

Annual School Report

Primary



2016



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

St Paul's Catholic Parish 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 the 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 Parish Primary School
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Camden NSW 2570

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Parish Priest: Fr Michael Williams
Principal: Toni-Maree Sillis
Date: 21 December 2016

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 2016 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.

The students and community of St Paul's have experienced another successful year of learning and celebration. Throughout the year there has been continued growth across the school in all areas of teaching and learning. Significant to this have been the ongoing implementation of a tiered approach to instruction and the development of teachers' pedagogical skills in the Tier 1 or the primary prevention phase of learning.

Teachers have continued training in Focus on Reading with both input and planning sessions. Consistent work has been done across the school to maintain a common organisation to the English block in each classroom. Focus on Reading is now an embedded practice at St Paul's with the formulation of an Agreed Practice Statement with which the school will operate going forward.

A comprehensive School Education Program for 2016 has been developed and implemented resulting in teachers maintaining consistency from Kindergarten to Year 6 in terms of programming and other compliance expectations.

Significant to providing appropriate learning environments for the students has been the completion of the classroom refurbishment. The classrooms are now fluid spaces that are more conducive to learning. Students are settled when entering classrooms recognising spaces are places of learning rather than socialising. Students with specific learning needs have much more flexibility in how they are able to operate within the refurbished spaces allowing for more consistent academic success with tasks.

Parent Involvement

2016 was a successful year for the St Paul's Parents and Friends Association (P&F). The committee has seen a few changes with newly elected members back at the March AGM, to fall in line with the overhaul of the new constitution.

The P&F were involved in several events throughout the year including Grandparent's Day, Mother's and Father's Day stalls, the organisation of two school discos, the Kindergarten Parent Information Night, the end of year Christmas Concert, the continued running of the Clothing Pool and, of course our largest fundraiser, the school Fete.

The success of these events enabled the P&F to support the students of St Paul's by purchasing 11 Smart TVs and stands. Along with this the P&F contributed to the in-servicing of K-2 teachers in Focus on Literacy and completed our technology obligations agreed upon from 2015 to upgrade laptops in the

classrooms. There has also been the purchase of more home readers and farewell crosses for the year 6 students.

The achievements of the P&F in 2016 would not have been possible without the help and dedication of the parents and friends of the school who generously volunteered their time to make the school community the place it is. During 2016 the P&F continued to hold regular meetings on the first Wednesday of each month and discussed many items relating to the school life of the students at St Paul's.

Parents and Friends Association, President

Student Leadership

St Paul's follows the motto Truth, Faith and Love, which have been well accomplished throughout the student experiences this year. In 2016, great education was provided for all students, say the school captains on the behalf of the entire school population. Students at St Paul have had many opportunities to express themselves and their knowledge this year and were grateful for all the experiences they had. These experiences included the Science Fair, Stretching Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) program, Book Buzz, fundraisers of all sorts, sports carnivals, Year 5 and 6 camps and many more daily experiences.

Being part of the Year 6 group gave students the opportunity to participate in a lot of activities. All of Year 6 was given the chance to be a role model and a leader of the school, which included spending time with Kindergarten buddies and leading chants at different sport carnivals. The Year 6 students led their own houses in entertaining and singing fun songs to cheer on the school athletes. A group of Year 6 girls started a dance group, which gave them the opportunity to teach others, and made them feel that they were responsible for their young students in their group. All Year 6 students had the opportunity to join a leadership group such as Mini Vinnies, or the Education Group who focused on peer teaching and buddy reading, the Technology Group who assisted with technology across the school, as well as the Sport Group who assisted our Sport Coordinator with jobs at the different carnivals. Camp was another amazing experience; for some students it was their first time away from home, and generally a new experience for everyone. We learnt about the importance of teamwork and communication while having great fun and an experience we will never forget.

