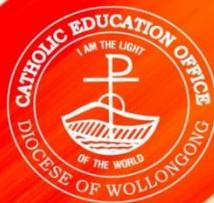


# Annual School Report

2012



## 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 (SRI) 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 Action Plans.

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 2013.

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](mailto:info@spcdow.catholic.edu.au)  
Website: [www.spcdow.catholic.edu.au](http://www.spcdow.catholic.edu.au)

**Parish Priest:** Fr Michael Williams

**Principal:** Mr Christopher Paton

**Date:** 14 December 2012

## **Vision Statement**

### **Message from Key School Bodies**

#### **Principal's Message**

Following a five year period of building a new school, 2012 was an opportunity to focus on the pedagogy happening in each classroom. All teaching staff focussed on using the Diocesan Learning and Teaching Framework (DLTF), and a process of critiquing lessons using the DLTF was commenced. Professional learning opportunities were further supported by the introduction of Professional Learning Teams (PLT) involving all members of staff. Opportunities to explore staff culture supported the introduction of the PLT and staff meeting time was used to allow the PLT to play an essential role in supporting the professional needs of all staff members.

The academic results were very good, 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 was placed on improving students' performance in numeracy and literacy and this provided opportunities for students to improve their knowledge and understandings in these areas. 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 2012 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, reached the end of its first cycle at the end of 2012.

#### **Parent Involvement**

This year was another successful one for the St Paul's Parents and Friends (P&F) group. The events in which the P&F were involved included assisting in sporting events throughout the year, Grandparents Day, Mothers and Fathers Day Stalls, the organisation of an external CPR class for students/parents, the school Disco and the continued running of the Clothing Pool. In addition, this year's annual Fete was held on 19 May with the theme of 'Hollywood'. A beautiful day aided in its success. Funds raised by these events enabled the purchase of technical (iPads and laptop computers) and sporting equipment, and the gift of a Bible to the graduating Year 6 students.

The achievements of 2012 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 all 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 and the staff of St Paul's Camden for being there for all of us. A special thank you is extended to our Principal Mr Paton for his guidance, leadership and dedication to the students of St Paul's Camden. Congratulations on your new Principal appointment and best wishes for your future adventures.

*Parents and Friends Association, President*

### **Student Leadership**

The 2012 School Year provided an opportunity for all Year 6 students to lead and take responsibility. All students participated in leadership roles within the following areas: 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 2012 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 616. 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 BER program, funded by Commonwealth Government of Australia.

In 2012 the school's staff continued to transform approaches to learning and teaching to improve the learning outcomes for all students. This was assisted by the flexible use of learning areas and grouping of students. Across all stages, units of work were developed to

reflect a more inquiring approach to learning. The programs were devised to allow students to explore a wide range of tasks from a greater number of disciplines.

### Student Enrolments

2012 Enrolments	
Boys	315
Girls	301
Total	616
Indigenous	12
LBOTE	52

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](http://www.spcdow.catholic.edu.au) and the CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2012.

### Student Attendance

2012 Attendance (%)	Male	Female
Year 1	90.0	87.2
Year 2	89.9	89.5
Year 3	90.1	91.4
Year 4	90.3	87.5
Year 5	88.2	87.3
Year 6	91.8	88.9

### Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

The management of student non-attendance continued to be the responsibility of the classroom teacher, senior school support officer, office school support officer and Principal. Student attendance was tracked electronically and concerns were raised with the Principal if non-attendance became excessive. The Principal made contact with the families concerned if

the reasons for absences were not acceptable or if the number of days absent became detrimental for the student’s wellbeing and progress. In 2012 new procedures were implemented to ensure all absences were accounted for. At the end of each week, a standard absentee form was sent home to families who had not provided a written explanation. During Term 3 and 4, a new classroom software package called Real Time Roll was accessed using an iPad or laptop to enter daily absences.

### Staffing Profile

There are a total of 35 teachers and 10 support staff at St Paul’s Catholic Primary School. This number includes 22 full-time, 13 part-time teachers. The composition of the workforce is as follows:

- There are 41 female staff members and 4 male staff members.

### 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 2012 was 95.53%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 87%. This was due to one teacher receiving a promotion to another school, three teachers moving with three classes to the new Diocesan school named St Justin’s Catholic Primary School Oran Park, and the retirement of one teacher.

## Professional Learning

During 2012, St Paul's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- A. St Paul's whole school development days involving 45 staff. These days focused on:
- Orientation into the new school year, including professional development on the policies and procedures relating to the school and the CEO Wollongong;
  - A whole school development day focusing on Inquiry Learning, facilitated by international educator Kath Murdoch and attended by 45 staff; and,
  - A whole school development day focusing on Spirituality and Culture Building attended by 45 staff.
- B. Other professional learning activities provided at school level including CEO run courses:
- Reading Recovery – 2 staff;
  - Diocesan Learning and Teaching Framework – 45 staff;
  - Leadership training – 10 staff;
  - Library resourcing – 3 staff;
  - Financial Management – 3 staff;
  - Lane Clarke's thinking and learning approach to improving students' outcomes-5 staff;
  - IWB Conference Adelaide - 1 staff;
  - New Australian Curriculum - 45 staff;
  - Information Communication Learning technologies (ICLT) Conference Sydney - 2 staff; and,
  - Principal Conference – 1 staff member.

The average expenditure by the school on professional learning per staff member was \$304. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$401.

## **Catholic Life & Religious Education**

The Catholic culture at St. Paul's School continued to grow throughout 2012. The spiritual and prayer life of the school brought staff, students and parents together with the Catholic Parish of Camden to share and celebrate on many occasions. These liturgical opportunities 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 gatherings at assemblies and participation in regular whole school Liturgies. In Term 4, a teacher was employed to assist the students to learn new hymns to sing in school and Parish liturgies. Once a week, staff also gathered to pray together and reflect. The school staff participated in a Spirituality and Culture Building day in Term 3.

During 2012, 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 school participated in each of the Sacramental Programs for Penance, Eucharist and Confirmation.

St Paul's School continued to support Catholic charity organisations. In 2012, the school raised funds and promoted awareness of the missions by organising a Mission Focus Week. Mission boxes were placed in each class for Caritas. Also, Year 5 as part of their teaching and learning in Religious Education, raised funds for Caritas. A collection was made during the Christmas Carol's concert for St Vincent de Paul and Canice's Kitchen. A total of \$1 946 was raised for Catholic Mission, \$1 000 was donated to Caritas and \$1 000 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 the St Vincent de Paul Christmas Appeal.

The culture of the Catholic school continued to be guided by the provision of faith experiences and Religious Education was taught daily. The Religious Education curriculum of the Diocese of Wollongong continued to be implemented and in-servicing was provided to teachers to incorporate inquiry learning techniques into their 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.

Stronger links were forged with St Justin's Catholic Primary School as they continued to operate in the grounds of St Paul's School. Links were also made with the other Catholic Schools in the Parish of Camden; St Clare's Catholic Primary School, Mater Dei Co-Educational Catholic School, Magdalene Catholic High School and St Benedict's Catholic College. All staff from each of the schools commenced the school year with a combined Mass at St Paul's Church in Camden.

## **Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese of Wollongong in 2012. The school cohort in 2012 consisted of 89 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 91 completed the Extended Task (Part B). The Extended Task 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.

For Part A, 19.30% of students were placed in the developing level, 59.10% in the achieving level and 21.60% were in the extending level.

For Part B, 13.00% of students were placed in the developing level, 63.00% in the achieving level and 23.90% were in the extending level.

Combining Parts A and B, 18.20% of students were placed in the developing level, 63.60% in the achieving level and 18.20% were in the extending level for Religious Literacy.

## **Financial Summary**

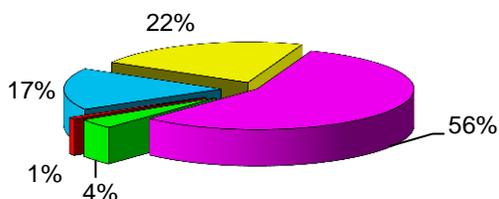
Each year, the school budget is determined by the ongoing needs of the school. The Principal, Assistant Principal and Senior School Support Officer set the budget using historical information from the previous year and emerging needs. This draft budget is then discussed with key stakeholders and implemented. A copy of the budget is given to the Parish Priest each month.

In 2012 a surplus was maintained to assist with the known budget demands associated with the commencement of the new school year, as well a sum of money to address the need for signage within the school.

During 2012, 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 May.

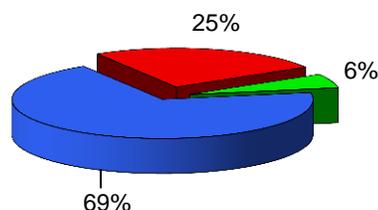
The following graphs reflect the aggregated income and expenditure for St Paul's Catholic Primary School, Camden for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

## Income



- Fees and Other Private income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

## Expenditure



- Salaries, Allowances and Related Costs
- Non Salary Expenses
- Capital Expenditure

## Student Welfare

### Introduction

In 2012 Restorative Practices continued to be used across the whole school community. Restorative practices focused on the development of positive relationships and ways in which damaged relationships could be repaired in a non-threatening, non-judgemental manner. They specifically focused 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 - 2012. 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.

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 2012.

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 2012, St Paul's Catholic Primary School continued to explore further opportunities to improve the learning outcomes for all students. The fourth year of using the flexible learning spaces allowed student learning to be more children focused. Teachers consolidated their use of 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. This included a particular focus on the provision 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 2012 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 Information Communication Learning Technologies (ICLT), including the further purchase of additional interactive whiteboards, iPods, new desktop computers, laptops and iPads. Parent meetings were held to explore the introduction of a one to one iPad program for 2013. This concept was presented with current research about the improvement of student learning outcomes for all students. The concept was accepted by the parent community and will go ahead in 2013 in Year 5.

### **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 20 Year 1 students successfully completing the program this year. Students in Stage 1 and 2, who have completed the program were closely monitored in reading and writing by their classroom teachers. When the current Stage 2 and 3 students were cross-matched with NAPLAN results, most students were at or above National Minimum Standards across literacy. Currently the school has 17 teachers on staff trained in Reading Recovery. An additional teacher will be trained in 2013. The school purchased updated reading materials for Stages 2 and 3 to support the literacy program in their classrooms.

Our SRI process identified the teaching of literacy skills as an area to strengthen. Teachers were organised into teams and used the Diocesan Learning and Teaching Framework (DLTF) to observe best practice in literacy from Kindergarten to Year 6. Goals were set using the DLTF the Professional Development Planning and Review (PDPR) process to further improve learning outcomes for all students in this area.

In the area of numeracy, students across all Stages continued to be introduced to the children-centred approach to learning Mathematics. In some grades students were introduced to a variety of competency matrices that assisted 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 2012.

During 2012 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. The setting of learning goals in all Key Learning Areas (KLAs) helped to support the learners at the school during 2012. In English, the use of contracts, guided reading and guided writing, enabled the curriculum to be individualised. In Mathematics, the continued use of investigation tasks and self paced learning allowed students to achieve success at their own level. Students with particular strengths in these 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 and improve outcomes for all students.

The Review Committee, which monitored the progress of students experiencing some difficulties with their learning, trialled a new data collection format using Google docs. This committee organised Individual Program (IP) meetings for two days over two terms to allow for parent/teacher/student feedback. The use of the IP tool as set up by the Catholic Education Office and supported 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 SSOs during various break times. In 2012, four 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 two groups of playgroup for the infant students. Sessions were provided for students diagnosed with Asperger's Syndrome at various times during the week.

With the financial support of the CEO and school resources we were able to support several students with particular behavioural needs. The school enlisted the skills and knowledge of a behavioural scientist. Students involved in this program were selected based on specific needs listed in the students' IPs. During 2012 five students benefited from the program.

The school organised an extended transition program for students enrolled in St Paul's school for 2013. The structure of our transition program was adapted by various schools throughout the Diocese of Wollongong. 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 schools. Transition between grades for students with disabilities was provided in 2012.

Students with special literacy needs continued to be supported by individual lessons or in-class assistance by our SSOs. Students who had successfully completed the Reading Recovery Program continued to be monitored in Stages 1 and 2. Fast Forward, a program designed to assist students in literacy, continued in 2012. Most students have had learning gains during

their access to the program. 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 2012. These included visits to Canberra, Cooba Sport and Education Centre, Featherdale Farm, Fairfield City Museum, Teen Ranch, Symbio Animal Park, Imax Theatre Sydney, Powerhouse Museum Sydney, Mount Annan Botanical Garden, 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 2012.

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. 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 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 2012. 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 the school at Regional and Diocesan Gala days. Students represented the 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.

In 2012, an environmental group for students commenced. Students from all grades were given the opportunity to be involved in this initiative. As part of this group students were educated in creating and maintaining a vegetable garden. They also initiated "No-Throw Thursday". The students went to each class weekly to encourage the use of bringing food in containers in order to eliminate excess paper or plastic in the playground. This allowed students to become more aware of the importance of recycling and rubbish in our playgrounds.

In 2012, students from Years 4, 5, and 6 participated in the J Rock challenge at the Entertainment Centre in Sydney. Students were involved in dance, set direction, marketing, and public speaking. The theme for the event was "Identity and Healthy Lifestyle." This allowed the students to see that they could be multifaceted in their education. This opportunity allowed for students to showcase and expand their creative talents on a large scale

## **Student Achievement**

The school used a variety of assessment strategies at key points in the learning framework. These included teacher observation, projects and presentations. The school also participated 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 was communicated on a regular basis and external assessment results were discussed with parents on an individual basis annually.

### **NAPLAN**

The National Assessment Program Literacy and Numeracy (NAPLAN) assessed aspects of literacy and numeracy in Years 3 and 5. It provided valuable information about student achievements in literacy and numeracy. Analyses of the results were used at school level to support the enhancement of Literacy and Numeracy outcomes for all students.

### **Year 3**

Overall literacy results were again very strong in Year 3 with over 50% of students attaining a Band 5 or Band 6. The results in writing were particularly pleasing with 71% of students achieving a Band 5 or 6. The school continued to benefit from the experience of former Reading Recovery teachers in the younger years. In 2012, eight out of the nine teaching staff from Kindergarten to Year 2 were former Reading Recovery teachers.

Overall numeracy results in Year 3 reflected the need to keep this area as a whole school focus. While over 30% of students attained a Band 5 or 6, the staff believed that improved results would occur with continued professional learning opportunities for staff as well as a focus on measuring and mapping growth from Kindergarten to Year 3. This process commenced in 2012.

### **Year 5**

Overall literacy results in Year 5 reflected the school's continued commitment in this area, particularly in writing where 30% of students attained a Band 7 or 8. Improvements in the area of writing were due to the staff having a clear focus on the prescribed text type and developing appropriate strategies to assist students develop skills in this area.

Overall numeracy results were below expectations even though nearly 20% of students attained a Band 7 or 8. Staff personnel commenced analysing these results and implementing strategies to focus on measuring and mapping individual growth. One of our targets is to

ensure a greater number of students have an opportunity to attain a Band 7 or 8 in numeracy over the next few years. The school will seek appropriate professional learning opportunities to ensure that staff personnel are providing a challenging and engaging curriculum in this area.

### Student Achievement in Bands

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 2012: % 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	7%	37%	56%	15%	40%	46%
	National	14%	37%	47%	18%	49%	31%
Writing	School	2%	26%	71%	7%	63%	30%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	3%	41%	56%	11%	56%	33%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	2%	35%	63%	23%	41%	36%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	7%	62%	31%	13%	68%	19%
	National	16%	49%	33%	18%	53%	27%

## 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) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2012: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	92%
	National	94%	92%
Writing	School	100%	97%
	National	95%	92%
Spelling	School	99%	94%
	National	94%	93%
Grammar & Punctuation	School	100%	92%
	National	93%	90%
Numeracy	School	99%	96%
	National	94%	93%

## Parent, Student and Staff Satisfaction

During 2012, data relating to parent, staff and student satisfaction was gathered using a variety of measures including electronic surveys during the Principal's contract renewal process; interviews with key stakeholders; student surveys on bullying; parent surveys and meetings about the proposed future ICLT development at our school; and open feedback sessions at the monthly Parents and Friends meetings.

### Parent Satisfaction

Communication structures were seen by the parents to be highly effective and the religious dimension of the school was considered to be an important feature of the school. The parents indicated high satisfaction with the teaching and learning happening in the school. Many parents appreciated the quality relationships present within the school.

### Student Satisfaction

The students expressed their appreciation for the commitment to "anti-bullying" by each class teacher. Many students indicated that they felt safe within the school environment and were happy with their learning opportunities. The students were appreciative of the vegetable garden commenced in the second half of the year and the playground games that were painted on the bitumen areas in Term 3.

## **Staff Satisfaction**

During 2012, all staff members were given an opportunity to deeply explore the type of culture that existed at the school and were actively encouraged to contribute to building a new culture, using Professional Learning Teams (PLTs) as part of a Professional Learning Community (PLC). All staff appreciated the opportunity to be included in PLTs and indicated their willingness to be involved in 2013. Of particular use was a session during the last PLC meeting where staff members openly contributed to a discussion proforma to be used by each grade to explore working collaboratively and cohesively in 2013.

## **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 2012:**

- **Key Area 1 : Catholic Life and Religious Education**
  - 1.1 Vision and Mission
  - 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
  - 3.6 School climate, learning environment and relationships
- **Key Area 4 Human Resources Leadership and Management**
  - 4.3 An ethical workplace culture
  - 4.5 Overall compliance with legislation and other requirements
- **Key Area 5 Resources, Finance and Facilities**
  - 5.2 Use of resources and space
  - 5.3 Environmental stewardship

- **Key Area 6 Parents, Partnership, Consultation and Communication**

- 6.2 Reporting to the community

- 6.3 Linkages with the wider community

- **Key Area 7 Strategic Leadership and Management**

- 7.1 Planning for improvement

- 7.2 Innovation, development and change

In 2012 a new approach to SRI was initiated to provide a more effective response to the needs of the school community. The initial rating was done for a number of components, then an “inter-relationship digraph” was used to select which component to study in greatest depth. It was decided by staff that Component 3.1 would have the most impact on student learning and teaching in 2012. Component 3.1 also had a close relationship to the work previously completed by staff on “How do students learn best”. Following close scrutiny of Component 3.1, a decision was taken by staff to implement the Diocesan Learning and Teaching Framework (DLTF). This occurred during Term 1 and 2 of 2013. To assist staff to most effectively engage in professional learning and using current research, a decision was taken by the School Leadership Team to adopt a Professional Learning Team (PLT) approach to school improvement. As the school moves towards the next stage of the CEO Wollongong SRI Cycle 2013-2017, the PLT approach to rate and define the school’s SRI direction for 2013 will continue.

**School Review and Improvement components to be reviewed and rated in 2013:**

- **Key Area 1 : Catholic Life and Religious Education**

- 1.1 Vision and Mission

- **Key Area 3 Pedagogy**

- 3.6 School climate, learning environment and relationships

- **Key Area 4 Human Resources Leadership and Management**

- 4.1 Recruitment, selection and retention of staff

- 4.3 An ethical workplace culture

- 4.4 Succession planning

- 4.5 Overall compliance with legislation and other requirements

- **Key Area 5 Resources, Finance and Facilities**

- 5.3 Environmental stewardship

- 5.4 Financial management

- **Key Area 6 Parents, Partnership, Consultation and Communication**

6.3 Linkages with the wider community

- **Key Area 7 Strategic Leadership and Management**

7.1 Planning for improvement

7.2 Innovation, development and change

