

# Annual School Report

## Primary

2016



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

---

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 (CEDaW). 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 Primary School  
PO Box 359  
Moss Vale NSW 2577

**Ph:** (02) 48681794  
**Fax:** (02) 48681064  
**Email:** [info@spmvdow.catholic.edu.au](mailto:info@spmvdow.catholic.edu.au)  
**Website:** [www.spmvdow.catholic.edu.au](http://www.spmvdow.catholic.edu.au)

**Parish Priest:** Fr Damian Mosakowski, osppe

**Principal:** Anthony Kenna  
**Date:** 16 December 2016

## **Vision Statement**

---

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**

---

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

The 2016 School Year was another successful year of which the School and Parish community of Moss Vale can be very proud. This Annual School Report clearly illustrates the vast array of learning opportunities provided for the students of the school in the context of a Christ centred collaborative culture of learning. During the year great emphasis has been placed on maximising student learning, organising specific intervention directed towards students who required specific support for learning and child centred learning experiences.

### ***Parent Involvement***

St Paul's Catholic Primary School continued to welcome the involvement of parents in the life of the school in 2016 and valued the contributions made to the education and welfare of the students. Parents were kept informed through weekly newsletters and encouraged to attend Parents and Friends (P&F) activities, support fundraising activities, social gatherings, assist with class activities, attend special liturgies and respond to surveys. Donations to the school of \$12 000, by the Parent and Friends Association (P&F), have resulted in providing additional literacy and numeracy resources and new computer resources. Special thanks to the P&F Executive, School Principal, staff, all parents and friends of St Paul's school and the Parish community for continued support throughout the year.

*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 were large flags with the school logo.

*School Leaders*

## **School Profile**

---

### ***School Context***

St Paul's Catholic Primary School is a Catholic systemic co-educational school located in Moss Vale. The school caters for students in Years K-6 and has a current enrolment of 158. 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**

<b>2016 enrolments</b>	
Boys	83
Girls	75
Total	158
Indigenous	6
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). Changes were made to this Policy in 2016.

## **Student Attendance**

<b>2016 Attendance</b>	<b>Male</b>	<b>Female</b>
Kinder	94.5%	94.2%
Year 1	93.8%	92.2%
Year 2	85.4%	94.0%
Year 3	96.0%	95.5%
Year 4	90.3%	92.4%
Year 5	94.5%	84.9%
Year 6	94.2%	96.0%
Whole school	92.9%	93.2%

### **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, monitors part or whole day absences.

When a student was away from school a note, telephone call 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 unexplained for an extended period of time, 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

---

There are a total of 11 teachers and 6 support staff at St Paul's Catholic Primary School. This number includes 8 full-time, 3 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 98%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 88%.

### **Professional Learning**

During 2016 St Paul's Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Paul's Catholic Primary School whole school development days involving 17 staff.

These days focused on:

- Adult Spirituality and Faith development
- School Review and Improvement
- School compliance information
- First Aid training.

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

- Performance and Development Process (PDP) (17 Staff)
- School Review and Improvement group sessions (17 Staff)
- Early Literacy Intervention (ELI) Series of lessons (11 Staff)
- School Improvement Focus on Spelling (11 Staff)
- Retreats for Principal, Assistant Principal and REC (3 Staff)
- Instructional Collaboration Days (11 Staff)
- Dyslexia - Understanding Reading Course (3 Staff)
- Autism Video Conference UOW (2 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 Teacher 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) (2 Staff)
- Catholic Education Commission (CEC) Individual Plans (IP) for Students with a Disability (1 Staff)
- Catholic Education Commission (CEC) focus on English and Mathematics Assessment (1 Staff)
- Primary Education Teachers Association (PETA) Conference (1 Staff)
- Women in Leadership Conference (1 Staff)
- School Wide Positive Behaviours for Learning (SPB4L) Framework (4 Staff)
- SPB4L Celebration Day (5 Staff)
- Best Start (1 Staff)
- Child Protection Training (4 Staff)
- Lamplighter Spirituality Course (1 Staff)
- Shining Lights Spirituality Course (1 Staff)
- Setting up and implementing an MSPEC/SPB4L Team (5 Staff)
- Early Career Development (1 Staff)
- Spotlight on Technology - STEM (2 Staff)
- School Administration System (SAS) (2 Staff)
- Religious Literacy Analysis (1 Staff)
- Emmaus Retreat (1 Staff)
- Educational Leadership Conference (1 Staff)
- Teacher Librarian Conference (2 Staff)
- MultiLit Training (1 Staff)
- Disability Standards Modules 4 - 8 (17 Staff)
- SALT Training (17 Staff)
- Open to Learning (1 Staff)
- Workplace Health and Safety (11 Staff)
- Mental Health & Wellbeing First Aid (2 Staff)
- System Focus Day (1 Staff)
- Oliver training (2 Staff)
- Overdrive eLibrary (2 Staff)

