

# Annual School Report

2015



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

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St Paul's Catholic Primary School, Moss Vale 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:

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Parish Priest: Fr Damian Mosakowski, osppe

Principal: Anthony Kenna  
Date: 12 December 2015

## **Vision Statement**

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A Catholic Community that respects the dignity of all and strives to provide a quality learning environment, focused on the life of Jesus.

## **Message from Key School Bodies**

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### **Principal's Message**

St. Paul's Primary School is committed to providing quality Catholic Education for all students at the school. The Annual School Report is an opportunity to share with the School community, Parish and wider community, important programs and events that have taken place throughout the year demonstrating the school's commitment to the Vision Statement. The 2015 school year was a successful year for all involved with the School. The achievements made were due to the dedication and commitment of the staff together in partnership with the students, parents and Parish community. The Annual Report provides significant information of which the School and Parish community can be very proud.

### **Parent Involvement**

St Paul's has a strong home and school partnership. Parental participation is valued and encouraged. Parents are kept informed through the weekly newsletter and are encouraged to attend Parents and Friends' Association (P&F) activities, support fundraising, attend social gatherings, assist with class activities, attend special liturgies and respond to surveys. Donations to the school of \$16 000, by P&F, have resulted in providing additional literacy and numeracy resources, new computer resources and acoustic panelling for the school hall. In addition to these resources a trust fund in memory of Chris Smith was established to award a student of the school who displays citizenship qualities. Continuous consultation with parents ensures the school provides a caring and supportive Catholic learning environment where children can thrive and achieve their best.

*Parents and Friends Association, President*

### **Student Leadership**

The school has played a significant role in the lives of the Year 6 students. The group of Year 6 students have lead the school with pride, displaying strong leadership through actioning the school 'CODE 5' rules. Year 6 has participated in a variety of activities this year and these activities include, prayer services, liturgies, celebrations of the Eucharist, classroom learning experiences, excursions, Tallong leadership camp, sporting carnivals, whole school assemblies, fundraising activities and the Year 6 and Kindergarten buddy program. The annual gift to the school by Year 6 was a bench seat for the garden area in remembrance of Chris Smith.

*School Captains*

## School Profile

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### School Context

St Paul's Catholic Primary School is a one stream systemic co-educational Catholic school situated in St Paul's Parish Moss Vale. The school caters for students in Kindergarten to Year 6 and has a current enrolment of 151. Students who attend the school predominantly reside within the township or the southern outlying areas. The Parish covers this area and is presently administered by the Fathers of the Order of St Paul the First Hermit. The first Catholic Primary School in Moss Vale was started by the Sisters of St Joseph at "Kalurgan", Browley Street Moss Vale, in 1884. In 1891 the Dominican Sisters took over the role as chief educators and St Joseph's School was transferred to the Elm Court property in Moss Vale. In 1947 the school moved to its present Garrett Street site and was renamed St Paul's, with pupils starting classes in January 1948. The school motto is, "All to All", which reflects the strong faith culture of the school.

### Student Enrolments *as at August 2015 census*

2015 enrolments	
Boys	83
Girls	68
Total	151
Indigenous	5
LBOTE	1

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.spmvdow.catholic.edu.au](http://www.spmvdow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2015.

## Student Attendance

2015 Attendance	Male	Female
Kinder	92.6%	96.0%
Year 1	90.1%	90.8%
Year 2	95.8%	94.3%
Year 3	91.6%	92.4%
Year 4	95.0%	91.9%
Year 5	91.7%	93.3%
Year 6	93.9%	91.6%
Whole school	93.0%	92.7%

### 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.

When a student was away from school a note or email was sent to the school. This was kept on the student's file and the absentee recorded on the electronic role file at the school. When a student was away for more than four days, the class teacher together with the school office, telephoned the family to enquire about the student's welfare. A letter was sent to families to follow-up unexplained absent days at the end of each Term. The management of student non-attendance was consistent with the Catholic Education Office Student Attendance Guidelines and Procedures (January 2015).

