St Paul’s Catholic Primary School
Moss Vale

Annual School Report
2010
About This Report

St Paul’s Catholic Primary School, Moss Vale 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:

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18 Garrett Street,
P.O Box 359,
Moss Vale NSW 2577
Ph: (02) 4868 1794
Fax: (02) 4868 1064
Email: info@spmvdow.catholic.edu.au
Website: www.spmvdow.catholic.edu.au

Parish Priest: Fr Jaroslaw Zan OSPPE
Principal: Mr Anthony Kenna
Date: 18 December 2010
Vision Statement

A Catholic community that respects the dignity of all and strives to provide a quality learning environment focused on the life of Jesus.

Message from Key School Bodies

Principal's Message

It is with much delight that I present the Annual Report on school achievements during 2010. St. Paul’s Catholic Primary School is a faith community of children, families, staff and parish, which lives by and celebrates Gospel values and provides quality learning and teaching programs that focus on the needs of the individual student. The Annual School Report outlines events throughout the year, which achieve this goal. The success and achievements of the year are the result of the dedication and commitment of the staff, together in partnership with the students, parents and parish community. The Annual Report provides significant information about our school of which we can be very proud.

Parent Involvement

St Paul’s Primary School has strong school-home partnerships. Parental participation is valued and encouraged. Parents are kept informed through the weekly newsletter and are encouraged to attend Parents and Friends activities, support fundraising activities, assist with class activities, attend special liturgies and respond to surveys. The parent community actively participates in the school through various means and donations to the school have resulted in literacy and numeracy resources, computers and interactive whiteboards, portable stages for the school hall and professional development for staff. Continuous consultation with parents ensures St. Paul’s Primary provides a caring and supportive Christian learning environment where children can thrive and achieve their best.

Parents and Friends Association, President

Student Leadership

The students in Year 6 at St. Paul’s Primary School played a significant role in the life of the school by our participation in a variety of activities. These included, prayer services, liturgies, classroom learning experiences, excursions, sporting carnivals, fundraising activities and the Year 6 and Kindergarten Buddy Program.

The Tallong experiences helped us to be confident when working together as a trusting team. We have come out of our shells and become less shy because of our leadership experiences this year. We have grown and become great friends. Some of the excursions we had in Year 6 have helped us with our leadership roles. The three visits to Santa Sabina Outdoor Education Centre at Tallong helped us work as a team and problem solve using the, ‘Plan, Do, Review’ process. The annual gift to the school by Year 6 was a clock that will be placed in the new school hall. We have all tried to lead our School with pride and hope. It has been a great year for everyone.

School Captains

St Paul’s, Moss Vale ASR 2010
School Profile

St Paul’s Catholic Primary School is a one stream co-educational Catholic school situated in St Paul’s Parish Moss Vale. The school caters for students in Kindergarten to Year 6 and has a current enrolment of 175. Students who attend the school predominantly reside within the township or the southern outlying areas. The Parish covers this area and is presently administered by the Fathers of the Order of St Paul the First Hermit.

The first Catholic Primary School in Moss Vale was started by the Sisters of St Joseph at “Kalurgan”, Browley Street Moss Vale, in 1884. In 1891 the Dominican Sisters took over the role as chief educators and St Joseph’s School was transferred to the Elm Court property in Moss Vale. In 1947 the school moved to its present Garrett Street site and was renamed St Paul’s, with pupils starting classes in January 1948.

The school motto is, “All to All”, which reflects the strong faith culture of the school.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>84</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>92</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>176</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>4</td>
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</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists 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.spmvdow.catholic.edu.au](http://www.spmvdow.catholic.edu.au) and the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2010.

Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</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>
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<tbody>
<tr>
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<td></td>
<td>90.4%</td>
<td>76.7%</td>
<td>88.6%</td>
<td>87.2%</td>
<td>89.5%</td>
<td>84.7%</td>
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</tbody>
</table>

Management of Student Non Attendance

When a student has been away from school a note or email is sent to the school, which is kept on the student’s file and the absentee recorded on the electronic role file at the school. If a student is away for more than three days, the class teacher informs the school office and a telephone call is made to the family to enquire about the student’s welfare.
Staffing Profile

There are a total of 12 teachers and 5 support staff at St. Paul’s Catholic Primary School. This number includes 8 full-time and 4 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 2010 was 98.6%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2009 to 2010 was 87.5%.

