

Annual School Report

2015



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

St Paul's Catholic Primary School, Camden is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW 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 Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the parent body and be available on the school's website by 30 June 2016.

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@spc.dow.catholic.edu.au
Website: www.spcdow.catholic.edu.au

Parish Priest: Fr Michael Williams

Principal: Toni-Maree Sillis

Date: 18 December 2015

Vision Statement

Our Vision is that St Paul's Catholic Parish 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

The St Paul's Catholic Parish Primary School 2015 Annual School Report details the achievements of the school over the year. It provides the local and wider communities the opportunity to reflect, acknowledge and celebrate these achievements.

Throughout the school year, the Leadership Team of St Paul's has maintained a deliberate focus on professional development of all staff, aimed directly at improving the work of teachers within classrooms and hence an improvement in student outcomes. This professional development plan has been significantly supported by CEDoW and the St Paul's Parents and Friends' (P&F) Association.

The 2015 School Review and Improvement (SRI) action plan has had the primary aim of improvement in student reading outcomes with the implementation of Focus on Reading in Years 3-6. This aim was formed following the analysis of recent NAPLAN results and the subsequent generalisation that these results could be significantly improved across the school. This was accompanied by explicit teaching of phonics in the early years. Subsequently, a rigorous plan of school based assessments has been undertaken to pinpoint the needs of students across the school.

In addition, a strong whole school focus has been given to Mathematics ensuring the Mathematics syllabus is appropriately implemented based on student data.

St Paul's continued to implement the School Wide Positive Behaviours for Learning Framework (SPB4L) continuing to address positive behaviours across whole school environments. SPB4L has also been supported by the collection of student behaviour data which has allowed the appropriate interventions to be made at the appropriate times.

The implementation of a comprehensive school based process to support children in their learning has been another significant achievement in 2015. This process, known as Managing Student Pastoral and Educational Concerns (MSPEC), is designed to ensure that an appropriate response and management of student concerns is maintained. The St Paul's MSPEC process is supported by the Diocesan approach to responding to student needs.

The school community of St Paul's has continued to support and promote social justice initiatives at both the local and wider community level. These initiatives have been student led with the guidance of a dedicated staff.

The St Paul's school community continues to enjoy a strong relationship with parents and the wider Parish community. The staff of St Paul's demonstrated extraordinary commitment to the work they do for the students of the school. St Paul's is most grateful for the continued pastoral support of the local clergy, in particular Fr Michael Williams.

Parent Involvement

2015 has been a successful year for the St Paul's Parents & Friends' Association (P&F). Throughout the year the P&F were involved in events including assisting in sporting events throughout the year, Grandparents' Day, Mother's & Father's Day Stalls, the organisation of two school discos, the continued running of the Clothing Pool and of course the main fundraising event - the St Paul's Fete.

The success of these events has enabled the P&F to provide a significant contribution towards the purchase of Information Technology (IT) equipment and the gift of a Bible to the graduating Year 6 students.

The achievements of the P&F in 2015 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. During 2015 the P&F has continued to hold regular meetings and discussed many items relating to the school life of the students. The Principal and Assistant Principal have consistently provided valuable updates on the plans for the school and students.

In 2016 the P&F will be again running the Fete in May but will have a new Executive Committee in place following a longstanding family finishing at St Paul's who were integral to the organisation of the Fete. The Executive Committee will be re-elected at the AGM in March 2016 where we are hopeful to increase the numbers of participants.

Parents and Friends Association, President

Student Leadership

This year we celebrate another year of education at St Paul's Primary School, Camden. Throughout the year we have been challenged to stretch our minds and the student body has had so many opportunities this year. These have included participating in the SPLICED program, sporting carnivals, Social Justice Group, excursions, incursions and, in Years 5 and 6, camps.

As a Year 6 group we all got to be leaders of the school and be role models for all the other students at the school, which is a great honour. Children across the school got to participate in the SPLICED program which encouraged students to expand their minds and creativity. We all got to lead our Houses at carnivals which encouraged all the other students to participate in the cheering as well. We also had the opportunity to be in different leadership groups where we did things from hosting fundraisers to running dance workshops and that has been a great way to show leadership as the senior students of the school. School camp was another great experience. Camp was a great time when we were able to express ourselves through challenges whilst having a lot of fun. We all found out more about other people and it was the first time where we were able to actually feel comfortable around everyone. Camp helped all of us to really be ourselves and definitely helped us to be better friends.

As School Captains we were required to attend various Diocesan events including the Annual Campbelltown Catholic Club Mass which was celebrated with Bishop Peter Ingham. This has added to what has been a great year at St Paul's and one where we have thoroughly enjoyed representing the school.

