St Paul’s
Catholic Primary School
Camden

Annual School Report
2009
About This Report

St Paul’s Catholic Primary School, Camden 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
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Camden NSW 2570
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Parish Priest: Fr Michael Williams

Principal: Mr Christopher Paton
Date: 18 December 2009
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 2009 School Year has been another extremely exciting one for the community at St Paul’s, Camden. Stage 2 of the building program which commenced in 2007, was marked by the completion of the Kindergarten classrooms, the Year 1 classrooms, the School Library and the Administration Block. This was completed using financial support from the Commonwealth and State Governments, and generous support from the parent community.

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 full potential. The continued use of Restorative Justice practices has resulted in improved social skills and reduced discipline problems.

Numerous opportunities have been provided during 2009 for students to represent the school. Participation has been strong in representative sport, Public Speaking, community concerts such as “Light up Camden” and music opportunities. The CEO Wollongong School Review and Improvement (SRI) process commenced in 2009 and will continue for a five year period.

Parent Involvement

The school community has made 2009 another exciting and successful year. The school continues to grow in the form of bricks and mortar, but, more importantly, in spirit as well. Thanks to the generosity of the Parents and Friends we have been able to allocate funds to be spent on improvements such as new furnishings for the library, on line encyclopaedia, new computers and further upgrades to the playground. The P&F has also organised community events such as the visit of Danielle Miller, from Enlightened Education. The P&F gratefully acknowledges the grant and support from Illawarra Coal. The continued enthusiasm of the school community allows the P&F to be successful in its endeavours to support the school. The recent dinner held to celebrate the 125th anniversary of the founding of the school, was a great night with positive feedback received from numerous people. A big thank you is
extended to the organising committee and the Campbelltown Catholic Club. Thank you to all of the sub committees and the P&F executive committee for their continued support.  

Parents and Friends Association, President  

Student Leadership  

The 2009 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, Assembly, 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 2009 School Year has been a very successful one for all students in Year 6.  

School Captains  

School Profile  

School Context  

St Paul’s Catholic Primary School is a Catholic Systemic, co-educational school located in Camden. The school caters for students in Years K-6 and has a current enrolment of 626. 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.  

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 2007 the school commenced an ambitious building program. Stage 1 of the project, 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. At the commencement of the 2009 School Year, Stage 2 of the building project was completed and students in Kindergarten and Year 1 moved into their new and refurbished classrooms. The staff also occupied the new administration block and library.  

The school’s staff continues to transform approaches to learning and teaching to improve the learning outcomes for all students. This has been assisted by the construction of the new classrooms and facilities that have allowed a more flexible use of learning areas and grouping of students. Across all stages, units of work have been developed to reflect a more inquiring approach to learning. The programs have been devised to allow students to explore a wide range of tasks from a greater number of disciplines.
Student Enrolments

<table>
<thead>
<tr>
<th>Year 2009</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>320</td>
<td>306</td>
<td>626</td>
<td>3</td>
<td>110</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exist to assist schools in the equitable prioritising of enrolment applications 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>Year 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>91.3%</td>
<td>91.3%</td>
<td>92.3%</td>
<td>92.1%</td>
<td>91.9%</td>
<td>91.6%</td>
</tr>
</tbody>
</table>

Student non-attendance is managed by both the classroom teacher and the school office. A school support officer regularly monitors student non-attendance and reports concerns to the Principal. Parents are contacted if non-attendance is a problem.

Staffing Profile

There are a total of 32 teachers and 14 support staff at St Paul’s Catholic Primary School. This number includes 22 full-time and 10 part-time teachers.

Teacher Standards

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

The average daily teacher attendance rate for 2009 was 98.24%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2008 to 2009 was 95%.