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:
Whole School development days involving 17 staff and focusing on:
- Adult Spirituality and Faith development;
- School Review and Improvement; and
- Quality Learning techniques – David Langford.

Other professional learning activities provided at school level including CEO run courses were:
- David Langford Quality Learning Australia;
- Autism Spectrum Disorder;
- Taste of Japan/Indonesia;
- Network Meetings;
- Using NAPLAN data to improve student outcomes;
- Reading Recovery;
School based expenditure on professional learning in 2010 was $6,700. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Catholic Life & Religious Education**

The school year began with a mass for staff and Parish Catechists. A week later, a Liturgy and BBQ to welcome new students and their families to the St. Paul’s community was held. During Term 1 the school celebrated a whole school Mass during which the Year 6 leaders were inducted into their leadership roles.

Staff prayer and spiritual development continued to be an integral part of school life. A twenty minute time slot is set aside each Wednesday morning for staff to gather and pray. During Term 1 the focus was on the Diocesan Lenten Program while in Term 2 the St Paul’s Lecture series by Archbishop Mark Coleridge was viewed and discussed. In the second half of the year staff members prepared and led the weekly prayer sessions. A number of staff members attended the Highland Gatherings, which were held each term. One staff member participated in Bethsaida while another attended the Artist’s Retreat. School Support Officers (SSO) attended the retreat at The Hermitage, Mittagong, in Term 4.

The school and parish worked closely together in numerous ways in 2010. On the second Sunday of each month children from one class were allocated various roles including readers, procession people and greeters for the Parish Mass. A parishioner who was the musician at this Mass came to school on the Friday prior to the mass and practiced the hymns with the children. At each of these Masses Father Jarek would invite the children to the front of the church for the Homily, which he had prepared specifically for them. This often included a demonstration or experiment in order to help convey the meaning of the Gospel as well as considerable dialogue between Father and the children. Liturgies were held to mark Holy
Week, the Canonisation of Saint Mary of the Cross MacKillop and Remembrance Day. In May each class visited the church to pray a Litany to the Blessed Virgin Mary, while in October the school focused on the Rosary. In November the Year 6 children travelled to the cemetery at St. Patrick’s, Sutton Forest to mark All Souls and All Saints Days. Father Jarek spoke to the children on the significance of these days and of the importance of praying for the departed. The children joined Father in a prayer service before moving through the cemetery to say their own prayers and to place flowers on the graves. The school choir sang at the Parish Carols night in December. Father Jarek generously welcomed the Year 6 students and school staff into his home for their Graduation Dinner, which followed the celebration of Mass attended by the children, their families and school staff. At the end of year Mass the music and singing was provided by a parishioner and the school choir. Christmas events were collaboratively planned with the parish. The parish choir and music specialists significantly enhanced sacramental liturgies throughout the year.

Staff included a spiritual reflection in the weekly school newsletter and parish connections were enhanced with the school and parish electronically sharing newsletters. Parish and School activities were then promoted weekly in the newsletters. Significant liaison developed between catechists and teachers regarding the Sacramental Program. This was particularly important for students with special needs, providing them with relevant preparation to receive the Sacraments of Penance, First Communion and Confirmation.

The Mini Vinnies group continued their fine work throughout the year. Directed by a teacher facilitator the group of predominately Year 5 students held various fund raising activities throughout the year. Their enthusiastic efforts saw a total of over $1,200 raised and distributed to worthy causes. The final undertaking of the year was a collection of Christmas items. A very large supply of food and other hamper items were taken to the local chapter of St. Vincent de Paul.

In Term 3 Andrew Chinn visited the school for a day. Andrew conducted workshops with the children during the day and that night parents and friends were invited along to a concert in the church. This was a wonderful experience. The children performing the songs they had learnt with great joy and enthusiasm. Another highlight of the year was the Creating and Performing Arts (CAPA) Performance titled, “It’s the Bible”. Each class prepared a song based on a bible story. These songs were drawn together by a well constructed narration. The performance was held in the hall of St. Paul’s International College. A large crowd of parents, family and friends were in attendance to appreciate the children’s hard work and talent.