The average expenditure by the school on professional learning per staff member was \$490

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$1,026.

## Catholic Life & Religious Education

---

The school community was actively involved in school and Parish life. The staff met weekly to pray and occasionally joined the Parish for morning Mass at 8am. During the middle week of each Term, our Sabbath week, the staff shared breakfast at school. In the weekly school Newsletter, families were kept informed of Parish, school and the broader Catholic Church events and information.

Significant Highlights include:

- Staff Spirituality Day 18th July: Environmental focus on Laudato Si.
- Classes using Understanding Faith Online resource.
- Year 5 and 6 Participated in Christmas Art.
- The Year 5 class all volunteered to be in the Mini Vinnie's Team in 2016. During an assembly in Term 1, a representative for St Vincent de Paul (SVDP) Moss Vale Society came and presented each student with a badge. Each Term, the Mini Vinnie's group met and planned fundraising initiatives which included, Pancake Tuesday, Project Compassion boxes, fun activity day, Winter appeal, Mission Month Sock Day and the Christmas Appeal.

Donations made by the school community to various charities include:

- Pancake Day: \$416
- Year 4 Muffin stall: \$69 (purchased seeds and requirements for school garden)
- Flood Appeal for St Anthony's Picton: donation of Books from Harper Collins and \$388
- Mission Month: For Cambodia Crazy sock day: \$229
- Winter Appeal: donations of blankets and warm clothing.
- Christmas Appeal: donations of non-perishable items for SVDP.

Involvement

- Students were involved in weekly Thursday Parish Masses, Reconciliation and liturgies.
- The classes hosted Children's Masses on the 2nd Sunday of each month. The Masses were very well attended with morning tea offered in the hall after Mass.
- Sacramental Program was Parish based. Lessons were held after Sunday Mass for parents and children.
- Eucharist was held 12th June.
- Confirmation was held on 24th September.
- Sacrament of Penance was held on 25th November.
- Year 6 attended Mass with Bishop Peter at St. Thomas Aquinas Bowral.
- School and Parish combined for the Parish Expo 30th October. Staff and parents worked on the day at the following children's events, face painting, bubble blowing, the school information table and ball games. A colouring competition was held for all children of the Parish.
- During Term 4, The Parish Priest asked the REC, to train new altar servers, 17 students from years 3, 4 and 5 completed the training. They have served at school and weekend Masses. The altar server roster will continue over the Christmas holidays and into 2017.

### 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 18 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and 19 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 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:

- Demonstrate reverence for the Bible
- Understanding the Eucharist
- Jesus teaching of forgiveness
- Pentecost
- Trinity
- Noah and the Ark
- Sign of the Cross
- Parts of the Mass
- Ministry of Jesus
- Lord's Prayer

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:

- Rest and reconnect with God
- Key scripture of the Liturgical year
- Advent

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

For Part A, 22.2% of students were placed in the developing level, 55.6% in the achieving level and 22.2% were in the extending level.

For Part B, 0% of students were placed in the developing level, 52.6% in the achieving level and 47.4% were in the extending level.

Combining Parts A and B, 0% of students were placed in the developing level, 72.2% in the achieving level and 27.8% 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 1 Catholic Life and Religious Education**

##### 1.1 - Vision and Mission

Goal: The Parish/School communities will support the review of the school Vision and Mission Statements. The new School Vision and Mission Statement was launched during Catholic Schools Week 2017.

