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.

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 2011.

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

St Paul’s Catholic Primary School
PO Box 589,
Camden NSW 2570
Ph: (02) 4654 8900
Fax: (02) 4654 8999
Email: info@spcdow.catholic.edu.au
Website: www.spcdow.catholic.edu.au

Parish Priest: Fr Michael Williams

Principal: Mr Christopher Paton
Date: 18 December 2010
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 2010 School Year was another extremely exciting one for the community at St Paul’s, Camden. The final stage of building commenced in January 2010 and was completed by the last day of school in December. The new school hall and refurbished parish community centre were completed under the Building the Education Revolution program, funded by the Commonwealth Government of Australia.

The academic results were once again excellent, as evidenced by the National Assessment Plan for literacy and numeracy (NAPLAN) results and other external assessments. Within the classrooms, the curriculum continued to be differentiated to cater for the students’ individual needs. An emphasis on numeracy and literacy provided students with the opportunity to reach their full potential. In Human Society & Its Environment (HSIE) and Science & Technology, an “Inquiry Approach” to learning provided students with the opportunity to pursue individual interests. The continued use of Restorative Justice practices resulted in improved social skills and reduced discipline problems.

Numerous opportunities were provided during 2010 for students to represent the school. Participation was 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 continued during 2010.

Parent Involvement

For the St Paul’s Catholic Primary School community, 2010 has been another successful year. St Paul’s has welcomed into the playground the students, parents and teaching staff of St Justin’s primary school. The completion of the school hall, playground and the refurbishment of the old school library as a Parish Community Centre has been a welcomed achievement and a thank you is extended to St Paul’s Parish and the financial committee for their continued support of the school.

Due to the building works, the annual school fete was moved from the traditional third weekend in May to November. This was the first ever summer fete, with one of the hottest days experienced by families and friends. Congratulations was extended to all parents and
friends who worked in these extreme conditions to make the day a successful community event.

The new shade structure over the playground was put to good use in December with the sounds of students singing Christmas carols echoing through the school on another hot summer day. The Parents and Friends Association (P&F) of St Paul’s was excited to contribute to the purchase of new computers for the school and offer financial sponsorship to students to help them pursue their individual achievements. The P&F was also pleased to be able to make a financial commitment to the new schools as a helping hand to establish their own parent organisation.

The achievements of 2010 would not be possible without the help and dedication of the parents and friends of the school who generously volunteer their time to making the school community the place it is. Thank you to the sub committees of the P&F and the people that organise and run the various school events. Thank you to the CEO Wollongong for their continued support. Thank you to Father Michael Williams and the staff of St Paul’s Camden for being there for all of us.

Parents and Friends Association, President

Student Leadership

The 2010 School Year provided an opportunity for 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 worked well and established good relationships with their teachers. The 2010 School Year was 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 668. 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. In 2010 a building project consisting of a new school hall and refurbished parish community centre was completed under the Building the Education Revolution program, funded by Commonwealth Government of Australia.

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></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>345</td>
<td>323</td>
<td>668</td>
<td>6</td>
<td>108</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 both the school website www.spcdow.catholic.edu.au and the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2010.

Student Attendance

<table>
<thead>
<tr>
<th></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>2010</td>
<td>84.4%</td>
<td>82.4%</td>
<td>83.1%</td>
<td>84.9%</td>
<td>85.4%</td>
<td>83.3%</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

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 35 teachers and 15 support staff at St Paul’s Catholic Primary School. This number includes 23 full-time and 12 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 2010 was 95.5%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2009 to 2010 was 95%.

**Professional Learning**

Professional learning opportunities are highly valued and sought by all members of St Paul’s Catholic Primary School staff. During 2010 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 and Religious Art, attended by 46 staff;
- Conferences including the Mind and Its Potential, and Brain Learning seminars by John Joseph, attended by 8 staff;
- school based professional development on numeracy, including within class support, attended by 28 staff;
- other professional learning activities run by the CEO Wollongong including:
  - Reading Recovery – 2 staff,
  - Leadership training – 3 staff,
  - Three numeracy/literacy focus days – 4 staff,
• Diocesan Learning and Teaching Framework meetings – 2 staff,
• New teacher professional development – 4 staff,
• NAPLAN training – 2 staff,
• Special Needs training -3 staff,
• Library resourcing – 3 staff, and
• Financial Management – 3 staff.

School based expenditure on professional learning in 2010 was $9197 This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Catholic Life & Religious Education**

Prayer was an integral part of school life at St Paul’s Camden in 2010. Children prayed in classrooms, Friday morning assemblies, liturgies and masses. Teachers gathered once a week to pray together and reflect. The school staff participated in a Spirituality Day in Term Four. The school continued to develop valuable links with the Catholic Parish of Camden. Two clergy made regular class visits and a number of students were involved as Altar Servers. School support of the Parish Sacramental Program continued in 2010. Many teachers from the school 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 2010, assisted by the appointment of a teacher to specifically work with the Parish Sunday Liturgy team. Classes regularly attended weekday Parish Masses, celebrated regular Liturgies of the Word and the students in Years 2 to 6 received the opportunity to celebrate together as a grade at six Parish Masses throughout the year.

In 2010 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. A total of $2,000 was raised for Catholic Mission, $1,500 was donated to Caritas and $500 was donated to Canice’s Kitchen. Also $1,000 was donated to the St Vincent de Paul Society, and a large amount of food items and gifts were gathered by the school community for this society’s Christmas Appeal.

The culture of the Catholic school continued to be guided by the Religious Education Program and faith experiences, which the students participated in. The Diocesan Religious Education Program continued to be implemented and inservicing was provided to teachers to incorporate Inquiry Learning Techniques into their programming and teaching. All primary classes used textbooks and sets of bibles. The Year 4 students participated in the CEO Wollongong Religious Education Assessment and achieved excellent results.

Stronger links were forged with St Clare’s Catholic Primary School, Mater Dei Co-Educational Catholic School and Magdalene Catholic High School, the other Catholic Schools in the Parish
of Camden. All staff from the three schools commenced the school year with a combined Mass at St Paul’s Church in Camden. The schools also combined together to prepare and celebrate a liturgy and activities day to mark the Canonisation of St Mary of the Cross MacKillop. During 2010, 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.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the diocese in 2010. In 2010 the school cohort consisted of 86 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 30/8/11 and 90 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.

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

For Part A, 11.1% of students were placed in the developing level, 67.9% of students in the achieving level and 21% of students were in the extending level.

For Part B, 2.3% of students were placed in the developing level, 62.1% in the achieving level and 35.65 % in the extending level.

Combining Parts A and B, 3.8% of students were placed in the developing level, 70% in the achieving level and 26.3 % were in the extending level for Religious Literacy.

**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.

During the 2010 School Year, a final major building project consisting of the construction of a new school and community centre was completed. The cost was $3.2 million, funded by the Commonwealth Government as part of the “Building the Education Revolution” (BER). This initiative of sustaining the Australian economy was an extraordinary bonus for St Paul’s school.
In 2010 a small surplus was maintained to assist with the known budget demands associated with the commencement of the new school year and anticipated costs associated with the final building project, including additional furniture and technology.

During 2010, of Information Communication Learning Technologies (ICLT), sporting equipment and literacy needs were funded by the Parents and Friends group, who raised over $50,000 through the Annual School Fete which was held in November 2010.

The following graphs reflect the aggregated income and expenditure for St Paul’s Catholic Primary School for the year ended 31 December 2010. This data is taken from the 2010 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

---

**Student Welfare**

**Introduction**

In 2010 Restorative Practices continued to be used 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 continued to impact greatly on the way conflict situations are resolved.
Pastoral Care

In recent years, 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, 2009 and 2010. The focus was on the reparation of relationships whilst still outlining certain consequences of behaviour. These restorative levels were used in conjunction with a school merit system, which continued to be a great source of recognition and reward for students who were constantly promoting and modelling positive behaviours. When required, restorative meetings were conducted with the parents, student, teacher and a member of the school leadership team. These meetings were positive and solution focused.

