



# **ST PAUL'S GRAMMAR SCHOOL, PENRITH**

## **ANNUAL REPORT : 2007**

**TO THE**

**N.S.W. BOARD OF STUDIES,**

**FEDERAL GOVERNMENT**

**AND THE**

**ST PAUL'S GRAMMAR SCHOOL COMMUNITY**

### **1. MESSAGE FROM KEY SCHOOL BODIES**

The School Council commends to you this report on the achievements of our students in 2007, noting that these achievements have been made possible by the effective partnership of students, staff and parents. The Council is delighted with the accomplishments of our students and the commitment and serving heart of our staff.

#### **The Prefect Body and Student Representative Council (SRC)**

The myriad of positive elements within the St Paul's community embodies a holistic vision: one fostered through international perspective, Christian faith, academic integrity and the development of discerning young adults, as opposed to just students. There exists numerous outlets by which individual and community expression is seen: sporting events, the performing arts, SRC and Prefect bodies and academic prowess which compose the St Paul's environment.

### **2. & 3. STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS WITH VALUE ADDED DATA**

2007 has once again been a very strong year for the students of St Paul's Grammar School, Penrith. Twenty four of our graduating Year 12 class (HSC and International Baccalaureate (IB) Diploma) attained University Admissions Indexes (UAI) above 90. This figure is in part dependent upon the International Baccalaureate Diploma conversion table to UAIs which was marginally less favourable than the previous table. Under the former table, 37 students would have attained a UAI above 90. In effect, some who were previously at the level of low 90s UAIs are now high 80s. This is offset by the increasing tendency of universities to offer places to students outside of UAI results. This is particularly the case where students who have performed very well in a particular subject, or subjects, are offered places in a university course related to those subjects. From the combined HSC and IB Diploma cohort, 41.9% gained a UAI above 80.

Approximately 75% of St Paul's Grammar School, Penrith Year 12 graduates in 2007, have been offered their first choice course at their preferred university (quite a number of the other 25% were offered their second choice course or equivalent). The destinations of students were:

- Australian Catholic University 2
- Charles Sturt University 6

- Macquarie University 14
- Newcastle University 1
- Sydney University 21
- University of NSW 12
- University of Notre Dame (Sydney) 1
- University of Technology Sydney (UTS) 11
- University of Western Sydney (UWS) 34

The School Dux was Chamath Arayasinghe with a UAI of 99.8, closely followed by Elissa Playford with 99.7. Tracking student performance from the already excellent School Certificate Test results in 2005 indicated that 71% of HSC students had value-added (the same figure as in 2006), i.e improved their performance from their School Certificate to the Higher School Certificate. This compares with 2005, 59%, 2004, 50%, 2003, 27%. This improvement over time is because of the strategic focus we apply to promoting a rigorous HSC culture.

Zachary Abela from HSC Visual Arts, had his work exhibited in ArtExpress, the state-wide showcase of the best HSC pieces. Alex Hill, Marius Barnsley, Elizabeth Cutts, Suzanne Lang, Joel Robinson, Joshua Duckett, Rhys Gelsthorpe, Joanna Mitchell and Chloe Williams had their HSC Drama pieces selected for the regional performance of the best dramatic pieces.

Combining together HSC Band 6 and comparable International Baccalaureate Grade 7s and 6s, as well as the IB Extended Essay Grade As, there were 108 grades of such distinction achieved by St Paul's Grammar School's Year 12 students.

In the 2007 School Certificate Tests, in Band 6 and 5 (respectively above 90% and 80%), our results, benchmarked against the whole State were:

Test	St Paul's %	NSW %
English Literacy	56	34
Mathematics	35	21
Science	52	27
Australian History, Civics and Citizenship	50	25
Australian Geography, Civics and Citizenship	47	33

In fact, the cohort's performance in English Literacy is even better than indicated above, as a whole class of accelerants sat the English Test last year (while in Year 9) and achieved very well. In the externally marked School Certificate Tests, Nicola Parise gained 100% in Australian History as well as Australian Geography, while Rhys Starkey gained 100% in Australian Geography. On the internal marking of the International Baccalaureate Middle Years Programme, Shanil Djanhi and Natasha Jones both gained 60/63.

Jacob Abela of Year 11 won first place in the City of Penrith Piano Eisteddfod Under 16 Championship and second place in the All Age Piano Championship on Sunday, 5<sup>th</sup> August. Jacob's love of music and his determination and focused practice have enabled him to reach this level.

Student group, 'Voicemail', won first place in the Secondary Choral section of the Penrith Eisteddfod.

The Infants' Choir won first place in the Infants Choral section at the Penrith Eisteddfod.

Jordan McVaigh of Year 8 achieved the double honour of his artwork being selected for showcase at the Westmead Children's Hospital, and then as one of the best pieces from that exhibition selected for display overseas as part of the 'Kids Global Art', touring children's wards internationally.

Monica Farrelly of Year 6 came first in Australia in her age group in the National Trust of Australia competition.

Jessica Riley of Year 9 won the Gold Medal in the Under 16 State single sculls championship. Jessica and Alison Smith of Year 11 won silver in the Under 19s quad sculls.

Ben Jones of Year 12 won a silver medal in the Slovenian Juniors Kayaking Championship in Europe.

Meaghan Bowden of Year 10 gained first place in the Snowboard Nationals.

### Basic Skills Test

The Basic Skills Test (BST) is a Department of Education and Training literacy and numeracy test for all students in Years 3 and 5. This assessment device measures the progress of each student in the basic skill areas of writing, literacy & numeracy. The test allows teachers to identify any areas in which students may need assistance, and ensures that the requirements set by the syllabus & Board of Studies are being met.

