

St Paul's Grammar School Penrith

Annual Report 2006

to the N.S.W. Board of Studies and
the St Paul's Grammar School Community

29 June 2007



ST PAUL'S
GRAMMAR SCHOOL
PENRITH, AUSTRALIA



A message from a key school body

The Council of St Paul's Grammar School is delighted with the provision of educational services to our school community in 2006. We are pleased to commend students, staff, and parents on the outstanding academic results, pastoral care, co-curricular and service learning opportunities, and Christian framework achieved during the year. We have a strong school which continues to display excellence in serving our students and their families.

Don Harwin
Chairman

St Paul's Grammar School
to the N.S.W. Board of Studies and the St Paul's Grammar School Community
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School performance in State-wide tests and examinations

YEAR 12

125 students sat end-of-Year 12 examinations, comprising 63 Higher School Certificate (HSC), and 62 International Baccalaureate (IB) Diploma students. Of these 125, 119 requested a University Admissions Index (UAI).

The school's tracking indicates that 64 students achieved a UAI above 80, 41 a UAI above 90, 29 a UAI above 95 (25.9%), and 7 a UAI above 99, with the joint School Duxes receiving a UAI of 99.85. 50% of Year 12 achieved a UAI above 85, comprising the best Year 12 results in the school's history.

In the IB Diploma, there were 41 grade sevens (7) in a subject, the maximum; and 118 grade sixes (6) in a subject. Six students each received an A for their 4,000 word research extended essay and four each received an A in Theory of Knowledge. 42 IB subjects are taught to students studying the programme at the school.

The HSC results are a slight improvement on last year's results. 71% showed value added growth since the School Certificate tests two years ago. Once again the best HSC results were in the TAS Faculty, with the Information Processes and Technology class a full eight marks above the State average.

The highest individual HSC examination result was from Samuel McLean with 48/50 in Extension History, closely followed by Ingrid Wright, with 47/50 in Studies of Religion, and Ashley Douglass with 93% in Drama. A total of 184 student results of distinction were achieved, comprising the total of results in the range of HSC Band 6, IB Diploma Grade 7 or 6, and an A in the Extended Essay or Theory of Knowledge. This is the highest such number ever achieved.

SCHOOL CERTIFICATE

In most Test subjects St Paul's students have scored at nearly double the State average in the top two Bands, Band 6 (above 90%), and Band 5 (above 80%). Similarly, there are very few students in the bottom Bands 2 and 1.

In detail, the results are:

Subject	School Results for Bands 6 and 5	State Averages for Bands 6 and 5
English Literacy	56%	31%
Mathematics	35%	19%
Science	42%	29%
Australian History, Civics & Citizenship	42%	24%
Australian Geography, Civics & Citizenship	50%	31%

In the first compulsory year of state-wide Year 10 Computing Skills assessment, 82.5% of our students have achieved in the Highly Competent category compared with the state average of 58.5%.

BASIC SKILLS TEST IN YEARS 3 AND 5

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. In 2006, all students from Years 3 and 5 sat for this test, including students with disabilities who are on Integration Funding.

Literacy

The literary 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 79 Year 3 students sat for the Literacy paper of the BST in 2006, with no students exempt.

In Literacy, in the upper bands 4 and 5, the school percentage was 63%. Band three represented 30% of students, Band two, 6% with only 1% featuring in Band one.

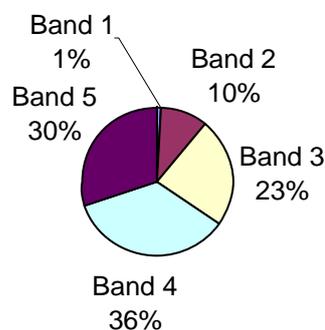
Numeracy

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 79 Year 3 students sat for the Numeracy paper of the BST in 2006, with no students exempt. In Year 3, student performance is reported in five bands, with Band 5 being the highest.

In Numeracy, 65% of students were represented in the upper bands 4 and 5, with 30% in Band five and 35% in Band four. There were 23% of students in Band three, while Band two had 10% of students. Band one had 1% of students.