### Staffing Profile

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There are a total of 12 teachers and 5 support staff at St Paul's Catholic Primary School. This number includes 8 full-time and 4 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 97.3%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 100%.

## 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 17 staff. These days focused on:
  - Adult Spirituality and Faith development
  - School Review and Improvement
  - Australian Curriculum
  - School compliance information
  - First Aid training.
  
- B. Other professional learning activities provided at school level including CEO run courses:
  - Professional Development Planning and Review (PDPR) (17 Staff)
  - School Review and Improvement group sessions (17 Staff)
  - School Improvement Focus on Spelling (12 Staff)
  - Retreats for Principal, Assistant Principal and REC (3 Staff)
  - REC - Mission conference (1 Staff)
  - Primary Leaders Australian Curriculum Day (6 Staff)
  - Leading Indigenous Education (1 Staff)
  - Network Meetings for Principal, Assistant Principal (AP), Religious Education Coordinator (REC), Information Communication Learning Technologies (ICLT), Sport, Senior School Support Officers (SSSOs), and Librarian, (8 Staff)
  - Using National Assessment Plan for Literacy and Numeracy (NAPLAN) data analysis to improve student outcomes (6 Staff)
  - Australian Institute for Teachers and School Leadership (AITSL) (12 Staff)
  - Reading Recovery Ongoing Professional Learning (OPL) sessions (1 Staff)
  - Reading Recovery support teacher workshop (1 Staff)

- Catholic Education Commission (CEC) Individual Plans (IP) for Students with a Disability (2 Staff)
- School Wide Positive Behaviours for Learning (SPB4L) Framework (4 Staff)
- Mental Health and Wellbeing for Young People seminar (3 Staff)
- Best Start (1 Staff)
- Child protection training (1 Staff)
- Lamplighter Spirituality Course (3 Staff)
- Shining Lights Spirituality Course (2 Staff)
- Sentral training (3 Staff)
- Leading Literacy and Numeracy Intervention (2 Staff)
- Setting up and implementing an MSPEC team (2 Staff)
- Early Career Development (1 Staff)
- The successful 1:1 Primary iPad classroom (1 Staff)
- Digital School Conference (8 Staff)
- School Administration System (SAS) (2 Staff)
- Religious Literacy Analysis (1 Staff)
- Educational Leadership Conference (1 Staff)
- Special Education Conference (2 Staff)
- Teacher Librarian Conference (2 Staff)
- Mini-Lit Training (2 Staff)
- Disability Standards Modules (17 Staff)
- SALT Training (17 Staff)
- System Focus Day (1 Staff)
- Oliver training (1 Staff)
- Overdrive e-Library (7 Staff)

The average expenditure by the school on professional learning per staff member was \$502. In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$1 382.

## **Catholic Life & Religious Education**

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The school community was actively involved in Parish and School life. Classes were rostered on to participate in the Children's Masses on the 2nd Sunday of the month. The staff met to pray weekly. During the middle week of the Term, known as Sabbath week, staff shared breakfast at school. A staff spirituality day was held at Chevalier College on the theme "Purpose". This was facilitated by the Religious Education Coordinator and members of the Lamplighters and Shining Lights. In the weekly school newsletters families were kept informed of Parish, school and the broader Catholic Church events and statements.

### **Significant Highlights:**

- St. Paul's Moss Vale hosted Mass for Highlands staff and Catechists on 27 January;
- Beginning year BBQ celebrated after Mass on 28 February;
- Fr Jarek appointed as Provincial of the Order of St Paul First Hermit. Farewell Mass and Parish lunch was held on 26 April;
- Father Damian welcomed to the Parish Community in April 2015;
- 120 year Anniversary celebration of St Brigid's Bundanoon, 6 September 2015;

- Grandparent's Mass held 9 August; and
- The Director of Catholic Mission presented with a cheque from Mini Vinnies.