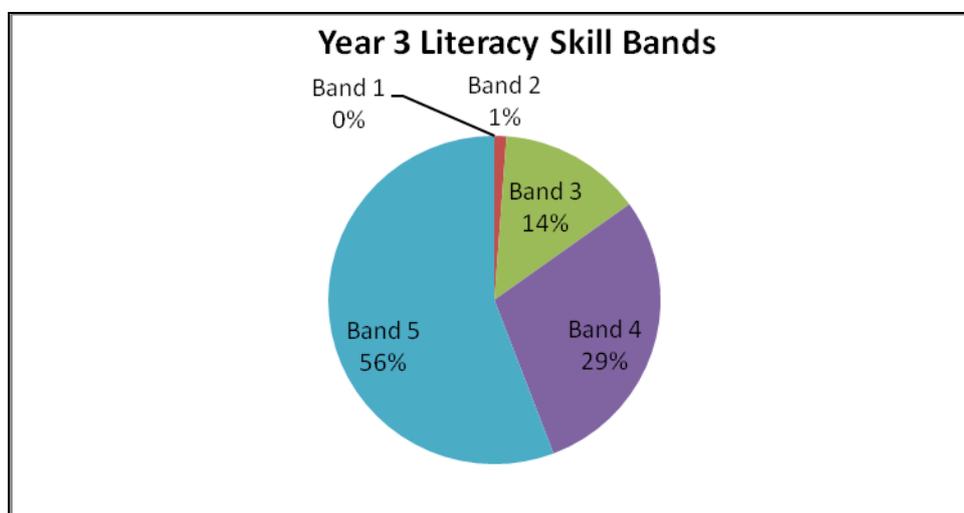
The BST is a 'snapshot' on a single day and is part of a range of assessment procedures utilised at St Paul's Grammar School.

### Literacy

The literacy test questions consist of short answer and multiple choice items and cover aspects of literacy including reading, language use, and identifying correct punctuation and spelling.

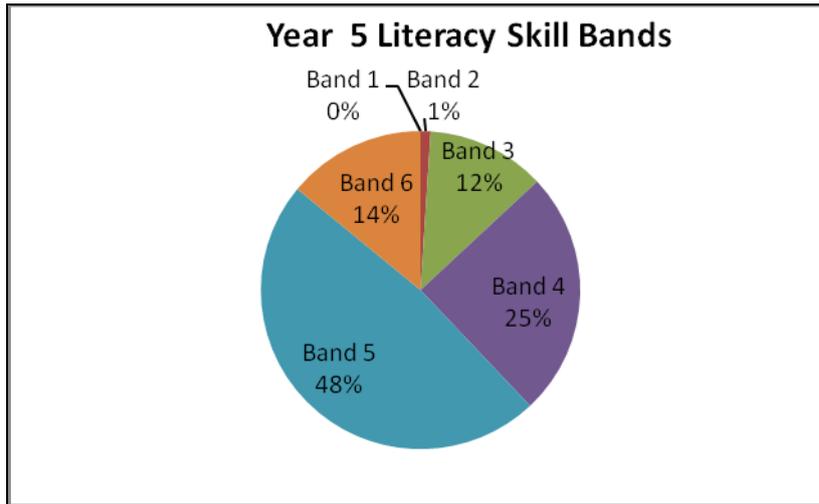
In Year 3, student performance is reported in five bands, with Band 5 being the highest. A total of 75 Year 3 students sat for the Literacy paper of the BST in 2007, with no students exempt. Two students were absent.

In Literacy, in the upper bands 4 and 5, the school percentage was 56%. Band three represented 37% of students, Band two, 7% with no students featuring in Band one.



In Year 5, student performance is reported in 6 bands, with Band 6 being the highest. A total of 82 Year 5 students sat for the Literacy paper of the BST in 2007, with no students exempt. Five students were absent.

In Literacy, 63% of our students performed in the two upper bands 5 and 6. Band 4 represented a further 30% of our students, and Band 3 5%. In Band 2 there were 2% of students. The school had no students in Band 1.

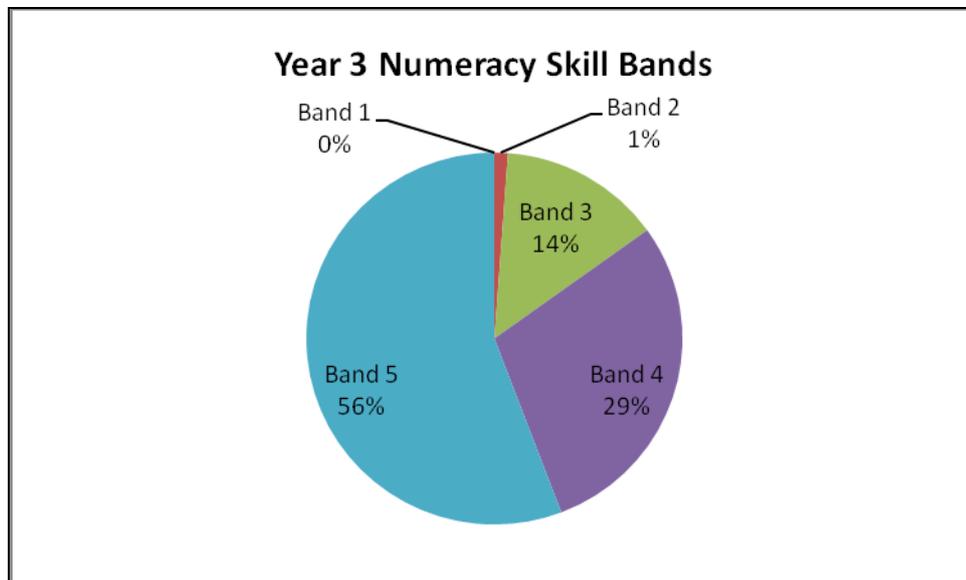


### Numeracy

In the numeracy test of the BST the questions are mostly multiple choice items with some questions requiring students to write numbers, identify errors, shade areas or indicate direction. The test covered aspects of numeracy including number, measurement and space.