The School Captains represented the school at many different events, attending multiple important Masses and devoting themselves to getting up early to attend many other meetings and special days. These included the Anzac Day Parade, Remembrance Day Service and they even put themselves through the Dunk Tank experience at the school Fete! All this put together made an exciting and wonderful year, we have loved representing the school and hope that next year's School Captains, and all future Captains will have the incredible experience we had.

School Leaders

School Profile

School Context

St Paul's Catholic Parish 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 614. 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 Parish Primary School is one of three primary schools that serve as an integral part of the Catholic Parish of Camden. With Christ as the model, staff members seek to educate each student in the Catholic faith tradition. The school strives 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 in previous years. School staff continually transforms their approaches to learning and teaching to improve learning outcomes for all students.

Student Enrolments

2016 enrolments	
Boys	294
Girls	320
Total	614
Indigenous	10
LBOTE	61

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. Changes were made to this Policy in 2016.

Student Attendance

2016 Attendance	Male	Female
Kinder	93.4%	93.5%
Year 1	92.8%	93.6%
Year 2	93.4%	93.3%
Year 3	91.1%	92.7%
Year 4	93.4%	92.2%
Year 5	92.3%	92.2%
Year 6	91.6%	92.6%
Whole school	92.5%	92.9%

Management of Student Non Attendance

Regular attendance at school is essential for students to maximise their potential. While parents are legally responsible for the regular attendance of their children, school staff monitors whole and partial day absences as part of their duty of care.

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. Staged processes for monitoring school attendance include phone calls and letters to parents/carers, progressed where necessary to meetings with parents/carers and the formation of an action plan to maintain consistent school attendance.

The St Paul's School Handbook outlines the importance of regular attendance by students and stipulates that all absences must be accounted for within seven days of the student's return to school. This applies for partial absences as well as whole day absences.

Staffing Profile

There are a total of 40 teachers and 10 support staff at St Paul's Catholic Parish Primary School. This number includes 20 full-time, 20 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 2016 was 96%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 72.5%.

Professional Learning

During 2016 St Paul's Catholic Parish Primary School 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 Catholic Parish Primary School whole school development days involving all 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
- Spiritual Formation: Developing the capacity of Presence.

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

- Focus On Reading (8 staff)
- Lamplighter's Spiritual Formation Program (4 staff)
- Shining Lights Spiritual Formation Program (3 staff)
- Assistant Principal's Meeting (1 staff)
- Religious Education Coordinator Conference (1 staff)
- Principal's Retreat (1 staff)
- MiniLit Training (4 staff)
- AITSL Mentor Training (1 staff)
- Early Career Teacher Training (2 staff)
- Diocesan Colloquium (2 staff)
- Women In Leadership Conference (1 staff)
- eSmart Day (2 staff)
- Alight for the World (2 staff)

- Teacher Librarian Conference (1 staff)
- Principal Clergy Day (1 staff)
- Connect Succeed Thrive ACEL Conference (1 staff)
- Reading Recovery (1 staff)
- Spotlight on STEM (2 staff)
- Men's Retreat (1 staff)
- Mental Health First Aid (1 staff)
- Dyslexia Course (1 staff)

The average expenditure by the school on professional learning per staff member was \$193.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$661.

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 2016, Masses were held to open and close the school year, farewell Year 6 students and celebrate Feast Days, particularly those that recognised St Mary MacKillop of the Cross and the Assumption of Our Lady.

Each week at assembly, classes planned and led the school community in prayers related to what the students were learning or in correlation with the Church calendar, including Lent and Advent.

Students in Year 3 made their First Reconciliation, followed by the celebration of their First Eucharist. Whilst these Sacraments were Parish-based, they were fully supported by classroom programs. Several teachers led the students of St Paul's and surrounding Catholic and State schools through the preparation required for the Sacraments.

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 Catholic Life of St Paul's School included our commitment to social justice initiatives throughout the year. In 2016 the students of St Paul's participated in raising \$7 935 for:

- Caritas \$1 000;
- Catholic Missions \$2 000;
- Candice's Kitchen \$1 000;
- CatholicCare Christmas Gift Appeal \$701;
- St Vincent de Paul Christmas Appeal \$1 000; and
- St Vincent de Paul Winter Sleepout \$1 234.

