

***St Paul's
Catholic Primary School
Camden***



***Annual School Report
2011***

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 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 2012.

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

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Parish Priest: Fr Michael Williams

Principal: Mr Christopher Paton

Date: 19 December 2011

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 2011 School Year was another exciting one for the community at St Paul's, Camden. Following the Building the Education Revolution (BER) program in 2010, the new school hall and refurbished parish community centre were occupied and used for the first time. The official opening occurred early in the year and the Commonwealth Government of Australia was acknowledged for the donation of funds towards these two projects.

The academic results were once very pleasing, 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 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 2011 for students to represent the school. Participation was strong in representative sport, Public Speaking and music opportunities. The CEO Wollongong School Review and Improvement (SRI) process commenced in 2008, continued during 2011.

Parent Involvement

The school has been blessed with another successful year. Our school community included additional students for the new St Justin's Catholic Primary school which will commence on Oran Park in 2012. We feel privileged to have been able to accommodate these students in 2010, 2011 and 2012.

The year has been a busy one and the Parents and Friends group (P&F) worked alongside the teaching and administrative staff of the school to make the year a success. Events in which the P&F were involved, included assisting in sporting events throughout the year, Grandparents Day, Mothers & Fathers Day Stalls, the organisation of an external CPR class for

Kids, the school Disco (held for the first time in our new hall) and the continued running of the Clothing Pool. This year's annual Fete was held in July with the theme of Antarctica. A beautiful winter's day aided in its success. Thanks to the wonderful support of the school community throughout the year. Funds raised by these events enabled the purchase of technical and sporting equipment, and the gift of a Bible to the graduating Year 6 students.

The achievements of 2011 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, our Parish Priest Father Michael Williams, our Principal Mr Paton and the staff of St Paul's Camden for being there for all of us.

Parents and Friends Association, President

Student Leadership

The 2011 School Year provided an opportunity for all 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 2011 School Year was a very successful one for all students in Year 6.

School Leaders

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 693. 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 Education Revolution (BER) Program, funded by the 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

2011	Boys	Girls	Total	Indigenous	LBOTE
	359	334	693	9	89

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.spcdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2011.

Student Attendance

2011	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	85.1%	89.8%	88.3%	85.5%	87.6%	86.9%

Management of Student Non Attendance

The management of student non-attendance is the responsibility of the classroom teacher, Senior School Support Officer (SSSO), office School Support Officer (SSO) and Principal. Student attendance is tracked electronically and concerns are raised with the Principal if non-attendance becomes excessive. The Principal makes contact with the families concerned if the reasons for absences are need to be questioned or if the number of days absent becomes detrimental for the student's well being and progress.

Staffing Profile

There are a total of 39 teachers and 14 support staff at St Paul's Catholic Primary School. This number includes 27 full-time, 12 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 2011 was 95.74%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 95%. For the 2011 School Year an additional two teachers were employed to teach two new Kindergarten classes.

Professional Learning

During 2011, St Paul's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

A. St Paul's whole school development days involving up to 53 staff.

These days focused on:

- 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 51 staff;
- conferences including the Mind and Its Potential attended by 3 staff and the Principal conference attended by 2 staff;
- school based professional development on literacy run during the school holidays attended by 15 staff. This course was titled, "Focus on Learning";
- David Langford Seminar attended by 7 members of the School Leadership Team (SLT), run during the school holidays; and
- a classroom management course facilitated by Bill Rodgers.

B. Other professional learning activities provided at school level including CEO run courses:

- Reading Recovery – 3 staff;
- Leadership training – 2 staff;
- Literacy focus days – 6 staff;
- New teacher professional development – 4 staff;
- NAPLAN training – 6 staff;
- Library resourcing – 3 staff; and
- Financial Management – 3 staff.

The average expenditure by the school on professional learning per staff member was \$193. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$316.