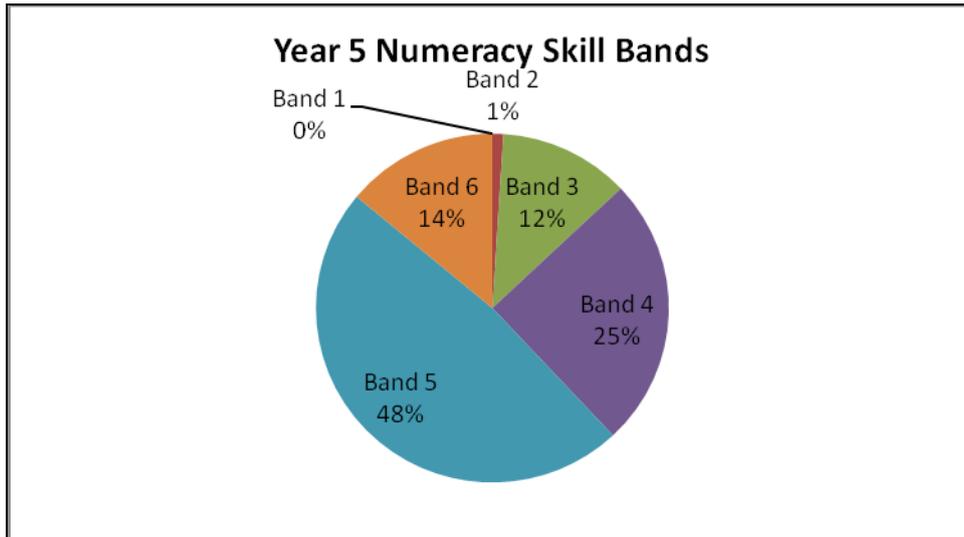
A total of 75 Year 3 students sat for the Numeracy paper of the BST in 2007, with no students exempt. Two students were absent. In Year 3, student performance is reported in five bands, with Band 5 being the highest.

In Numeracy, 60% of students were represented in the upper bands 4 and 5, with 25% in Band five and 35% in Band four. There were 32% of students in Band three, while Band two had 8% of students. There were no students in Band one.



In Year 5, a total of 82 students sat for the Numeracy paper of the BST in 2007, with no students exempt. Five students were absent. In Year 5, student performance is reported in 6 bands, with Band 6 being the highest.

In Numeracy, in the upper bands 5 and 6, the school percentage was 62%. Band 4 represented a further 26% of our students, and Band three, 9%. In Band 2 there were 4% of students. The school had no students in Band 1.



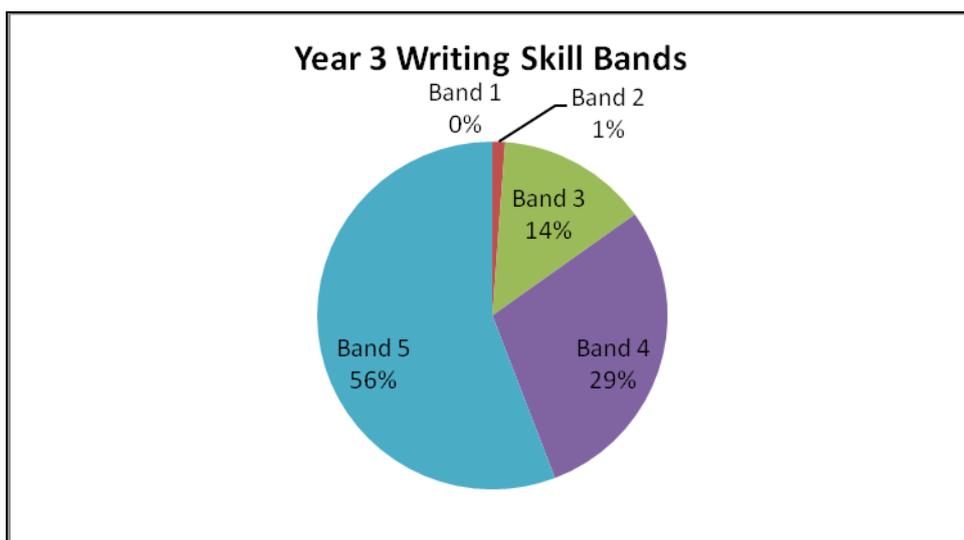
### Writing

The BST Writing is a curriculum-based assessment, criterion referenced to show what students can and cannot do in writing. The results are not normed to a pre-determined distribution, or judged in reference to the performance of other students. The results of this assessment provide diagnostic information to teachers about students' achievement in writing. This assessment, along with other forms is used by the school for whole-school planning. Students in Years 3 and 5 respond to one literary and one factual writing task representative of the KLA writing expectations.

The Writing assessment has now been incorporated into the overall literacy assessment of the BST. The Writing task results are presented both separately (in skill bands) and incorporated into the Overall Literacy result.

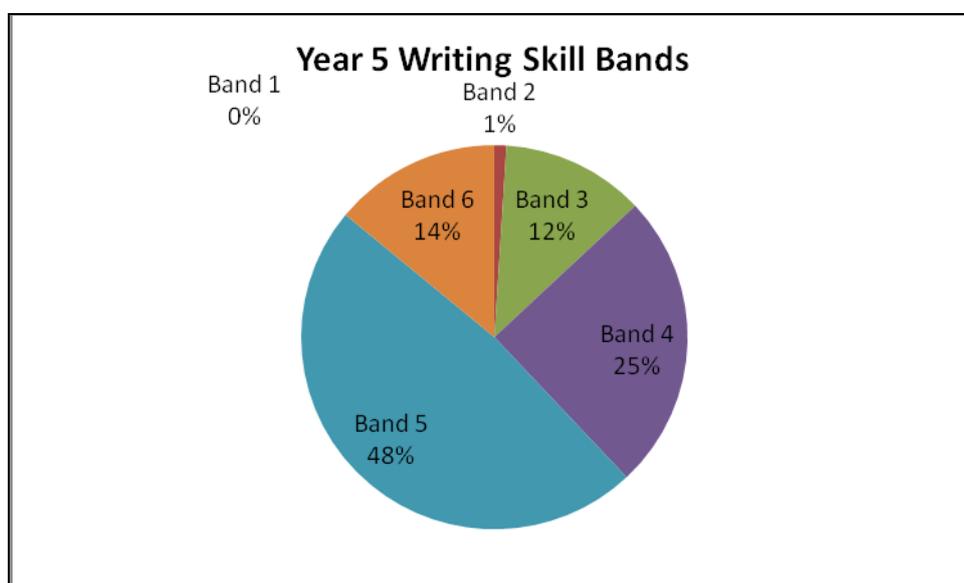
Seventy six students from Year 3 sat for the Writing section of the BST in 2007. No students were exempt, but one student was absent.