Religious Literacy Assessment

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in 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 2016. The school cohort in 2016 consisted of 88 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and 88 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 five weeks 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:

- Demonstrate reverence for the Bible
- Demonstrate an understanding of the Eucharist
- Recall the events of Pentecost
- Demonstrate an understanding of Jesus' teaching on forgiveness
- Match ritual to the seasons of the liturgical year
- Name the Trinity as Father, Son and Holy Spirit
- Identify ways of reaching out to others during the Season of Christmas

- Recognise an event from the story of Noah and the Ark
- Recognise the correct way to make the Sign of the Cross
- Recall and sequence the events of Holy Week and Easter
- Identify and sequence parts of the Mass
- Identify ways that they continue the ministry of Jesus
- Describe ways in which the disciples were transformed at Pentecost
- Demonstrate knowledge of the Lord's Prayer

The students' responses showed a need for them to develop a better understanding of how to identify the Sabbath as a time for rest and reconnect with God, identification of key scripture of the Liturgical year and the identification of key symbols, signs and rituals of Easter.

For Part A, 14.5% of students were placed in the developing level, 56.8% in the achieving level and 27.7% were in the extending level.

For Part B, 11.4% of students were placed in the developing level, 77.3% in the achieving level and 11.4% were in the extending level.

Combining Parts A and B, 20.5% of students were placed in the developing level, 68.7% in the achieving level and 10.8% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement is an on-going 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 2016:

Key Area 3: Pedagogy

3.3 Teaching Practices

Goal: Expand Focus on Reading program to include Year 2 and other teachers who have not yet been trained in the process.

Goal: Incorporate all Mathematics components into all Mathematics blocks.

3.4 Planning, Programming and Evaluation

Goal: Continue to plan all classroom programs in Religious Education, History, Science and Geography using the Understanding by Design template.

3.5 Assessment

Goal: Ensure that all classroom programs have evidence of effective feedback to students in English (Reading) and Mathematics (Whole Number).

3.7 Professional Learning

Goal: All Leadership Team members should continue to set long and short term goals, to be discussed in regular meetings with the Principal. In addition, Leadership Team members will set goals with staff they supervise.

Key Area 4: Human Resources Leadership and Management

4.4 Succession Planning

Goal: All Leadership Team members will negotiate their Terms of Reference (Role Description) for their specific position.

Key Area 5: Resources, Finance and Facilities

5.2 Use of Resources and Space

Goal: Sporadically review classroom management, stewardship of resources and list of protocols developed by staff within each space, determining how resources are stored, managed and maintained.

5.4 Financial Management

Goal: Continue to review the procedures and processes of the school's financial management system to identify any areas for improvement.

School Review and Improvement components to be reviewed and rated in 2017:

Key Area 1: Catholic Life and Religious Education

1.2 Religious Education

Goal: Nominated staff of St Paul's will continue to participate in the Spiritual Formation programs of Lamplighters and Shining Lights. These staff will lead their colleagues in the spiritual formation capacities.

Goal: Religious Education at St Paul's will have rich and well-designed assessment tasks that are supported by Understanding by Design model of planning. Tasks will include criteria and timely feedback to students.

1.4 Parents, Parishes and the Broader Church

Goal: St Paul's will strengthen the connection between liturgy, faith life and the evangelising arm of the Church including Missions.

Goal: St Paul's will incorporate the message of Laudato Si into programs and events throughout the school year.

Key Area 2: Students and Their Learning

2.2 Rights and Responsibilities

Goal: St Paul's will demonstrate the supportive culture of the school through the development of the role of the Religious Education Co-ordinator as pastoral care and student wellbeing leader.

Goal: St Paul's will continue to support the rights and responsibilities of students, which include socially, emotionally and online with the SPB4L and the eSmart Frameworks.