This year many of the students attended the Principal’s morning tea as a result of attaining five Principal awards. This was a wonderful achievement. Many students received more than one Principal’s award this year.

In 2006, the school introduced an additional recognition of positive behaviour. The Mary MacKillop medallion was initiated for students who achieved more than five Principal’s awards during their time at St Paul’s Camden. The three different Mary Mackillop medals that the students strived to achieve included bronze, silver and gold. This year over 70 students received the Mary MacKillop medallion.

Social Skills programs were run for students in all grades this year. These programs were integrated with Habits of the Mind (HOM) and combined with the Restorative Justice practices, 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: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2010.

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

During 2010, St Paul’s Catholic Primary School continued to explore further opportunities to improve the learning outcomes for all students. The second year of using the flexible learning spaces allowed student learning to be more child focused. Teachers consolidated their use of
the Habits of Mind and the Inquiry Learning approach and this allowed a greater number of students to be authentically engaged in their learning.

Curriculum & Pedagogy

A more integrated approach to learning occurred across all stages. Where appropriate, teachers used Inquiry Learning to ensure students had an opportunity to be engaged in, and own their learning. To ensure outcomes were adequately covered, staff members participated in the development of Scope and Sequence documents mapping the curriculum. This was a Board of Studies compliance requirement.

The new school report developed by the staff in 2006 to meet Commonwealth Government guidelines, continued to be refined during 2010 to provide parents with more detail about the students’ progress. Additional opportunities for teacher comments attempted to give parents more information in the Key Learning Areas of Religious Education, English and Mathematics. The Habits of Mind terminology was 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 ICLT, including the further purchase of additional interactive whiteboards, new desktop computers and laptops.

Cross Curriculum

The school continued to excel in literacy, particularly in the younger grades. Updated reading materials were purchased and used by students in all grades. The Reading Recovery program continues to expand at St Paul’s with 15 teachers of the current staff all trained in this area. Parents assisted in supporting literacy activities in many classrooms in 2010.

In the area of numeracy, students across all Stages continued to be 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 was extremely positive about the style of learning they experienced. Base Ten knowledge throughout the school improved in 2010.

During 2010, a School Support Officer (SSO) continued to work with Indigenous students in classrooms. Indigenous Education perspectives were integrated across all Key Learning Areas (KLAs) from Kindergarten to Year 6.

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 organised Individual Program (IP) meetings two days per term to allow for parent/teacher feedback. The use of the IP tool as set up by the Catholic Education Commission (CEC), allowed the progress of the students with special needs to be monitored.

To assist students on the playground, a kids club and playgroup sessions were provided for students diagnosed with Aspergers Syndrome and other special learning needs. The school organised transition opportunities for students enrolled in St Paul’s school for 2011. Transition opportunities were organised for students progressing to high school in 2011.
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. A new computer based program to assist students in literacy was trialled in 2010.

**Expanding Learning Opportunities**

Excursion and incursion opportunities were provided for students in 2010. These included visits to Canberra, Cooba Sport and Education Centre, Featherdale Farm, Fairfield City Museum, Wollongong Science Centre and Planetarium, Sydney Harbour Education Cruises, Wedderburn Christian Camp, Symbio Animal Park, Life Education, an Indigenous story teller, a Book week story teller, infants excursion to the cinema and participation in an anti-bullying show. As part of the link with the local community, all students visited the Camden Show in 2010.

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 participated in the MS Readathon and the Premier’s Reading Challenge.

In the area of Creative Arts, St Paul’s students participated 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. Singing and performance opportunities occurred on numerous occasions including Masses, school liturgies, Camden Carols Festival and the school fete.

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.

In the area of Personal Development, Health and Physical Education (PDHPE), the students participated in many activities in 2010. 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 school 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 2010 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
• Brain Function: seven teachers were given the opportunity to complete a three day course focusing on how the brain functions. This course was facilitated by international educator, John Joseph.

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 Program 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.