In Year 3, student performance is reported in five bands, with Band 5 being the highest. In the upper bands 4 and 5, the school percentage was 56%. Band three represented 39% of students, Band two, 4% with no students featuring in Band one.



Eighty-four students from Year 5 sat for the PWA. No students were exempt, but three students were absent on the day.

In Year 5, student performance is reported in six bands, with Band 6 being the highest. In the upper bands 5 and 6, the school percentage was 62%. Band 4 represented a further 25% of our students, and Band three, 12%. Band 2 had 1% of students. The school had no students in Band 1.



#### 2007 SNAP AND ELLA - MIDDLE SCHOOL

The English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) are Department Education & Training curriculum-based assessments, testing students' skills in particular aspects of literacy and numeracy. They are criterion-referenced tests that show what students can do. The distribution of results on the reporting scale is not pre-determined but reflects standards of performance that are comparable from year to year.

In 2007 all government secondary schools were expected to participate in the Year 7 testing. Other independent schools also chose to do this testing. In addition to testing Year 7, schools may have elected to re-test Year 8 students.

The aspects of literacy tested in ELLA are: Writing, Reading, Language:

The aspects of numeracy tested in SNAP include: Working mathematically, Knowledge and skills:- Data, Measurement, Number, Patterns, Algebra and Geometry:

Results from ELLA and SNAP provide the school with an overview of current achievements for groups of students and contribute to a more comprehensive understanding of their performance.

#### ELLA

In Year 7 there were 133 students who sat for ELLA - 66 boys and 67 girls. Four students who participated in ELLA did not meet the Writing National Benchmark, and nine students did not meet the Reading National Benchmark. No students were exempt from the ELLA test. Of the students not meeting the National benchmark, four of these students have an Intellectual Disability and are on Individual Education Plans.

In Year 8 there were One hundred and twenty seven students who sat for ELLA - 65 boys and 62 girls. 121 of these students could be compared to their Year 7 testing. No students were exempt from the ELLA test.

#### SNAP

In Year 7 there were 136 students who sat for SNAP - 67 boys and 69 girls. Seventeen students who participated in SNAP did not meet the Numeracy National Benchmark. No students were exempt from the SNAP test. Of the students not meeting the National Benchmark, four of these students have an Intellectual Disability and are on Individual Education Plans.

In Year 8 there were 128 students who sat for SNAP - 53 boys and 65 girls. No students were exempt from the SNAP test.

#### **SPGS ACADEMIC RESULTS - Value added.**

The following test results both indicate and identify students exhibiting higher levels of ability within the 2007-08 school community.

#### **CSTP - Scholarship Testing Entry to Year 7**

Though St Paul's Grammar is a comprehensive high school, all students entering Year 7 undergo higher level testing which is standardised to clearly identify the uppermost stanines in student academic achievement levels. Test levels are set approximately 2 years in advance of current curriculum.

Total Standardised Scores:

23% of Year 7 student applicants achieved above CSTP national average.

130 students participated in the testing program.

#### **UNSW Australasian Competitions 2007**

##### **English**

###### **Junior School - Advanced cohort only**

Year 3 ( 30 students) - 77% achieved above State mean score.

Year 4 ( 41 students) - 63% achieved above State mean score

Year 5 ( 39 students) - 62% achieved above State mean score

Year 6 ( 28 students) - 82% achieved above State mean score

###### **High School - All Year 7-10 English students took part in the competition**

Year 7 (131 students) - 40% achieved above State mean score.

Year 8 (102 students) - 51% achieved above State mean score.

Year 9 (104 students) - 50% achieved above State mean score.

Year 10 (110 students) - 58% achieved above State mean score.

##### **Science**

###### **Junior School - Advanced cohort only**

Year 3 ( 30 students) - 50% achieved above State mean score.

Year 4 ( 39 students) - 44% achieved above State mean score

Year 5 ( 34 students) - 29% achieved above State mean score

Year 6 ( 32 students) - 56% achieved above State mean score

###### **High School - All Year 7-10 Science students took part in the competition.**

Year 7 (123 students) - 41% achieved above State mean score.

Year 8 (122 students) - 36% achieved above State mean score.

Year 9 (114 students) - 59% achieved above State mean score.

Year 10 (116 students) - 50% achieved above State mean score.

##### **Mathematics**

###### **Junior School - Advanced cohort only**

Year 3 ( 50 students) - 82% achieved above State mean score.

Year 4 ( 50 students) - 48% achieved above State mean score

Year 5 ( 41 students) - 37% achieved above State mean score

Year 6 ( 37 students) - 43% achieved above State mean score

###### **Advanced classes in Year 7-11 Maths students took part in the competition.**

Year 7 (58 students) - 84% achieved above State mean score.

Year 8 (61 students) - 82% achieved above State mean score.

Year 9 ( 56 students) - 81% achieved above State mean score.

Year 10 (62 students) - 82% achieved above State mean score.

Year 11 (16 students) - 69% achieved above State mean score.