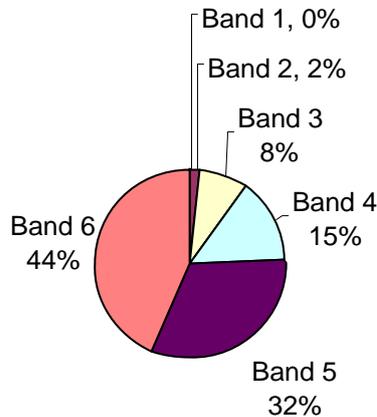
Year 3 Numeracy Skill Band



In Year 5, a total of 62 students sat for the Numeracy paper of the BST in 2006, with no students exempt. 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 76%. Band 4 represented a further 15% of our students, and Band three, 8%. In Band 2 there was 2% of students. The school had no students in Band 1.

Year 5 Numeracy Skill Bands



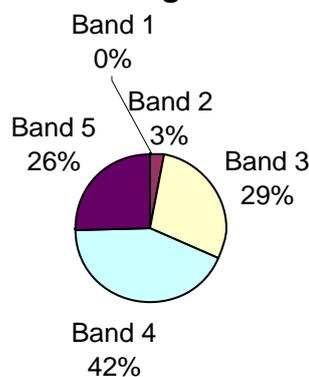
Writing

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. Eighty students from Year 3 sat for the Writing section of the BST in 2006. No students were exempt.

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 69%. Band three represented 29% of students, Band two, 3% with no students featuring in Band one.

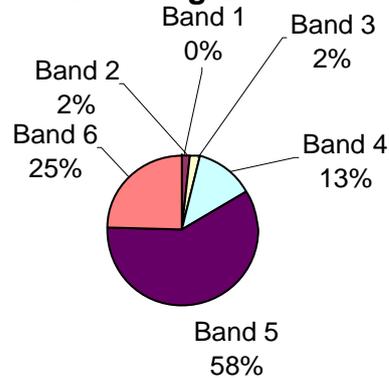
Year 3 Writing Skill Band



Sixty-three students from Year 5 sat for the PWA. No students were exempt, but one student was 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 84%. Band 4 represented a further 13% of our students, and Band three, 2%. In Band 2 there were 2% of students. The school had no students in Band 1.

Year 5 Writing Skill bands



Value-added information – principal’s speech night address 2006

THE PRINCIPAL MR JOHN COLLIER, indicates in this selection of the highlights from his Speech Night address, that 2006 was a strong year for the school:

First, the year’s academic results. In its Year 12 public examination results for each of the last three years, the school has received the best results in the school’s history. Nearly a third (31.91%) of our students achieved in the top 10% in NSW, in a combination of the Higher School Certificate (HSC) and the International Baccalaureate (IB) Diploma, Year 12, 2005 with a Universities Admission Index (UAI) above 90. Claire Willard’s UAI of 99.85 was the equal best academic result in the school’s history, the fourth best possible UAI in NSW (students can tie on the same UAI). The ‘tail’ of our candidature has shortened over recent years to about 10% of the total candidature. Mostly, students who work hard do well. Nathan Collins-Eastwood gained full marks (70/70) from the international examiner in his Visual Arts IB Diploma Studio work. He has been placed (probably equal) first in the world! More students than ever before in both credentials, the HSC and IB Diploma, are improving further by the end of Year 12 on their already high level School Certificate Test results.

It was very encouraging to see so many Year 11 parents and members of our School Council in attendance for our first International Baccalaureate MYP Graduation ceremony this year. All 130 students who had been enrolled in the school long enough to qualify, received a pass from the International Baccalaureate Organisation. Dux was William Judge, and equal second were Max McNamara and Arthur Iconomou, all with a grade average above six.

In our Year 7 English Literacy and Language Assessment (ELLA) and Secondary Numeracy Assessment Program, which benchmark performance across the State, the average performance in all 10 categories was well over 50% above

the State average. Congratulations to students and staff and particular congratulations to Rebecca Syaranamual, Sally Andrews, Ammie Herrington, Atalaya Ferrari, Jessica Grant-Nilon, Hansi Pathirana, Feili Zhang, and Feiya Zhang, on their sensational ELLA results.

In its Basic Skills Test results for Years 3 and 5 in both years in literacy and numeracy, our students have achieved at double the State level in the highest band. The number of students in the lowest band is extremely small, at best only one-eighth of the State average.

Students of the school participated in academic competitions in Science, Geography, Mathematics, Computer Studies and History. In Science, there were over 1.7 million entries world wide, 57 St Paul's secondary students receiving Distinction awards, Alex Yang in Year 9 receiving his third High Distinction since Year 7. In the Chemistry competition, 8 students obtained high distinctions. Jessica Cameron and Daman Grewal were recipients of the Victor Chang Science Award which recognises outstanding Science students who plan to make Science a career.