Key Area 3: Pedagogy

3.1 Curriculum Provision

Goal: St Paul's will introduce strategies that will enable students to become critical and creative thinkers and effective problem solvers within classroom programs.

Goal: St Paul's will continue to support teachers in building comprehensive classroom programs using the Understanding by Design template that includes rigorous assessment tasks with accompanying criteria.

Goal: St Paul's will engage with the professional learning plan for Mathematics, which will develop with the support of Anita Chinn (Mathematics Consultant).

3.2 Provision for the Diverse Needs of Learners

Goal: St Paul's will continue to monitor and maintain an effective MSPEC process.

Goal: St Paul's staff will be involved in professional learning that will allow for specific and explicit targeted support of students within the second tier of intervention.

Key Area 4: Human Resources Leadership and Management

4.1 Recruitment, selection and retention of staff

Goal: St Paul's will continue to promote ethically responsible behaviour across the staff by supporting staff members with the PDP process.

4.2 Professional Development of Staff

Goal: The teaching staff of St Paul's will be mentored through the PDP process with a Leadership Team member.

4.3 An Ethical Workplace

Goal: St Paul's will continue to support school staff socially, emotionally and online with the SPB4L and the eSmart Frameworks.

4.5 Overall Compliance with Legislation and other requirements

Goal: St Paul's will continue to maintain high levels of efficiency with compliance procedures, reviewing when and if necessary.

Key Area 5: Resources Finances and Facilities

5.3 Environmental Stewardship

Goal: St Paul's will review current relevant policies and programs to include the message of Laudato Si whilst ensuring that this same message is included in any policies and programs introduced throughout 2017.

Key Area 6: Parents, Partnership, Consultation and Communication

6.3 Linkages with the wider community

Goal: St Paul's will strengthen the current engagement with the Parish and local and wider community through active participation in events throughout the year.

Key Area 7: Strategic Leadership and Management

7.1 Planning for Improvement

Goal: St Paul's will continuously review the strategic action plan throughout the school year incorporating the set goals into school communication wherever possible.

7.2 Innovation, development and change

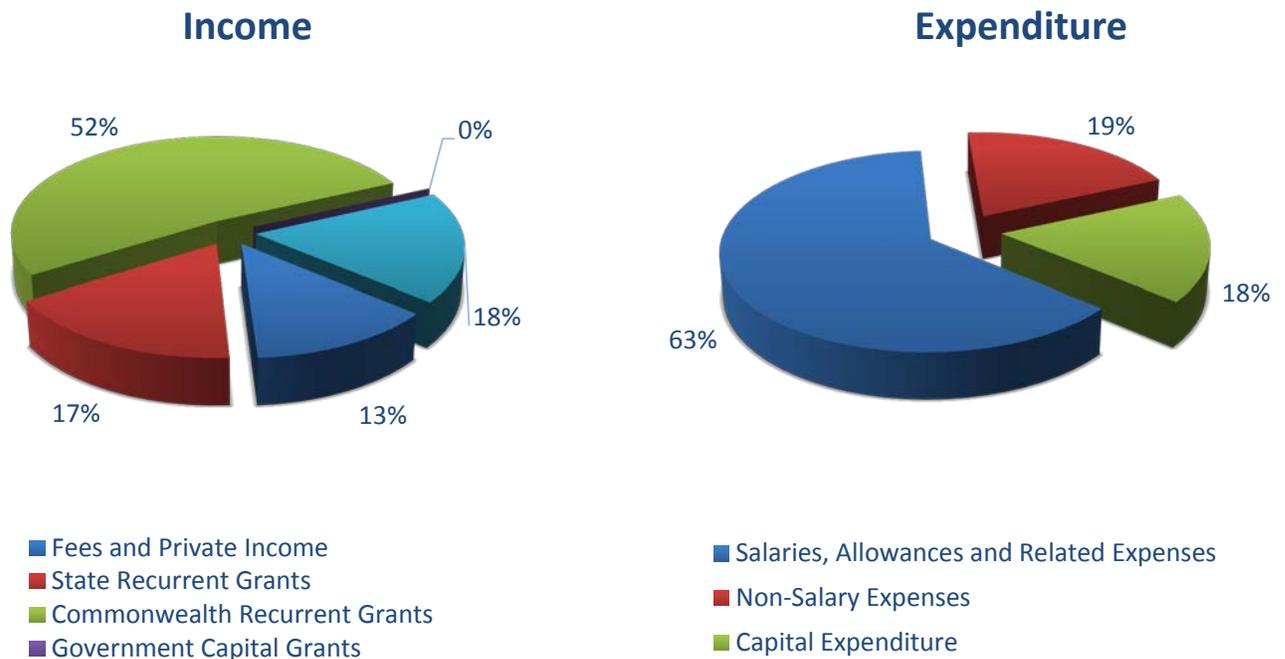
Goal: St Paul's will strategically plan reviews of the action plan in light of current research and implementation Lyn Sharratt's theories and practices as they occur within the Diocese.