Catholic Life & Religious Education

The Catholic culture at St. Paul's School has continued to grow throughout 2011. The spiritual and prayer life of the school has brought staff, students and parents together with the Catholic Parish of Camden to share and celebrate on many occasions. These celebrations have included celebration of the Eucharist with the students from primary grades joining with the wider parish community and their parents and friends at weekday Masses, weekly prayer gathering at assemblies and participation in regular whole school Liturgies. As well, a teacher was employed to specifically work with the students in Years 2 to 6 to prepare them for some Parish weekend liturgies. Once a week, teachers also gathered to pray together and reflect. The school staff participated in a Spirituality Day in Term 3.

During 2011, two clergy made regular class visits to classrooms. School support of the Parish Sacramental program continued. Many teachers from the school worked as Sacramental Associates to implement three Sacramental Programs. At least seventy or more students from St Paul's participated in each of the Sacramental Programs for Penance, Eucharist and Confirmation.

St Paul's School continued to support Catholic charity organisations. In 2011, the school raised funds and promoted awareness of the missions by organizing a Mission Focus Day. Mission boxes were placed in each class for Caritas and a collection was made during the Christmas Carol's concert for St Vincent de Paul and Canice's Kitchen. A total of \$ 1,411 was raised for Catholic Mission, \$1,000 was donated to Caritas and \$500 was donated to Canice's Kitchen. In addition \$500 was contributed to the St Vincent de Paul Society and a large amount of food items and gifts were gathered by the school community for their Christmas Appeal.

The culture of the Catholic school continued to be guided by the provision of faith experiences and religious education each day. The Religious Education curriculum of the

Diocese of Wollongong continued to be implemented and inservicing was provided to teachers to incorporate Inquiry Learning techniques into their programming and teaching. All classes used Diocesan Religious Education textbooks to support the curriculum. Sets of Bibles in each class also supported the teaching of religious education. 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, Magdalene Catholic High School and St Benedict's 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. During 2011, 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 2011, the school cohort consisted of 81 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2011 and 89 completed the Extended Task (Part B) which was based on the Unit: *Mary Mother of God: First among the Saints* 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:

- images of God in Scripture;
- understanding of the Emmaus Story; and
- knowledge of experiences of the presence of Jesus.

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to demonstrate an understanding of the Creation story and of Jesus' teaching on forgiveness.

For Part A, 13.1% of students were placed in the developing level, 58% of students in the achieving level and 28.9% of students were in the extending level.

For Part B, 15.3% of students were placed in the developing level, 65.4% in the achieving level and 19.1% in the extending level.

Combining Parts A and B, 16.7% of students were placed in the developing level, 63.5% in the achieving level and 19.8% were in the extending level for Religious Literacy.

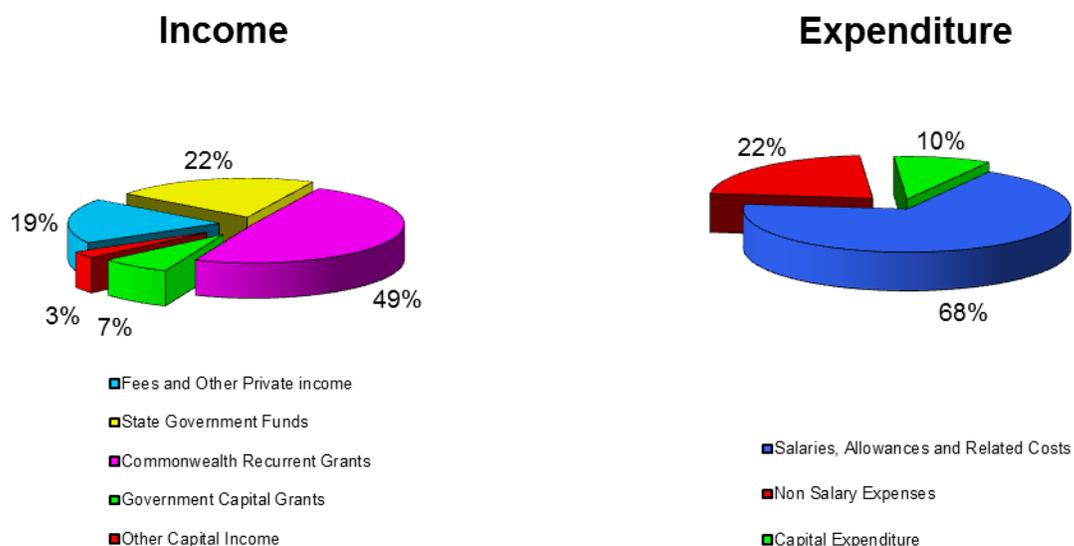
Financial Summary

Each year, the school budget is determined by the ongoing needs of the school. The Principal, Assistant Principal (AP) and SSSO 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 2011 a small surplus was maintained to assist with the known budget demands associated with the commencement of the new school year.