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

##### 2.1 - Educational Potential

Goal: Students with needs will be identified and receive intervention as required. All students who receive interventions will have their details added to class profiles

##### 2.3 - Reporting Student Achievement

Goal: Students will have the opportunity to self-direct and reflect on their learning. Students will set their own learning goals in English and Maths

##### 2.5 - Pastoral Care

Goal: The School will utilise effective MSPEC processes and procedures. A new MSPEC/SPB4L process implemented including required assessments to be used.

#### **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

Goal: To maintain and upgrade the environmental garden/s and chicken coop. Rosters and procedures put in place to maintain the garden

In 2016, 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 2017:**

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

1.4 Parents, parishes and the broader Church.

### **Key Area 3: Pedagogy**

3.5 - Assessment.

Goal: Teachers will have developed a shared understanding of the fundamental principles of assessment for, of and as learning and link this to oral language.

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

4.1 - Recruitment, selection and retention of staff.

4.4 - Succession planning

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

5.4 -Financial management

### **Key Area 6: Parents, Partnership, Consultation and Communication**

6.1 - Parent involvement.

6.2 - Reporting to the community.

6.3 - Linkages with the wider community.

Goal: The school will be proactive in making a positive contribution and linking with local preschools to support the transition from preschool to Kindergarten.

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

7.2 - Innovation, Development and Change.

Goal: For the school to continue to develop and demonstrate the key characteristics of an effective learning community.