<p><b>4. PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS AND TEACHER STANDARDS</b></p>
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St Paul's has a rigorous staff professional development programme which is calibrated to the Professional Growth Plans that all staff are required to commit to every three years. Staff are also surveyed annually to gain an up to date snapshot of staff needs. The school council strategic plan and executive will also contribute strategic directions that need training support. In 2007, once again the emphasis was on upskilling staff in their use of Information and Communication Technologies, and in further development of areas relevant to our registration as an International Baccalaureate World School. Following is the programme for internal professional development in 2007 in which all staff Kindergarten to Year 12 were involved.

**Professional Development 2007**

Timing	Days	Junior School	High School
Term 1	4 days total	T&L Planning: <ul style="list-style-type: none"> <li>• PYP (every 2 years)</li> <li>• BOS registration</li> <li>• Christian Perspectives</li> </ul>	T&L Planning: <ul style="list-style-type: none"> <li>• Middle Schooling</li> <li>• MYP</li> <li>• Senior Schooling</li> <li>• BOS Registration</li> <li>• Christian perspectives</li> </ul>
Term 2	1 day total	Retreat	Retreat
Term 3	2 days total	Compliance K-12 Student-led conferences	Compliance K-12 Reporting day (senior school)
Term 4	3 days total	Technology K-12 Reporting Day Staff farewell day	Technology K-12 Reporting day (middle school) Staff farewell day

The quality of the teaching staff at St Paul's Grammar School is exceptional with one hundred and three of our staff having teaching qualifications from a higher education institution. Six of our staff are graduates specialising in particular areas such as music technology, but lack a formal teaching qualification. Four of these six teachers are committed to pursue study in an education qualification in 2008. One of our teachers has successful teaching experience and appropriate knowledge relevant to the teaching context. This teacher works directly under the supervision of a qualified teacher and is undertaking study to complete teaching requirements.

Staff are also involved in other external study. Four staff undertook doctoral studies in their specialist areas in 2007, with one finalising his dissertation. Several staff were also involved in the Macquarie Christian Studies Institute units offered at the school under the auspices of the Australian College of Theology. Their intent is to integrate their faith with their teaching practice. One is completing further study in English As a Second Language (ESL), *one is completing a Masters*, one library staff member is completing her Cert II in Library/Information Services, having received government funding to do this. Another is completing her Bachelor of Teaching in Librarianship. Both of these staff are support staff.

Staff both presented at, organized or attended professional association conferences such as the Director of Studies conference for curriculum executives and the Association of Christian English Teachers conference. Both were held on site in 2007.

The international Baccalaureate Organisation workshops are mandatory requirements for schools which offer the PYP, MYP and Diploma courses, so many of our staff attended these, mostly in their own non-term time.

Finally, new staff were given a two-day initial induction programme which was followed by specific in-depth discussion of relevant issues to acquaint them with the St Paul's ethos and practice.

The average training and development expenditure per teacher in 2007 was slightly less than \$1,600, expended over 95 teaching staff who accessed these opportunities.

## 5. AVERAGE TEACHER ATTENDANCE AND RETENTION RATES

### Retention Rates 2007

Average teaching staff attendance during 2007 was a very high 96%, indicating strong commitment from our staff to the education and welfare of their students.

The retention rate of teaching staff employed by the school in 2007, into 2008, is 92.3%.

## 6. STUDENT ATTENDANCE RATE & ACTUAL RETENTION RATE FOR SECONDARY SCHOOLS

### Attendance Rates 2007

Year	High School Attendance	Junior School Attendance
2004	93.7%	
2005	93.9%	
2006	94.3%	
2007	93.9%	95.4%

Attendance rates are calculated as averages over the entire calendar year for all of Years 7 to 12, and commencing in 2007, also for Kindergarten to Year 6. Absences of all types are included in calculations, eg. sickness, approved leave (eg. family travelling overseas), etc.

Comment:

Attendance rates continue to be excellent.

### Student Retention Rates in the Secondary School for 2007

Cohort	Years Compared	Year 7 Enrolment	Year 10 Enrolment	Year 12 Enrolment
Year 12 2004	1999 2002 2004	119	118 (Y7-99)	130 (Y7-83) (Y10-14)
Year 12 2005	2000 2003 2005	125	127 (Y7-107)	120 (Y7-86) (Y10-11)

Year 12 2006	2001 2004 2006	119	125 (Y7-107)	123 (Y7-80) (Y10-22)
Year 12 2007	2002 2005 2007	145	142 (Y7-123)	131 (Y7-100) (Y10-13)

Cohort	Apparent Retention Rate (Y7-Y10)	Actual Retention Rate (Y7-Y10)	Apparent Retention Rate (Y10-Y12)	Actual Retention Rate (Y10-Y12)	Apparent Retention Rate (Y7-Y12)	Actual Retention Rate (Y7-Y12)
Year 12 2004	99%	83%	110%	82%	109%	70%
Year 12 2005	102%	87%	94%	81%	96%	69%
Year 12 2006	105%	90%	98%	83%	103%	67%
Year 12 2007	98%	85%	92%	86%	90%	76%
Average Last 4yrs	101%	86.25%	98.5%	83%	99.5%	70.5%

A census of each cohort is made at the commencement of Years 7, 10 and 12. Under "Year 10 Enrolment" the figures in brackets indicate the number of students at the Year 10 census who were also enrolled at the Year 7 census.

Under "Year 12 Enrolment" the figures in brackets indicate the number of students at the Year 12 census who were also enrolled at both the Year 7 and Year 10 census (Y7) and at the Year 10 census only (Y10).

Comment:

The Year 12 2007 cohort had the largest Year 7 enrolment in the school for many years (145 students). Actual retention rates from Year 7 to Year 10 are slightly below average compared to the previous three years. Actual retention rates from Year 10 to Year 12 and from Year 7 to Year 12 are above average and are in fact the highest they have been since reporting began (for the Y12 2003 cohort).