### **Donations:**

This year, all Year 5 elected to be part of the junior St Vincent de Paul team known as Mini Vinnies. Throughout the year, money was raised through: Project Compassion: \$439, Pancake Day: \$265, Year 5 Fun day: \$133, Catholic Mission Madagascar appeal October - Lemonade stall \$106, Crazy Hair & Clothes Day \$161, Cake bake sale \$174, Mission Boxes: \$159. The total raised in 2015 was: \$1 618.

The Christmas hamper appeal was also well supported by families.

### **Involvement:**

- Environmental Stewardship: the garden and chook pen continued with extra compost beds being built. Year 5 were responsible for recycling fruit scraps daily. Year 5 and 2 maintained the gardens and used the produce for cooking. Year 6 travelled to St Paul's Camden for the Year 6 Mass with Bishop Peter;
- Year 6 Captains attended the launch of Mission Month in Nowra
- Years 5 & 6 students entered the Christmas Art competition
- Students were involved in class Reconciliations, class Masses and liturgies throughout the year.
- Sacramental Programs: Parents were invited to Adult Faith Formation evenings for the preparation of each Sacrament. Parents chose group or home preparation format. Retreat days for Eucharist and Confirmation were held to support the programs.
- Eucharist: held on 7th June
- Confirmation: held on 5 September
- Penance: held on 20 November

### **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 2015. The school cohort in 2015 consisted of 20 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 22 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 in Part A showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- Knowledge of key signs, symbols and rituals of the Catholic tradition
- Knowledge of the commandments
- Identifying ways that they continue the ministry of Jesus
- Demonstrate an understanding of Jesus teaching on the practice of giving
- Writing a prayer of thanksgiving

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:

- Identify key times of the Liturgical year
- Demonstrate understanding of Jesus' teaching on forgiveness
- Demonstrate basic understanding of the Sacrament of Penance

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

For Part A, 10% of students were placed in the developing level, 85% in the achieving level and 5% were in the extending level.

For Part B, 0% of students were placed in the developing level, 59% in the achieving level and 41% were in the extending level.

Combining Parts A and B, 0% of students were placed in the developing level, 59% in the achieving level and 41% were in the extending level for Religious Literacy.

## **School Review and Improvement**

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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 1: Catholic Life and Religious Education**

1.4 Parents, parishes and the broader Church

Goal: To involve parents more actively and meaningfully in the faith life of their children. The Sacramental program introduced an individual at home mentoring program, facilitated by parents as well as the traditional weekly group sessions.

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

2.4 Integration of Information and Communication Technology (ICT)

Goal: To develop practices that will facilitate and reflect an innovative approach to the use of ICT to improve student learning. The, 'Bring Your own iPad' (BYOi) program was introduced in Years 3 to 6 in 2015.

- **Key Area 3 Pedagogy**

3.2 Provision for the Diverse Needs of Learners, 3.3 Teaching Practices, 3.4 Planning Programming and Evaluation

Goal: Develop a cohesive whole school approach that provides for the diverse learning needs of students in English and Mathematics. Student progress in English and Mathematics have been placed on the Curriculum continuum tracker.

These components focused on differentiation of learning, whole school approach to spelling, teacher assessment, analysis of data, programing and evaluation.

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

- 4.2 Professional Development of Staff

- Goal: Staff to manage and demonstrate a commitment to their own professional development needs. Staff were involved in professional development sessions on improving spelling in the classroom

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

- 5.2 use of Space and Management

- Goal: Develop an educational brief for the school that recognises contemporary research on curriculum, school organisation and school facility development and aligns with the Diocesan Learning and Teaching framework (DLTF). The school facilities were reviewed for future upgrading and a master plan begun.

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

- 7.1 Planning for Improvement

- Goal: Develop a marketing plan for the school.

