About This Report

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

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education and Training.

The Report also outlines information regarding School Review & Improvement 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.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2010.

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

St Paul’s Catholic Primary School
PO Box 465
Albion Park  NSW  2527
Ph:   (02) 4256 2772
Fax:   (02) 4256 4207
Email:  info@spapdow.catholic.edu.au
Website:  www.spapdow.catholic.edu.au

Parish Priest:  Fr David Catterall

Principal:  Mrs Vicki Attenborough
Date:  4 December 2009
Vision Statement

“In the richness of our Catholic faith and tradition we achieve excellence.”

Message from Key School Bodies

Principal’s Message

The St Paul’s Catholic Primary School Community at Albion Park has pleasure in presenting its Annual School Report for the 2009 school year. St Paul’s has always had a strong focus on being a welcoming Catholic community valuing our unique partnership of family, school, parish and wider community providing opportunities for individual growth and striving for excellence in learning and teaching.

This year St Paul’s was pleased to host the 26th NSW Catholic Primary Schools Basketball Championships. This event required an immense amount of hard work and preparation. Due to the untiring efforts and outstanding work of parents and staff the event was very successful. The commitment of sponsors to these Championships was commendable.

St Paul’s School throughout 2009 has been committed to acknowledging the presence of God in our lives, and providing a creative learning environment that develops confident, independent, life long learners. We have endeavoured to foster the values of faith, commitment, empathy, integrity and leadership.

We celebrate the achievements of 2009 and look forward to another exciting year to come.

Parent Involvement

The Parents and Friends Association (P&F) in 2009 looked to continue to fundraise responsibly and while considering the impediment of infrastructure upgrades in the later part of the year this objective was achieved. Through the introduction of some new events that encouraged participation, all attendees had a good time. Additionally, with the challenges of coordinating the NSW Catholic Primary Schools Basketball Championships, the parents of the school rallied to ensure the event was a success. 2010 brings with it its own challenges. Facilitating events to encourage participation of the school and parish community whilst the infrastructure is being upgraded through the Building the Education Revolution (BER) Project will require great patience and for all to work together, a task proved successful during 2009.

Parents and Friends Association, President

Student Leadership

During 2009 students have had opportunities to develop their leadership skills through the activities of the Student Council. There have been many events this year that were organised by them that promoted a sense of community and the importance we place on social justice. Some of the events were: The Victorian Bushfire Appeal, The Tanzanian
Appeal, Dance-a-Thon, Pyjama Day, the Basketball launch and attendance at the Environmental Conference that was held on the 31 August and 1 September. The social justice activities have resulted in increased student awareness of a variety of social, global and emotional issues.

School Captains

School Profile

School Context
St Paul’s Catholic Primary School was established in 1882 by the Sisters of St Joseph to serve the needs of the Albion Park Catholic Community. Initially known as St Joseph’s, the single building school commenced with three Sisters and fifty students. The school has undergone many changes over the years.

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.

St Paul’s Catholic Primary School is a Catholic Systemic co-educational school located in Albion Park. The school caters for students in years K-6 and has a current enrolment of 386 students.

Student Enrolments

<table>
<thead>
<tr>
<th>2009</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>182</td>
<td>204</td>
<td>386</td>
<td>3</td>
<td>105</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exist to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

Student Attendance

<table>
<thead>
<tr>
<th>2009</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>85.2%</td>
<td>90.25%</td>
<td>87.3%</td>
<td>88.4%</td>
<td>87.3%</td>
<td>88.8%</td>
</tr>
</tbody>
</table>

Rolls are marked every morning using the Schools Administration System (SAS 2000) codes. Teachers enter reasons for absence on a paper version and send it to the office by 10 am. Office staff then enter this information into SAS. A note from the parents/carers is expected if a child is away, outlining the reason for the absence. When parents/carers fail to notify the class teacher in writing of a reason for the absence, the school will then contact home to request a written explanation. At the end of each Term if a child has an excessive number of days absent, parents/carers are informed in writing of the total number by the Principal. Should a teacher be notified that a child is leaving the school, this
information is directed to the Office and a transfer note is completed as a NSW Board of Studies requirement.