**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 20 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 30th August and 20 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 knowledge of:

- Identifying key times of the Liturgical Year;
- Identifying Jesus’ example of service to others;
- Identifying and describing parts of the Mass;
- Recalling and identifying the Ten Commandments and their guiding principles; and,
- Demonstrating an understanding of the Hail Mary.

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

- Demonstrate understanding of Jesus’ teaching on forgiveness;
- Demonstrate an understanding of the Sacrament of the Eucharist; and,
- Demonstrate some familiarity with formal prayers.

For Part A 21.1% of students placed in the developing level, 63.2% in the achieving level and 15.4% in the extending level.
For Part B 0% of students placed in the developing level, 83.3% in the achieving level and 20.7% in the extending level.
Combining Parts A and B 5.3% of students placed in the developing level, 78.9% in the achieving level and 15.8% in the extending level for Religious Literacy.

**Financial Summary**

In 2010 school maintenance, as well as school building and playground improvements continued. The main source of income to support the maintenance and improvements came from the Federal Government - NSP, P21 programs and SEDSO account and School Building Fund.
Through fundraising activities the Parents and Friends Association provided well over $30,000 for laptop computers, interactive whiteboard, resources to the classrooms and school library. The Spring Ball was a resounding success and the funds were put towards the purchase of portable stages for the new School Hall.
The balance carried forward in the 2009 budget was required to meet demands for outstanding invoices, teaching resources ordered for the beginning of school year and learning resources and equipment for 2010.
The following graphs reflect the aggregated income and expenditure for St. Paul’s Catholic Primary School Moss Vale 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.
Introduction

The school’s motto is ‘All to All’. This has been a constant reference point for encouraging positive behaviour and support for all people at school as well as in the wider parish and local community. Currently St. Paul’s has a range of programs and initiatives in place to care for the welfare of students and parents.

Pastoral Care

In 2010 the school awards scheme continued as an example of the commitment the school has to recognising the good behaviour of students and their academic achievement. Good behaviour was recognised daily during class and break times. Teachers on supervision duty monitored student behaviour and activities, supporting the students as required. Students needing extra support were identified and monitored through recording incidents on playground folders. Information from the folders was recorded on a school database. The Seasons for Growth Program was completed and provided students with support during times of grief or loss.

The Kindergarten and Year 6 buddy system continued to operate within the school. The Year 6 students supported the transition of the new Kindergarten class into life at big school, providing support for them on the playground and in the classrooms during shared activities. CatholicCare continued to provide family counseling support to the school on a fortnightly basis. Community links were again an important part of Pastoral Care at St. Paul's this year and the school supported charities through the work of the Mini Vinnies group.
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](http://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**

St Paul’s Primary at Moss Vale is an educational community where individuals are valued and encouraged to achieve their optimum potential. St Paul’s school motto ‘All to All’ underpins all that is learnt. Staff members are dedicated and committed to providing each student with quality Catholic learning and teaching while inspiring them to be life long learners. Learning and teaching at St Paul’s school complies with the NSW Board of Studies requirements.

**Curriculum and Pedagogy**

The NSW Board of Studies syllabus documents in English, Mathematics, Human Society and Its Environment (HSIE), Science and Technology, Creative Arts, Personal development, Health and Physical Education (PDHPE) along with the Diocese of Wollongong Religious Education Curriculum form the basis for developing the school’s curriculum. Teachers implemented these curriculums across the four Stages of Learning within the school and the classroom teachers were supported by specialist teachers who work with students in areas of music, school choir, reading and within the library.

St Paul’s in 2010 continued to value the importance of Information, Communication and Learning Technologies (ICLT) as an effective tool for the support of learning and teaching. Each class had access to Interactive Smart Boards in the classroom, including the Library. Each stage had access to a pod of laptops equipped with latest versions of ICLT software. As part of the school’s ICLT Plan, with the generous support of the Parents & Friends Association, the school purchased three new Smart Boards and additional laptops. This gave all students ready access to learning technology at all times. A priority for the implementation of Smart Boards in all classrooms was staff development. This involved regular sessions for staff with a professional tutor, in-staff mentoring and ongoing interactive Smart Board training.