- Meetings were held with CEO staff from Wollongong and Brisbane to create a plan

In 2015, the above components were reviewed and strategies developed to improve the dimensions of the components identified.

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

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

- 1.1 - Vision and Mission

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

- 2.1 - Educational Potential

- 2.3 - Reporting Student Achievement

- 2.5 - Pastoral Care

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

- 4.3 - An Ethical Workplace Culture

- 4.5 - Overall Compliance with legislation and other requirements.

- **Key Area 5: Resources, Finances and Facilities**  
5.3 - Environmental Stewardship
- **Key Area 7: Strategic Leadership and Management**  
7.2 - Innovation, Development and Change

## Financial Summary

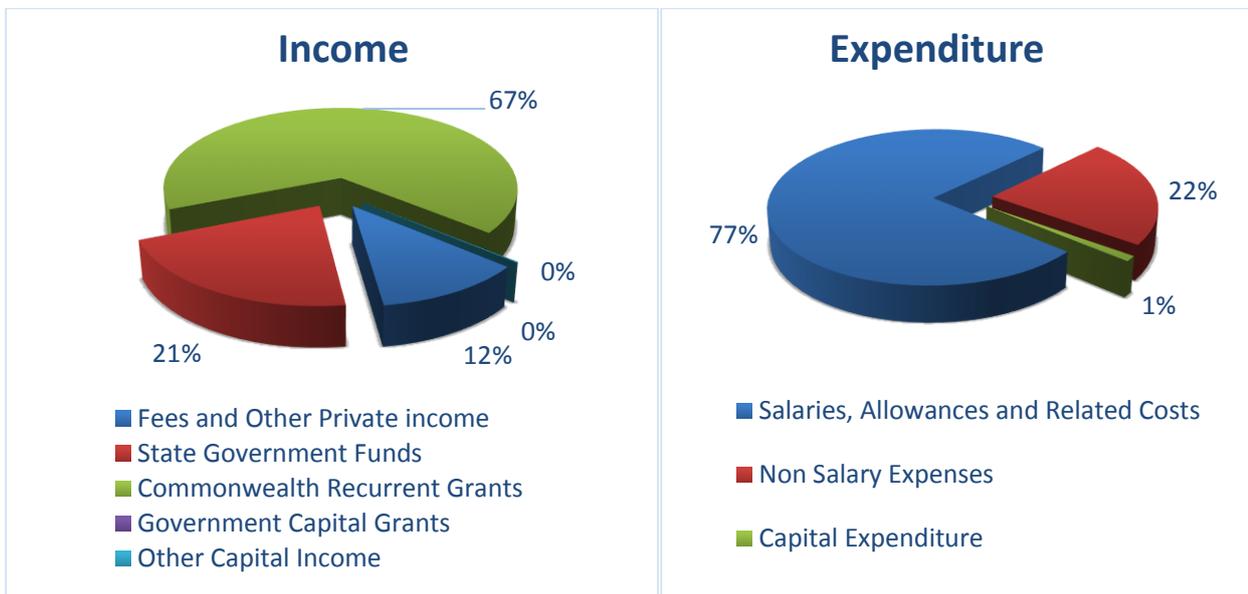
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In 2015 the main source of income to support the maintenance and improvements at the school came from the Catholic Education School allowance, the Parents and Friends' (P&F) Association and Parish School Enhancement and Debt Servicing Obligation (SEDSO) account.

Through fundraising activities, the P&F Association provided over \$16 000 for additional literacy and numeracy resources, new computer resources and the Chris Smith Trust Fund. The Community Fair was a success and the funds were put towards the purchase of resources and equipment for the school.

The balance carried forward in the 2015 budget was required to meet demands for outstanding invoices, teaching resources ordered for the beginning of the school year and learning resources and equipment for 2016.