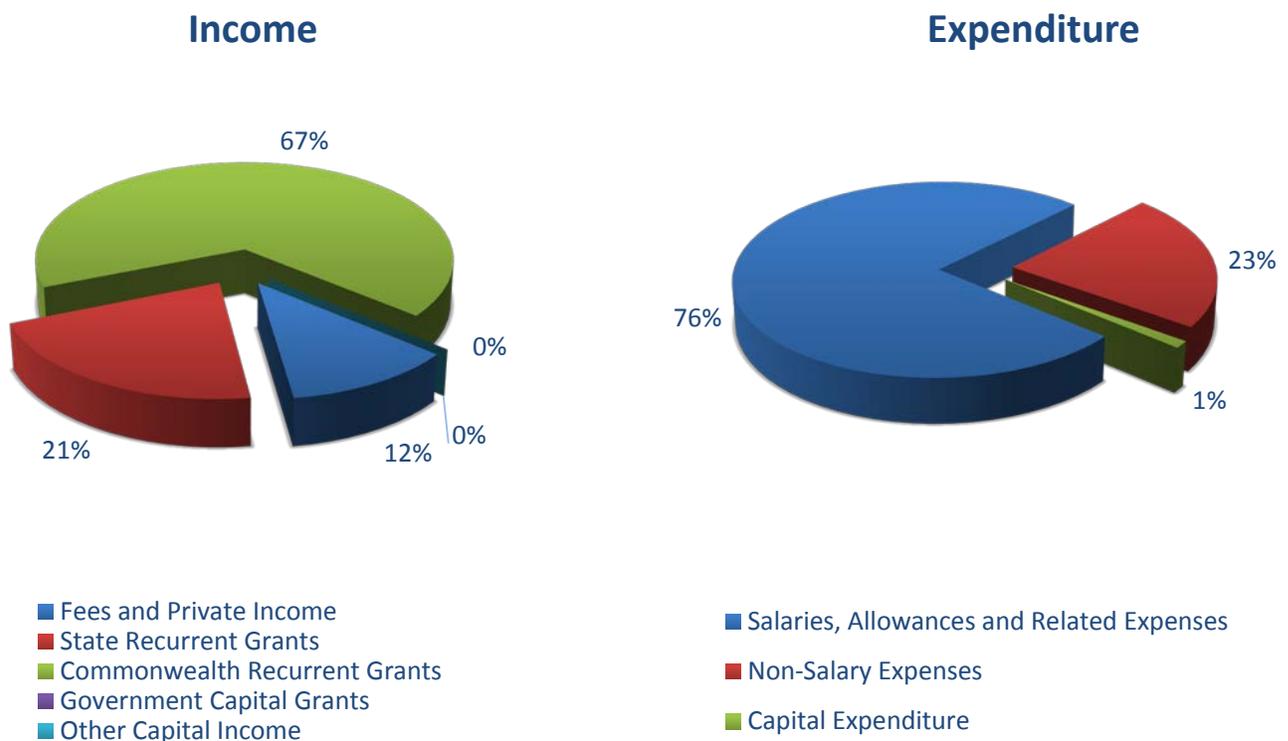
## Financial Summary

In 2016 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 \$12 000 for additional literacy and numeracy resources and new computer resources. The Trivia Night, Golf Day, Brigadoon, Aprons / Library Bags and the Christmas raffle were a success and the funds were put towards the purchase of resources and equipment for the school. The school also received from the Australian Sports Commission two Sporting Schools Grants totalling \$ 3 400. The money was used to support Rugby League and swimming programs at the school. Moss Vale Services Club also provided \$900 to support the school swimming program.

The balance carried forward in the 2016 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 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education and Training.



## Student Welfare

---

St Paul's is committed to providing the highest quality of well-being for all students at the school. In 2016 the School Wide Positive Behaviours for Learning (SPB4L) committee joined the Managing Students with Pastoral and Educational Concerns (MSPEC) Committee. This broader Team brought both areas together to consolidate and better cater for the well-being of all students. All staff formed the MSPEC/SPB4L Team, that rotated over the year. Team A in TERM 1 and 3 and Team B in TERM 2 and 4. There were approximately 6 staff members in each Team. The MSPEC/SPB4L Team met in weeks 2, 4, 6, 8, and 10 of each term. SPB4L was the focus in Weeks 2 and 6 and MSPEC was the focus in Weeks 4, 8 and 10. Teachers were included in the meetings to assess, analyse and initiate pastoral, educational or emotional support to determine intervention.

Personal Plans (PPs) were negotiated and implemented with parents, students and teachers. These plans were designed for students with disability funding to provide adjustments to curriculum and cater to specific 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 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 clear expectations of behaviour for all staff and students the school. There were approximately seven staff members in each Team. The fortnightly focus on a Code 5 rule and the double point tokens during Week 5 of each Term promoted positive behaviour within the classroom and the playground. The Colour House with the most Code 5 points after 5 weeks were rewarded encouraging behaviour improvement.

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 school was well supported by and collaborated with the CatholicCare Family Welfare Counsellor who was available every fortnight for students. In 2016 the school was selected to part of the National School Chaplaincy and Student Welfare Program. A school Chaplain was employed and worked in the school two days a week, supporting families and students at the school.

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 Diocesan 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 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 Primary School continues to transform approaches to learning and teaching that improved learning outcomes for all students. Both school and system based initiatives were developed and implemented to enhance and further promote quality learning and teaching for the school community.

### **Curriculum and Pedagogy**

All learning and teaching programs implemented fulfil the Australian Curriculum, BOSTES and Diocese of Wollongong requirements. Compliance with mandated Australian Curriculum (English, Mathematics and Science and Technology) and BOSTES syllabus (Human Society and Its Environment, Physical Development, Health and Physical Education and Creative Arts) are used to support learning and teaching programs across K-6. The Religious Education syllabus, 'To Worship and Love,' is used across the Diocese of Wollongong.

### **Syllabus implementation**

In 2016, the school priorities have focused on; Quality Practice in English, with particular focus on the explicit daily teaching and learning of Spelling; The development of Scope and Sequences in Human Society and its environment to include the implementation of the new History and Geography components in 2016; continued use of iPads 1:1 in Years 3 to 6; and the creation and use of quality assessments FOR, AS and OF learning across all Key Learning Areas from Kindergarten to Year 6.

