



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

## **ANNUAL REPORT FOR 2008**

**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 2008, 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)**

St Paul's is a diverse community offering a wide range of opportunities to all its students in various ways. This is exemplified by our time as student leaders, where we have had the chance to develop fundamental life skills, especially through the unique leadership framework at St Paul's. Along with an education focus on an international perspective, students are also presented with the experience of actively serving in both local and global communities. The broad range of resources, facilities and support, tied together by the strong Christian ethos at St Paul's all enhance the quality of learning experiences for each individual.

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

#### **Year 12 - HSC & IB Diploma**

Academic Performance in 2008 continued the strong trend that has been established in earlier years, so much so that the phrase, 'our best results ever' has become almost an annual saying. 34 students of our graduating Year 12 class attained Universities Admission Indexes (UAI) above 90. This can be compared with 24 students in 2007. This represents 30.1% of the cohort scoring in the top 10% of UAIs in NSW (21.4% in 2007) and 49.6% in the top 20% (42% in 2007). The median UAI result was 79.95 (75.45 in 2007). The School Dux was Jacqueline Edwards with a UAI of 99.90, followed by Stephanie Azzopardi with 99.30.

52% of students undertook the International Baccalaureate Diploma course and 48% undertook the HSC. The ability distribution between the courses was atypical in 2008, with most of the more able students electing to pursue the IB Diploma. This skewed the results, with the highest UAI figures represented in the IB Diploma candidates. However, strong value-adding was demonstrated across both the IB Diploma and the HSC. While the UAI results reflect the fine level of teaching, we consider the value-adding component an equally strong measure of academic success. Based on an

analysis of School-Certificate results, 71% of HSC students reached or exceeded the predictor benchmarks. The school has been able to sustain this outstanding benchmark since 2006. This compares with 2005 - 59%, 2004 - 50%, 2003 - 27%. In Years 12 and 11, 2009, the distribution of student abilities is more even across the HSC AND IB Diploma, hence the school anticipates enhanced HSC results from these cohorts.

### HSC Results

Course	Number of Students	School Mean	State Mean	Mean Variation
Ancient History 2 unit	11	69.65	72.49	2.84-
Biology 2 unit	12	68.28	73.22	4.94-
Business Services Examination 2 unit	2	71.9	71.99	0.09-
Business Studies 2 unit	18	70.08	72.21	2.13-
Chemistry 2 unit	9	61.49	74.72	13.23-
Dance 2 unit	4	78.05	74.68	3.37
Design and Technology 2 unit	11	72.24	74.94	2.70-
Drama 2 unit	11	78.75	78.27	0.48
Earth and Environmental Science 2 unit	4	67.3	76.11	8.81-
Economics 2 unit	5	69.8	75.45	5.65-
English (Advanced) 2 unit	27	75.06	79.03	3.97-
English (Standard) 2 unit	30	66.51	65.55	0.96
English Extension 1 1 unit	9	33.76	39.77	6.01-
English Extension 2 1 unit	4	37.75	39.78	2.03-
French Beginners 2 unit	1	53.8	73.48	19.68-
General Mathematics 2 unit	32	74.63	70.13	4.5
Geography 2 unit	3	70.93	76.35	5.42-
History Extension 1 unit	4	35.43	37.65	2.22-
Hospitality Examination 2 unit	9	77	73.51	3.49
Industrial Technology 2 unit	5	89.6	72.47	17.13
Information Processes and Technology 2 unit	5	76.08	71.13	4.95
Legal Studies 2 unit	6	71.93	75.43	3.50-
Mathematics Extension 1 2 unit	4	82.35	79.59	2.76
Mathematics 2 unit	16	68.79	75.69	6.90-
Modern History 2 unit	12	73.03	75.77	2.74-
Music Extension 1 unit	2	39.85	43.05	3.20-
Music 1 2 unit	3	81.4	79.15	2.25
Music 2 2 unit	2	76.3	84.85	8.55-
Personal Development, Health and Physical Education	10	68.14	72.64	4.50-
Physics 2 unit	7	70.26	73.1	2.84-
Studies of Religion I 1 unit	43	34.68	37.78	3.10-
Textiles and Design 2 unit	7	82.03	78.35	3.68
Visual Arts 2 unit	12	79.43	80.72	1.29-

Eight HSC Students were placed on the HSC Distinguished Achievers list:

- Travis Batten - 2 unit Mathematics
- Eleanor Cliffe - Visual Arts
- James Denton - Industrial Technology
- Madeleine Leva - Textiles and Design
- David Roberts - Industrial Technology
- Justin Sayer - 2 unit Mathematics
- Trent Shirvington - Industrial Technology
- Michael Webb - Studies of Religion

Two HSC Dance students, Simone Chivas and Jessie Kirkpatrick had their HSC Dance major works short-listed for “Call Back”. Simone Chivas had the additional honour of having her work placed in the program for the showcase.

### IB Diploma Results

The IB Diploma results listed below are for grades from 1-7 that are determined by matching student performance in assessment tasks to set criteria. 1 is the minimum grade and 7 is the maximum grade. A grade 4 is a passing grade. As students study six subjects in the IB Diploma, a maximum of 42 points can be achieved from subject study.

In Theory of Knowledge and Extended Essay students are graded from A -E determined by matching student performance in assessment tasks to set criteria. E is the minimum grade and A is the maximum grade. These results are cross-matched in a matrix to generate core grades to be added to the subject grade points.

The total maximum grade in the IB Diploma is 45 points (42 from subjects and 3 from core components).

Subject (by groups)	Number of Students	School mean	World mean	Mean Variation
<b>Group 1</b>				
Chinese A1 HL	3	5.67	6.11	-0.44
English A1 HL	50	5.26	5.23	0.03
English A1 SL	6	5.00	5.18	-0.18
Korean A1 SL	2	7.00	6.83	0.17
<b>Group 2</b>				
English B HL	5	5.60	5.30	0.30
French Ab SL	16	4.69	5.18	-0.49
French B SL	14	5.57	5.39	0.18
Mandarin B SL	3	5.00	6.49	-1.49
Spanish AB SL	24	5.17	5.32	-0.15
<b>Group 3</b>				
Business & Management HL	18	5.28	4.64	0.64
Business & Management SL	3	3.67	4.55	-0.88
Economics HL	19	5.42	5.17	0.25
Economics SL	2	5.00	5.41	-0.41
Geography HL	6	5.67	5.11	0.56
History HL	13	5.23	5.24	-0.01
Psychology HL	14	5.43	5.53	-0.10
Psychology SL	1	5.00	5.09	-0.09
<b>Group 4</b>				
Biology HL	4	3.50	4.53	-1.03
Biology SL	14	4.64	4.08	0.56
Chemistry HL	5	4.60	5.09	-0.49
Chemistry SL	4	6.00	4.67	1.33
Physics HL	5	5.20	4.98	0.22
Physics SL	17	4.98	4.76	0.22
<b>Group 5</b>				
Mathematics HL	5	4.20	4.80	-0.60
Mathematics SL	15	5.40	4.64	0.76
Mathematical Studies SL	42	4.93	4.54	0.39
<b>Group 6</b>				

Dance HL	1	7.00	7.00	0.00
Music HL	11	5.18	5.35	-0.17
Theatre Arts HL	10	4.30	4.99	-0.69
Visual Arts HL	16	6.06	5.20	0.86
<b>Transdisciplinary subjects</b>				
Ecosystems and Societies	21	5.43	5.05	0.38
<b>Core Areas</b>		<b>% A &amp; B</b>	<b>world % A &amp; B</b>	<b>variance</b>
Theory of Knowledge	61	57	42	15
Extended essay	61	43	39	4
<b>Overall Diploma score (/45)</b>	<b>61</b>	<b>33</b>	<b>25</b>	<b>8</b>
<b>UAI equivalent</b>		<b>93.00</b>		

The IB Diploma equivalent to the Distinguish Achievers list is a Grade 6 or 7. There were 150 such grades awarded to students in the IB Diploma program. (Clearly too many to mention by name).

### School Certificate Results

In the 2008 School Certificate External Examinations continued to be very strong against the state mean. In fact the results are even better than they appear because they include an entire cohort of Year 9 students who completed the requirements of the course a year ahead of their peers. Manisha Dhanji was dux in the School Certificate with 9 Grade As and dux in the Middle Years Programme.