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 627. 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 our model, we seek to educate each student in the Catholic faith tradition. We strive to provide an educational environment that will foster sound learning and teaching, encouraging all students to develop to 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; 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.

Student Enrolments as at August 2015 census

2015 enrolments	
Boys	305
Girls	322
Total	627
Indigenous	13
LBOTE	55

The Diocesan Primary 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 CEDoW website: www.dow.catholic.edu.au No changes were made to this Policy in 2015.

Student Attendance

2015 Attendance	Male	Female
Kinder	92.4%	95.0%
Year 1	92.7%	93.1%
Year 2	91.2%	91.9%
Year 3	92.3%	93.0%
Year 4	90.5%	92.4%
Year 5	93.7%	93.2%
Year 6	92.4%	92.9%
Whole school	92.1%	93.1%

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.

The St Paul's School Handbook outlines the importance of regular attendance by students at school including that for any absence the school must receive notification of the reason for within seven days of return to school. This applies for partial absences as well as whole day absences.

At St Paul's there is a staged process that includes letters and phones calls, when required, to follow up extended unexplained absences from school and support the regular attendance of students at the school.

Staffing Profile

There are a total of 36 teachers and 10 support staff at St Paul's Catholic Primary School. This number includes 24 full-time, 12 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

*Australian Education Institution – National Office of Overseas Skills Recognition Staff

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 96%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 83%.

Professional Learning

During 2015 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 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);
 - Mathematics (28 staff); and
 - Spiritual Formation: Developing the capacity of Presence (35 staff).
- B. Other professional learning activities provided at school level including CEO run courses:
- School-wide Positive Behaviours for Learning (SPB₄L) (5 staff);
 - Focus On Reading (15 staff);
 - Gifted Education Conference (3 staff);
 - Australian Association of Mathematics Teachers (AAMT) Conference (3 staff);
 - Boys' Education Conference (1 staff);
 - Lamplighter's Spiritual Formation Program (5 staff);
 - Shining Lights Spiritual Formation Program (4 staff);
 - Learning for Leadership (1 staff);
 - Australian Curriculum Leader Meetings – English (1 staff);
 - Australian Curriculum Leader Meetings – Mathematics (1 staff);
 - Australian Curriculum Leader Meetings – Science (1 staff);
 - Australian Curriculum Leader Meetings – History (1 staff);
 - Australian Curriculum Leader Meetings – Geography (1 staff);
 - Assistant Principal's Retreat (1 staff);
 - Religious Education Co-Ordinator Conference (1 staff);
 - Principal's Retreat (1 staff); and
 - Senior School Support Officer (SSSO) Meetings (1 staff).

The average expenditure by the school on professional learning per staff member was \$247.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$1137.

Catholic Life & Religious Education

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 2015 Masses 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 and the Assumption of Our Lady. Each week at the school assembly, classes plan and lead the school community in prayer. These prayers were related particularly to what the students were studying in class or to particular times within the Church calendar including Lent and Advent. In addition, St Paul's hosted the annual Year 6 Prayer and Conversation with the Bishop. This event aimed to reinforce the sacrament of Confirmation for Year 6 students across the Macarthur and Southern Highland regions.

The students in Year 3 made their First Reconciliation, followed by the celebration of their First Eucharist. Whilst these Sacraments are Parish based they are 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 Catholic Life of St Paul's Catholic Parish School included the commitment to Social Justice Initiatives throughout the year. Throughout 2015 the students of St Paul's participated in raising \$5 000 for:

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

Religious Literacy Assessment

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in Religious Education (RE) across K-6 with a focussed system collection of data in Year 4.

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2015. The school cohort in 2015 consisted of 80 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 89 completed the Extended Task (Part B). The Extended Task was based on the Unit: 'One in 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 ability to:

- identify key symbols, signs and rituals of the Catholic tradition;
- demonstrate an understanding of the Hail Mary;
- identify ways that they continue the ministry of Jesus;
- demonstrate an understanding of Jesus' teaching on the practice of giving;
- demonstrate a growing familiarity with Scripture Stories;

- write a prayer of thanksgiving for being made in God's image;
- demonstrate basic knowledge of Jesus and His teachings;
- demonstrate an understanding of the Commandments and relate to own life; and
- demonstrate an understanding of an image from the scriptures.

The students' responses showed a need for them to develop a better understanding of how they continue the mission of Jesus today, strengthened by the Holy Spirit as well as needing to develop a better understanding of Jesus' teaching on forgiveness.

For Part A, 14.80% of students were placed in the developing level, 56.80% in the achieving level and 28.40% were in the extending level.

For Part B, 1.10% of students were placed in the developing level, 68.50% in the achieving level and 30.40% were in the extending level.

Combining Parts A and B, 14.00% of students were placed in the developing level, 58.10% in the achieving level and 27.90% 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 2015

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

2.5 Pastoral Care

School Wide Positive Behaviours 4 Learning

Goal: By the end of 2015 the implementation of non-classroom setting actions will be complete so that all teachers are using consistent procedures across the school.

- **Key Area 3: Pedagogy**

3.2 Provision of Diverse Learning Needs

Gifted Education

Goal: By the end of 2015, students with general intellectual ability, creative thinking and production, and specific academic aptitude will be identified.

Goal: By the end of 2015, opportunities will be provided in classrooms, the school community and the wider educational community for differentiated learning for gifted students.

3.3 Teaching Practices

Focus on Reading

Goal: By the end of 2016, Stages 2 and 3 will have completed the Comprehension and Vocabulary components of Focus on Reading (FOR) and will be implementing the Guided Comprehension Model for teaching reading in all stage 2 and 3 classrooms.

Goal: By the end of 2015, Early Stage 1 and Stage 1 will have an agreed practice for the teaching of reading and will be planning and utilising appropriate teaching practices based on the agreed practice.

3.4 Planning, Programming and Evaluation Understanding by Design

Goal: By the end of 2015, the school education program will include the Understanding by Design Planning Framework for Religious Education, English, Mathematics and Science so that a consistent and informed approach to programming is used across the school which reflects the implementation of the Australian Curriculum.

3.5 Assessment Literacy and Numeracy Continuums

Goal: By the end of 2015, all K-2 classes will have plotted all students on the Literacy and Numeracy Continuums so that learning and teaching programs are informed by the continuums.

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

5.2 Use of Resources and Space

Goal: By the end of 2015 building work will have commenced to remediate the noise level of the classroom spaces so that the space is able to more ably accommodate the diverse learning needs of students.

School Review and Improvement components to be reviewed and rated in 2016:

The following School Review and Improvement components will be acted upon within the 2016 School Improvement Plan. These components have been chosen following reflection and discussion on the achievements throughout the 2015 school year.

- **Key Area 3: Pedagogy**

3.3 Teaching Practices

Goal: Focus on Reading to be expanded to include Year 2 requiring the training of 3 staff.

3.4 Planning, Programming and Evaluation

Goal: Class Programs in History and Geography will be planned using the school based Understanding by Design template

3.5 Assessment

Goal: Class Programs will have evidence of effective feedback to students in English and Mathematics.

3.7 Professional Learning

Goal: Members of the School Leadership Team will meet regularly with the Principal to set and discuss professional learning goals.

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

- 4.4 Succession Planning

Goal: Members of the School Leadership Team will negotiate annual role descriptions.

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

- 5.2 Use of Resources and Space

Goal: Review classroom management, and stewardship of, school resources.

- 5.4 Financial Management

Goal: Review and acknowledge the procedures and processes of the school's financial management.

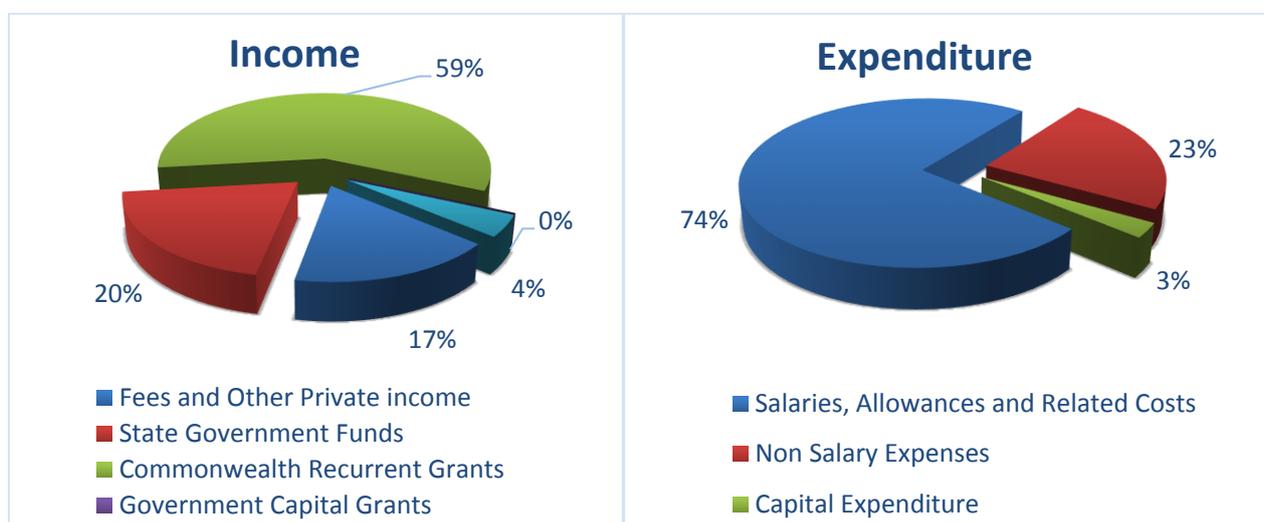
Financial Summary

St Paul's school continues to be well supported financially by the P&F. Throughout 2015 the P&F contributed significant funds for the upgrading of computers and iPads across Stage 1. In addition, the P&F supported the work of Focus on Reading and the purchase of reading texts for the Library. P&F funds were also used to install SMART televisions in Stage 3 classrooms, purchase of portable shade structures for sporting events and the upgrade of air conditioning in Year 5.

School funds were used to manage the upkeep and maintenance of the school site. This included the regular employment of maintenance personnel, pest control, lift servicing, lock repairs to doors, plumbing, air conditioner, lights and electricity maintenance, cleaning of carpets and annual painting.

The school also received a grant of \$10 000 from the Campbelltown Catholic Club. These funds were used to install an outdoor seating area for the students.

The following graphs reflect the aggregated income and expenditure for St Paul's Catholic Primary School, Camden for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.



Student Welfare

St Paul's continues to have 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. Throughout 2015 St Paul's continued the implementation of SPB4L across all non-classroom settings within the school. This implementation required fortnightly meetings by a group of teachers known as the SPB4L Team. At these meetings the data collected from the playground would be analysed and strategies for improving student behaviour would be discussed. In addition, weekly targets were introduced so the students across the school were focused on positively improving their actions toward themselves, each other and the environment. The students have become very familiar with the school rules and the associated expectations matrix.

In addition, the strategies used across the school were effectively communicated to parents via the school newsletter.

Each year St Paul's welcomes students to the school entering Years 1-6. In 2015 the School Captains conducted an Induction Program for these students. This included several meetings where they were introduced to the school rules and expectations, shown around the school and given the opportunity to ask questions about the school. It was also an opportunity to ensure that the new students were building positive friendships within their cohort. It also allowed for an easy transition from one school setting to another.

In Term 4, Year 5 had the opportunity to attend workshops with a specific focus on bullying. This included understanding what it means to be a bystander in a bullying situation and the importance of reporting all bullying to a trusted adult. These workshops reflected the core messages of the St Paul's school rules and expectations.

The P&F sponsored an event for Year 6 students and their parents which addressed the significance of transitioning to high school. This workshop aimed to equip both students and parents with strategies to help in organisation of home life throughout Year 7 as well with the adjustments that need to be made between understanding the high school environment.

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*** is 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' commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2015.

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

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

Learning and Teaching

St Paul's Catholic Primary School continues to strive to transform approaches to learning and teaching that will help to improve learning outcomes for all students. During 2015, the teaching and learning at St Paul's was developed through the staff collaboration and with the utilisation of the School Review and Improvement process.

Curriculum and Pedagogy

Throughout the school year considerable focus was given to the continued implementation of the English and Mathematics syllabus whilst also implementing Science across the school. In addition, teachers had the opportunity to work with the History and Geography syllabuses in readiness for implementation in 2016.

Considerable work was done throughout 2015 in raising the profile of Mathematics across the school. This included regular updates in the school newsletter about Mathematics as well as an information workshop for parents.

Cross Curriculum

Students had the opportunity to participate in the University of New South Wales (UNSW) 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. Each year at St Paul's, students have 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 North West Cluster Public Speaking Challenge of the Diocese.

St Paul's students enjoy the opportunity to be involved in all school based sporting events. This year the cross country course venue was changed allowing for a more authentic experience. The Athletics and Swimming Carnivals are also opportunities for students to engage their sporting skills. From these students were able participate in Diocesan sports gala days as well as representing the school at Diocesan, MacKillop and State levels. St Paul's had students represent the school at both Netball and Rugby League competitions.

In 2015, the Infants classes attended their own Sports Carnival which catered more toward their ability level. This also enabled the parents to become more actively involved in the carnival day.

During Literacy and Numeracy Week the focus was on Mathematics. Each student received a 'Mighty Mathematician' armband that they wore throughout the week. Science Week saw the students participate in 'Mad Scientists Day'. The children dressed as a variety of scientists and participated in numerous Science experiments throughout the day.

Meeting the needs of all students

St Paul's recognises the importance of providing students with as many opportunities as possible to ensure that their needs are being met effectively. In 2015 this included the identification and subsequent entry into the Diocesan project called SPLICED - *Stretching Potential through Learning in Interactive Challenging Environments*. This project is offered by the Diocese for intellectually gifted learners.

In 2015, the project concentrated on 'The 500th Anniversary of St Teresa of Avila' and challenged learners to make creative choices on this theme. The project took the students through the exploration of the Key Learning Areas of Visual Arts, Religious Education, English and Technology. The core task was designed to require higher order, complex thinking and independent working skills.

In addition, students were nominated by their classroom teacher to participate in the Illawarra Coal Science Fair at the University of Wollongong. This was an opportunity for the students to showcase their research projects and compete for prizes. By participating in the fair the students became researchers who were encouraged to develop their communication and research skills. Both of these opportunities

allowed for the students to work with a mentor. The mentor's task was to keep them on track and to ensure that they operated their projects within the guidelines.

Throughout 2015 a comprehensive process of identification of student needs was implemented. This process involved teachers identifying students about whom they had concerns. Such concerns may be academic, behavioural and/or social. A detailed process involving teacher referrals and subsequent meetings were completed. This then led to the implementation of specific learning plans, if necessary, for individual students.

Students also participated in opportunities which celebrated the Creative Arts. These included the Christmas Story Art competition where Stage 3 students submitted artworks for judging and were displayed at the Wollongong Art Gallery. Kindergarten students submitted work to the Director's Art Gallery which is a significant event each year across the Diocese.

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 2015 visits to Fairfield City Farm, The Powerhouse Museum, Sydney Aquarium Darling Harbour, IMAX theatre and Science and Planetarium formed learning opportunities beyond the regular classroom instruction. Year 5 attended their annual camp at Teen Ranch whilst Year 6 enjoyed travelling to Canberra and the Snowy Mountains for their camp.

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. Every term parents were invited to an open classroom opportunity which enabled the students to display and talk about their work. This allowed for the school priorities given to Mathematics and English to be demonstrated to the parents.

The Camden community has a long tradition of celebrating the Camden Show as the last regional show before the Royal Easter Show. In 2015, St Paul's was invited to be spectators at the Sheep Run which formed a part of the opening ceremony of the show. This had not been done since 1991 and was a significant event for both the community and the St Paul's students. Students also participated in the Dawn Service and the annual march for ANZAC Day. A Year 5 student was invited to recite a poem he had written following the 10am procession.

The teacher librarian organised the school's participation in the *Great Book Swap*. This is an initiative of the Indigenous Literacy Foundation and saw the students bring along some of their pre-loved books and for a gold coin donation swap it for someone else's. This was a practical way for the students to be involved in a social justice initiative whilst raising money for the foundation.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 3 and 5 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.

St Paul's continues to work towards achieving consistent results in NAPLAN. Learning growth has been recognised in the 2015 NAPLAN results. However, St Paul's understands the need to continue to use the overall school results in future planning strategic planning focusing on improvement of student outcomes.

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 2015: % 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%	35%	57%	16%	47%	37%
	National	13%	39%	48%	20%	47%	33%
Writing	School	5%	38%	58%	9%	69%	22%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	10%	43%	47%	11%	56%	33%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuation	School	8%	31%	61%	7%	63%	30%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	11%	48%	41%	14%	68%	19%
	National	17%	49%	34%	18%	55%	28%

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 2015: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	99%	100%
	National	95%	93%
Writing	School	100%	96%
	National	96%	92%
Spelling	School	98%	100%
	National	93%	93%
Grammar & Punctuation	School	95%	96%
	National	95%	93%
Numeracy	School	97%	100%
	National	94%	95%

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.

An annual 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 will be used to establish priorities and inform the further development and improvement of the school. Anecdotally, parents have expressed their satisfaction with the school particularly in terms of their child/children's welfare and wellbeing whilst at school. Parents also express their satisfaction with the way in which the academic needs of the children are being met. At each monthly P&F meeting the Principal's Report contains detailed information about the direction of the school and events within the school. The overall view of the school at these meetings is a positive one where both school and parents work well to improve all that is done within the school.

The staff of St Paul's consider their work environment to be one of support where they have the opportunity to further develop their craft in maximising student outcomes.