During 2010 assessment was again an integral component of learning and teaching. It occurred as a natural part of the learning cycle. A variety of assessment tasks were undertaken; written, oral, performance and observation. The assessment information was combined to provide teachers and students with a clear picture of progress. This was communicated to parents of Year 1 to Year 6 students through the formal school report, which included the Federal Government mandated A-E reporting system. A narrative
reporting style was used for the Kindergarten report. Formal school report interviews were held in June, as well as additional parent-teacher interviews and discussions throughout the year as required.

Students in Year 3 and Year 5 completed the National Assessment Plan for Literacy and Numeracy (NAPLAN) tests. St Paul’s results highlighted pleasing results in reading, writing, punctuation and grammar. Areas of need that were identified included spelling and specific numeracy strands. The NAPLAN data was closely studied and analysed by teachers to determine specific student needs, and the outcomes of this analysis became the learning and teaching focus in daily class activities. Students in Years 3, 4, 5 & 6 were also given the opportunity to participate in the University of NSW Mathematics, English and Science Tests. Students in Year 4 also participated in the Wollongong Diocese Religious Literacy Assessment, achieving excellent results. Students volunteered to participate in the Premier’s Reading Challenge with twelve (12) students gaining a Gold Award for successfully participating in the Premier’s Reading Challenge for four years.

Cross Curriculum

The structures that support learning at St Paul’s School encourage the integration of curriculum outcomes across a number of Key Learning Areas (KLAs). Literacy and numeracy are seen as vital to success in all KLAs and so are considered a high priority. This was supported in 2010 by the purchase of additional Mathematics and reading materials. The Reading Recovery Program catered for Year 1 students. In 2010 there were three Reading Recovery trained teachers at St Paul’s School.

In assessing students all teachers used the standardised assessments Schedule for Early Number Assessment (SENA), both SENA 1 & 2 to evaluate student progress in Mathematics, and the South Australian Spelling and Burt Word test were also used in student assessments and in the long-term monitoring of students who participated in the Reading Recovery Program.

As Teacher Leader, a member of staff mentored teachers through the Diocesan Individual Plan process and Review Committee process to help improve learning for students with special needs. This was followed up with mentoring of parents. Through this process the Teacher Leader created links with staff at other schools in the Southern Highlands. Thus Individual Learning Plans (IPs) were created through discussion with parents, students, Catholic Education Office Diverse Learning Needs Team Education Officers, and other relevant local agencies.

A staff day for handover of student achievement data was held at the end of Term 4. This included SMART Data from NAPLAN tests, reading levels, Mathematics achievement levels, SENA 1 & SENA 2 data, Running Records, current Diocesan IP printouts and any other relevant student information that helped determine student needs.

Teachers designed and implemented Langford quality learning Planning and Assessment tools to enhance pedagogy and develop student learning and tracking. Students tracked their own learning through the use of Capacity Matrices. These were also developed with students with
special needs to direct their learning in specific areas. Learning and Teaching Programs were developed in all grades and included all areas of the curriculum. These Programs were supported by IPs for students with a disability.

Children from Year 3 to Year 6 were involved in a nine day Learn to Swim Program during summer. At the direction of the Principal, children participated in all levels of Learning to Swim, Practice for the Swimming Carnival and Survival Challenge skills.

Other cross-curricular experiences included, Indigenous Education-NAIDOC day and Environmental Education activities. These were included in the curriculum areas of Religious Education, Personal Development, Human Society and Its Environment and Science and Technology.

Meeting the needs of all students

At St Paul’s staff members are committed to ensuring that as far as possible all students’ needs are met. In 2010 students with diverse needs were identified early through a variety of assessments and teacher observations. Teachers employed a range of learning and teaching experiences and methodologies, taking into account the individual learning styles of the students in their class in order to meet the needs of individual students. Differentiating the curriculum supported those students in most need while allowing for more challenging experiences for other students.

School Review and Improvement teams this year worked to improve collaborative planning, which is now well established. Learning was explicitly linked to students needs through Learning and Teaching Programs. These Programs were working documents where the teachers engaged in self evaluation that included many aspects of the Diocesan Learning and Teaching Framework.

The Professional Development and Personal Review, (PDPR), process was successfully developed by all staff though peer observation and reporting via means of a critical friend. Informal discussions were held with the Principal about personal strengths, and personal and professional goals for the following year. Improved student outcomes were the underlying goal. The PDPR process will be an ongoing strategy for improvement in pedagogy within the school.