## 7. POST SCHOOL DESTINATIONS

Sixty five per cent of Year 12, 2007 accepted places direct to university, with 10% deferring, 10% accepted training opportunities ranging from apprenticeships to TAFE. 15% have proceeded direct to the workforce, and 10% to overseas travel.

## 8. ENROLMENT POLICIES AND PROFILES AND SCHOOL POLICIES

The school complies with the requirements of the Disabilities Discrimination Act.

As an Independent school, fees are payable in order to sustain enrolment.

### STUDENT ENROLMENT PROCESS

ACTION	RESPONSIBLE PERSON
Initial enquiry	Referred to Development Office - Registrar/Executive Assistant
Send out Prospectus	Development Office's Executive Assistant

Visit the School - general interview and tour with Registrar, where appropriate	Development Office's Executive Assistant to arrange an appointment for Registrar
Lodge enrolment application fee with Development Office	Received at Reception - Money to accounts enrolment information to Development Office's Executive Assistant
Enrolment interviews with documentation supporting the student's application	Development Office's Executive Assistant Liaises with both the family and the relevant personnel within the school.
Written response to application/parental acceptance/Conditions of enrolment/Payment of Refundable Deposit.	Development Office's - Executive Assistant to send information.
On receipt of the above, Medical/Transport/Booklist forms and information re Uniform shop etc., to be posted out	Development Office's - Executive Assistant to send information
Formal registration of student - <i>Secondary School</i> Heads of School, Housemasters, Year Deans, Tutors, Finance, Class Teachers Specialist teachers, Heads of Department <i>Junior and Secondary School</i> Head of School, Deputy Heads of School, Finance, Class Teachers, Specialist teachers Stage Leaders	Development Office's Executive Assistant, Head of Middle, Senior, or Head of Junior School Referred to Finance Department A/Principal - Curriculum's Executive Assistant
First day of attendance - Documentation and information are supplied to each of the students.	Beginning of Term 1 <i>Junior School</i> students are attended to by the class teacher. <i>Secondary Students</i> are attended by the Year Coordinators <i>Other times in the Year</i> Junior School - Junior School's Executive Assistant Secondary School - Head of School, Executive Assistant and Year Deans
Recorded in School Register of Students	Registrar's Executive Assistant
DOCUMENT 1	Application for Student Enrolment
DOCUMENT 2	Conditions of Enrolment
DOCUMENT 3	Privacy Policy for Parents
DOCUMENT 4	Interview Form
DOCUMENT 5	Response Letter

As an inclusive school with an open enrolment policy, St Paul's attracts a diverse enrolment profile from a broad catchment area.

(Documents 1-5 available on enquiry from the Registrar)

## SCHOOL POLICIES

Statements of Procedures and Practices	Changes in 2007	Access
<b>Child Protection</b> including definitions, concepts, legislative requirements, reporting and investigation processes and documentation	Further training for staff	Issued to all staff and members of School Board  Full text located in the school Libraries
<b>Security</b> encompassing: procedures for security of the grounds and buildings, use of grounds and facilities, Emergency procedures, Travel on school related activities.	Staff briefed on fire procedures  Upgrades to the alarm system due to security audit  Emergency procedures checked annually  Lockdown and Lockout procedures implemented	Issued electronically to staff  Full text found in the school Libraries
<b>Supervision</b> entailing: duty of care and risk management, levels of supervision for onsite and offsite activities, Guidelines for supervisors	Implementation of practices and procedures of Legislation  External OHS Consultants used.	OHS text found in school libraries.
<b>Codes of Conduct</b> encompassing: Code of Conduct for students, behaviour management, the student leadership system	Procedures in handbooks updated.  Casual Teachers Handbook issued.	Full text in Staff handbook Student handbook Electronic copies available to staff
<b>Pastoral Care</b> entailing: The pastoral care system; availability of and access to special services, health care procedures, critical incident plan, homework policy	Increased communication with parents in Transition years.  Sick bay procedures reviewed annually  Implementation of New Parents Handbook.	Student handbook  K-6 information booklet  full text found in the school libraries
<b>Communication</b> including; formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well being	Parent forums on  Outdoor education programs (7-10)  Welfare focus (7-9)  Information evenings, enrolment/curriculum	Staff handbook  K-6 information booklet  Student handbook

## POLICIES FOR COMPLAINTS AND GRIEVANCES RESOLUTION

The School's statement for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The processes for complaints and grievances resolution are provided in the Student Handbook (Years 3-12) and The Parent Information Booklet (Years K-6), The New Parents Information Booklet (Year 7) and are distributed to the students, staff and School Council. The full statement is located in the school's libraries.

## **9. WELFARE AT ST PAUL'S AND STATEMENT ON DISCIPLINE**

The basis of the Welfare Statement for St Paul's Grammar School is Biblical and focuses on developing:

- Connectedness - that incorporates the need for a safe and caring environment in which the student is a unique part of the greater community.
- Excellence - that encourages doing one's best with the skills and resources that are available.
- Resilience that promotes strategies for endurance and support to overcome obstacles and maintain the hope of things that are yet to come.

Each area supports the mission statement of the school in creating structural pillars upon which personal and academic achievement of the whole person rests. Students are encouraged through active participation in all aspects of curricular and co-curricular activities, the camps program and events that initiate opportunities for personal achievement within a safe and supporting environment. To ensure ongoing support for student and staff welfare the following Statements on Practices and Procedures were in place during 2007.

Students are required to abide by the school's rules and to follow the directions of staff and those people with authority as delegated by the school. Where consequences for actions require sanctions to be actioned such penalties vary according to the nature of the inappropriate behaviour and the student's prior behaviour. It is always focused on the student learning more appropriate ways to deal with similar situations in the future so as to prevent disciplinary breaches from occurring. Corporal punishment is not permitted under any circumstance. Consequences for actions including detention, suspension or expulsion are based on procedural fairness. The statement of the behaviour principles listing appropriate and inappropriate behaviour are found in the Student Handbook (Secondary and Years 3-6), the Parent Information Booklet (K-6), and the Statement on Welfare (Secondary). Copies are located in the School's Libraries.