In the National Geography Competition, high distinctions included Ben Nunn in the top 0.1% and Mark Jagger, who has achieved a High Distinction each year from Year 7 to Year 12, approximately one-third (31%) achieving a High Distinction, Distinction or Certificate of Credit.

In the 2006 Australasian Mathematics Competition results, part of the annual International Competitions and Assessments for Schools, of the 300 students from the High School who participated, nine gained High Distinction (top 2% of State) and 42 Distinction (next 10% of State). In the Australasian Mathematical Olympiad Team, our Year 5 and Year 6 team members were competing against more than 23,000 mathematicians across Australia. The highest scorer in our team this year was Jak Bukovinsky in 6M, who scored 19 correct answers out of 25 questions.

Year 5 and 6 students demonstrated high level skills when they participated in the recent Australasian Schools Computer Skills Competition. A total of 62 students were assessed, the school's best achievement, a High Distinction, came from Monica Farrelly of 5M and another seven students achieved Distinction awards.

For a fourth year in a row, a St Paul's student has been a State winner in the National History Competition. Pranita Dhanji, Year 6, has come first in NSW in the Australia and Asia category, performing so creditably that she is a national finalist. Congratulations to Pranita and her mentors Mrs Yvonne Hammer, Mrs Natalie MacLeod and Mrs Rhonda Robson.

Students from the Junior School went to the 2006 National Chinese Eisteddfod on Saturday 27 May which was held at Burwood Girls' High School. Our students achieved excellent results. We sent three teams of students to the group competitions and all three teams won places in the competition, the 4 to 7 age group coming first. Students participating in individual competitions also performed exceptionally well, with 5 students achieving first places.

Second, curriculum matters. The NSW Board of Studies registration processes in the Junior School was highly successful. The inspectors in charge were delighted with the school's curriculum, pastoral and student welfare documentation and presentations. Stunning International Baccalaureate Year 6 Primary Years Programme (PYP) and Year 7 Winter Projects exhibitions revealed clearly the wonderful outcomes, in terms of student skills and awareness, that are resulting from the PYP and MYP (Middle Years Programme).

The Junior School Library had visits by authors Geoffrey McSkimming, Anna Fienberg and Kim Gamble and The High School as had visits by James Roy, Nick Earls and Sophie Masson. At the end of May the Library hosted the school launch of Head of English, Cameron Nunn's first book, *Shadows in the Mirror*. Online facilities have grown this year with access to Electronic Library, the Worldbook Online, and Inspiration software which allows students to generate mind maps to clarify research activities.

This year, for the first time, we successfully provided the opportunity for students and parents to be involved in Student - Led Learning Conferences. This initiative will continue to form part of our PYP in future.

Third, Christian education. For many years St Paul's Grammar School has sought to faithfully teach and model the doctrines of the Christian faith. Our approach has involved structuring opportunities for students and families to compassionately reach out to those in need. This has continued in 2006, through the Boards and Desks (BAD) Project, which has enabled us to resource classrooms in the Congo. For the first time this year, a small party of Year 11 students travelled to Tanzania, participating in two service projects – the first was at Kidichini, a primary school situated on the slopes of Kilimanjaro where we were building a toilet block as their previous toilets had collapsed; and the second was at Second Chance Education Centre where we were building the first classroom for a functioning school of older teenagers who had not been able to attend high school due to lack of places and extreme poverty. We were also privileged to be able to buy \$450 of textbooks for this school – the first books they have ever been able to own. Whilst the work was hard, there was a real joy in being able to help in two such necessary and basic projects.

Individuals also sought to serve in similar ways. Year 12, 2005 graduates James Gribble and Lakshmi Baratha-Raj donated some months to teach and minister in opposite ends of the West African country of Mali. The school also launched the CD of the musical composition, 'Psalm', by our Conservatorium Tutor, Mr Gary Daley, seeing the message of this scripture-in-song as a powerful representation of Christian faith.

We remain delighted with the number of students who, in addition to participating in aspects of Christian instruction which are part of the school's structure, also choose to attend additional lunchtime Christian Fellowship activities, and/or are active in local churches.