**Staffing Profile**

There are a total of 22 teachers and 7 support staff at St Paul’s Catholic Primary School. This number includes 14 full-time and 8 part-time teachers.

**Teacher Standards**

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

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

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

**Teacher Attendance and Retention**

The average daily teacher attendance rate for 2009 was 96.44%. This does not include planned Leave such as Maternity or Long Service Leave. The teacher retention rate from 2008 to 2009 was 89%. Teachers are leaving at the end of the year because they are either off contract, pursuing further study or relocating.

**Professional Learning**

Professional learning opportunities are highly valued and sought by all members of St Paul’s Catholic Primary School staff. During 2009 school personnel undertook a range of professional learning activities related to improving student outcomes. These included:

A. St Paul’s School whole school professional learning days involving 32 staff. These days focused on:
   - School Review and Improvement (SRI), Professional Development Planning and Review (PDPR) and Numeracy;
   - School Vision and Mission statements; and
   - Spirituality, focusing on living out the vision and mission through the charism of Mary MacKillop and St Paul.

B. Other professional learning activities provided at school level including Catholic Education Office (CEO) run courses:
   - Reading Recovery (1 teacher trained);
• Origo Groundworks Maths Conference (9 teachers participated at a cost of $1165.86);
• Leading Literacy and Numeracy Courses (3 teachers participated);
• Diocesan Learning and Teaching Framework (DLTF) Coding Day (2 teachers participated);
• Information, Communication & Learning Technologies (ICLT) Apple Conference (3 teachers participated at a cost of $523.45);
• System Focus Day for Compliance (1 teacher participated);
• NAPLAN Data Analysis Day (3 teachers participated at a cost of $313.45);
• Landcare Conference (2 teachers participated);
• Australian Primary Principals Association Conference (2 teachers participated at a cost of $2382.61);
• Independent Education Union (IEU) Environmental Conference (2 teachers participated at a cost of $790.54);
• Teacher Librarian Conference (1 teacher participated at a cost of $1291.90);
• Australian Literacy Educators’ Association (ALEA) Conference (1 teacher participated at a cost of $636.04);
• Wollongong Diocese Catholic Primary Principals Association Conference (3 teachers participated at a cost of $1310.51);
• Reading Recovery Support (1 teacher participated);
• Spirituality Development Day (30 staff participated at a cost of $1159.71);
• Active After School Care Training (5 staff participated);
• Asthma Training (32 staff participated); and
• Anaphylaxis Training (32 staff participated).

C. Other professional learning undertaken during 2009 involving 18 teachers included:
• Child Protection Procedures;
• Mathematics and the teaching of Space and Geometry;
• Religious Literacy;
• Special Education and IEP Plans;
• Programming;
• Language Disorders;
• Financial Literacy;
• Restorative Justice Update;
• Cooperative Planning with stage and grade partners;
• Stage meetings with peers from Sothern Illawarra Catholic Schools (SICS) schools;
• Live Life Well @ School Project;
• Board of Studies Compliance: Assessment planning;
• Board of Studies Compliance: Scope and Sequence;
• SAS (2000) Training; and
• First Aid.

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 2009 was $12,548.

The average expenditure by the school on professional development per teacher was $700. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Catholic Life & Religious Education**

During 2009, the Parish Priest, staff and parents of St Paul’s have continued to share the responsibility for the spiritual growth and faith development of the students. Throughout the year, the school’s new vision statement “*In the richness of our Catholic faith and tradition we achieve excellence*” was launched. This statement acknowledges the rich history that St Paul’s has in the charisms of Mary Mackillop, the Josephite Sisters and our patron saint, Saint Paul. The school continues to support the Parish based Sacramental Program for the preparation for the children to receive the sacrament of Penance and First Holy Communion. Fifty seven students received the Sacraments of Penance and First Holy Communion. The Confirmation Program was this year prepared and taught by the Year 6 class teachers due to building constructions and 58 students received the Sacrament. Students and staff joined parishioners to celebrate Friday Mass as well as special feast days. Throughout the year, significant Church and community occasions including: the beginning School Year Mass, Ash Wednesday, Holy Thursday Liturgy, Catholic Schools Week, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and The Centenary of Mary Mackillop’s Feast Day were all commemorated with special liturgies. The staff continued their faith formation through weekly staff prayer and a Spirituality Day conducted during the year which focused on the charisms of Mary Mackillop and St Paul.

This year the school developed a relationship with Catholic schools in Tanzania. Two parishioners were on mission in Tanzania and the school raised $2 000 to assist them in their work. The school was also able to provide school resources, books and stationery to assist the destitute schools in Tanzania. The school community was once again very generous and supportive of social justice outreach initiatives. The school raised $2 510 to support those affected by the Victorian Bushfires and $626 was donated to Catholic Missions.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the Diocese in 2009. In 2009 the school cohort consisted of 52 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 7 September and 57 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.

The performance of each student was described as developing, achieving or extending.
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;
- knowledge of recognising Mary’s role in the life of Jesus;
- knowledge of the Liturgical Year; and
- knowledge of formal prayers and how people and organisations in the Church show love.

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:

- demonstrate a growing familiarity with Scripture stories; and
- name the ways Jesus is present in the celebration of Eucharist.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A - 2% of students were placed in the developing level, 54% in the achieving level and 44% were in the extending level.

For Part B - 2% of students were placed in the developing level, 68% in the achieving level and 30% were in the extending level.

Combining Parts A and B, - 2% of students were placed in the developing level, 67% in the achieving level and 31% were in the extending level for Religious Literacy.

Financial Summary

In the 2009 year the P&F have contributed $22 000 towards library resources, laptops and classroom readers. The school contributed $12 000 towards the purchase of laptops. Together with school budget allocations we have continued to resource our Key Learning Areas. We received a $150 000 National School Pride Grant which was spent in conjunction with the Parish to install security fencing and lighting as part of the Parish carpark project. We have undertaken the Live Life Well @ School Project and we ran an Active After School Care Program two afternoons a week during Terms 1 to 4 with Grant monies received. We had a balance of $89 790 in retained earnings at the completion of our 2009 finance rollover. $32 211 of this is the balance of the School Improvements account. This money belongs to the P&F Association and has been earmarked for improvements in 2010. $2 425 of this is the balance of the Southern Illawarra Catholic Schools (SICS) account. The remaining balance of $48 857 will be used to complete works associated with our BER project in 2010.

The following graphs reflect the aggregated income and expenditure for St Paul’s Catholic Primary School for the year ended 31 December 2009. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Introduction
Pastoral Care lies at the core of our responsibility to provide a safe and caring environment for students of St Paul’s Catholic Primary School. All teachers have a responsibility for the Pastoral Care of students through their care of students in the classroom and the provision of quality teaching and learning. The Pastoral Care initiatives are regularly evaluated and adapted to meet the needs of the students. The quality of relationships developed by this structure is a feature of the school. Stage 3 students, known as the Peer Support Group, share the responsibility by assisting teachers on the playground. This allows them opportunities to develop pastoral care skills with other students.

Throughout 2009 the school has been involved in the Live Life Well @ School initiative. The initiative has been a partnership with the South Eastern Sydney Illawarra Area Health Service. Through the program the students have developed their knowledge and awareness of the importance of healthy food, drinking water and daily physical activity. The key initiatives that have been implemented throughout 2009 are: Crunch and Sip; Daily Physical Activity and the Active After School Communities Program.
‘Hit the Ground Running’, a Program delivered in partnership with the Southern Illawarra Catholic Schools (SICS), together with St Joseph's Catholic High School and the school’s CatholicCare Counsellors took place in Term 4. This initiative assists Year 6 students in their transition to high school.

CatholicCare implemented Personal Development programs for Years 1 and 3 “Tools for Everyday Peacemakers”.

Pastoral Care

The school takes a very strong stance on harassment and bullying and all allegations of these are thoroughly investigated and responded to using Restorative Justice practices. These practices have continued to impact greatly on the way conflict situations are resolved. Each teacher has been issued with a Restorative Justice lanyard to carry when on playground duty so that they have a list of the eight effective questions to be used when investigating incidents. A survey was conducted with students from Stages 1, 2 and 3 as to the effectiveness of how playground behaviour is managed in the Restorative Justice room (a room provided for investigating inappropriate playground behaviours). Records show a decrease in the reported instances of bullying and harassment issues in the school. Parents are always contacted if there is a serious incident that involves their child at the school.

The two values of respect and responsibility are inherent in all we do as a Catholic school. Staff and students have formulated a Charter of Rights and Responsibilities that specifically promote these two values. Students are presented with awards that reflect these values in Religious Education and other Key Learning Areas.

The staff work hard to ensure that they create a supportive and harmonious school environment in which the rights and responsibilities of everyone within the school community are understood, valued and upheld.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents *Maintaining Right Relationships* and *Safe Work Environment* are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for our school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au) then go to the link Policies. No changes were made to these Diocesan documents in 2009.

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.
Learning and Teaching

Introduction
The range of learning and teaching experiences offered at St Paul’s aims to equip students for life long learning while fulfilling Diocesan, State and National priorities. This aim has been pursued in a variety of ways throughout the year.

Curriculum and Pedagogy

Syllabus implementation
The New South Wales Board of Studies (BOS) syllabus documents, along with the Diocese of Wollongong Religious Education Curriculum, form the basis of the courses of study devised and implemented by classroom teachers. A specialist teacher is employed two days a week to teach music.

To ensure syllabus outcomes were adequately met, staff continued with the development of whole school plans, and Scope and Sequence documents for all Key Learning Areas.

Mathematics was the major curriculum area developed within the school during 2009. A Learning Community Project funded by the Catholic Education Office enabled staff to focus on improving the teaching of the Space and Geometry strand of the syllabus. Peer observations and the Diocesan Learning and Teaching Framework (DTLF) were used as a basis to explore and renew teaching practices.

Assessment and Reporting
A range of assessment tools informs teaching programs from Kindergarten to Year 6. These include: the Diocesan Early Literacy Assessment (ELA) in Early Stage One and Stage One; the schedule for Early Numeracy Assessment (SENA) in Early Stage One, Stage One and Stage Two; the Measurement Tracking Tool in all grades; and the National Assessment Program for Literacy and Numeracy (NAPLAN) in Years Three and Five. In 2009 St Paul’s was a pilot school for the National Assessment Program – Science Literacy (NAP-SL) for Year Six students. Student Reports are issued twice a year using the A-E format mandated by the Federal Government. Teachers meet with parents at this time for formal interviews but are also available at any time throughout the year to discuss students’ progress.

Integration
Teachers continue to integrate outcomes from Key Learning Areas in an attempt to make learning more holistic and in an effort to cover all syllabus requirements. Teaching programs have been written using the Foundation Statements and with a focus each Term on the humanities or science. English, Mathematics and/or the Creative Arts are integrated into these areas where appropriate.

Technology Supporting Learning
Learning and Teaching within the school has continued to be enhanced by the use of Information, Communication and Learning Technologies (ICLT). This year has seen the purchase of a second interactive whiteboard, five flat screen desktops, six additional laptops for use by senior students and a digital video camera. Students use a range of programs such as PowerPoint, Garage Band, IPhoto, Imovie, and iTunes regularly. The
skills learned are celebrated and shared at school assemblies. The School’s web page is updated regularly and is widely used by the parents and the community to access information.

**Cross Curriculum**

*Literacy and Numeracy*

Literacy continues to be a high priority in the school. The development of literacy is supported by whole class, individual and guided small group instruction in reading, viewing, writing, talking and listening that occurs daily in all stages and across all Key Learning Areas. Reading Recovery has continued to be a support for Year One students experiencing difficulty in their literacy development. Upgrading of classroom reading materials continued with the focus this year being on home readers for Early Stage One and Stage One.

An emphasis on problem solving using ‘real life’ situations and multiple strategies has been a focus in Numeracy this year. Students and teachers have also been encouraged to explore the language of Mathematics. The school has now completed purchasing ‘Go Maths’ and associated materials to support a sequential approach to Numeracy learning. Emphasis has also been on using students’ assessments to direct learning and teaching.

*Indigenous*

Students were made aware of Australia’s Indigenous background through specific learning opportunities in a range of curriculum areas, supported by implementation of Catholic Education Office Guidelines. Practical application of Indigenous awareness was implemented regularly through school prayer, daily flying of the Indigenous Flag, and participation in National Aborigines and Islanders Day Observance Committee (NAIDOC) Week.

*Environmental*

Environmental stewardship has been a priority at St Paul’s again during 2009. Our Year 6 Leaders’ Day featured Aaron Woods (winner of the young Australian Environmentalist of the Year recently) as the keynote speaker. Following on from this, ten students from Stage 3 attended the ‘Kids Teaching Kids’ Environmental Conference held on 31 August and 1 September, and two teachers participated in the Independent Education Union’s Environmental Conference.

The school is also working towards the goal of becoming waste free. One strategy has been to refine our recycling program and to promote a ‘waste free’ lunch. As a result we now have only one general waste container in contrast to the two we used at the commencement of the year. Stage 3 students have recently completed building a ‘No Dig Garden’ containing vegetables and herbs.

**Meeting the Needs of All Students**

*Diversifying Learning*

The ‘Critical Friend’ Learning Community Project (LCP) continued in 2009 with a varied approach focusing only on Numeracy and the teaching of Mathematics. This was the need identified through our NAPLAN results analysis. ‘Critical Friend’ is a critical reflection of teaching practice with practical strategies implemented to continue to improve learning
and teaching in the classroom. This was the second year of a two-year project. Throughout 2009 this project provided a model for all staff in the critical reflection of their own teaching practice through the Professional Development Planning and Review (PDPR) process.

**Special Education Needs**
Fifteen 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 Catholic Education Commission (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. Thirty Stage 3 students were selected and nominated by teachers to participate 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. Eight Year 6 students participated in the Southern Illawarra Catholic Schools (SICS) Mathematics Challenge enrichment program. It 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 undertook training in 2009. There were seventeen students on the Reading Recovery Program this year. Fourteen students were successfully discontinued. Reading Recovery covered 30% of the Year 1 cohort. Two students were referred for long-term literacy assistance.

**Expanding Learning Opportunities**
In 2009, 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 primary students (3-6) were given the opportunity to participate in the school choir, which represented St Paul’s at the Wollongong Eisteddfod in the area of Choral Singing.

**Public Speaking**
A Year 5 student was selected from a school level competition to represent St Paul’s at the Diocesan South Eastern Region Public Speaking Competition. This provided a wonderful opportunity for all Stage 3 students, as it allowed them to display their talents in this area.

**Sport**
In 2009 St Paul’s hosted the NSW Catholic Primary Schools Basketball Championship for the first time. All primary schools from across NSW and the ACT were invited to attend and compete at the Championships. Eight teams from St Paul’s participated in the Championships. Students also participated in school, Regional, Diocesan and MacKillop
sports carnivals in swimming, athletics and cross-country. One student represented New South Wales in hockey at the School Sport Australia Championships and the Junior Girls 4 x 100metre relay team came third at the NSW PSSA Athletics Carnival. Stage 2 and Stage 3 students also participated in Sport Gala Days including soccer, cricket, basketball, and netball. Twenty-seven students competed in Diocesan Selection Trials (cricket, hockey, softball, netball, rugby league, rugby union and touch); twelve students were selected. Other sporting events students participated in included:

- NSW Mark Taylor Shield Cricket Competition;
- Paul McGregor Rugby League Shield; and
- coaching clinics run by local sporting organisations.

Professional Learning
A specific targeted priority area for professional learning was numeracy and improving student outcomes through parent information sessions, staff in-service and the reflection of mathematical data. This mathematical data was used to inform and develop whole class and individual learning experiences.

Another focus was on critical reflection and coding of teaching practice using the Diocesan Learning and Teaching Framework (DLTF). This has involved in-service through professional dialogue, CEO sharing days and curriculum staff meetings.

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, portfolios, projects and presentations. The school also participates in the national 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.