The Reading Recovery Program continued to support students in Year 1 with an intensive 1:1 daily reading program.

At St Paul’s the responsibility of meeting the needs of all students belongs to all staff. This responsibility is supported by the school’s Review Committee. The role of the Review Committee team is to meet with individual teachers to develop strategies and individual educational programs that support the ongoing learning of both staff and students. This continued in 2010. Diocesan Individual Plans were developed using the Diocesan planning tool for students who receive additional funding to support their learning. Regular meetings were held with parents to inform and discuss progress towards student goals. Individual Plans
were also developed for those students who do not attract disability funding but were in need of more specific support. The class teachers, in conjunction with the School Support officers (SSOs), provided 1:1 and small group assistance as needed. Areas of learning identified for students within the Individual Plan were, Curriculum Skills, Social Skills, Personal Care, Safety and Mobility. As mentioned above, the development of Individual Plans were supported by the Parents, Catholic Education Office personnel, school Review Committee Manager and the School Principal.

Besides this, staff participated in up-to-date learning and refresher courses in Autism Spectrum Disorder, Aspergers Syndrome, Diabetes, Asthma and Anaphylaxis. Parents were invited to participate in these courses. The school is a member of Positive Partnerships (a web based learning support tool), and ASPEC - Autism Spectrum Australia.

Ten students received daily support by participating in the Multi Lit Program. This Program provided 1:1 drill and practice for students from Year 3 to Year 6 who required extra input to get them up to the level of their peers in reading, writing and spelling skills. All SSOs completed training in 2010 to facilitate the Multi Lit Program.

**Expanded Learning Opportunities**

St Paul’s Year 5 and 6 students participated in the Diocesan Public Speaking Competition. Other classes participated in public speaking activities during the Talking and Listening English components of the syllabus. This provided a wonderful opportunity for the students to display their talent in this area.

All students in Year 5 and Year 6 participated in the Diocese of Sydney Christmas Visual Arts Competition. Three students from each grade were congratulated when their artwork was presented at the Wollongong Catholic Education Office for the next level of judging and exhibition.

In the area of Physical Education students enjoyed the beautiful, green oval area where the Athletics Carnival was held. Students also participated in a Cross Country Carnival and a Swimming Carnival during the year. Coaching Clinics were presented to the students by: the Highlands Cricket Club, Aussie Rules, Rugby League and Basketball clubs. Students participated in Gala Days for Soccer, Basketball, Rugby League, Soccer and Netball. Some students participated in sport at a Diocesan level. One student was awarded the MacKillop Sports Medallion for representing the Diocese in two sports, Cross Country and Athletics.

Excursions that enhance learning were available to students, including trips to Canberra Parliament House and the Power House museum, CSIRO, Macarthur House at Parramatta, Morton National Park, Shellharbour Beach, local restaurants and businesses, Historic buildings in the Highlands, and the Santa Sabina Outdoor Education Centre for Year 5 and Year 6. Students attended local musicals and plays at Frensham College & Chevalier College. Students in Year 5 ran the Mini Vinnies Group and coordinated mufti days and collections for disaster relief. During Tulip time in the Southern Highlands students were involved in craft and sports activities, which promoted St Paul’s school.
Environmental improvements were established in 2010. For example: no waste days with bins removed from the playground once a week, paper recycling, green waste from *munch and crunch* was taken to a community garden, a parent garden group was established, school newsletters were emailed to parents, school newsletter includes a green tip of the week supplied by Year 6 students and student bathrooms were fitted with dual flush toilets.

Students represented the school at the ANZAC Day March and Remembrance Day celebrations in Moss Vale. Students in Year 3 completed presentations for the Country Women’s Association (CWA) competition. The Research Project theme for 2010 was Scotland. All students celebrated NAIDOC day with cultural activities. The Teacher Librarian at the school promoted links with St Paul’s International College and students visited St Paul’s during Book Week and during the study of Units of work on Asian Cultures.