NAPLAN

NAPLAN was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaced 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

Overall literacy results were very strong with over half of students attaining a Band 5 or Band 6. A highlight was 72% of students achieving a Band 5 or Band 6 in writing. 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 Reading, followed by Spelling, Grammar and Punctuation. There was a focus at a school leadership level to ensure adequate “shoulder to shoulder” support for the students and teachers in Kindergarten and Year 1 so that a genuine attempt could be made to meet the needs of all students. The school continued to benefit from 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 was another factor in the school’s continued growth in literacy.

Overall numeracy results reflected the growing ability and confidence of the students in this area, with 42% of the students attaining a Band 5 or Band 6. Numeracy has been an identified area for development in the past 4 years. Members of the teaching staff have developed a child centred approach to Mathematics learning that has provided more structure and
direction for each student’s ability. Support for staff and students has been 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 pleasing and reflected the school’s growing strength in this area, with increased students attaining a Band 7 or Band 8. All areas of literacy were strong, however the best results were attained in Grammar and Punctuation, an improvement on 2009 results. This reflected the school’s focus on students’ comprehension skills at the more complex level. Inferential comprehension was a focus for literacy tasks across all grades and a Six Thinking Hat approach was adopted to assist staff frame questions that allowed for different levels of comprehension.

Overall numeracy results continued to improve in 2010. This was an identified priority in the school and the results reflected the continued focus on improving the learning experiences of all students. There was a coordinated and consistent approach to the strategies used in Mathematics and this assisted students to develop both deeper knowledge and understanding.

Student Achievement in Bands
The NAPLAN assesses aspects of literacy and numeracy in Years 3 and 5. It provides 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 2010: % 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</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>17%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
</tbody>
</table>
Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from 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 2010: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>91%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>92%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

In 2006 St Paul’s Camden completed a review of the school using a process known as “Appreciative Inquiry”. This process has been used successfully around the world in many organizations, including schools and the business workplace. Appreciative Inquiry works from the assumption that there is something positive about every organization. It allows the strengths of a school to be celebrated and highlights areas that require further development. This process was used to evaluate the 2010 School Year. The five questions asked were:

1. What do you most value about being a member of the St Paul’s Catholic school?
2. What do you most appreciate about this school being Catholic?
3. What do you value most about how your child learns at St Paul’s?
4. If you could preserve or maintain three aspects of the school for the next five years, what would they be?
5. If you could have three wishes that ensured a more successful school from 2011 onwards, what would they be?

Parents

The majority of parents responded in very positive terms about the school. Parents were particularly pleased with the quality of staff and the progressive and extensive curriculum
offered to students. A number of parents did recommend that the issue of bullying in the school be looked at, and that more opportunities for independent learning be provided.

**Students**

The students were very complimentary about the new facilities that have been completed and the care shown by the staff towards them. They enjoyed the extra-curricula opportunities provided and suggested that more opportunities for creative play be provided in the playground.

**Staff**

The staff responded in favourable terms about the sense of community that exists at St Paul’s Camden. They unanimously agreed that a caring supportive environment exists for students, parents and staff. To further improve the school, the staff suggested an emphasis on helping the students become passionate about learning. They were pleased with the general collaboration that exists within the school, but believed that further scope for working cohesively within each grade was possible.

**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 2010:**

- **Key Area 1 : Catholic Life and Religious Education**
  - 1.2 Religious Education
  - 1.4 Parents, parishes and the broader Church
- **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

School Review and Improvement components to be reviewed and rated in 2011:

- Key Area 1: Catholic Life and Religious Education
  - 1.2 Religious Education (continuing)
  - 1.4 Parents, parishes and the broader Church (continuing)
- Key Area 2: Students and their Learning
  - 2.3 Reporting student achievement (continuing)
  - 2.4 Integration of Information and Communication Technology (ICT)
- Key Area 3: Pedagogy
  - 3.7 Professional learning
- Key Area 4: Human Resources Leadership and Management
  - 4.2 Professional development of staff (continuing)
- Key Area 5: Resources, Finance and Facilities
  - 5.1 ICT Resources (continuing)
  - 5.4 Financial management
- Key Area 6: Parents, Partnership, Consultation and Communication
  - 6.1 Parent involvement (continuing)