	Number of Students	School Mean	State Mean	Difference
Australian Geography, Civics and Citizenship	121	79.57	73.52	6.05
Australian History, Civics and Citizenship	121	77.55	70.58	6.97
Computing Skills	121	86.42	80.71	5.72
English Literacy	124	83.19	76.63	6.56
Mathematics	120	75.98	70.67	5.31
Science	121	80.44	73.61	6.83

Similar strength is reflected in the distribution of School Certificate grades.

	School Total	School A (%)	School B (%)	School C (%)	School D (%)	School E (%)	State A (%)	State B (%)	State C (%)	State D (%)	State E (%)	State None (%)
English 200 hours	124	24.19	45.97	26.61	3.23		12.77	25.73	37.71	17.7	5.92	0.17
Mathematics 200 Hours	120	11.67	30	29.17	28.33	0.83	14.45	23.09	30.97	24.78	6.54	0.17
Science 200 hours	121	28.1	32.23	34.71	4.96		12.86	23.79	36.03	19.86	7.22	0.25
Aust Geography 100 hours	121	23.14	38.84	28.1	9.92		13.04	23.28	35.05	20.61	7.85	0.17
Aust History 100 hours	121	15.7	36.36	35.54	8.26	4.13	12.79	22.98	34.19	21.42	8.46	0.16
Chinese 200 hours	30	6.67	6.67	30	40	16.67	45.68	25.19	18.66	7.44	3.03	
French 100 hours	2		50		50		14.25	27.75	34	18.5	5.5	
French 200 hours	50	12	28	34	22	4	35.6	30.01	23.44	7.46	3.43	0.06
Latin 200 hours	35	17.14	17.14	20	25.71	20	52.94	23.11	15.55	6.51	1.89	

Ag Tech 200 hours	16	6.25	50	18.75	12.5	12.5	17.6	24.31	32.26	17.68	7.91	0.24
Food Technology 100 hours	1					100	12.73	28.01	33.51	17.49	8.03	0.22
Food Technology 200 hours	15	13.33	33.33	33.33	13.33	6.67	17.03	27.57	31.29	16.74	7.04	0.34
Industrial Tech (Auto) 200 hours	19	26.32	42.11	10.53	21.05		12.64	21.96	39.97	17.54	7.74	0.16
Industrial Tech (Timber) 200 hours	34	11.76	20.59	52.94	14.71		12.41	25.85	34.78	19.28	7.37	0.32
Info & Software Tech 200 hours	23	17.39	26.09	39.13	17.39		20.45	28.28	30.57	14.76	5.84	0.1
Textiles Technology 100 hours	2		50			50	12.27	26.92	33.97	18.44	8.27	0.14
Textiles Technology 200 hours	16	25	25	18.75	31.25		23.64	28.52	28.67	13.9	4.98	0.3
Dance 100 hours	1				100		13.49	28.06	36.12	16.43	5.74	0.16
Dance 200 hours	13	15.38	38.46	30.77	7.69	7.69	23.08	30.28	28.57	12.07	5.68	0.31
Drama 100 hours	1	100					14.08	29.74	36.28	13.94	5.91	0.05
Drama 200 hours	22	22.73	36.36	31.82	9.09		23.83	32.24	28.04	11.13	4.43	0.34
Music 200 hours	40	5	60	27.5	7.5		22.45	28.76	29.29	13.26	5.89	0.35
Visual Arts 200 hours	47	19.15	48.94	27.66	4.26		24.15	31.11	28.85	11.82	3.81	0.26
P.D., Health and P.E. 100 hours	1					100	14.61	30.27	34.85	14.35	5.73	0.19
P.D., Health and P.E. 200 hours	120	6.67	27.5	29.17	28.33	8.33	13.61	27.94	36.34	16.32	5.67	0.12

### IB MYP Results

MYP curriculum dovetails with BOS curriculum requirements and is enhancing the learning opportunities for all students. MYP results reflected the same growth as other areas. With the exception of Languages, students overwhelmingly demonstrated the ability to reach satisfactory benchmarks (grades 3-7). Similarly, the upper grades (grades 5-7) showed significant growth from 2007. Particular mention should go to Technology, Humanities and English for the sustained growth at the upper end of the results.

Subject	Number of Candidates	Grades Awarded				
		7	6	5	4-3	2-1
ENGLISH A	117	7	21	40	52	0
FRENCH B	49	6	8	4	17	15
MANDARIN B	30	1	1	3	7	18
HUMANITIES	117	8	42	37	39	4
SCIENCES	117	0	4	13	102	1
MATHEMATICS	117	3	9	52	45	11
DANCE	13	0	3	5	4	1

DRAMA	21	3	9	2	8	0
MUSIC	39	0	0	9	28	3
VISUAL ARTS	47	5	9	18	14	1
PE	117	0	1	6	99	4
TECHNOLOGY	104	17	22	19	46	3
PERS PROJECT	114	2	4	20	82	13

### NAPLAN Testing

The National Assessment Program Literacy and Numeracy (NAPLAN) replaced the various state-based testing in Years 3, 5 & 7 with a National Program for Years 3, 5, 7 & 9. As 2008 was its inaugural year of implementation, there is no longitudinal information at present relating to student performance and school intervention strategies. All indicators suggest that the overwhelming majority of students have performed at or above National Benchmarks with around 35-50% performing in the top bands. These results are generally in line with SEG indicators and school expectations based on other indicators.

### Year 3 NAPLAN Results

	Student Count (St Paul's)	School		State	
		Mean	SD	Mean	SD
Overall Literacy	87	426.1	73.3	419.5	69.8
Reading	87	420.8	91.4	412.2	84.8
Writing	87	440.7	69.7	427.8	70.5
Language Conventions	87	409.7	77.5	418.6	79.0
Grammar & Punctuation	87	424.2	90.3	416.4	91.7
Numeracy	87	424.2	73.7	409.6	77.1
Number, P & A	87	426.4	77.7	409.8	83.4
Measurement & Data, Space & G	87	420.5	75.5	408.3	78.0

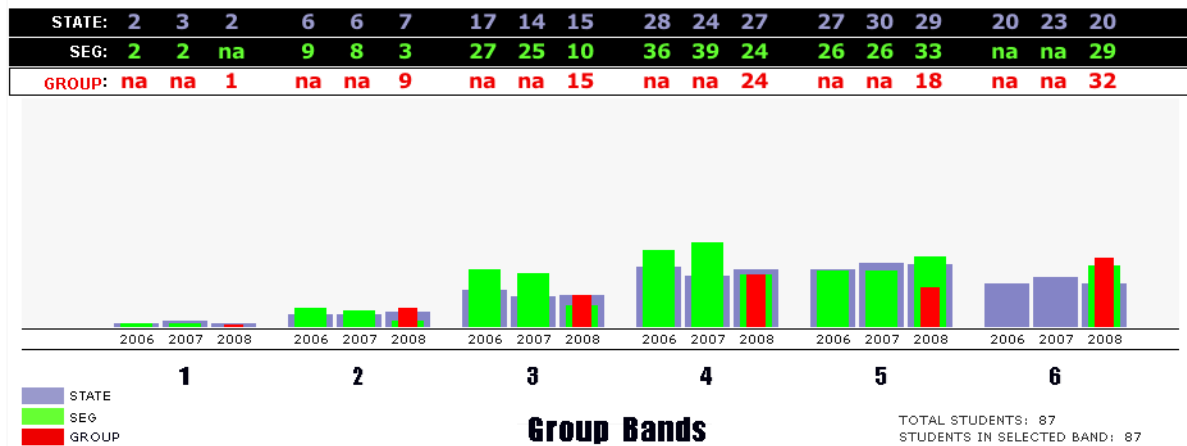
### Literacy

The literacy test consisted of 4 areas of measurement: Writing, Language Conventions, Reading and Grammar and Punctuation. 87 students in Year 3 participated in the NAPLAN testing, which consisted of 100% of Year 3 students. 99% of students achieved minimum benchmarks across the range of literacy measures. The school mean was 426.1, up from the state mean of 419.5. However this was down against the Socio-Economic Group indicator of 441.5. The school was above state mean in all categories except Language Conventions, where we were slightly below the State mean. This also coincided with the greatest number of students(4) falling below minimum benchmarks.