During 2011, 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 July.

The following graphs reflect the aggregated income and expenditure for St Paul's Catholic Primary School, Camden for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

Introduction

In 2011 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, 2010 and 2011. The focus in these sessions is 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 SLT. 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 65 students received the Mary MacKillop medallion.

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 2011.

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 2011, St Paul's Catholic Primary School continued to explore further opportunities to improve the learning outcomes for all students. The third 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 an inquiring learning structure to ensure students had an opportunity to be engaged in, and own their learning. In 2011, this included a particular focus on the teaching of Religious Education. 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 2011 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, iPods, new desktop computers and laptops.

During 2011, staff members have been involved in developing a document that will guide the teaching and learning philosophy for teachers and students at St Paul's from 2012. This document is being designed in consultation with both students and parents and will be based on neuro-science research about learning.

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 continued to support the children of Year 1 in their literacy needs with 22 Year 1 students successfully completing the program this year. Students in Stage 1 and 2, who have completed the program have been closely monitored in reading and writing by their classroom teachers. Currently the school has 15 teachers on staff trained in Reading Recovery and 2 teachers in training. This year the school appointed a full time teacher and a teacher for literacy support to work exclusively with Early Stage 1 and Stage 1 students. There was also a literacy support teacher working with students in Stage 2. The school purchased updated reading materials for Stages 2 and 3 to support the literacy program in their classrooms. During the year, the majority of teachers across the Stages attended Professional

Development Courses in literacy to assist in their pedagogy. Teachers of our primary grades attended a “Focus on Reading” course throughout 2011 to enhance and improve the reading comprehension skills of primary students.

In the area of numeracy, students across all Stages continued to be introduced to the child-centred approach to learning Mathematics. In some grades students were introduced to a variety of competency matrices that assist students in monitoring their learning and progress, particularly with mathematical skills. The programs were 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 continued to improve in 2011. A sample group of students trialled ‘element classes’ in order to look at ways the school can cater for the multiple intelligences of children within our school.

During 2011 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, and early in Term 3 the school acknowledged National Aborigines and Islanders Day Observance Committee (NAIDOC) Week.

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 Key Learning Areas (KLAs) were assisted in developing their potential. The inclusion of a capacity matrix assisted students in monitoring their learning. These were introduced in a variety of KLAs and were very supportive in allowing students to gain the confidence and competence in reflecting on their learning.

This year the school trialled “element classes” in Year 4. The purpose of these learning experiences was to provide students with opportunities to develop in their area of interest. They also supported the development of self-esteem, self worth and leadership.

The Review Committee, which monitored the progress of students 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/student 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 with special needs to adjust to the unstructured playground environment, a structured play program was offered to students from Kindergarten to Year 4. The sessions were facilitated by SSOs during various break times. In 2011, three different levels of social skills groups were conducted. These consisted of Kids Club for the senior students, Camden Kids for the Stage 2 students, and playgroup for the infants students. Sessions were provided for students diagnosed with Asperger’s Syndrome at various times during the week.

Participation in a positive behaviours group, was offered to students who required assistance in having a successful day set up for them. This group was run each morning by various school personnel.