The school had a consistent approach to English Literacy pedagogy and intervention that allowed spelling to be improved for all students. English syllabus implementation was supported with early literacy intervention. Half the number of students in Stage 1 and Stage 2 required intervention that targeted their specific literacy needs. These students were not ready for Reading Recovery or MiniLit Literacy Intervention Programs. So intervention at a level that targeted their needs was sought. Teachers met in syllabus Stages for collaborative planning three days each Term where assessment data was scrutinised and analysed and assessment tools researched for the information they gave about an individual child's learning needs. New assessment tools were implemented. From current data, individualised programs for early literacy intervention were designed for each child who fell in the category of critical need in literacy.

A Speech Pathologist was employed to assess areas such as phonological awareness, letter identification, reading comprehension, receptive and expressive language skills. Data gathered from these assessments was used to determine their entry level of literacy intervention.

Individualised intervention was designed by the Speech Pathologist who demonstrated lessons weekly with two teachers. Teachers continued to deliver the lessons daily for 45 minutes per day. After the initial ten weeks, further assessment data showed all students had achieved growth that would not have occurred had their needs not been diagnosed with specialised assessment and specific goals set for their learning. Strategic planning has already been put in place to continue this style of assessment and intervention in 2017.

### **Assessment and reporting**

Learning to implement and analyse assessment tools such as the Dalwood, Probe 2, SPAT-R and Speech Pathologist assessments. Teachers collaboratively developed the skills to interpret, monitor and update the learning continua every five weeks. This strategy was critical in determining where students were in

their literacy and numeracy learning. This information informed teacher planning for further student learning.

### **Technology supporting learning.**

Students in Years 3 to Year 6 bought their own device to enhance learning. iPads were used as a tool in mainstream and specialised learning classrooms. Smartboards were utilised on a daily basis to enhance student learning in all Key Learning Areas.

### **Cross Curriculum**

While developing the school Early Intervention Literacy Plans in consultation with a Speech Pathologist, teachers continued the use of Agreed Practice in English and Mathematics.

Country Women's Association (CWA) invited student involvement in a research task on Mongolia. Students presented their research to the CWA and took part in a morning tea of Mongolian flavours.

Year 5 and Year 6 students participated in the Wingecarribee Council Environmental Day at Lake Alexandra in Mittagong. Students created roosting huts and learnt about growing vegetables, saving water, solar energy and designed eco-friendly houses.

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

Teaching and learning was adjusted for all students with intervention and extension programs such as the Early Literacy Intervention and Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) enrichment Projects.

In catering for Gifted Education, Stage 3 students participated in two SPLICED Enrichment Research Projects: 1) Sandstone, Hardwood and Heart 2) Cry of the Earth - based on Laudate Si. Students presented their research project to an audience of Diocesan judges and school peers at St Michael's School Mittagong. One of the pieces of work, a poem composed by a student in this group will be published for Catholic Education Office Wollongong.

### **Self-directed learning**

In consultation with their teachers, students began working on developing personal learning goals. Students were able to celebrate goals achieved by showcasing their work on the Personal Best Strive for Excellence wall located outside the Principal's office.

### **Expanding Learning Opportunities**

- Year 3 - Year 6 students participated in the UNSW English, Mathematics, Science, Computer Science competitions.
- Year 6 participated in a Sports Day at Chevalier College.
- Year 6 participated in a Science Day and Cross Country at St Paul's International College.
- Year 6 students enjoyed a game of netball against staff on the last day of school.
- Years 5 & 6 debating teams presented to whole school community and competed at Diocesan levels in Mittagong.
- Year 4 and Kindergarten students maintain the school vegetable garden and chook pen. Year 4 cooked pasta sauce with the fruits of their labour.
- Students in Year 4 take turns in consuming an egg a day. They may send a photo with short narrative of how they cooked their egg.
- Year 6 participated in the Talong overnight leadership camp (two nights) at Talong early Term 1.