## **10. SCHOOL DETERMINED IMPROVEMENT TARGETS**

Targets nominated in the 2007 report were effectively addressed:

HSC results continued to show strong value added growth. Further student welfare procedures were documented including a new Middle School Student Welfare Management system. The new Performing Arts Centre was opened and occupied.

Priority areas for 2008 include:

- Completion and operational commencement of Pre-Kindergarten.
- Construction of new Visual Arts, Food Technology, Hospitality and Textiles and Design classrooms.
- Staging off site a mammoth High School Musical.

## **11. ACTIONS TO PROMOTE RESPECT & RESPONSIBILITY**

### **Annual Report: Junior School (Years P-6)**

The values of respect and responsibility are interwoven into most aspects of the school's culture and climate. Values are ideas about what we think is important in life, based on our beliefs. As a school founded on Christian principles and beliefs, we express these values in the way we think and act.

A key document in the school is "Values at St Paul's", given to all those in the school community. It summarises the key tenets of the foundation of Christian faith within the school. The values highlighted in the document include Grace (forgiving others freely), Humility (essential to forgiveness and essential to all relationships), Servanthood (God equips us to use our talents to serve others), Love (we are to love each other deeply, being motivated to serve all

people, and to be mindful of their interests and concerns), Justice (concern for the weak, marginalised and poor is as much an expression of justice as is the personal acceptance of the consequences of our actions, both good and evil).

In the Junior School the curriculum framework around which most of the learning occurs is the *Primary Years Programme (PYP) of the International Baccalaureate*. Within this framework, respect and responsibility figure heavily. The learning framework is built around 8 trans-disciplinary concepts. Those concepts include Perspective (What are the points of view?), Responsibility (What is our Responsibility?) and Reflection (How do we know?). The skills focused upon include Social Skills such as Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision-Making, and Adopting a Variety of Roles. Students are specifically encouraged to feel, value and demonstrate the attitudes of Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, and Tolerance. Study within the PYP framework culminates in the PYP Exhibition in Year 6, with the two key concepts this year being *Change* and *Responsibility*.

Within the classroom Respect and Responsibility are promoted through a number of avenues. One of these is a focus on a multi-cultural perspective in all classes. The school runs a comprehensive Chinese language and culture programme, with one of the highlights being Chinese Day, a celebration of Chinese culture, language and heritage, in which the whole Junior School community participates. In 2009 the Junior School is planning a cultural exchange to a sister school in Shanghai, China. Students are regularly asked to participate in local Chinese events such as civic dinners. The class-based Christian Education programme includes daily devotions that involves praying for each other's needs, and extensive biblical study. An anti-bullying programme was also developed in-house and is taught in Years Kindergarten to Year Six.

Students study Sex Education, including input from an external organisation, as part of the Personal Development Key Learning Area, as well as Child Protection through a programme developed in-house. Life Education is also covered through the Personal Development Program and includes themes such as making healthy choices.

Outside the classroom the Junior School actively participates in the *Clean Up Australia Campaign*, sponsors numerous children through *Compassion*, participates in World Vision's *Famine Fighters*, and the Leukaemia Foundation's *World's Greatest Shave*. Recently, in response to the major earthquake in China, fundraising activities were organised and a monies raised. There is an extensive *Buddy* programme in which new students are paired up with older students and activities organised. Year 6 students and parents organise the annual Gala Day, with proceeds going to local underprivileged families. Leadership training and opportunities are extensive in Years 5 and 6, and *Class Captains* are organised in every class of every year level.

## **Annual Report: Middle School (Years 7-9)**

Promoting Respect and Responsibility in the Middle School

### **School Ethos:**

Guiding principles governing relationship at this school are:

- Respect for God, yourself and others
  - Respect for the environment
  - Behaviour that ensures the safety of yourself and others
  - Behaviour that contributes best to a positive learning environment
  - Contributing to the wider community in which we live and the global community
1. Encouraging/ developing an attitude of service within the School Community has occurred through :
    - Student participation in Chapel
    - The Community and Service program as part of the Middle Years Program of the International Baccalaureate

- Middle School Prefect structure - leadership of students, modelling the notion of respect and responsibility
  - Student (7-9) representation on the Student Representative Council which focuses on needs of student community
  - Participation in the Clean up Australia campaign
  - Camp program - focussing on community living, outdoor skills development, risk taking and resilience building.
2. Case Management in relation to breaches of Behaviour Code has been undertaken by:
- Repairing relationships through
    - Conflict resolution
    - Peer mediation
    - Mentoring strategies
  - Observing due process including:
    - Ensuring each students' right to be heard
    - Establishing the truth and acting justly
    - Requiring them to reflect on their own behaviour and how it impacts on others.
  - Valuing the individual, but not valuing the inappropriate behaviour
3. Formal Assemblies have developed:
- student attentiveness
  - encouragement of respect
  - individual / group participation on a specific global theme
4. Observance of uniform expectations has encouraged self-respect.
5. The Student Code of Conduct has stressed:
- Students are expected to work responsibly and cooperatively at all times to achieve the best possible educational outcomes for themselves and others. The SPGS Student Code of Conduct emphasises and places values upon - Respect, Learning and Safety
6. The Year 7 Core Program has maintained a focus on the concept of "for every 'right' there is a 'balancing' responsibility".
7. The Middle Years Program - Curriculum has featured:
- International focus - investigating the notion of acceptance of difference.
  - Approaches to learning - developing, understanding, technical and collaborative skill
8. Teacher expectations have included:
- Consistency in expectations of students
  - Recognising inappropriate behaviour
  - Providing consequences for inappropriate behaviour
  - Articulating/modelling what responsibility/respect is
  - Requiring students to reflect on their own behaviour and how their actions impact on others
  - Making students aware that they make choices to speak and act in certain ways which are choices only they can make
9. Student Welfare Program 7-9. Topics addressed in 2008, include:
- Bullying
    - What it is
    - What to do about it
  - Cyber safety
  - Developing resilience
10. Hilbrand Tanya Award:  
 Students are encouraged to participate in a wide variety of activities within the School Community. Points are awarded for participation across five areas of school life. The award is an indication that the student has made the effort to develop a broad range of interests and abilities.  
 The five areas include:

1. Academic
  2. Sport
  3. Performing Arts/co-curricular
  4. Community Service
  5. Citizenship and Fellowship
11. IB Learner Profile focuses on learners being internationally minded people who recognising the common humanity and shared guardianship of the planet, help to create a better and more peaceful world by being:
- Knowledgeable
  - Thinkers
  - Communicators
  - Principled
  - Open minded
  - Caring
  - Risk takers
  - Balanced
  - Reflective

These characteristics underpin the academic program for the International Baccalaureate School (ie: MYP) as well as all interactions within the IB school community.

### **Annual Report: Senior School (Years 10-12)**

The Senior School operates under the "Pillars": of Academic Excellence; Opportunities and Choices; Leadership and Teamwork; Service.

The concepts of respect and responsibility beyond the standard curriculum are encouraged through focuses on supporting each other locally and globally.

In Year 10 each tutor group is developing some sort of local service project. This will be carried out and then reported on during August.

The Year 11 service team is concentrating on financial support for a school for 280 students in the DR Congo. St Paul's, through the Year 11 service team, has a long term commitment to this school, its students and teachers. Nearly 50% of Year 11 volunteer for this work.

This year the service team has collected for the Cyclone victims in Myanmar. Our International students (the majority from mainland China) raised money though selling food and souvenirs for the victims of the earthquake in Sichuan Province.

There is a service trip to Tanzania for Year 11 students each year which concentrates on enabling a nucleus of students to share with their school colleagues so as to enhance the ability of the school to support the Congo school. Support for the Congo school is generated K -12.

The World Vision 40 hour famine is very well supported by students of our school and the Salvation Army Red Shield appeal also.

Clean up Australia Day has been applied by the whole high school student body to the school property as a means of encouraging pride in and care for a local environment.

The International Baccalaureate Diploma program which 50% of the students in Years 11 & 12 are engaged in, requires 50 hours of service over the course of the two years and students do this both locally -eg running a homework program for primary students in the Bidwill area - and in global applications.

Most HSC students study the BOS Studies of Religion course and are encouraged to think hard about respect for people of other faiths and cultures as they study two examples in significant depth.

Students in Years 11 & 12 watched and discussed the Movie "Lumo " (A Congolese girl's experience of the genocide and atrocities in her country) and were led through a discussion of respect and safety issues for people in such countries.

## 12. PARENT, TEACHER AND STUDENT SATISFACTION

Communication between parents and teachers is regularly facilitated through weekly newsletters, twice-yearly magazines, regular parent-teacher interviews and learning conferences, information evenings and forums, notes written in student handbooks, email and telephone contact and other face-to-face meetings. Effective communication helps to maintain satisfaction.

Parents are regularly involved within the school in a voluntary capacity in such areas as the libraries, canteens, class helpers, excursions, sport and fundraising. Parent attendance is also high at school based events.

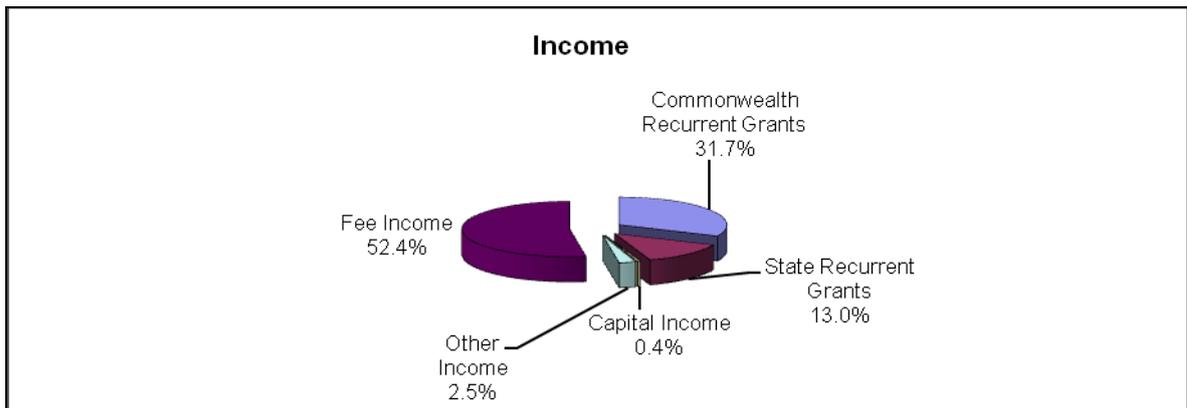
Very few parents withdraw their child from the school due to dissatisfaction as procedures are in place to allow for dealing early with issues as they occur rather than leaving them until they escalate. Almost all departures from the school are due to families moving out of the area or other changes in family circumstances.

By far the majority of new families enrolling their children in the school do so because of the personal recommendation of families already in the school, indicating another positive measure of parental satisfaction.

Exit survey results from year 12 students indicate a very high level of satisfaction with the school, especially the quality of the teachers. The diverse range of subjects available and the extensive variety of sporting and other co-curricular activities also contribute to the satisfaction of students, as does the caring and safe environment within the school.

Teachers' satisfaction is reflected in their preparedness to support the development of students in a wide range of activities beyond those expected as part of their conditions of employment. Some staff who have left to work at other schools have returned to work at St Paul's a second or even third time.

## 13. SUMMARY FINANCIAL INFORMATION



### Expenditure