	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Writing	1 (1 boy / 0 girls) School (1%) State (2%)	2 (1 boy / 1 girl) School (2%) State (4%)	15 (10 boys/5 girls) School (17%) State (14%)	16 (12 boys/4 girls) School (18%) State (26%)	24 (11boys/13 girls) School (28%) State (28%)	29 (13boys/16 girls) School (33%) State (26%)
Language Conventions	4 (4 boys / 0 girls) School (5%) State (3%)	8 (5 boys /3 girls) School (9%) State (9%)	15 (8 boys/7 girls) School (17%) State (15%)	22 (12boys/10 girls) School (25%) State (27%)	19 (10boys/9 girls) School (22%) State (24%)	19 (9boys/10 girls) School (22%) State (22%)
Grammar and Punctuation	2 (1 boy / 1)	9 (8 boys/ 1)	21 (11boys/10)	16 (7 boys/9)	11 (6 boys/ 5)	28 (15boys/13)

	girl) School (2%) State (4%)	girl) School (10%) State (8%)	girls) School (24%) State (21%)	girls) School (18%) State (23%)	girls) School (13%) State (17%)	girls) School (32%) State (26%)
Reading	2 (2 boys / 0 girls) School (2%) State (4%)	12 (8 boys / 4 girls) School (14%) State (12%)	14 (9 boys/5 girls) School (16%) State (16%)	15 (8 boys/7 girls) School (17%) State (20%)	22 (12boys/10 girls) School (25%) State (27%)	22 (9boys/13 girls) School (25%) State (20%)
Overall Literacy	1 (1 boy / 0 girls) School (1%) State (2%)	8 (6 boys / 2 girls) School (9%) State (7%)	13 (9 boys/4 girls) School (15%) State (15%)	21 (12 boys/9 girls) School (24%) State (27%)	16 (6boys/10 girls) School (18%) State (29%)	28 (14boys/ 14 girls) School (32%) State (20%)

Overall Literacy percentages in bands for Year 3 : All Students

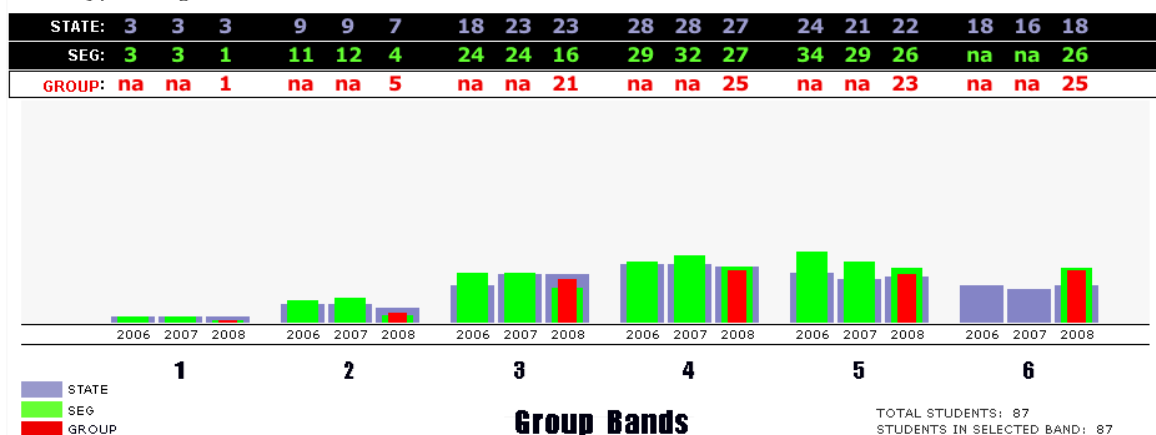


## Numeracy

The Numeracy test consisted of 2 areas of measurement: Number, Patterns & Algebra and Measurement and Data, Space and Geometry. 87 students in Year 3 participated in the NAPLAN testing, which consisted of 100% of Year 3 students. 99% of students achieved minimum benchmarks across the range of numeracy measures. The school mean was 424.2, up from the state mean of 409.6. However, as with Literacy, the school fell below the SEG indicator of 434.1. The school was above state mean in all categories. The school was 8% higher in Bands 5 & 6 than the state but 4% below SEG indicators.

	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
Numeracy	1 (1 boy/0 girls) School (1%) State (3%)	4 (2 boys/2 girls) School (5%) State (7%)	18 (6 boys/12 girls) School (21%) State (23%)	22 (13 boys/9 girls) School (25%) State (27%)	20 (15 boys/5 girls) School (23%) State (22%)	22 (11 boys/11gi rls) School (25%) State (18%)

Numeracy percentages in bands for Year 3 : All Students



### Year 5 NAPLAN Results

	Student Count (St Paul's)	School		State	
		Mean	SD	Mean	SD
Overall Literacy	89	519.8	49.9	497.4	68.2
Reading	89	524.3	64.3	494.4	80.9
Writing	89	509.7	53.1	495.5	74.0
Spelling	89	517.4	68.0	498.5	75.3
Grammar & Punc	89	533.6	69.6	504.5	89.2
Numeracy	89	517.5	64.6	489.1	78.3
Number, P & A	89	518.6	73.1	489.7	85.9
Measurement & Data, Space & G	89	516.8	66.1	488.0	77.6

#### Literacy

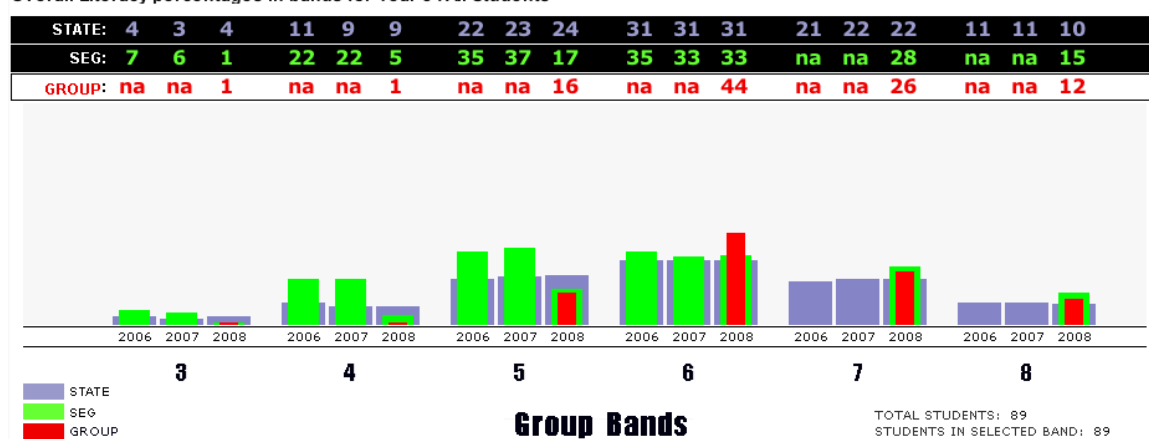
Literacy results were strong in the Year 5 group with the majority of students achieving well on the benchmark indicators. 89 students in Year 5 participated in the NAPLAN testing, which consisted of 100% of Year 5 students. 99% of students achieved minimum benchmarks across the range of literacy measures. The school mean was 519.8, up from the state mean of 497.4. This was in line with the SEG indicator of 520.1 The school was above state mean in all categories. Language Conventions was the weakest area with 3 students (3%) falling below national benchmarks.