Fourth, overseas links. In 2006 there were 18 international students enrolled in the Senior High School, with the majority from mainland China, one from Hong Kong and one from Malaysia. In May, a successful reunion of former international students was held in the Arts Quarter, with students speaking warmly about their time at St Paul's Grammar School. The majority present had completed Bachelors/Masters degrees. Sixteen students have enrolled in the SISU satellite St Paul's English preparation class under the guidance of Mrs Li and Mr and Mrs Guest in Shanghai. Students continue to live with local Australian families in homestay, due to the generosity of the wider St Paul's community and under the pastoral guidance of Mr Leonard Turnbull. During the year, the school conducted excursions to China (Languages and Music) in April, and Noumea (Languages) in July. As always, immersion in a foreign culture proved to be a revelation to students. During the April vacation, St Paul's Grammar School was the host for the International Baccalaureate Asia-Pacific staff workshops, attended by teachers from 29 different countries. Our sister school link with The York School in Toronto, Canada, continues to be extremely positive, with very enjoyable student exchanges in both directions. In addition, The York School continues to accept as GAP students, a number of our Year 12 graduates. Doug Wright of Year 12 has been successful in winning a wonderful scholarship to Switzerland for an immersion year in 2007. Dean Astley of Year 10 is one of only ten national winners of a scholarship provided jointly by the Australia/China Council and the Department of Foreign Affairs and Trade. This scholarship will enable Dean to travel through China on a hosted tour through January, during which time he will further extend his Mandarin Chinese speaking skills.

Fifth, co-curricular highlights. In the 2006 Penrith Eisteddfod, the school Strings ensemble, 'Arpeggio', won first place in the main division and the school's folk music group, 'A Night in the Garden of Eden', won second place in that division. The school participated strongly in HICES music festivals at both High School and Junior School level. The school's commitment to a rich performance culture has continued through the performing arts of Music, Drama and Dance, with many performance/showcase evenings throughout the year, featuring a variety of genres.

The school's Outdoor Education program has continued with annual camps for all years from Kindergarten to Year 11. This has been well complemented by our Duke of Edinburgh Award Scheme program. Seven 2004 and 2005 St Paul's Year 12 graduates received their Gold Award Certificates on Saturday 13 May 2006 from the Lieutenant-Governor of NSW.

The school's 15s rugby team won the ISA premiership and the Open boys' basketball team were ISA premiers for the fifth consecutive year. Chris Haddad represented St Paul's and NSW in the All Schools 15 years boys' cricket team. Art McGee and Dylan Underhill were selected for ISA rugby seconds, the best representative success the school has had over the years of rugby trials. Rachel Gunn competed in the 2006 National Archery Competition held in Orange and received four medals, three of them Gold. She has also returned a stunning result of second in the world in her age group in an international archery competition.

On the Sunday of the Head of the River in 2006, Jessica Riley and Rebecca Novak of Year 8, won the Year 9 double scull event. Ben Jones made the Australian Junior team for kayaking, won nationals in January 2006 (U18s), won national schools in January 2006 (U18s), and won the International Canoe Slalom Series at Penrith in February 2006. He represented Australia in the World Championships in Slovenia in July. Ben Handcock was selected as part of the emerging athlete program in the NSW Institute of Sport, came first in triple jump in the NSW Athletics Championships in the U18 Division, and came second in long jump in the above. Julia King was first in 80m hurdles, 200m hurdles and triple jump at zone and regional Little Athletics U13s (record and national qualifier). Meaghan Bowden had a very successful snowsports season this year in attaining first in Boarder-Cross in both Interschools Regionals and NSW State competitions at Thredbo.

The Junior School was placed second in the 20-school-strong HICES Athletics Carnival.

Sixth, school facilities. The school Arts Quarter was opened in February, with Mr Kerry Bartlett, Federal Member for Macquarie, officiating. Investment in this building has been a necessary process as the depth and quality of our programs simply outgrew our previous facilities. For the first time since the 1980s, the school has attracted a government grant for a building project. The Grant is for \$450,000, being a seeding fund towards a joint project to convert the current Performing Arts block into a Visual Arts precinct, and to construct a small Learning Difficulty Support building. The school needs to find the other \$1,250,000.00 necessary for this refurbishment and construction and we are required to undertake this building work in 2007. Visual Arts has never been so large and popular in the school, nor have the results ever been so good. Furthermore, our Learning Difficulty Support Department continues to service an increasing number of students across the range of various disabilities. The facilities will therefore be extensively used.

We are also in receipt of two government grants for two additional flagpoles, as per the Government's desire to facilitate schools flying the national flag on a daily basis. A small additional government grant of \$65,000, supported by a further \$40,000 from 'Friends of St Paul's', the new name for our excellent Fundraising Association, is allowing us to improve our student seating and shade provision. The school has also lodged a development application with Penrith City Council for the conversion of our gatehouse, adjacent to our Junior School entrance, into a pre-kindergarten for four-year olds. Parent surveys have indicated such a development would meet a current need.