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 whole school development day focusing on Inquiry Learning, facilitated by International educator Kath Murdoch and attended by 46 staff;
- A whole school development day focusing on Spirituality attended by 46 staff;
- Four, school based, professional development days in the school vacation period focusing on the use of Information Communication Learning Technologies (ICLT), including interactive whiteboards, desktop and laptop computers. Over 20 staff attended each day;
- Conferences including Australian Council for Educational Leaders (ACEL), Inquiry Learning and Principal Association (Wollongong) attended by the Principal, Assistant Principal and a staff member;
- Two one hour seminars on Asthma and the Autism Spectrum. These were attended by all staff and a number of parents;
- School based professional development on Numeracy, including within class support;
- One day ESL course – 2 staff; and
- Other professional learning activities run by the CEO Wollongong including:
  - Reading recovery – 2 staff,
  - Principal coaching course – 1 staff,
  - Leadership training – 3 staff,
  - Three Numeracy/Literacy focus days – 4 staff, and
  - Diocesan Learning and Teaching Framework meetings – 2 staff.

The average expenditure by the school on professional learning per teacher was $268. In addition, professional learning opportunities were provided by the Catholic Education Office.

Catholic Life & Religious Education

Prayer is an integral part of school life at St Paul’s Camden. Children pray in classrooms, Friday morning assemblies, liturgies and Masses. Members of the staff gather once a week to pray together and reflect. This year, the school staff participated in a Spirituality Day in Term Three. The school has continued to develop valuable links with the Catholic Parish of Camden. A number of students are now involved as altar servers. School support of the Parish Sacramental program has continued. This year, many 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 Penance, Eucharist and Confirmation. School/Parish relationships continued to develop in 2009, assisted by the appointment of a teacher to specifically work with the Parish Sunday Liturgy team. Classes have attended weekday Parish Masses, celebrated regular Liturgies of the Word and the students in Years 2 to 6 have received the opportunity to celebrate together as a grade at six Parish Masses throughout the year.

In 2009 the school continued to support Catholic charity organisations. The school raised money and promoted awareness of the missions by organizing whole year group fundraising activities during the third and fourth terms, as well as gold coin donation days. Funds were raised for victims of the Melbourne bush fires and specific cancer charities. A total of $4,525 was raised for Catholic Mission, $500 was donated to the St Vincent de Paul Society and a large amount of food items and gifts were collected for this society’s Christmas Appeal. An amount of $500 was donated to Canice’s Kitchen.

**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 78 Year 4 students, who sat the Religious Literacy Assessment Workbook (Part A) on 7 September, 2009, and 87 students 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.

For Part A 9% of students were placed in the developing level, 56.4% in the achieving level and 34.6% were in the extending level.

For Part B 1.1% of students were placed in the developing level, 57.5% in the achieving level and 41.4% were in the extending level. These results in Part B demonstrated that the students were able to work with and apply their religious knowledge.

Combining Parts A and B, 5.3% of students were placed in the developing level, 57.9% in the achieving level and 36.8% were in the extending level for Religious Literacy.

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 key times in the liturgical year; and
- Knowledge of the events of Holy Week.

The students’ responses showed a need for them to develop a deeper understanding of
- The Sacrament of Baptism; and
- Naming the ways that Jesus is present in the celebration of the Eucharist.
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 the Parish Priest each month.

In 2009 a small surplus was created to assist with the known budget demands associated with the final stages of the building project. A contingency amount was budgeted to cover unexpected costs such as additional furniture and technology. The school was given a grant of $200,000 as part of the “Pride in School” program, run as an economic stimulus package by the Commonwealth Government of Australia. This grant was used to fund projects including new blinds, covered awnings, playground improvements and classroom improvements.

During 2009, ICLT, sporting equipment and literacy needs were funded by the Parents and Friends group, who raised over $50 000 through the Annual School Fete.

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.
Student Welfare

Introduction

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 blame, drawing out who was affected and how they were affected. It is solution focussed, finding resolutions that restore relationships. These practices have continued to impact greatly on the way conflict situations are resolved.

Pastoral Care

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, 2008 and 2009. 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 626 students attend the 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 initiated 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 60 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.

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 school communities. These documents can be found on the Catholic Education Office website:
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

St. Paul’s Catholic Primary School continues to transform approaches to learning and teaching to improve the learning outcomes for all students. During 2009, the teaching and learning has been assisted by the acquisition of new Kindergarten and Year 1 classrooms which has allowed a more flexible use of learning areas and grouping of students.