Financial Summary

St Paul's gratefully acknowledges financial support received from the P&F throughout 2016. The P&F contributed significant funds for refurbishments to classrooms, including the installation of 11 SMART televisions, and for upgrades to the school grounds such as additional seating and the installation of AstroTurf for the improved safety and comfort of students.

School funds were spent on general school maintenance including pest control, lift servicing, lock repairs, plumbing, air conditioning, light and electricity servicing, cleaning of carpets and annual painting.

The following graphs reflect the aggregated income and expenditure for St Paul's Catholic Parish Primary School, Camden for the year ended 31 December 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education and Training.



Student Welfare

The staff at St Paul's is committed to ensuring that the pastoral needs of students and their families are met with the available resources. Throughout 2016 St Paul's continued to implement the School wide Positive Behaviours for Learning (SPB4L) framework across the school, promoting St Paul's rules - Be Safe, Be Respectful and Be Responsible. Fortnightly meetings were held by a group of teachers known as the SPB4L Team, where collected student data was analysed and strategies for improving student behaviour discussed. In addition, weekly targets were introduced so students across the school were focused on positively improving their actions toward themselves, each other and the community.

2016 saw the continuation of the Induction Program, where School Captains welcomed new students into Years 1-6 and the buddy system that paired up new Kindergarten students with experienced Year 6 students. New students were physically shown around the school, introduced to the rules and expectations and given the opportunity to ask questions. This process ensured that the new students were building positive friendships within their cohort and allowed for an easy transition into the St Paul's school environment.

Students at St Paul's were given the opportunity to attend workshops with a specific focus on bullying, where they learnt how to recognise antisocial and unacceptable behaviour, what it meant to be a bystander and the importance of reporting all incidences of bullying to a trusted adult.

The P&F sponsored an event for Year 6 students and their parents that addressed the significance of transitioning to high school and provided strategies to help adjust at home and in the high school environment.

All strategies used across the school were effectively communicated to parents via the school newsletter.

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's 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 2016.

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 Parish Primary School continued to strive to transform approaches to learning and teaching to improve learning outcomes for all students. During 2016, teaching and learning at St Paul's was developed through staff collaboration and utilisation of the School Review and Improvement (SRI) process.

Curriculum and Pedagogy

Throughout the school year, St Paul's continued to base its teachings upon syllabi from the six Key Learning Areas (KLAs) determined by the NSW Board of Studies - English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts, Personal Development Health and Physical Education. Students were also taught aspects of Religious Education from the set syllabus provided by the Catholic Education Office. The Common Grade Scale continued to be used for reporting on the progress of students and once again, students in Years 3 and 5 participated in National Assessment Program Literacy And Numeracy testing.

As part of St Paul's Information and Communication Learning Technologies (ICLT) Policy, Stage Three students used iPads for Learning, integrating the use of technology into their everyday school activities. This ongoing implementation of technology throughout the school was further progressed by the installation of SMART televisions into some of the classrooms.