NAPLAN
There were 53 Year 3 and 43 Year 5 students who sat for the 2009 National Assessment Program 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.

Student Achievement in Bands
The NAPLAN was introduced for students in Years 3 and 5 in May 2008. 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 2009: % 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 14%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>National 15%</td>
<td>40%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 6%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>National 9%</td>
<td>45%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 17%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>National 15%</td>
<td>44%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 12%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>National 15%</td>
<td>35%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 19%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>National 16%</td>
<td>50%</td>
</tr>
</tbody>
</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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2009: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School 94%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>National 96%</td>
<td>93%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 98%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 97%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 96%</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>94%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 96%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>94%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 98%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>National 96%</td>
<td>96%</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

Parents

All parents were given the opportunity to respond to two surveys. The first was an attempt to support and strengthen the school and home links. Parents want to support their children’s learning and want to better understand the Primary Curriculum.

The response to the first survey was disappointing with less than 50% returned. The majority of parents indicated across all Stages that they wanted information and assistance on developing resilience in children and wanted to know how to support their child’s Numeracy development at home.

Other responses included knowing more about and understanding NAPLAN and gaining a better understanding of the Religious Education text ‘To Know, Worship and Love’.

The replies to the second survey were more encouraging with parents wishing to be involved more in their child’s school life by sharing their expertise, talents and interests.

More than 50% of parents have indicated they would like to help in the classroom with reading; maths; creative arts; library; with sport and with fundraising events. Other parents have offered their assistance in the Canteen and in maintaining the school grounds.

Many parents indicated other ideas or skills they could share with students, parents and staff.

Students

A discussion was held with the newly elected Student Council for 2010. The discussion was positive and very informative relating to their ideas to improve school life at St Paul’s.

As a suggestion to improve attendance at weekend Masses the students suggested reintroducing Children’s Liturgy, placing signs up to remind other students, having more school Masses during the week, beginning a Kid’s Club like the Anglican Church and including events like an Egg Hunt at Mass on Easter Sunday.

Students also suggested having more organised sport at lunchtime, participating in Tournament of Minds, revising the Canteen menu, placing air conditioning in classrooms, planting trees and opportunities to become more environmentally aware, like attending the Arron Woods’ Conference.

Staff

Staff relationships are more open and transparent in addressing individual and group needs due to the Professional Development Planning and Review (PDPR) process.

Staff have been able to identify personal and professional achievements, personal strengths and areas for development during the past year. They have also been able to
review their annual goals and indicate short term and long term professional development needs.

The area of assessment and designing quality assessment tasks using the Diocesan Learning and Teaching Framework (DLTF) was indicated as an area for development.

Reading with Comprehension was also seen as an area for development following an analysis of NAPLAN results.

### School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

**School Review and Improvement components reviewed and rated in 2009:**

- **Key Area 1: Catholic Life and Religious Education**
  - 1.3 Catholic Life and Culture
- **Key Area 2: Students and their learning**
  - 2.2 Rights and Responsibilities
- **Key Area 3: Pedagogy**
  - 3.6 School climate, learning and environment and relationships
  - 3.7 Professional Learning
- **Key Area 4: Human Resources Leadership and Management**
  - 4.2 Professional development of staff
- **Key Area 5: Resources, Finance and Facilities**
  - 5.3 Environmental stewardship
- **Key Area 6: Parents, Partnership, Consultation and Communication**
  - 6.3 Linkages with the wider community

**School Review and Improvement components to be reviewed and rated in 2010:**

- **Key Area 1: Catholic Life and Religious Education**
  - 1.3 Catholic Life and Culture
- **Key Area 2: Students and their learning**
  - 2.4 Integration of Information and Communication Technology (ICT)
• Key Area 3: Pedagogy
  - 3.2 Provision for the diverse needs of learners
  - 3.5 Assessment

• Key Area 5: Resources, Finance and Facilities
  - 5.1 ICT Resources
  - 5.4 Financial Management

• Key Area 6: Parents, Partnership, Consultation and Communication
  - 6.2 Reporting to the Community

• Key Area 7: Strategic Leadership and Management:
  - 7.2 Planning for Improvement