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
<b>Writing</b>	0 (0 boys/0 girls) School (0%) State (5%)	3 (3 boys/0 girls) School (3%) State (10%)	19 (10 boys/9 girls) School (21%) State (20%)	40 (19 boys/21 girls) School (45%) State (35%)	19 (11 boys/8 girls) School (21%) State (18%)	8 (5 boys/3 girls) School (9%) State (12%)
<b>Language Conventions</b>	3 (3 boys/0 girls) School (3%) State (6%)	2 (1 boy/1 girl) School (2%) State (10%)	19 (8 boys/11 girls) School (21%) State (19%)	23 (15 boys/8 girls) School (26%) State (28%)	29 (16 boys/13 girls) School (33%) State (25%)	13 (5 boys/8 girls) School (15%) State (12%)
<b>Grammar and Punctuation</b>	1 (0 boys/1 girl)	5 (4 boys/1 girl)	10 (6 boys/4 girls)	29 (17 boys/12 girls)	27 (14 boys/13 girls)	17 (7 boys/10 girls)



	School (1%) State (6%)	School (6%) State (11%)	School (11%) State (20%)	School (33%) State (27%)	girls) School (30%) State (17%)	School (19%) State (19%)
Reading	1 (1 boy/0 girls) School (1%) State (8%)	5 (5 boys/0 girls) School (6%) State (11%)	16 (7 boys/9 girls) School (18%) State (25%)	28 (13 boys/15 girls) School (31%) State (23%)	21 (13 boys/8 girls) School (24%) State (18%)	18 (9 boys/9 girls) School (20%) State (15%)
Overall Literacy	1 (1 boy/0 girls) School (1%) State (4%)	1 (1 boy/0 girls) School (1%) State (9%)	14 (9 boys/5 girls) School (16%) State (24%)	39 (19 boys/20 girls) School (44%) State (31%)	23 (14 boys/9 girls) School (26%) State (22%)	11 (4 boys/7 girls) School (12%) State (10%)

Overall Literacy percentages in bands for Year 5 : All Students

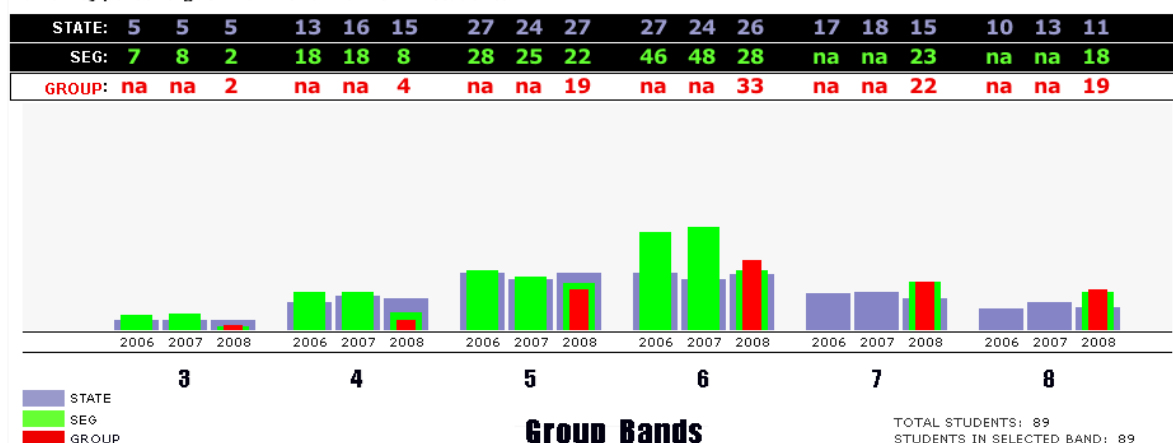


### Numeracy

89 students in Year 5 participated in the NAPLAN testing, which consisted of 100% of Year 5 students. 98% of students achieved minimum benchmarks across the range of numeracy measures. The school mean was 517.5, up from the state mean of 489.1. As with Literacy, the school's results were in line with the SEG indicator of 516.4. The school was above state mean in all categories. The school was 15% higher in Bands 7 & 8 than the state but equal to SEG indicators.

	Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Numeracy	2 (2 boys/0 girls) School (2%) State (5%)	4 (1 boy/3 girls) School (4%) State (15%)	17 (10 boys/7 girls) School (19%) State (27%)	29 (11 boys/18 girls) School (33%) State (26%)	20 (12 boys/8 girls) School (22%) State (15%)	17 (12 boys/5 girls) School (19%) State (11%)

Numeracy percentages in bands for Year 5 : All Students



### Year 7 NAPLAN Results

	Student Count (St Paul's)	School		State	
		Mean	SD	Mean	SD
Overall Literacy	119	569.5	61.6	541.2	67.7
Reading	119	574.1	70.0	543.2	74.0
Writing	118	571.8	78.1	535.5	80.6
Spelling	119	563.6	68.4	549.5	75.4
Grammar & Punc	119	557.4	77.1	537.3	84.8
Numeracy	119	589.1	74.1	552.9	81.9
Number, P & A	119	596.5	81.5	554.3	89.7
Measurement & Data	119	581.8	81.0	551.9	93.6
Space & G	119	580.7	70.4	549.7	74.8

### Literacy

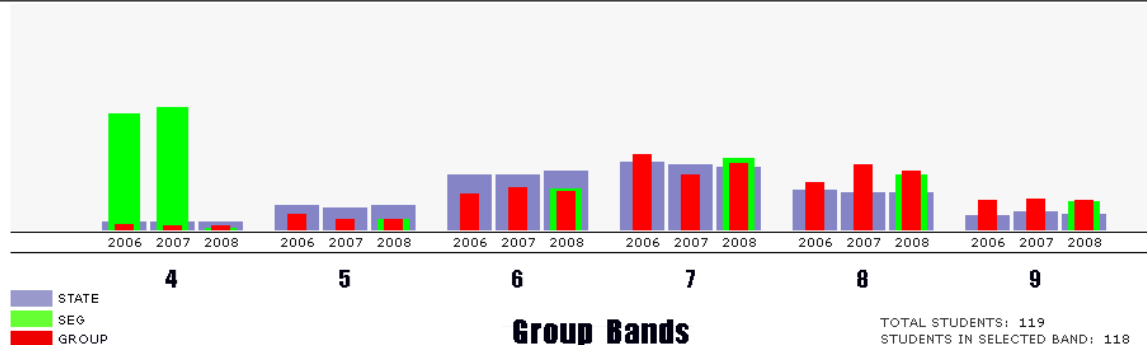
Literacy results were good in the Year 7 group with the majority of students achieving well on the benchmark indicators. 118 students in Year 7 participated in the NAPLAN testing, which consisted of 99% of Year 7 students (1 student was absent). 97% of students achieved minimum benchmarks across the range of literacy measures. The school mean was 569.5, up from the state mean of 541.2. This was in line with the SEG indicator of 568.5. The school was above state mean in all categories. Writing and Grammar & Punctuation were the weakest areas with 4 students (3%) and 3 students (3%) respectively falling below national benchmarks. Reading was the only area where no students fell below national benchmarks. 42% of students fell in the top two bands of overall literacy compared with 26% across the state. This was also slightly up on the SEG indicators.

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
Writing	4 (4 boys/0 girls) School (3%) State (7%)	3 (3 boys/0 girls) School (3%) State (11%)	32 (18 boys/14 girls) School (27%) State (30%)	24 (13 boys/11 girls) School (20%) State (24%)	27 (14 boys/13 girls) School (23%) State (19%)	28 (11 boys/17 girls) School (24%) State (10%)
Language Conventions	2	4	29	37	31	16

	(1 boy/1 girl) School (2%) State (6%)	(4 boys/0 girls) School (3%) State (9%)	(20 boys/9 girls) School (24%) State (20%)	(17 boys/20 girls) School (31%) State (29%)	(13 boys/18 girls) School (26%) State (25%)	(7 boys/9 girls) School (13%) State (11%)
Grammar and Punctuation	3 (3 boys/0 girls) School (3%) State (7%)	13 (9 boys/4 girls) School (11%) State (14%)	27 (13 boys/14 girls) School (23%) State (23%)	29 (15 boys/14 girls) School (24%) State (25%)	32 (18 boys/14 girls) School (27%) State (20%)	15 (4 boys/11 girls) School (13%) State (10%)
Reading	0 (0 boys/0 girls) School (0%) State (4%)	12 (8 boys/4 girls) School (10%) State (14%)	21 (11 boys/10 girls) School (18%) State (29%)	31 (13 boys/18 girls) School (26%) State (24%)	36 (18 boys/18 girls) School (30%) State (18%)	19 (13 boys/6 girls) School (16%) State (11%)
Overall Literacy	3 (3 boys/0 girls) School (3%) State (4%)	6 (5 boys/1 girl) School (5%) State (12%)	22 (12 boys/10 girls) School (19%) State (28%)	37 (18 boys/19 girls) School (31%) State (30%)	33 (18 boys/15 girls) School (28%) State (18%)	17 (7 boys/10 girls) School (14%) State (8%)

Overall Literacy percentages in bands for Year 7 : All Students

STATE:	4	4	4	12	11	12	26	26	28	32	31	30	19	18	18	7	9	8
SEG:	55	58	1	na	na	5	na	na	19	na	na	34	na	na	26	na	na	14
GROUP:	3	2	3	8	5	5	17	20	19	35	26	31	23	31	28	14	15	14



### Numeracy

Numeracy results were particularly strong in the Year 7 cohort. 119 students in Year 7 participated in the NAPLAN testing, which consisted of 100% of Year 7 students. 100% of students achieved minimum benchmarks across the range of numeracy measures. The school mean was 589.1, up from the state mean of 552.9 and the SEG indicator of 582.6. The school was above state mean in all categories. The school was 18% higher in Bands 8 & 9 than the state and 3% higher than SEG indicators.

	Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
Numeracy	0 (0 boys/0 girls) School (0%) State (3%)	4 (1 boy/ 3 girls) School (3%) State (16%)	22 (11 boys/11 girls) School (18%) State (24%)	31 (16 boys/15 girls) School (26%) State (24%)	30 (13 boys/17 girls) School (25%) State (18%)	32 (21 boys/11 girls) School (27%) State (16%)

### Year 9 NAPLAN Results

	Student Count (St Paul's)	School Mean SD	State Mean SD
Overall Literacy	132	608.2	64.3
Reading	132	629.6	75.2
Writing	132	587.9	79.7
Spelling	132	606.7	70.9
Grammar & Punc	132	607.1	75.4
Numeracy	132	624.5	77.9
Number & Data	132	624.4	80.7
P & A	132	633.5	85.7
Measurement , Space & G	132	613.5	73.9

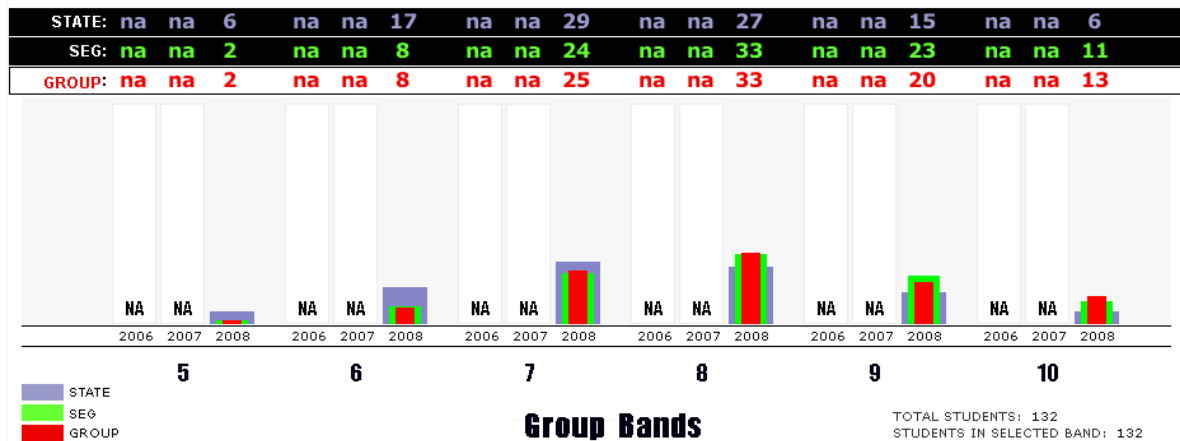
### Literacy

Literacy results were good in the Year 9 group with the majority of students achieving well on the benchmark indicators. 132 students in Year 9 participated in the NAPLAN testing, which consisted of 100% of Year 9 students. 98% of students achieved minimum benchmarks across the range of literacy measures. The school mean was 608.2, up from the state mean of 579.5. This was in line with the SEG indicators. The school was above state mean in all categories. Writing and Conventions of Language were the weakest areas with 8 students (6%) and 6 students (5%) respectively falling below national benchmarks. 33% of students fell in the top two bands of overall literacy compared with 21% across the state. This was in line with the SEG indicators.

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
Writing	8 (4 boys / 4 girls) School (6%) State (10%)	23 (17 boys / 6 girls) School (17%) State (21%)	27 (15 boys/12 girls) School (20%) State (23%)	42 (17 boys/25 girls) School (32%) State (25%)	16 (7 boys/9 girls) School (12%) State (12%)	16 (7 boys/9 girls) School (12%) State (9%)
Language Conventions	6 (4 boys / 2 girls) School (5%) State (9%)	10 (7 boys / 3 girls) School (8%) State (11%)	28 (11boys/17g irls) School (21%) State (27%)	42 (24boys/18g irls) School (32%) State (25%)	31 (16boys/15g irls) School (23%) State (22%)	15 (13boys/2 girls) School (11%) State (7%)
Grammar and Punctuation	2 (1 boy / 1 girl) School (2%) State (11%)	13 (8 boys / 5 girls) School (10%) State (17%)	48 (21boys/27g irls) School (36%) State (29%)	27 (18boys/9 girls) School (20%) State (21%)	21 (11boys/10g irls) School (16%) State (12%)	21 (5 boys/16 girls) School (16%)

						State (10%)
Reading	3 (2 boys / 1 girl) School (2%) State (6%)	7 (4 boys / 3 girls) School (5%) State (17%)	25 (8 boys/17girls) School (19%) State (28%)	39 (27boys/12girls) School (30%) State (26%)	35 (16boys/19girls) School (27%) State (16%)	23 (7 boys/16 girls) School (17%) State (7%)
Overall Literacy	2 (1 boy / 1 girl) School (2%) State (6%)	10 (5 boys / 5 girls) School (8%) State (17%)	33 (18boys/15girls) School (25%) State (29%)	44 (23boys/21girls) School (33%) State (27%)	26 (14boys/12girls) School (20%) State (15%)	17 (3 boys/14 girls) School (13%) State (6%)

Overall Literacy percentages in bands for Year 9 : All Students

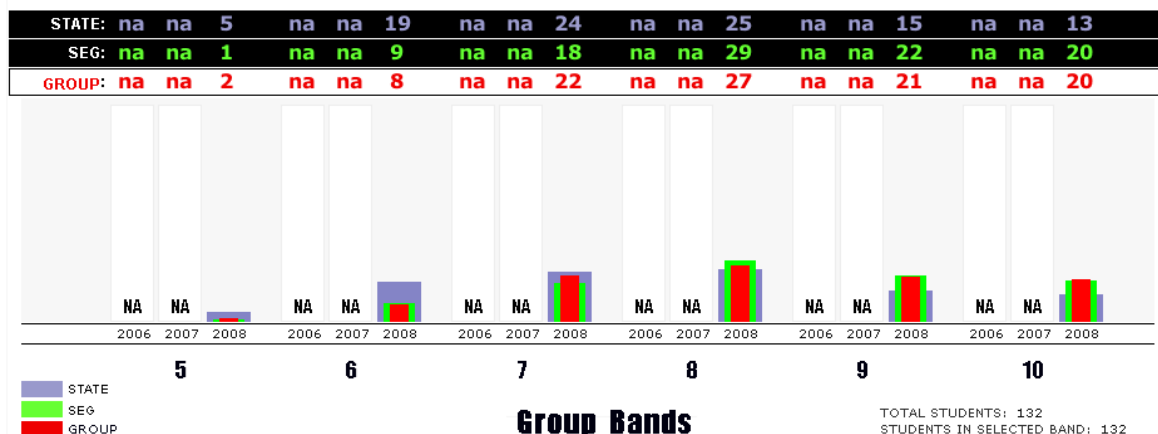


### Numeracy

Numeracy results were good in the Year 9 cohort. 132 students in Year 9 participated in the NAPLAN testing, which consisted of 100% of Year 9 students. 98% of students achieved minimum benchmarks across the range of numeracy measures. The school mean was 624.5, up from the state mean of 593.7 and in line with SEG indicators. The school was above state mean in all categories. The school was 13% higher in Bands 9 & 10 than the state and in line with SEG indicators.

