satisfaction

In 2008, a survey sent to all families attracted 41 responses, which is about 10% of the total families in our school. Responses indicated that 63% of the parents who replied strongly agreed that “the school helps my child to develop a knowledge and understanding about Catholic tradition” and the other 37% agreed with the statement. Also 80% of respondents agreed or strongly agreed that “my child is challenged to maximise his/her learning outcomes.” Of those who responded 75% agreed or strongly agreed that “the school strives to meet my child’s individual learning needs”; while 92% agreed or strongly agreed that “the teachers are genuinely interested in the welfare of my child.” A pleasing response from the surveys returned was that 92% agreed or strongly agreed that “the school provides a safe and supportive environment.” Parents were invited to make an appointment with the Principal if they wished to discuss further, the results of the survey. In 2009 the school will attempt to gain a greater return of survey responses.

A similar survey issued to student returned extremely positive responses. Of the 253 students surveyed, 94% agreed or strongly agreed that “I am proud of my school’, 66% of students surveyed strongly agreed that “my teacher encourages me to learn to the best of my ability”, and, 89% of students agreed or strongly agreed that “I feel safe at my school.” Another pleasing response was that 91% of student returns agreed or strongly agreed that “If I had a problem, there are people whom I could approach for help.”

Two areas that the surveys indicated the school should take some note of and which will be examined in 2009 are:

1. “The school strives to meet my child’s individual learning needs.” Of the parent returns 24% of respondents disagreed or strongly disagreed with this statement; and,
2. “The school provides appropriate information about my child’s progress.” Again 24% of respondents disagreed or strongly disagreed with this statement.

Overall, the survey produced a very positive result.

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 schools will have begun the transition to the new School Review and Improvement process.

Progress in 2008 Towards Achieving set School Goals:

- Completion of Stage 1 and Stage 2 of the Building Project.
- Alignment of the School Renewal Plan, in accordance with the CEO Wollongong School Review and Improvement process.
- Further development of Pedagogy to support teaching in the new classrooms.
• Support teachers in the implementation of Creative and Practical Arts within each classroom, with particular attention to music.

• Improved teaching of Personal Development, Health and Physical Education across all Grades K-6.

• Continued use of “Habits of Mind” across all grades.

• Consolidation and expanded use of child-centred approach to teaching and learning mathematics across all grades.

School Review and Improvement components to be reviewed in 2009:

• 1.4 Parents, parishes and the broader Church

• 2.1 Educational potential

• 2.5 Pastoral Care

• 3.2 Provision for the diverse needs of learners

• 3.3 Teaching practices