The following graphs reflect the aggregated income and expenditure for St Paul's Catholic Primary School, Moss Vale 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

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The Review Committee evolved into the Managing Students with Pastoral and Educational Concerns (MSPEC) committee. The MSPEC committee met with teachers to assess, analyse and initiate pastoral, educational or emotional support to determine intervention. Individual Plans (IPs) were negotiated and implemented with parents, students and teachers. These plans were designed for students with disability funding to provide differentiation and cater to specific teaching and learning needs. Individual Behaviour Support Plans (IBSP) were designed in consultation with Catholic Education Office advisors, individual students and teachers to support the student while learning appropriate behaviours. Personal Learning Plans (PLP) were created as text and graphics in consultation with parents, Indigenous Education Officer, teachers and students. Restorative Justice meetings were held in classrooms as required. These meetings gave students the opportunity to discuss problems, issues and with assistance, resolve the problems through a cooperative process.

School Wide Positive Behaviour for Learning (SPB4L) evidence-based framework continued to establish the social culture at St Paul's school. SPB4L enabled all students to experience a positive and supportive school learning and play environment. The SPB4L framework identified, evidence based practices that were adopted and applied for building and supporting academic and social success for all. A *National Awareness Anti-bullying Day* was facilitated by Year 5. Local community guests were present and Year 5 created and displayed posters to promote the concepts around the school. The Country Women's Association (CWA) invited student involvement in a research task about Italy. Students presented their research to the CWA and took part in a morning tea of Italian flavours. Student leadership capacity was developed in Year 5 through Mini-Vinnies. These initiatives strengthened links between Parish, School and the local community. Year 6 facilitated whole school weekly assemblies, Code 5 colour house awards and sporting carnivals. Year 6 students developed their leadership skills by demonstrating the Code 5 school rules to all students at morning assemblies.

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](http://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

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### 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 2015, 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

Based on the school's NAPLAN data, the teaching and learning of Spelling was a main focus. Teachers planned learning experiences based on student assessments and the indicators on the English Curriculum Continuum. The baseline data, identified student needs. From this point the teaching was explicit and the learning differentiated. Teachers implemented their teaching in small, targeted groups where the students were taught a spelling concept explicitly, in a small group environment. Viewing spelling data showed that targeting teaching techniques have had a positive impact on student learning of spelling. Student data was updated twice per Term on the English and Mathematics Continua. This data is observed by the school leadership team regularly.

### Assessment and reporting

School and Student Management Software (Sentral) was used by teachers to generate formal, summative and student reports. Sentral was also used to track student progress on the English and Mathematics Continuum linked to the National Curriculum. Teachers evaluated existing assessment tools, updated and implemented appropriate tools that gave a clear indication of the level of student need. Types of assessments incorporated in all curriculum areas included: practical, concrete, oral, pictorial, symbolic, digital, written, spoken, printed, visual, oral and physical. Individual Literacy plans were designed, where required, in consultation with the Catholic Education Office. Teachers maintained ongoing assessment of, for and as learning.

### Integrated Programs in and out of School

Students participated in English and Human Society and its Environment (HSIE) excursions, Calmsley Hill in Fairfield, Mary MacKillop Centre in North Sydney, Performing Arts Group, Chevalier Sports Day, Chevalier musical 'Boy from Oz', Orchestral Performance Chevalier, Bowral Old School House, Wingecaribee Environmental Day, Tallong Year 6 Camp, Bowral Library, Catholic Schools Gathering with Bishop Peter Ingham, Year 5 Science Day at Chevalier College, CWA rooms, Sports Day at St Paul's International College Feast Day, Senior students participated in African Drumming Circles and creative movement, which was integrated with Creative and Arts and Health Mindfulness. Bucketfillers Program presented by CatholicCare.

### Technology Supporting Learning

This year at St Paul's the 'Bring your own iPad' invitational program for students in Year 3 to Year 6 commenced. The program was gradually rolled out beginning with students in Year 3 and Year 5. One purpose of the program was to increase the amount of technology available to students by making use of technology that the students may already possess. Those students who were unable to bring in an iPad were equipped with iPads purchased by the school through a Learning Technologies loan. By the end of this year it was calculated that 70% of students in Years 3 to 6

were bringing in their own iPad for lessons in class. Professional development was also made available to teachers. This took the form of staff meetings in Term 1, a Digital Technology Conference in Melbourne and in-class workshops. Parents were invited to an evening IT 'bootcamp', which was well attended. Having iPads in classrooms gave teachers another tool to support students in their learning.

### **Cross Curriculum**

Teachers refer to the Australian Curriculum for planning and implementation of English. Students use reading and writing, talking and listening strategies in Religious Education, Mathematics, HSIE and Technology, Creative and Practical Arts, Physical Education, Health and Personal Development. Students have access to digital devices, the school library and the Diocesan e-Library for resources to support their research and presentations. Two extra support teachers work with students at risk in all classes. Support Programs facilitated were Multi-Lit (Year 3 – Year 6) and Mini-Lit (Kinder – Year 2), Reading Recovery Year 1, 1:1 targeted teaching of reading Year 1. Two Teacher Educators worked with all classroom teachers in a mentoring capacity. All St Paul's teachers work, learn and teach in close collaboration with each other in supportive roles for the improved learning of each student. Teachers have developed an agreed practice for teaching of English which outlined required compliance to all of the above.

Teachers refer to the Australian Curriculum for planning and implementation of Mathematics. Students continue to learn all forms of Mathematics by explicit and targeted teaching, rich assessments and relevant intervention based on assessment data. This is documented in teacher Learning Programs and on the Numeracy Continuum. Teachers have developed an agreed practice for teaching of Mathematics which outlined required compliance to all of the above.

National Aborigines and Islanders Day Observance Committee (NAIDOC) Day was celebrated by the installation of student 'Sea of Hands' in the playground, storytelling, face painting, prayer and Liturgy. The Aboriginal community was invited to share afternoon tea, conversations with teachers, students and Catholic Education Office Aboriginal Education Officer representatives. At the completion of NAIDOC celebrations, Individual Education Plans for Aboriginal Students were completed and celebrated with festivities.

To commemorate ANZAC DAY students participated in a poetry writing competition, designed posters portraying loved ones, created 3D images, learnt new ANZAC songs and participated in the Moss Vale Community ANZAC march along the main street. St Paul's Primary School sang at the cenotaph with Moss Vale Primary School to enhance the order of events.

During the Moss Vale Community Show students exhibited numerous artworks. Artworks were created using inspirational children's literature. Students were very proud of the First and Second places they were awarded for their eggs and vegetables grown in the school garden.

Book Week was celebrated with character disguise/dress up and a whole school presentation to parents and guests. Book Week played a considerable part in the students' enjoyment of learning to read, and reading to learn. Students were coached in borrowing e-books via the Diocesan e-Library system 'Overdrive'. Students from Kindergarten to Year 5 participated in the Premier's Reading Challenge 2015.

## **Meeting the needs of all students**

Teachers offered diversified learning and teaching to all students in all curriculum areas. Students who require diversified teaching were identified. Stretching Potential through Learning in Interactive and Challenging Environments in the Diocese (SPLICED) was completed by students who engaged in challenging activities based on the seven Key Learning Areas. Students were also engaged in Personal Interest Projects (PIPs) and Passion Projects (PPs) which were group activities directed at teaching and learning social skills in a safe group environment. PPs were facilitated by the school's CatholicCare counsellor fortnightly. MSPEC Team was used to provide Professional Learning Support, Case Management, Intervention Referral, School Processes, Scaffolds, Screeners and Assessments to the school community. The MSPEC Team provided all of the above support for students, parents and staff. Individual Plans (IPs) were negotiated between parents, students, teachers and MSPEC manager. IPs were developed for students with an identified disability. The IPs were acted upon throughout the year by classroom teachers, counsellor and/or support teachers. After due consultation with all stakeholders and outside agencies, IPs were created digitally using an online tool linked to the Catholic Education Commission. IP meetings were held twice yearly or as the needs arose. IPs included transition for students from preschool to Kindergarten, Year 6 to Year 7 and as required in other Grades. Individual Behaviour Support Plans (IBSPs) were developed with parents, students, teachers and Principal, or Assistant Principal in a Case Management format. IBSPs created conditions for students to learn appropriate behaviour in a supportive environment.

St Paul's completed the fourth year of SPB4L. The SPB4L Team received four days of training in facilitating classroom climate into "positive behaviour for learning" environment. The Team and staff regularly referred to data generated by teacher records. The data determined changes that needed to be made to school procedures and routines. New behaviours were taught, practiced, evaluated and taught again until the desired student behaviours were achieved. The main focus for encouraging positive behaviour is affirmation. Service learning was facilitated so that students learned to be reconciliatory about their behaviour. Service Learning was not a consequence of negative behaviour, rather, an opportunity for the students to restore relationships through a positive experience, while completing a supervised community activity. Examples of Service Learning activities included, gardening, tending the chickens, maintaining sports equipment, drumming circles, creating classroom and whole school displays. The SPB4L Team updated the Anti Bullying and Relationship Management School Plan. Students have learnt the importance of composting food scraps and maintaining sustainable, organic gardening. Students share the harvest with family and the school community. Students regularly had cooking lessons using produce from the St Paul's garden. Following these activities, students recorded and evaluated their work using writing and mathematics skills.

## **Expanding Learning Opportunities**

Students created astonishing artworks for the school Art Show. These were exhibited to celebrate Visual Arts and for the enjoyment of parents and students. Students enjoyed weekly Library and Music lessons. Students used the Jam Music Program for singing, learning the recorder, creative dance and reflective drumming. Cyber-safety, critical literacy and research skills were a focus in Library lessons. Year 4 students researched Creation and Environmental Stewardship, which was integrated with the Religious Literacy Assessment. Year 5 and Year 2 worked the school vegetable gardens, composting and chicken coop area. This was achieved using a buddy system.

Kindergarten and Year 6 benefit from a buddy system that supported Kindergarten students in and out of the classroom.

Year 4, Year 5 and Year 6 students participated in the University of NSW Competitions in English, Maths and Science. Artworks for the Diocesan Christmas Artwork competition were created by Years 5 and 6. Students researched the scripture that matched their artwork. Six artworks were hung in the Wollongong Art Gallery to be admired by the public during Advent. During the School Community Fair, many students entered the mixed media artworks and were awarded prizes.

Students have participated in a variety of sporting activities, both at school and a variety of other venues. During Term 1 Year 5 and 6 participated in the Paul Kelly Cup, an AFL Gala Day held at Loseby Park, Bowral. St. Paul's sent a team to the Western Region Swimming Carnival. The school won the Small Schools Trophy at this event. An incredible effort and a first for the school. Some of the swimmers also competed at the Diocesan Carnival in Wollongong and the local Southern Highlands Independent Primary Schools (SHIPS) Swimming Carnival. School sport captains helped to facilitate a successful School Cross Country carnival. St. Paul's sent a team to the Diocesan Cross Country at Willandra near Nowra and towards the end of the Term held a very successful Athletics Carnival on the school grounds. Two students made the Wollongong team and participated in the MacKillop trials in Canberra in May. Students participated in the SHIPS Athletics carnival held at Tudor House, the Western Region Athletics at Campbelltown and the Western Region Basketball Gala Days also held in Campbelltown. The major focus during Term 4 was swimming. All students from Kindergarten to Year 6 participated in a 6 week swimming program, culminating in the School Swimming Carnival. During the year visits from the Wests Tigers and the Sydney Swans, promoted sport and encouraging all students to get involved in physical activity.

Year 5 and 6 students participated in the Diocesan Public Speaking Competition and a Year 5 student won the Year 5 Western Region category. She participated in the Diocesan Final at St Claire's Narellan Vale.

The Stephen Jones MP Certificate for Active Citizenship was awarded to a Year 4 student for his approach to the 'Bucketfillers' Program, the 'Bucket' representing the mental and emotional self. Some classes are involved in "Mindfulness" and daily calming strategies are taught to relieve stress and anxiety. This was a CatholicCare initiative.

## **Student Achievement**

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

## **NAPLAN**

NAPLAN was implemented for students in Years 3 and 5 and the results provided valuable information about student achievements in Literacy and Numeracy. Analysis of the results was used at school level to support the enhancement of literacy and numeracy outcomes for all students.

### **Year 3**

In 2015, 21 students completed the NAPLAN assessments. The results indicated that all year 3 students achieved above the National Minimum Standard (NMS) for literacy and numeracy. The NAPLAN achievement bands in literacy indicated that 60% of students in grammar and punctuation, 55% in reading and writing, and 50% in Spelling, were 7% or better above the national average in Bands 5 and 6. In numeracy the NAPLAN achievement bands indicated that 30% of students were in Bands 5 and 6 and 65% of students were in Bands 3 and 4, which was 16% above the national average.

### **Year 5**

In 2015, 29 students completed the NAPLAN assessments. The results indicated that the strongest performance was in spelling, with 100% of students achieving above the National Minimum Standard (NMS). The NAPLAN achievement bands in literacy indicated the school performed strongest in Bands 7 and 8 for writing, grammar and punctuation, achieving 12% or better above the national average. In numeracy 96% of students achieved the National Minimum Standard (NMS). The NAPLAN achievement bands in numeracy indicated that 68% of students were in the Bands 5 and 6, which is 13% above the national average.

### **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	5%	40%	55%	11%	54%	36%
	National	13%	39%	48%	20%	47%	33%
Writing	School	0%	45%	55%	14%	55%	31%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	10%	40%	50%	28%	41%	31%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuation	School	5%	35%	60%	10%	41%	48%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	5%	65%	30%	14%	68%	18%
	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	100%	96%
	National	95%	93%
Writing	School	100%	93%
	National	96%	92%
Spelling	School	100%	100%
	National	93%	93%
Grammar & Punctuation	School	100%	97%
	National	95%	93%
Numeracy	School	100%	96%
	National	94%	95%

## Parent, Student and Staff Satisfaction

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During the year parents, staff and students completed surveys, providing opportunity for comment on the education of students and the general functioning of the school. In 2015, parents, staff and students were surveyed on the BYOi program operating at the school. Fourteen percent of completed surveys were returned from Parents, 75% from staff and 75% from students in Years 3, 4, 5 and 6. The survey asked a variety of questions covering the main aspects of the program. A summary of the survey results follows.

### Parents

From the parent survey the areas of strength identified were; improved confidence and skill level for parents and students, seeing work children are completing, educational and interactive learning, students are motivated, preparation for high school, bring your own, parental involvement in student's learning. The areas for continued development identified were; information sessions (boot camps), iPad settings (use of apps at school), digital citizenship practices, updating equipment (hardware and software), student and teacher feedback and iPads, should they stay at school?

## **Students**

From the student survey the areas of strength identified were; improved confidence, skill level and understanding of iPads, educational and interactive learning, more motivated, own device, useful educational tool, portability of device, learning is fun, access and organisational benefits and the BYOi invitation program. The areas for continued development identified were; more boot camps, iPad settings and tip lessons, educational apps e.g. Kahoot, internet access and speed, balance between technology and bookwork and differentiated iPad learning.

## **Staff**

From the staff survey the areas of strength identified were; improved confidence and skill level of staff and students, student access, independent learning opportunities, student engagement and moving to the normalising of technology use within the school. The areas for continued development identified were; continued professional development, in class support, updating and maintaining equipment including hardware, software and internet.



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