### Curriculum & Pedagogy

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 2009 to provide parents with more detail about the students’ progress. A new comments section has been added to the Year 1 to Year 6 reports to give students and parents additional information in the Key Learning Areas of Religious Education, English and Mathematics. The Habits of Mind terminology has been retained 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 Communication Learning Technologies (ICLT), including the further purchase of interactive whiteboards, new desktop computers for Kindergarten, Year 1 and Year 2 and additional laptops for the senior students. 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.

### 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 14 teachers of the current
staff all trained in this area. Parents have assisted in supporting Literacy activities in many classrooms in 2009.

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 2009, 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 (KLAs) 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.

**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 two days per term to allow for parent/teacher feedback. The use of the IEP tool as set up by the Catholic Education Commission (CEC), allowed the progress of the students with special needs to be monitored. As part of the parent meetings, the school offered follow up opportunities with the local Catholic high school learning support coordinators. The aim of these meetings was to open up communication between both schools.

To assist students on the playground, a kids club and playgroup sessions were provided for students diagnosed with Aspergers Syndrome. The school has also organised transition opportunities for students who have been enrolled in St Paul’s school for 2010. Transition opportunities have also been organised for students progressing to high school in 2010.

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 2009, these included visits to Canberra & Cooma Recreation and Education Centre, Featherdale Farm, Fitzroy Falls, Sydney Harbour Education Cruises, Bywong Goldmining Town, Symbio Animal Park and a performance by an infants Literacy story teller. As part of the 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 a Camden Council poster competition. A number of students were chosen to participate in the “Light Up Camden” celebrations. The Music / Singing opportunities provided by the Australian Children’s Music Foundation has resulted in enhanced singing at Masses, school liturgies and the Camden Carols Festival. Students also danced at the fete and performed in the St Paul’s Idol Talent Quest.

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. The Kindergarten students presented their art works in an Art show at the fete. Students in Kindergarten to Year 6 attended the musical adventure "Jungle Bungle" to celebrate Book Week. During this week, the school had a book parade where students and teachers dressed up as "Book Safari" characters. Many students participated in a very successful bi-annual book fair and raised funds to purchase books for the library.

In the area of Personal Development, Health and Physical Education (PDHPE), the students participated in many activities in 2009. Their learning opportunities were supported by the employment of specialist teachers to assist with Physical Education and Sport. 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) levels. Students were given the opportunity to represent St Paul’s at Regional and Diocesan Gala days. Students represented St Paul’s school at the Western Region Soccer Gala Day, State Futsal Competition, Netball Gala Days and Tiger Shield Soccer Carnival. In Rugby League, the students competed in a number of gala days as well as the Diocesan Rugby Gala day. A group of students competed in the Southend Primary Schools Tennis Tournament with distinction.
Professional Learning

During 2009 the following areas were targeted for professional learning:

- School based professional development focusing on Inquiry Learning and facilitated by international educator Kath Murdoch;
- School based professional development focusing on the use of Information Communication Learning Technologies (ICLT), including interactive whiteboards, desktop and laptop computers;
- Numeracy. An increasing 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;
- Religious Education. Staff members were supported in their teaching of Religious Education through staff meetings and class support; and
- Special Education. Two teachers were given the opportunity to complete a course in Special Education called “Building Sustainability within Special Education.”

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

Year 3

Overall Literacy results were very strong again this year with over half of students attaining a Band 5 or Band 6. The school’s Reading Recovery program combined with teachers’ knowledge of literacy development in the younger years, are factors in the school’s sustained success in this area. The students performed very well in Writing and Spelling followed by Reading. There has been a focus at a school leadership level to ensure that there is adequate “shoulder to shoulder” support for the students and teachers in Kindergarten and Year 1 to ensure that all students’ needs are being met. The school has a distinct advantage in the retention of its former Reading Recovery teachers with over 15 of the current staff having been trained in this area. Their expertise in the Infants grades is another factor in the school’s continued growth in Literacy. This year has also seen the introduction of the Inquiry Learning model in all grades and this has assisted staff to program relevant Literacy experiences related to other Key Learning Areas.
Overall Numeracy results reflect the growing ability and confidence of the students in this area, with over a third of the students attaining a Band 5 or Band 6. Numeracy has been an identified area for development in the past 3 years. Members of the teaching staff have developed an approach to Mathematics learning that is providing more structure and direction for each student’s ability. Support for staff and students is provided in the classroom by a variety of teacher and School Support Officer time, enabling students to work in smaller workshop groups that focus on their particular needs.