- All students participate in ten weeks of Gymnastics.
- During Literacy and Numeracy Week students focused on the mathematics involved in making and flying paper planes with a visit to Albion Park Airport for making, flying and measuring activities.
- Parents were invited to view their children perform during the gymnastics classes and visited open classrooms.
- Students enjoyed Book Fair and Book Week “Australia - Story Country” by dressing up as an Australian. Mindfulness was taught and used by all students.
- Kindergarten visited Kindifarm at St Michael’s Mittagong. They enjoyed the opportunity for hands on petting.
- All students participated in the four week Learn to Swim Program which culminated in our swimming carnival and the Moss Vale Aquatic Centre.
- Kindergarten to Year 4 students attended the Sound of Music Performance at Frensham.
- Year 3 to Year 6 students attended the Orchestral Performance at Chevalier College.
- St Paul’s School performances are arranged in a three-year cycle. The cycle includes: Art Show, Creative Music Performance, and Christmas Performance. This year students participated at the end of year Music Concert - Christmas Star by John Burland. The School’s ensemble sang One Little Candle by Audrey Snyder. The arrangement was sung with soprano and alto voices. This performance was repeated at the whole school end of year assembly and enjoyed by all.

## **Student Achievement**

---

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, registered assessment tools, 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.

Staff members had the opportunity to analyse data and reflect on both areas of strength and areas for improvement. This has been reflected in development of the SRI Action Plans. It is expected that the School Measurement Assessment and Reporting Tool-Kit (SMART) data be used to support the development of individual and collective learning plans and learning and teaching programs.

### **Year 3**

In 2016, 20 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 results in all areas of literacy; Reading, Writing, Spelling, Grammar and Punctuation, were above the State and Diocese mean. Reading was the best being 50 points above the State mean. In numeracy the NAPLAN achievement results were also above the State and Diocesan mean. Data, Measurement, Space and Geometry was the best being 44 points above the State mean.

### **Year 5**

In 2016, 25 students completed the NAPLAN assessments. The results indicated that the strongest performance was in Reading showing a positive trend being above the State mean. In Writing, 100% of students achieving above the National Minimum Standard (NMS). In numeracy 88% of students achieved the National Minimum Standard (NMS). The best performing area in numeracy was number patterns and Algebra. The boys performed above the Diocesan mean in this area. The average scaled growth for Year 5 was above the State growth mean.

### **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	0%	25%	75%	12%	44%	44%
	National	12%	37%	49%	16%	47%	35%
Writing	School	0%	35%	65%	16%	76%	8%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	0%	35%	65%	16%	60%	24%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	0%	40%	60%	24%	44%	32%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	0%	45%	55%	24%	64%	12%
	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	95%	96%
	National	95%	93%
Writing	School	95%	100%
	National	96%	93%
Spelling	School	95%	96%
	National	94%	93%
Grammar & Punctuation	School	95%	92%
	National	96%	94%
Numeracy	School	95%	88%
	National	96%	94%

## Parent, Student and Staff Satisfaction

---

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 2016, parents, staff and students were surveyed on the review of the School Vision and Mission Statement and were part of the Cyclic Review process in May 2016.

For the Review of the School Vision and Mission Statement, students in Year 1 to Year 6 were surveyed as well as parents, Parish Priest and staff. The survey asked the following questions: choose five words that describe our Catholic School? What is important to you about St Paul's Catholic school? Is there anything else that you would like to comment on about our school? Thank you to the families who responded. The summary of the survey results was used to shape the new school Vision and Mission statement.

### **'All to All in Faith and Learning'**

The question *Choose five words that describe St Paul's?* responses included.: respect, helpful, Code 5, faith filled, open to learning, caring, technology, encouraging, nurturing, positive, honest, excellent education, hope, community, belonging, welcoming, family and supportive.

The next question asked, *What is important to you about St. Paul's?* The responses included: care and support given to students, welcoming atmosphere of the school, teachers try their best to support the learning, respect and dignity given to each person, students are recognised as individuals and treated in an age appropriate way, small number of students, children enjoy going off to school, availability of staff and Catholic values.

The last question asked for any other additional comments. More incentive for students to achieve higher standards, Code 5 good, happy with the way school educates the children, thanks to staff, help and support given to students and families.

The survey gave the school community the opportunity to be involved in the review of the School's Vision and Mission statement. The review was part of the ongoing School Review and Improvement (SRI) process targeting specific areas for school improvement.



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG