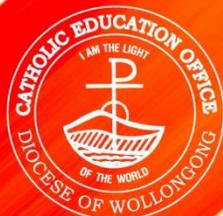


Annual School Report

2013



About This Report

St Paul's Catholic Primary School, Camden is registered by the Board of Studies NSW 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 Board of Studies NSW 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 2014.

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

St Paul's Catholic Primary School

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Parish Priest: Fr Michael Williams

Principal: Toni-Maree Sillis
Date: 13 December 2013

Vision Statement

Our Vision is that St Paul's Catholic Primary School will be:

- A community enlivened by Gospel values and the person of Jesus Christ and his teachings
- An integral part of Parish life, and serve the evangelising mission of the Church
- Embodied in its school motto: Truth, Love, Faith.

Message from Key School Bodies

Principal's Message

It is with pleasure that I present the Annual School Report for St Paul's Catholic Primary School for 2013. This year began with an Acting Principal as the process for a new principal of St Paul's was conducted. I was appointed as Principal of St Paul's throughout Term 1 with my tenure starting at the beginning of Semester Two.

This change in leadership within the school has allowed for an opportunity to revisit the Vision and Mission of the school and to establish key priorities for the school as it enters its second cycle of the School Review and Improvement process.

The coming years will allow the school to continue the strong commitment to Catholic education for the children of Camden. This will include the appreciation of traditions and history of the school within consistent and sustainable structures and procedures that allow for continuous improvement in student outcomes.

Parent Involvement

This year has been another successful year for the St Paul's Parent and Friends Association (P&F). The events in which the P&F were involved included assisting in sporting events throughout the year, Grandparents Day, Mothers & Fathers Day Stalls, two school Discos and the continued running of the Clothing Pool. In addition, this year's annual Fete was held in May with the theme of 'Back to the Bush'. A beautiful day aided its success. Funds raised by these events enabled the purchase of books and sporting equipment, and the gift of a Bible to the graduating Year 6 students.

The achievements of 2013 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 organised and ran the various school events. Thank you to the CEO Wollongong for their continued support, our Parish Priest Father Michael Williams, the staff of St Paul's Camden for being there for all of us. A special thanks our New Principal Mrs Sillis for her guidance, leadership and dedication to the students of St Paul's - congratulations on your new position.

Parents and Friends Association, President

Student Leadership

Students showed their SCHOOL SPIRIT-

The annual school fete was an exciting event. For months beforehand the students planned what the class groups were going to perform to entertain the crowd. They liaised between the fete committee and parents to bring in the raw ingredients that were to become crafts, cakes and other delicious treats. Students actually cleaned their bedrooms to donate unwanted toys and books (and very occasionally part with a very old video game) for the white elephant stall. They agonised over whether a ride wristband was a good investment or would they rather spend more money on junk food. But most importantly they loved spending the day hanging out with their friends and spending every cent in their pockets. All for a good cause - St Paul's!

Students showed their TEAM SPIRIT:

The Student Representative Council helped form special interest groups across the school under the guidance of teachers. This was an opportunity to learn new skills, share their expertise and be part of a team. The Environment Group implemented 'No Throw Thursday', a weekly competition between grades, encouraged students to reduce their garbage by bringing lunch in reusable containers. Mini Vinnies used their people power to collect blankets for the underprivileged and raised money and awareness by participating in a very chilly Winter Sleepout.

We showed GOD'S SPIRIT:

Something that is unique to school life at St Paul's is the opportunity to contribute to the school liturgies. For some students, reading a prayer or bible passage may be the first time they have spoken aloud in front of a large group. Participation through liturgical movement, bearing a candle or symbol showed our students the many ways we can worship our Lord. Singing contemporary hymns, playing an instrument, even the act of clapping hands through a sacred song made the experience joyous and helped make the experiences relevant and meaningful.

The students of St Paul's have enjoyed the 2013 School Year.

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 Kindergarten (K) to Year 6, and has a current enrolment of 618 students. 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, lay principals have administered the school.

St Paul's Catholic Primary School is now one of three Catholic primary schools that serve as an integral part of the Catholic Parish of Camden. With Christ as the model, the school seeks to educate each student in the Catholic Faith tradition. The school strives to provide an educational environment that fosters sound learning and teaching, encourages all students to develop their full potential. The Vision of the school is, that St Paul's Camden will be: a community enlivened by Gospel Values and the person of Jesus Christ and his teachings; an integral part of Parish life, and serve the evangelising mission of the Church; and, embodied in its school motto: Truth, Love and Faith.

It is the mission of all members of the school community to work together to maintain and provide a Catholic environment which: is characterised by inclusiveness and cooperation; is committed to the development of the whole person; demonstrates a continuity with the Catholic story, life and culture; is safe, happy and stimulating; promotes quality learning by every individual student through the provision of quality teaching and effective programs; involves students, teachers, parents and pastors in a genuine and effective partnership.

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 previous years. The school staff continues to transform approaches to learning and teaching to improve the learning outcomes for all students. The recent construction of new classrooms and facilities that have allowed a more flexible approach to learning and the grouping of students works towards assisting this.

Student Enrolments

2013 Enrolments	
Boys	315
Girls	303
Total	618
Indigenous	17
LBOTE	65

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 2013.

Student Attendance

2013 Attendance	Male	Female
Kinder	97.4	94.9
Year 1	94.9	94.9
Year 2	95.3	94.6
Year 3	95.3	95.9
Year 4	94.1	94.8
Year 5	93.5	92.7
Year 6	92.1	92.8
Whole school	94.7	94.4

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.

As a systemic primary school within the Wollongong Diocese, St Paul’s adheres to the School Attendance Guidelines and Procedures of the Catholic Education Office, Wollongong. As such the process for monitoring school attendance includes phone calls to parents/carers, letters to parents/carers and, where necessary, meetings with parents/carers are convened and an action plan put into place to maintain consistent school attendance.

Staffing Profile

There are a total of 35 teachers and 11 support staff at St Paul's Catholic Primary School. This number includes 22 full-time, 13 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 2013 was 96.4%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 94 %.

Professional Learning

During 2013 at St Paul's Catholic Primary School, personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. At St Paul's Catholic Primary School whole school development days involving 46 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 (46 staff);
- Implementation of Australian Curriculum (35 staff);
- A whole school development day focusing on Inquiry Learning, facilitated by international educator Kath Murdoch (40 staff); and,
- A whole school development day facilitated by Jana Fleming focusing on Linking our Spiritual Souls to the Scriptures (33 staff).

- B. Other professional learning activities provided at school level including CEO run courses:
- Educational Leadership Conference Wollongong University (6 staff members);
 - Implementation Best Start Kindergarten (4 staff members);
 - Resilience Donut (2 staff members with 1 parent);
 - Learning for Leadership (2 staff members);
 - Effective integration of iPads in classrooms (7 staff members);
 - John Hattie (14 staff members);
 - Melbourne Education Conference (3 staff members);
 - Principals' Association Conference (1 staff member);
 - Middle Leaders Network Meetings (4 teachers);
 - Assistant Principal/REC Network Meetings (2 teachers);
 - Assistant Principals' Retreat (1 teacher);
 - Australian Communications and Media Authority (ACMA) workshop staff meeting (30 Staff members);
 - Teacher Librarian Professional Development days (1 staff member); and,
 - Reading Recovery Training (1 staff member).

The average expenditure by the school on professional learning per staff member was \$444.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$363.96.

Catholic Life & Religious Education

The Catholic Life of St Paul's Catholic Primary School includes the commitment to Social Justice initiatives throughout the year. Throughout 2013 the students of St Paul's participated in fundraising for:

- Caritas \$1 200;
- Catholic Missions \$2 500;
- Candice's Kitchen \$1 000; and
- St Vincent de Paul \$1 000.

The total amount raised was in excess of \$5 700.

At St Paul's the celebration of the Eucharist, along with Liturgies of the Word are important times where the community gathers as a whole or as grades. Throughout 2013 these were held to open and close the school year, to farewell Year 6 students and to celebrate Feast Days particularly recognising St Mary MacKillop of the Cross. Each week at the school, assembly classes planned and led the school community in prayer. These prayers related

particularly to what the students were learning in class or to particular times within the Church calendar eg: Advent, Lent.

In addition, the Year 6 students attended the annual Year 6 Prayer and Conversation with the Bishop. This event helped to reinforce, for the students, the sacrament of Confirmation.

In 2013, the students in Year 2 received the Sacrament of Penance for the first time, and those in Year 3 celebrated their First Eucharist. These sacraments were Parish based yet fully supported by classroom programs. Several teachers led the students of St Paul's, and the surrounding Catholic and State schools through the preparation required for the sacraments.

The St Paul's students reached out to the wider community through their work as Minnie Vinnies. This culminated in a 'Minnie Vinnie Sleep Out' where students and staff slept out on the playground overnight. This was a tremendous success raising \$3 083 and was highlighted in the local paper.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2013. The school cohort in 2013 consisted of 89 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and 91 completed the Extended Task (Part B). The Extended Task was based on the Unit: One with God's Creation and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in their knowledge of religious tradition. This high level of performance was particularly noticeable in their ability to:

- Recognise the symbols of baptism;
- State the location of the disciples when they recognised the risen Jesus;
- Matching of scripture passages for Holy Thursday and Good Friday;
- Matching characteristics of Biblical characters;
- Sequencing parts of the Liturgy of the Eucharist; and,
- Recognise the various areas of the altar.

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:

- Recognise the characteristics of Blessed Mary Mackillop; and,
- Further understand the role of humans in the stewardship of Creation.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 19% of students were placed in the developing level, 58% in the achieving level and 22% were in the extending level.

For Part B, 5% of students were placed in the developing level, 54% in the achieving level and 40% were in the extending level.

Combining Parts A and B, 12% of students were placed in the developing level, 60% in the achieving level and 28% were in the extending level for Religious Literacy.

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 2013:

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

- 1.1 Vision and Mission

- Revisit the Vision and Mission to establish priorities across the school for the next cycle of School Review and Improvement.

- **Key Area 2: Students and their Learning**

- 2.4 Integration of Information and Communication Technology (ICT)

- Ensure the school has effective policies and practices that facilitate and reflect an innovative approach to the use of ICT to improve student outcomes.

- **Key Area 3: Pedagogy**

- 3.3 Teaching Practices

- For staff to implement effective learning and teaching practices based on a deep knowledge and understanding of the learning processes and syllabus content.

- 3.5 Assessment

- Ensure the school has a proactive and consistent approach to using data effectively to inform the learning and teaching process.

- 3.6 School Climate, learning environment and relationships

- For the school to be a cohesive Professional Learning Community characterized by mutually respectful relationships.

3.7 Professional Learning

For staff to take individual and collective responsibility for professional learning.

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

4.2 Professional development of staff

For staff to be proactive in furthering their own development and sharing their learning widely with colleagues.

4.3 An ethical workplace

For the leadership team to create a culture of dialogue which encourages staff to identify and raise equity issues related to their employment.

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

5.1 ICT Resources

Ensure staff and students have access to a range of ICT systems and resources to further their independent learning and research skills.

School Review and Improvement components to be reviewed and rated in 2014:

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

1.2 Religious

Education: Integration and correlation of Religious Education with work across the curriculum, particularly in Personal Development

- **Key Area 2: Students and their Learning**

2.3 Reporting Student Achievement:

Evaluation and redevelopment of reporting to parents in light of the Australian Curriculum

2.4 Integration of Information and Communication Technology (ICT):

Continuation of the seamless integration of ICT in learning and teaching

- **Key Area 3: Pedagogy**

3.2 Provision for the diverse needs of learners:

Evaluation and restructure of Review Committee

3.3 Teaching Practices:

Continuation of review and evaluation of effect of teaching practices on growth of student outcomes particularly with the full implementation of Focus on Reading

3.4 Planning, programming and evaluation:

Development of school scope and sequences for the implementation of the Australian Curriculum

3.5 Assessment:

Establishment of school wide approach to assessment

3.6 School climate, learning environment and relationships:

Implementation of the School Wide Positive Behaviour for Learning Framework

3.7 Professional learning:

Development of an in-school professional learning model.

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

4.2 Professional development of staff:

Development of an in-school professional learning model.

4.3 An ethical workplace culture:

Implementation of processes, procedures and practices to sustain practices across the school.

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

5.1 ICT Resources:

Implementation of plan to renew ICT resources K-2

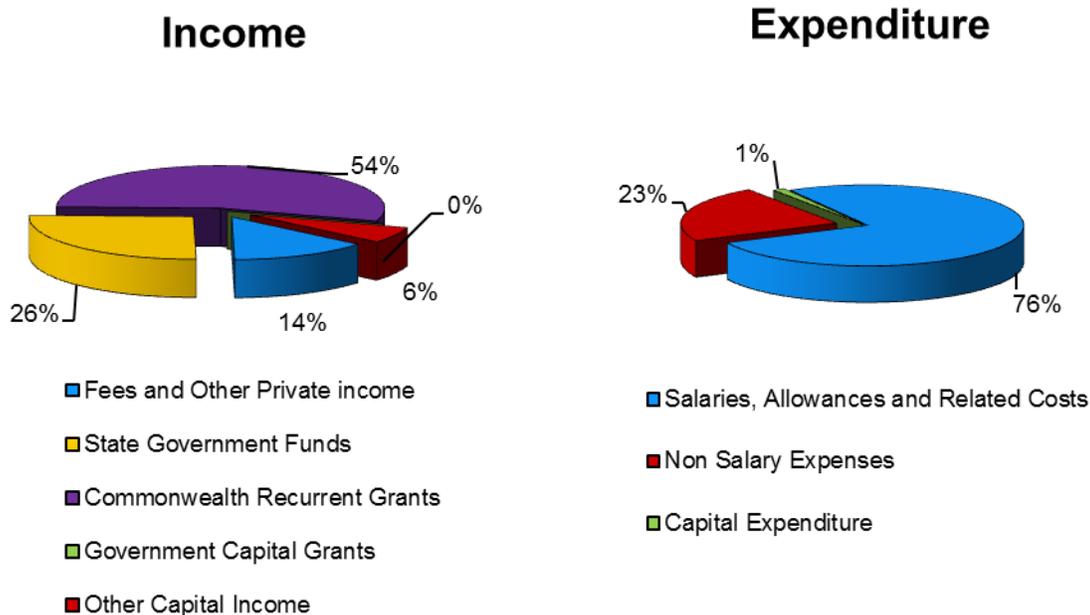
Financial Summary

School funds have been directed towards ensuring that the learning spaces address student needs and staff needs with appropriate resources. This included the building of a 'breakout' room in the Year 5 area, glass partitions for the Library and the purchase of iPads for classroom use. Glass partitions were also constructed in the staffroom to create additional planning and meeting spaces for staff. In addition, allocation of funds was also made towards the implementation of the Australian Curriculum.

A Global Allocation Grant was received from the Catholic Education Office for behaviour intervention with students presenting with significant behavioural needs.

Each year, the school budget is determined by the ongoing needs of the school. The budget is set using historical information from the previous year and emerging needs. This draft budget is then discussed with key stakeholders and implemented.

The following graphs reflect the aggregated income and expenditure for St Paul's Catholic Primary School Camden for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

St Paul's has a strong culture of Pastoral Care. This is reflected in the partnership with CatholicCare and the services available through the school counsellor and the Pastoral Support worker. The staff at St Paul's is committed to ensuring that the pastoral needs of the students and their families are met with the resources available.

In 2013, students in Years 5 and 6 attended an in-school presentation by the Diocesan Youth Liaison Officer. The focus for this presentation included changes in student relationships, bullying, cyber safety and changes students will experience moving into adolescence.

In addition, the school hosted a Cybersmart presentation with the Australian Communication and Media Authority (ACMA). This presentation was targeted throughout the school day to students in Years 2-6, staff in the afternoon and concluded with a parent workshop in the evening.

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 2013.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Introduction

St Paul's Catholic Primary School continues to transform approaches to learning and teaching that will help to improve learning outcomes for all students. During 2013, the teaching and learning at St Paul's was developed through staff collaboration and with the utilisation of the School Review and Improvement process.

Curriculum and Pedagogy

Throughout the school year considerable focus has been given to the implementation of the English and Mathematics syllabus of the Australian Curriculum. This has enabled the redevelopment of the school's scope and sequence for both of these Key Learning Areas.

The formation of the scope and sequences required staff to complete a conceptual framework allowing the thorough investigation and understanding of the syllabus.

Cross Curriculum

The implementation and use of Information Communication Learning Technologies (ICLT) within the school continued to play a critical role throughout 2013. This included the implementation of a 1:1 iPad program "iPads 4 Learning" in Year 5. This program will be critically evaluated enabling a sustainability of approach across Stage 3 in 2014. From this a growing awareness of accessibility to technology from Kindergarten – Year 4 became apparent.

Once again, students participated in the University of NSW academic competitions. This is a voluntary entry and students were recognised for their involvement at school assemblies throughout the year. Students also participated in The Premier's Reading Challenge with three students achieving the silver award for four years of participation.

Students had the opportunity to participate in the voluntary Learn to Swim program, gala days, school, region and Diocesan carnivals throughout the year. In addition, Stage 3 students participated in the Public Speaking Challenge of the Diocese. A St Paul's student was the overall Diocesan winner of Year 6.

In recognition of National Aborigines and Islanders Day Observance Committee (NAIDOC) week the students participated in a variety of workshops presented by the LORE group.

The school's Environment Group established a vegetable garden from which many vegetables were added to salads for both staff and families. The Environment group also attended a farm where they experienced the processes of vegetable growing from seedling to the plate.

Meeting the needs of all students

Within each classroom, teachers continued to diversify the curriculum to meet the individual needs of students. In English, guided reading and guided writing enabled the curriculum to be differentiated. Whilst in Mathematics, the use of small groups assisted by school support officers fostered a differentiated approach to this aspect of the curriculum.

The facilitation of Individual Education Program (IEP) meetings occurred twice across the school year allowing for focused and specific feedback on the progress of Students With Disabilities (SWD). One of the school's Middle Leaders facilitated this process between parents and teachers.

School Support Officers supported students with special literacy needs on an individual or small group basis. Reading Recovery continued throughout 2013, enabling those students in Year 1 with reading difficulties the opportunity to increase their reading skills through an individualised program of work. Those students who had successfully completed Reading Recovery continued to be monitored in Stages 1 and 2.

Expanding Learning Opportunities

At every opportunity the school endeavours to offer rich learning opportunities for the students. This included a Book Week parade to highlight the reading that the students enjoy across the school.

In 2013 visits to Fairfield City Farm, The Powerhouse Museum, Sydney Aquarium Darling Harbour, IMAX theatre and Powerhouse Museum, and the Science and Planetarium formed learning opportunities beyond the regular classroom instruction. Year 5 visited Teen Ranch and Year 6 travelled to Canberra and the Snowy Mountains.

Each year the school welcomes visitors for Grandparents' Day. This year the day was celebrated with a Liturgy, morning tea and open classrooms. Having open classrooms was an opportunity for grandparents, parents and friends to view the students' work within the classrooms.

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 implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in literacy and numeracy. Analyses of the results were used at the school level to support the enhancement of literacy and numeracy outcomes for all students.

In the 2013 NAPLAN the Year 5 girls improved by sixteen scale scores from the 2012 data in the test aspect of grammar and punctuation. Year 5 girls were nine scale scores above the state average in the test aspect of writing.

From the NAPLAN data St Paul's recognised areas for further review and investigation were the test aspect of writing, and grammar and punctuation for boys. In addition the data indicated that the test aspects of numeracy also required investigation to improve student outcomes and pedagogical strategies.

Student Achievement in Bands

The NAPLAN assesses aspects of literacy and numeracy in Years 3 and 5. It provides valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement.

Please Note: Figures have been rounded to the nearest whole number.

NAPLAN 2013: % 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%	49%	43%	9%	60%	32%
	National	12%	41%	46%	12%	53%	33%
Writing	School	1%	48%	51%	11%	68%	22%
	National	8%	43%	47%	18%	60%	20%
Spelling	School	7%	49%	43%	12%	55%	33%
	National	13%	42%	43%	17%	51%	30%
Grammar & Punctuation	School	8%	41%	51%	10%	56%	34%
	National	10%	37%	51%	14%	51%	32%
Numeracy	School	5%	57%	38%	17%	63%	19%
	National	12%	54%	32%	20%	53%	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) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2013: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	99%	99%
	National	95%	96%
Writing	School	100%	99%
	National	95%	92%
Spelling	School	99%	98%
	National	94%	93%
Grammar & Punctuation	School	98%	99%
	National	95%	95%
Numeracy	School	100%	98%
	National	96%	93%

Parent, Student and Staff Satisfaction

Throughout the school year feedback is sought from staff, student and parents in formal ways, through the use of surveys, and through anecdotal evidence coming from discussions, workshops and classrooms.

In 2013, a parent survey was distributed online for two weeks. The aim of the survey was to encourage responses about the School Improvement Plan (SIP). This information from this survey will be used to establish priorities and inform the further development and improvement of the school.

Eighty responses were received. The results of the survey have been organised to show the strengths of the various components of school improvement and the challenges the school faces in improving. The following outlines information gathered from the survey.

Catholic Life & Religious Education:

Parents agreed that Jesus Christ and his teachings were central to St Paul's vision and mission and permeated most aspects of policy, planning and action in the school.

In addition, parents agreed that the school community created, and was committed to, quality relationships characterised by the respect and dignity of all.

Parents commented on the need to review the existing structure of student behaviour management in an effort to further improve the relationships across the school.

Students and their Learning

Overall, parents were in agreement that the school had effective policies and practices that facilitated and reflected an innovative approach to the use of ICLT to improve student outcomes.

Pedagogy

Parents agreed that classroom practice at St Paul's was focused on student learning and was highly effective. They felt that their children were actively involved in their own learning and were appropriately challenged, consistently supported and received regular feedback.

Whilst parents agreed that there was a proactive and consistent approach to assessment of children at St Paul's they identified the need to improve the communication of students' achievements within the reporting process.

Parents agreed that the staff members of St Paul's were committed to ongoing professional development.

Resources, Finance and Facilities

Parents agreed that their children had access to a range of ICLT systems and resources to further their independent learning and research skills. However, they indicated they would like to see a balance of technology based learning with traditional learning methods.