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
Numeracy	2 (1 boy/5 girls) School (2%) State (5%)	11 (6 boys/5 girls) School (8%) State (19%)	29 (16 boys/13 girls) School (22%) State (24%)	35 (14 boys/21girls) School (27%) State (25%)	28 (15 boys/13 girls) School (21%) State (15%)	27 (12 boys/15 girls) School (20%) State (13%)

Numeracy percentages in bands for Year 9 : All Students



### Non-testing Student Achievement (Value-Adding)

#### Academic

- The Year 8 HICES Maths team (Jak Bukovinsky, Nicholas Coulshed, Sol Hereida and Harrison Triatafyllou) were placed 2nd of the 28 competing schools in the annual HICES Maths competition.
- The University of NSW Computer Competition team, (Nathan Brasier, Cameron Silvestrini and Alex Yang) were amongst the final nine teams in Australia invited to compete in the last round of the National Competition

#### Cultural and Co-curricula

- At the Hawkesbury Show, in the sheep judging category, the judging efforts of Emily Scott of Year 8 and Cillian Coleman of Year 9 saw them placed respectively 2nd and 1st in their age groups. In the sheep showing, Emma Davidson of Year 9 was placed 1st; Sally Spears of Year 9, Cameron Findlay of Year 7, and Rachel Laws of Year 9 gained 2nd places; and Heather Taylor of Year 8 gained 3rd place. At the Royal Easter Show, Elizabeth Evans of Year 10 gained 8th place in a state-wide competition in the sheep judging event.
- David Catterall of Year 11 was selected for the Beijing 2008 Olympic Orchestra as a flautist.
- Our Rural Fire Cadet Service cadets successfully defended their state championship which they won last year.
- Our intermediate chess team (Nick Deen-Cowell, Joshua Walter, Damon Griffiths and Hugh Bonner) won its division, qualifying for the Metropolitan West Regional Finals.
- Miraelin Nield of Year 8 and Jordan McVaigh of Year 9 had their artworks selected for display at the Art Gallery of NSW. Jordan's work was also selected for permanent display at Westmead Hospital.

#### Sport

- Rebecca Garay of Year 10, was selected to compete in the National Karate Championships in Perth.
- Meaghan Bowden of Year 11 has performed spectacularly in snowboarding events at the All Schools Competition at Thredbo, combining two 1st places and three 2nd places.
- Our Under 14 indoor soccer team, who were placed 2nd in the State, were invited to represent NSW at the Australian Futsal Championships.

- Natasha Jones of Year 11 was selected in the Australian Junior canoe/kayak slalom team to compete in the Junior World Championships in the Czech Republic.
- Mark van den Berg (5B) was selected for the Under 11's squad to represent Football NSW on a tour of Japan.
- Rebecca Novak and Jessica Riley of Year 10 won the Gold medal in the women's scull event at the Head of the River rowing regatta. Rebecca Novak and Jessica Riley also won gold in the State Championship Under 17 Women's Quads Scull.
- Patrick Cummins of Year 10 was selected in the NSW All Schools' Cricket Team.

#### **4. PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS AND TEACHER STANDARDS**

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 also contribute strategic directions that need training support. In 2008, the school's emphasis was on training staff in compliance with risk management procedures in a wide range of areas and in further development of areas relevant to our registration with the Board of Studies. Ongoing educational initiatives such as Boys Education were also included in a well-balanced professional development programme. Following is the programme for internal professional development in 2008, in which all staff from Pre-Kindergarten to Year 12 were involved.

##### **P.D. Calendar for 2008**

###### **Term 1**

Monday, 4 <sup>th</sup> February	P-12 Staff	Evacuation Procedures Animal Handling Procedures
Monday, 18 <sup>th</sup> February	7-12 Staff	Behaviour Management
Monday, 17 <sup>th</sup> March	P-12 Staff	Christian Schools Ethos
Friday, 28 <sup>th</sup> March	Middle Man't	Boys Education Issues
Monday, 31 <sup>st</sup> March	7-12 Staff	Guided Inquiry Handling Student Seizures
Monday, 7 <sup>th</sup> April	P-12 Staff	Return to Work Procedures Middle Years Programme Planning Chemical Safety Training (new staff)

###### **Term 2**

Monday, 28 <sup>th</sup> & Tues., 29 <sup>th</sup> April	P-12 Staff days	First Aid Training
Monday, 5 <sup>th</sup> May	7-12 Staff	Integrating Theory of Knowledge
Monday, 19 <sup>th</sup> May	P-12 Staff	Language and Communication Policy Fire Extinguisher Training
Monday, 16 <sup>th</sup> June	P-12 Staff	Teaching International Students Manual Handling Training

###### **Term 3**

Monday, 21 <sup>st</sup> July	7-12 Staff	Citizenship, Action and Service
Monday, 11 <sup>th</sup> August	P-12 Staff	Organisational Structure
Monday, 18 <sup>th</sup> August	P-12 Staff	Risk Management Action Plan
Monday, 1 <sup>st</sup> September	P-12 Staff	Technology EOWA
Friday, 19 <sup>th</sup> September	P-12 Retreat	Christian Schooling
Monday, 22 <sup>nd</sup> September	7-12 Staff	Faculty implementation

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#### Term 4

Monday, 13 <sup>th</sup> October	P-12 Staff Day	MYP/PYP planning
Monday, 27 <sup>th</sup> October	7-12 Staff	Registration organisation
Monday, 17 <sup>th</sup> November	P-12 Staff	Debrief of Year in P.D.

A rigorous induction programme supports new staff, initially at a two-day event which was followed by specific in-depth discussion of relevant issues to acquaint them with the St Paul's ethos and practice.

In order to maintain focus on high achievement for all students, all staff are encouraged to take up external in-servicing opportunities. Most staff accessed at least one course run by such organisations as the Association of Independent Schools. Those staff who were registered with the NSW Institute of Teachers were mentored intensively and able to log many hours of internal and external professional development.

Staff are also involved in external study. Three staff undertook doctoral studies in their specialist areas in 2008, with one awarded a doctorate. Their intent is to integrate their faith with their teaching practice. One is completing further study in English as a Second Language (ESL), *one completed a Masters in international education*, one library staff member completed 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 presented at, organized or attended professional association conferences such as the Director of Studies Conference for curriculum executives, the Association of Christian English Teachers conference and the Australian Anglican Schools' Network conference.

As the International Baccalaureate Organisation workshops are mandatory requirements for schools which offer the PYP, MYP and Diploma, many of our staff attended these, mostly in non-term time.

The average training and development expenditure per teacher in 2008 was \$1,587, expended over 111 teaching staff.

The quality of the teaching staff at St Paul's Grammar School is exceptional, with one hundred and eleven of our staff having teaching qualifications from a higher education institution. None of our staff employed after 2004 are graduates without a formal teaching qualification. In 2008, one of our teachers, without formal training, had successful teaching experience and appropriate knowledge relevant to the teaching context. This teacher worked directly under the supervision of a qualified teacher and retired at the end of the year.

### **5. AVERAGE TEACHER ATTENDANCE AND RETENTION RATES**

School monitoring of staff attendance indicates absenteeism is much less than the norms in the sector. The level of staff attendance indicates the comprehensive commitment of teaching staff to the education of their students.

Retention of staff is also very high. From a teaching staff of a little over 100 in 2008, only one full time permanent member of the High School staff and three full time permanent members of the Junior School departed from the school, two of them to take up significant promotions elsewhere.

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

Attendance Rates 2008



Year	High School Attendance	Junior School Attendance
2004	93.7%	
2005	93.9%	
2006	94.3%	
2007	93.9%	95.4%
2008	94.6%	95.5%

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, e.g. sickness, approved leave (e.g. family travelling overseas), etc.

Attendance rates continue to be excellent.

#### Student Retention Rates in the Secondary School for 2008

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)
Year 12 2008	2003 2006 2008	154	137 (Y7-122)	119 (Y7-92) (Y10-9)

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%

Year 12 2008	89%	79%	87%	77%	77%	60%
Average Last 5yrs	98.6%	84.8%	96.2%	81.8%	95%	68.4%

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).

The Year 12 2008 cohort had the largest Year 7 enrolment in the school for many years (154 students). Actual retention rates for this cohort were below average compared to the previous four years.

## 7. POST SCHOOL DESTINATIONS

### Post-School Destinations

80.5% of Year 12 students in 2008 continued to traditional tertiary institutions. The remaining 19.5% progressed through to TAFE and work placement.