The school organised an extended transition program for students enrolled in St Paul's school for 2012. The program included stakeholder meetings, visiting opportunities to both the preschool setting and opportunities for the students to visit and become familiar with big school. Transition to high school was another program accessed by Year 6 students who participated in weekly visits over a period of six weeks to the local diocesan high school. Transition between grades for students with disabilities was provided 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 SSO. Students who had successfully completed the Reading Recovery Program continued to be monitored in Stages 1 and 2. A new computer based program called Fast Forward, designed to assist students in literacy, was trialed in 2010 and 2011. At least five students made tremendous progress in the program and were able to transfer this knowledge to the other KLAs. Five new students commenced the program in Term 4, 2011. Students were recommended for inclusion in this program following St Paul's Review Committee meetings where ongoing class assessments and teacher observation were taken into account.

Expanding Learning Opportunities

Excursion and incursion opportunities were provided for students in 2011. These included visits to Canberra, Cooba Sport and Education Centre, Featherdale Farm, Fairfield City Museum, Wedderburn Christian Camp, Symbio Animal Park, Life Education, a Book week story teller and some excursions to the cinema. As part of the link with the local community, all students visited the Camden Show in 2011.

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. Singing and performance opportunities occurred on numerous occasions including Masses, school liturgies, the Andrew Chinn Christmas concert 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 2011. 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.

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.

Year 3

Overall literacy results were very strong with over half of students attaining a Band 5 or Band 6. A highlight was 61% 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, followed by spelling, grammar & punctuation and reading. 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 41% 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 SSO 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, with 36% of students achieving Band 7 or 8. This reflected the school's focus on grammar and punctuation in 2011. Overall numeracy results continued to improve in 2011. 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 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.**

NAPLAN 2011 % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	8%	45%	46%	10%	62%	28%
	National	15%	39%	45%	21%	49%	29%
Writing	School	2%	38%	61%	3%	66%	30%
	National	8%	44%	46%	18%	57%	23%
Spelling	School	3%	45%	52%	7%	63%	30%
	National	15%	42%	41%	20%	53%	26%
Grammar & Punctuation	School	3%	45%	52%	6%	57%	36%
	National	14%	36%	48%	17%	46%	35%
Numeracy	School	5%	53%	41%	8%	73%	19%
	National	14%	51%	33%	17%	56%	25%

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) represents students who are achieving AT the NMS. Students in all other Bands are achieving above the NMS.

NAPLAN 2011: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	99%	99%
	National	94%	92%
Writing	School	100%	99%
	National	95%	92%
Spelling	School	99%	99%
	National	93%	91%
Grammar & Punctuation	School	97%	98%
	National	93%	92%
Numeracy	School	100%	98%
	National	96%	94%

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 2011 School Year and surveys were completed by a sampling of parents, students and staff. 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?; and
5. If you could have three wishes that ensured a more successful school from 2011 onwards, what would they be?.

Parent Satisfaction

The religious dimension of the school was considered to be appreciated by the majority of parents who responded. Parents were particularly pleased with the quality of the new facilities and the rigorous curriculum offered to students. The parents indicated high satisfaction with the teaching and learning happening in the school. Some parents were pleased that a swimming program was offered in the fourth term, following their feedback in this survey last year.

Student Satisfaction

The students expressed their appreciation for the caring teachers in the school. They did suggest that the playground could be more child centred, and that play equipment be upgraded. The students were hoping that handball courts and other games could be completed in 2012.

Staff Satisfaction

The staff responded favourably about the sense of community that exists at St Paul's Camden. They expressed their appreciation for teaching within such an exciting learning environment. The staff generally agreed that further exploration of how to more fully engage students in their learning would be worthwhile. 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 (SRI) 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 2011:

- **Key Area1 : 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
 - 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
- **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 2012:

- **Key Area 1 : Catholic Life and Religious Education**
1.2 Religious Education
1.3 Catholic life and culture
- **Key Area 2: Students and their Learning**
2.2 Rights and responsibilities
- **Key Area 3: Pedagogy**
3.1 Curriculum provision
3.4 Planning, programming and evaluation
3.5 Assessment
- **Key Area 4: Human Resources Leadership and Management**
4.1 Recruitment, selection and retention of staff
4.4 Succession planning
- **Key Area 5: Resources, Finance and Facilities**
5.2 Use of resources and space
- **Key Area 6: Parents, Partnership, Consultation and Communication**
6.2 Reporting to the community