**Year 5**

Overall Literacy results were again very pleasing and reflected the school’s growing strength in this area, with over three quarters of the cohort attaining a Band 6, 7 or 8. All areas of Literacy were particularly strong but did highlight a need for more development of grammar and punctuation skills. The results also reflect that the school needs to focus on students’ comprehension skills at the more complex level. Inferential comprehension is becoming a focus for Literacy tasks across all grades and a Six Thinking Hat approach has been adopted to assist staff frame questions that allow for different levels of comprehension.

Overall Numeracy results were particularly pleasing this year, as they highlighted the growth of students attaining the higher bands in this area. This has been an identified priority in the school and the results reflect, to a degree, the focus on improving the learning experiences of all students. There is a much more coordinated and consistent approach to the strategies used in Mathematics and this is assisting students to develop both deeper knowledge and understanding.

**Student Achievement in Bands**

The National Assessment Program Literacy and Numeracy (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.**
### NAPLAN 2009: % in Bands

<table>
<thead>
<tr>
<th></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><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>3%</td>
<td>47%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>1%</td>
<td>29%</td>
</tr>
<tr>
<td>National</td>
<td>9%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>3%</td>
<td>48%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>1%</td>
<td>32%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>9%</td>
<td>55%</td>
</tr>
<tr>
<td>National</td>
<td>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.
Parent, Student and Staff Satisfaction

In 2009, a survey sent to all families attracted 94 responses, which is about 20% of the total number of families in St Paul’s Catholic School, Camden. Responses indicated that 62% 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 81% of respondents agreed, or strongly agreed that, “my child is challenged to maximise his/her learning outcomes.”

Of those who responded 78% agreed, or strongly agreed that “the school strives to meet my child’s individual learning needs”, while 91% 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 95% 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.

A similar survey issued to a third of the primary students returned extremely positive responses. Of the students surveyed, 95% agreed, or strongly agreed that, “I am proud of my school’, 100% of students surveyed agreed, or strongly agreed that, “my teacher encourages me to learn to the best of my ability”, and, 94% 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”.

A Staff survey attracted 18 responses. Of these 77% strongly agreed that the school helped students to develop a knowledge and understanding about Catholic tradition; and 77% strongly agreed that the school provided a safe and supportive environment.

Two areas that the surveys indicated the school should study closely in 2010 are:

- “The school strives to meet my child’s individual learning needs.” Of the parent returns, 22% of respondents disagreed, or strongly disagreed with this statement while 100% of staff respondents agreed or strongly agreed with this statement; and
- “The school provides appropriate information about my child’s progress.” In relation to this item, 23% of parent respondents disagreed or strongly disagreed with this statement while 100% of staff respondents agreed or strongly agreed with this statement.

While the overall results were extremely positive, the school will attempt to investigate what the parent expectations are for these two areas.
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 2: Students and their Learning
  - 2.1 Educational potential
  - 2.5 Pastoral care
- Key Area 3: Pedagogy
  - 3.2 Provision for the diverse needs of learners
  - 3.3 Teaching practices

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

- Key Area 1: Catholic Life and Religious Education
  - 1.4 Parents, parishes and the broader Church
  - 1.2 Religious Education
- Key Area 2: Students and their Learning
  - 2.3 Reporting student achievement
- Key Area 4: Human Resources Leadership and Management
  - 4.2 Professional development of staff
- Key Area 5: Resources, Finance and Facilities
  - 5.1 ICT Resources
- Key Area 6: Parents, Partnership Consultation and Communication
  - 6.1 Parent involvement