University Destination	Numbers
UWS	28
University of Sydney	16
Macquarie University	15
UTS	15
UNSW	10
CSU Wagga Wagga	2
CSU Bathurst	1
UNE	1
University of Canberra	1
ANU	1
University of Wollongong	1

## 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	Receipted 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 2008	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	Staff briefed on fire	Issued electronically to

for security of the grounds and buildings, use of grounds and facilities, Emergency procedures, Travel on school related activities.	procedures Upgrades to the alarm system due to security audit Emergency procedures checked annually Lockdown and Lockout procedures implemented	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 Welfare Policy (7-12) at St Paul's Grammar School is founded on Biblical Principles and seeks to create/maintain a sense of belonging, for all students. The fundamental aims of the Welfare Policy are to:

- Allow everyone the opportunity to know that they are worthy of salvation;
- Challenge both staff and students to be worthy of a people that are created in the image of God;

- Create an atmosphere of mutual respect so that effective teaching and learning takes place;
- Develop a consistent environment that provides students with the certainty of knowing what is expected of them and what are the consequences for their appropriate and inappropriate actions;
- Develop a Christian culture of grace and forgiveness rather than reinforcing a perception of the church as just coercive and punitive.

It focuses on developing:

- Connectedness, incorporating the need for a safe and caring environment in which the student is a unique part of the greater community.
- Excellence, encouraging students to do their best with the skills and resources that are available in order to achieve their full potential.
- Resilience, promoting strategies for endurance and support to overcome obstacles and maintain the hope of things that are yet to come.

Students are encouraged to actively participate 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.

## **WELFARE STRUCTURES 7 - 12**

### **Heads of School**

There is a Head of Middle and Senior School who support/supervise/monitor the implementation of Welfare Programs/strategies, the management of student behaviour, student progress and school administration - The Head of School is supported by a Deputy Head of School and 3 Deans of Year (7-9 and 10-12).

### **Deans of Year (7-12)**

There are six Deans of Year, one for each year group. They are responsible for the pastoral care of the students, behaviour management, parent liaison, leadership of tutors, development and implementation of the Year Group Welfare Program.

### **The Tutor System**

7 - 12 is year based and comprises seven Tutor Groups in each year Group (7-12). These groups meet daily and allow for the monitoring of academic, social and spiritual well-being and for the students to be cared for on a daily basis in a non-threatening environment. The Tutor is the first point of contact between the school and the parent. The Tutors for each Year Group are responsible directly to the Dean of Year.

### **House Patrons, one for each of the five houses**

These play an important part in the organisational structure of the School and the care of students. The House structure is primarily concerned with student participation in sporting activities and the development of School/House Spirit.

### **Student Leadership**

The development and demonstration of leadership skills is seen by the school as a valuable asset for students to attain as they progress towards becoming mature young adults. The school therefore seeks to provide as many opportunities as possible for students to undertake responsibilities of leadership as they move through the School P - 12.

### **Other Welfare Support Roles**

- **School Counsellor:** The school has two Counsellors, one male and one female. Their roles involve helping students to deal with difficult circumstances relating to home, school, relationships, study, bullying, accepting responsibility, dealing with behavioural disorders.
- **School Chaplains:** The school has two Chaplains, one male and one female. They are responsible for the spiritual/pastoral oversight of all members of the school community and in particular of the spiritual development of students, teaching and instructing

students in the doctrines/practices of the Christian faith. This role also provides opportunities for students to seek counselling.

## **STUDENT BEHAVIOUR MANAGEMENT**

### **Guiding Principles**

- Respect for God, oneself and others
- Respect for the environment
- Behaviour that ensures the safety of oneself and others
- Behaviour that contributes best to a positive learning environment
- Contributing to the wider community in which we live and the global community
- Creating a sense of belonging for all members of the School community

### **Behaviour Management Goals**

- To create and maintain a positive, calm and safe school environment where students can learn and teachers can teach.
- To foster a community where students take responsibility for their actions, make appropriate choices and consider the needs and rights of others.
- To develop in students a willingness and desire to model their behaviour on the example of Christ as revealed in the Bible.

These Guiding Principles and Behaviour Management Goals form the underpinnings of the Student Code of Conduct. There are few explicit rules and these are outlined in the Student Code of Conduct below.

## **THE STUDENT CODE OF CONDUCT**

### **RESPECT** for others

Every member of the school community is entitled to respect, both for themselves and others, therefore every student:

- is polite to other people
- speaks using appropriate language and an appropriate manner
- uses equipment appropriately and with care
- cares for the school environment
- accepts and values others with patience and understanding
- wears the School Uniform appropriately

### **LEARNING** through cooperation

Every member of the school community is entitled to learn, therefore students will accept responsibility for:

- attending all lessons
- arriving on time to class
- being ready to learn to the best of their ability
- bringing their own equipment to class
- allowing other students to learn
- making a positive contribution to every lesson
- completing set work

### **SAFETY** at school

Every member of the school is entitled to feel safe, therefore students:

- bring to school safe and appropriate equipment
- accept that they should not bring drugs, alcohol or weapons to school
- relate to others without physical contact
- use equipment safely and as shown by a teacher
- move safely around the classroom and the school
- follow instructions given by a staff member promptly

The school seeks to assist students in their maturation by providing clear boundaries and insisting on the recognition of values that underpin the Christian Faith and show respect for God, others, self and the environment. The school therefore expects a high standard of behaviour and in so doing seeks to provide a caring, safe and secure learning environment for all of its students. All

students are expected to uphold the reputation of the School by the way that they conduct themselves and by the appropriate wearing of the school uniform, when at school and in the wider community.

As a matter of policy, St Paul's does not use, promote or incorporate corporal punishment of any kind. Rather it seeks to promote a strong sense of personal responsibility and self-discipline in students as a basis for personal interaction throughout their lives. It should also be stated that St Paul's does not sanction or promote the administering of corporal punishment by non-school persons, including parents or care-givers in order to enforce the behaviour expectations of the school.

The focus of all discipline is one of self-improvement and learning so that students understand how they can make better choices in relation to similar situations in the future. Whenever possible, restitution/reconciliation is encouraged. Consequences for inappropriate action, where applied, including School Detentions, Suspension and Expulsion, are based on procedural fairness.

#### **A SAFE SCHOOL**

To ensure ongoing support for student and staff welfare, the following Statements on Practices and Procedures were in place during 2008-9.

<b>Policy or Statement on Procedure and Practice</b>	<b>Purpose of Policy</b>	<b>Access</b>
Statement on Secondary School Student Welfare	Supporting and developing appropriate responses to student welfare issues and behaviour	Issued electronically to staff. Full text located in school library
Behaviour Management - Section 2 in the Statement on Secondary School Student Welfare	Guidelines for behaviour within a community environment. Incorporated into the Statement on Student Welfare under Student Behaviour Management	Issued electronically to staff. Full text located in School Library
Workplace Anti-Harassment and Bullying Policy	Responding to protecting and supporting students/ staff	Issued electronically to staff. Full text located in School Library
Chemical Safety Policy and Procedures	Responding to OH&S and Chemical Safety requirements within the work environment	Issued electronically to staff. Full text located in School Library
Child Protection Policy and Procedures	<ul style="list-style-type: none"> <li>- Reporting on student issues and protecting students</li> <li>- Staff Code of Conduct</li> </ul>	Issued electronically to staff. Full text located in School Library
Anti-discriminatory practices	Guidelines within the Statement on Secondary School Student Welfare, Child Protection Policy, Enrolment Procedures, Employment Policy	Issued electronically to staff. Full text located in School Library
Students with Disabilities High School Support Procedural Guidelines	Guidelines within the Enrolment Procedures, Welfare Practices and OH&S Guidelines	Issued electronically to staff. Full text located in School Library
Procedural Fairness	Outlined in the Enrolment Procedures, Student Behaviour Management, and Workplace Anti-Harassment and Bullying Policy	Issued electronically to staff. Full text located in School Library
Complaints and Grievances Resolution Policy Conflict Resolution Policy	Responding to complaints within the school community	Issued electronically to staff. Full text located in School Library
Overseas & Interstate Excursions and VTR Procedures	To identify duty of care and risk assessment issues, and establish	Issued electronically to staff. Full text located