Cross Curriculum

Students again had the opportunity to participate in the University of New South Wales (UNSW) academic competitions, a voluntary exercise where students were recognised for their involvement at school assemblies throughout the year. Students also participated in The Premier's Reading Challenge, the North West Cluster Public Speaking Challenge of the Diocese and various other local community, regional, State and Diocesan events throughout the year.

Meeting the needs of all students

St Paul's continued to recognise the importance of providing students with as many opportunities as possible to ensure that their needs were being met effectively. This included a group of students who participated in the SPLICED (*Stretching Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong*) program. SPLICED provides units of work for learners identified as intellectually and artistically gifted for additional differentiation in student's personalised plans.

In Semester One the unit title was "Sandstone, Hardwood and Heart". This unit of work was designed to allow for gifted students from different domains to collaborate and produce a historical narrative and realistic drawings for publication to a wide audience. An on-line and booklet publication was produced. Students selected from Stages 2 & 3 students participated as one team.

In Semester Two the unit title was "Cry of the Earth". The unit of work was designed to allow for gifted students from different domains to collaborate and produce a presentation, to a panel of assessors, that included *public speaking, mathematical and scientific research, making links to Pope Francis' "Laudato Si", visual arts, literacy and creativity*. An on-line and booklet publication of speeches was planned, produced, assessment feedback was provided and the Stage 3 team was chosen for the final presentation and will have their presentations published.

Students once again took part in activities that celebrated the Creative Arts, including the Christmas Story Art competition where student artworks were displayed at the Wollongong Art Gallery. This was a great

success for two St Paul's students who went on to be placed first and second for their representation and written reflection of the Christmas story. These works were judged across student work from the Sydney Archdiocese, the Wollongong and Bathurst Dioceses. Subsequently these artworks were displayed in the crypt of St Mary's Cathedral for the season of Advent.

Expanding Learning Opportunities

Throughout 2016, St Paul's endeavoured to offer rich learning opportunities to the students as frequently as possible. Some of the highlights of the past year included a Book Week parade to highlight the reading that students enjoy across the school and excursions to Featherdale Wildlife Park, a walking tour of The Rocks, Science Centre Wollongong and Belgenny Farm, which helped form 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.

This year, St Paul's once again opened its doors for Grandparents' and Great People Day. The day was celebrated with a Liturgy, morning tea and open classrooms, which provided an opportunity for grandparents, parents and friends to view the students' work within their classrooms.

The Camden community has a long tradition of celebrating the Camden Show as the last regional show before the Royal Easter Show. Students also participated in the Dawn Service and the annual march for ANZAC Day.

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.

Some of the other expanded learning opportunities that St Paul's offered its students throughout 2016 included:

- Bandemonium
- Chess Club
- Shoe Drive
- Gardening Club
- Seasons for Growth
- Caritas Project Compassion
- Burrumbuttock Hay Runners
- Sherpa Kids National Recycling Project
- Coins for Caring fundraiser for St Anthony's School
- Mayor for a Day Speech
- Camden High Inter School Competition
- Mini-Vinnies Sleepout
- 24 Hour Fight Against Cancer
- Christmas Art Competition
- STEM Challenge
- Science Fair

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 2016 results, and the school will continue to use the overall results in future strategic planning, focusing on the 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 2016: % 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	16%	34%	49%	15%	43%	42%
	National	12%	37%	49%	16%	47%	35%
Writing	School	9%	41%	51%	14%	67%	19%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	16%	42%	42%	15%	67%	18%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	9%	35%	56%	15%	57%	28%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	11%	59%	30%	13%	74%	13%
	National	13%	49%	36%	17%	53%	28%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

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 2016: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	96%	91%
	National	95%	93%
Writing	School	95%	96%
	National	96%	93%
Spelling	School	94%	95%
	National	94%	93%
Grammar & Punctuation	School	97%	91%
	National	96%	94%
Numeracy	School	98%	93%
	National	96%	94%

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 considers their work environment to be one of support where they have the opportunity to further develop their craft in maximising student outcomes.



CATHOLIC EDUCATION
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