**Professional Learning**

Staff built up a capacity to bring about effective change by restructuring regular meetings to include Professional Development. Using a Quality Teaching Framework, peer learning was shared with staff and meeting times allowed for professional dialogue about new learning. Six staff members participated in the David Langford Quality Learning workshop, which enabled teachers to use a number of tools to plan and bring in new innovations to improve pedagogy. St Paul’s has developed links with St Thomas Aquinas in Bowral and St Michael’s in Mittagong to develop a Community of Practice. This Community of Practice shares learnings about learning and teaching and particularly about catering for the diverse learning needs of students.

**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**

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.

**Student Achievement in Bands**

The National Assessment Program Literacy and Numeracy (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><strong>Reading</strong></td>
<td></td>
<td></td>
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<tr>
<td>School</td>
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<tr>
<td><strong>Writing</strong></td>
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</tr>
<tr>
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<tr>
<td>National</td>
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<tr>
<td><strong>Spelling</strong></td>
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<tr>
<td>School</td>
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<td><strong>Grammar &amp; Punctuation</strong></td>
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<tr>
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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>
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Parent, Student and Staff Satisfaction

Parents

A survey was distributed to all parents to collect information on Catholic School enrolment. The survey asked parents to rate the importance of the following themes from least important to most important in influencing their decision to enrol in St Paul’s. The themes surveyed were, Proximity of school to home, Academic standards of the school, Development and deepening children’s knowledge and understanding of the Catholic faith, Members of immediate family attended the school, Pastoral Care provided by school, Reputation of the school, Discipline by the school, Local Parish involvement, Dedication of teachers, Opportunities for children to be involved in sporting and cultural activities such as camps or musicals, Support and development of a relationship with Jesus, Bus and transport availability to school, Special learning needs being catered for, School fees are affordable and special arrangements can be made if needed and Pre school or early childhood facility.

Areas rated by parents as being the MOST important issues were:
Academic standards of the school, Development and deepening children’s knowledge and understanding of the Catholic faith, Pastoral Care provided by school, Reputation of the school, Discipline by the school, Local Parish involvement, Dedication of teachers, Opportunities for children to be involved in sporting and cultural activities such as camps or musicals and Support and development of a relationship with Jesus,

Areas rated by parents as being the LEAST important issues:
Special learning needs would be catered for and Members of their immediate family attended the school.

Areas rated NEITHER LEAST OR MOST important by parents:
Proximity of school to home, Bus and transport availability to school and School fees are affordable and special arrangements can be made if needed.

Additional comments from parents highlighted three important themes relating to St Paul’s. These were the small school environment with a single class per year, the importance of a Catholic education and the welcoming school environment.

Students

A survey was distributed to the students in primary grades Years 5 and 6 to gauge their satisfaction of school life. The students were satisfied with school life in the following areas, the school helped them in their understanding of the Catholic faith, the students were proud of their school, teachers encouraged them to learn to the best of their ability, the students understood their rights and responsibilities and the school provided co-curricular activities. A high percentage agreed that they felt safe at school. However some students expressed concern for their safety and this warrants further investigation regarding their feelings and perceptions.
Staff

A survey was distributed to staff to gauge areas of staff satisfaction. Staff indicated that they agreed that the school is doing its best in most areas of the survey. Two areas in which concerns were raised were: Students being challenged to maximise their learning outcomes and providing appropriate information to parents about student progress.

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**
  - 1.4 Parents, Parishes and the broader Church
- **Key Area 2: Students and Their Learning**
  - 2.3 Reporting student achievement
- **Key Area 3: Pedagogy**
  - 3.4 Planning, programming and evaluation
  - 3.7 Professional Learning
- **Key Area 4: Human Resources Leadership and Management**
  - 4.3 An Ethical Workplace Culture
- **Key Area 5: Resources, finance and facilities**
  - 5.3 Environmental Stewardship

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

- **Key Area 1: Catholic Life And Religious Education**
  - 1.2 Religious Education
- **Key Area 2: Students And Their Learning**
  - 2.1 Educational Potential
- **Key Area 3: Pedagogy**
  - 3.1 Curriculum Provision
• **Key Area 4: Human Resources Leadership And Management**
  - 4.4 Succession Planning

• **Key Area 5: Resources, Finances And Facilities**
  - 5.2 Use of resources and space

• **Key Area 6: Parents, Partnership, Consultation and Communication**
  - 6.3 Linkages with the wider Community

• **Key Area 7: Strategic Leadership & Management**
  - 7.2 Innovation, development and change