	guidelines for working with children and the community in various settings	in School Library VTR forms located in Reprographics Room
Occupational Health and Safety Policy and OHS Manual's A,B & C	Applying legislation in developing a safe work environment for staff, students and the community. Development of risk assessment and management practices.	Issued electronically to staff. Full text located in School Library
Critical Incident Management Plan	Applying legislation concerning the health, safety and care for all persons under the responsibility of the school	Issued electronically to staff. Full text located in School Library
IT Acceptable Use (Students) Policy IT Acceptable Use (Staff) Policy	Accessibility to, and use by, staff, students and other members of the school community	Issued electronically to staff. Full text located in School Library
Student Use of Grounds Procedures	Identify initial procedures for using/maintaining grounds and facilities inside PGD	Issued electronically to staff. Full text located in School Library
Emergency Action Plan School Security	Outlining the school's strategies for evacuating staff/ students during emergencies as well as Lockdown/Lock Out procedures and the security of buildings and equipment	Issued electronically to staff. Full text located in School Library Evacuation site details affixed to rooms/classrooms
Motor Vehicle Policy and Procedures VTR Process	Include the use of - motor vehicle - bus/train travel - VTR/risk plan	Issued electronically to staff. Full text located in School Library
CRICOS Compliance	Approaches to issues relating to the conduct/integration and housing of International students and policies and procedures relating to the Standards of the National Code (2007) for International Students	Issued electronically to staff. Full text located in School Library
External Providers of Services	Issues related to external tutors, families, child protection checks, qualifications provider suitability	Issued electronically to staff. Full text located in School Library

#### **POLICY 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 available electronically and in addition is located in the school's libraries. A reference guide is provided to assist members of the School community to know the appropriate personnel to whom they should address concerns.

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

Senior School (Years 10-12)



“Learning for Life” now overarches the “Pillars of the Senior School” - Academic Excellence; Opportunities and Choices; Leadership and Teamwork; Service. Encouraging students to see everything they do as learning is fundamental to all we do.

A revised focus on academic welfare in the school has seen the reorganising of the structure of the school tutor groups being horizontally organised and with Year 10 being included in the senior school.

This is a significant change, the aim being to positively affect both the learning outcomes for students both academic and otherwise. Much of the ability to engage with the welfare of students emanates from issues arising out of the classroom.

The first year of this change has been very positive in many respects but will require review around administrative issues such as roll marking and school community issues such as reinvigorating across school connections.

Tutors are responsible for homogeneous year groups of about 16-20 students and they are encouraged to positively engage with the learning sequences and issues for students more appropriately. They are asked to monitor and mentor students in their groups.

Year 10 being included in the senior school has enabled senior staff to engage meaningfully with students around issues such as HSC and IB study for Years 11 and 12, senior study skills, subject selection for Years 11 and 12 as well as the lifelong learning and service cultures of the senior school. This includes careers thinking for students who may be considering leaving at any stage from Years 10-12. As this is also the first year where end of school examinations are sat, Year 10 is also trained in exam culture.

## 11. ACTIONS TO PROMOTE RESPECT & RESPONSIBILITY

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 are important in life, based on our beliefs. As a school founded on Christian principles and beliefs, we attempt to 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), Servant hood (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 eight 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 participated in 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 involve praying for each other's needs, and extensive biblical study. This Christian Education programme has been redeveloped over the last twelve months. 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 a particular family's suffering through the illness of a family member, fundraising activities were organised and 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. Our Student Representative Council also meets weekly and ideas for action from our students are regularly actioned through this group. At regular Chapels and Assemblies students are challenged to think carefully about the areas of Respect and Responsibility through the Christian philosophy of the school as well as through the key tenets of the Primary Years Programme.

Within the Junior School, the Deputy Head is responsible for Welfare. She is the Chairperson for the Welfare Committee and this group of staff regularly meets to evaluate policies and procedures in this area.

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 once per fortnight
  - The Community and Service program as part of the Middle Years Program of the International Baccalaureate
  - Year 9 Service Learning Trip to Mogo, NSW. Students in Year 9 participate in this venture (1 week) travelling to Mogo to interact with members of the Mogo Aboriginal community, providing support to this community through undertaking tasks such as gardening, maintenance, painting and child-minding.
  - Year 8 Peer Leading Scheme, supporting students in Years 1-6. Where students in Year 8 train to become peer reader tutors and undertake to lead a reading improvement program with students in the Junior School twice per week during Term 2 and Term 3.
  - Year 8 Leadership Training day- students undertake this program if they wish to be considered for the role of prefect in Year 9.
  - Middle School Prefect structure - leadership of students, modelling the notion of respect and responsibility. There are 9 Middle School Prefects appointed annually.

- Student representation (7-9) 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. Year 7 have a year focussed camp. Years 8/9 have a choice of 3 different camps they can attend. Apart from the element of choice, these camps offer students the opportunity to interact across both year groups, rather than as a separate year group. This renders an element of community and relationship building.
2. Case Management in relation to breaches of Behaviour Code has been undertaken by:
- Repairing relationships through
    - Conflict resolution
    - Peer mediation
    - Mentoring strategies
    - Encourages reconciliation/restitution
  - 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 2008-9, include:
- | <u>Year 7</u>     | <u>Year 8</u>                | <u>Year 9</u>           |
|-------------------|------------------------------|-------------------------|
| Community/Culture | Racism/Personalities/Beliefs | Fear and Conflict Zones |
| Leadership        | Risk taking                  | Personalities/Beliefs   |

Cyber Safety  
Bullying

Leadership

Communication

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.

In the Senior School, respect and responsibility have been approached this year in a number of ways.

Year 10 had input on harassment and sexual harassment in separate male and female groupings with specific discussion of positive relationships.

The service trip to Tanzania continues as a significant project in helping students to understand the global nature of our world and the impacts -positively and negatively we can have. The stated aim of this project each year is not just to visit, see and do some service work for a week but to keep alive the vision and reality of the need that exists by sharing their experiences with the whole school community in different groupings on their return. A new and eye-opening component of the tour was a visit to the International Criminal Tribunal for Rwanda in Arusha which afforded students the opportunity to see both the repercussions for a country severely affected by conflict and the international approach to a response.

The Senior School continues to support the orphan school in the DR Congo and students are now initiating projects such as selling cakes or ice creams in the junior school, running discos for the infants and primary schools.

A number of Year 11 and 12 students have attended leadership and leadership training opportunities in Penrith and the leadership day run by World Vision.

The World Vision 40 hour famine will again feature significantly in the calendar for the whole school with significant leadership from the Senior students.

Clean Up Australia Day was an activity of the whole High School.

2008 saw the beginning of a student developed and led Amnesty International group.

The advent of regular Year meetings gives opportunity to meet with and discuss issues of relevance to the communities of each year group.

## 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.

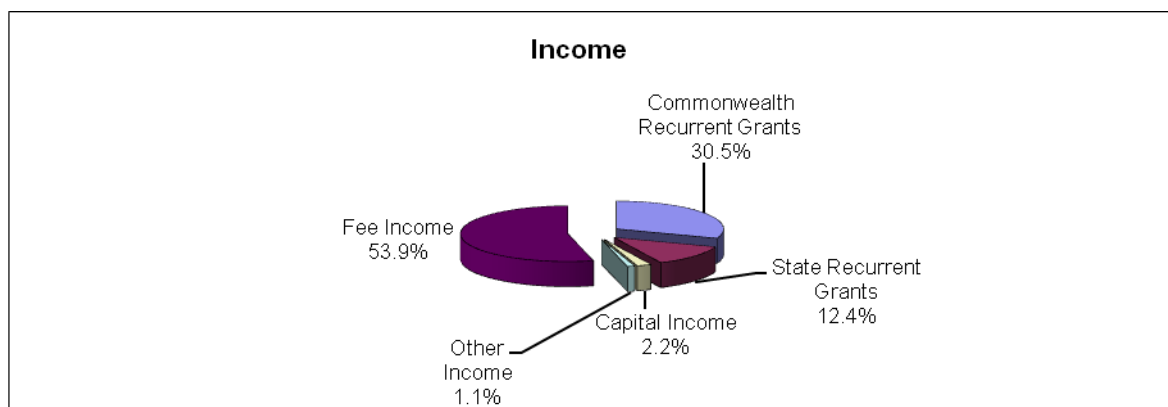
Very few parents withdraw their child from the school due to dissatisfaction as procedures are in place to allow for dealing early with issues as they occur rather than leaving them until they escalate. Almost all departures from the school are due to families moving out of the area or other changes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