St Paul's has commenced two charter bus services during the year, one from Silverdale and the other from East Kurrajong, with return runs in the afternoons. These direct services, which come at cost to parents, have been well patronised.

Seventh, school finances. Managing the school budget continues to be challenging. Usually, 45% of our operational expenses are met by government grants. Accordingly, the other 55% must come from fee paying parents. This year, the breakdown is 36% and 41% respectively for these two categories, with 19% being capital income, in the form of Bank loans.

The operational budget to sustain the school is currently around \$18 million a year, of which approximately 70% is staff salaries. Staff are our most important resource and the fundamental factor in delivering quality education. The remainder comprises areas such as property maintenance, leasing of technology, interest on bank loans, and very importantly, educational resourcing of the curriculum and pastoral programs. The school currently is obliged to our bank for repayment of principal and interest on \$8 million of loans. This is a normal situation in the independent sector as schools use the mortgage capacity of their current facilities in order to fund development.

The costs of sustaining the school are increasing more quickly than CPI. Our School Council is making an effort to establish economies wherever possible to hold fees down to the lowest possible level.

Eighth, staffing. Early in Term 1, after an inspirational 10.5 years at St Paul's, our Director of Visual and Performing Arts, Dr Michael Webb, returned to the academic world as Lecturer in Music at Sydney University, based at the Conservatorium of Music. Dr Webb continues as mentor to staff (and some students), and keeper of the vision, and continues to take responsibility for some of our programs. We were excited to be able to appoint Mr Phil Rooke to teach an allocation of classes made available by Dr Webb's departure from the day-to-day. Mr Rooke was previously Director of Music at New England Girls' School in Armidale. He is a very experienced teacher of HSC and IB Music courses. Previously he was Director of Music at the Cathedral School in Townsville, and prior to that was Director of Strings at Fairholme College in Toowoomba, before which he was Senior Music teacher at Frensham School in Bowral. Mr Rooke is a multi-instrumentalist, whose own performing ability is at professional level and in high demand. He will also be heavily involved with our ensembles, orchestras and bands programs.

During the year, Mr Michael Urquhart, our Head of the IB Middle Years Programme, accepted a position as Deputy Principal in a school in southern China. Dr Mary-Robyn Lane has therefore moved from Associate Coordinator to MYP Coordinator. Mr Paul Humble, an experienced teacher from an IB school in Adelaide, Woodcroft College, has replaced Mr Urquhart in the History Faculty.

Mr John Partington from the English/History Department has departed to pursue his long-term goal of a career in the Police Force. Mrs Lauren McCallum from English/History has taken a year's leave of absence to undertake a ministry training scheme position in a local church. Worthy replacements have been found in Mr David and Mrs Megan Hastie, experienced teachers currently at Taree Christian School, where Mr Hastie is Head of English, and in Mrs Tamara Sweetman, a young English teacher.

Mr Mark Bos, our High School Sports Coordinator, is currently on leave serving as NSW Rugby's Western Sydney Development Officer. His role has been capably performed by Miss Shelley Chapman. Mr Sean Wilson, from our Science Department, has migrated back to his native South Africa to fulfil a calling to minister in schools in that society. He will be replaced by Mr Max McKay, returning following a year of missionary service in Nigeria. Mrs Marie McGuinness, after making an immense contribution to a generation of young people through 45 years of

teaching in schools, including the last 17 at St Paul's, has decided to retire. We will miss her contribution very much. We expect to see her back as a casual teacher from time to time.

In the Junior School, Mr Tim Harris has resigned to travel overseas; Mrs Amanda Cooper is leaving us to commence at Richard Johnson Anglican College; Mrs Adams, our Junior School PYP IB Coordinator, will study for a Masters' degree in Education and teach at The Kings School; and Mr Colin Li, one of our Mandarin Chinese teachers, has accepted an invitation to establish an Asian Languages program at Inaburra Christian School in Menai, from the beginning of 2007.

In 2000, the High School restructured, creating additional positions of Head of Middle School and Head of Senior School. The position of Assistant Principal – Secondary Administration and Welfare was therefore made transitional until the next structure was firmly embedded, after which it would disappear from the structure. Mr Paul Rooney was employed on a fixed-term contract to embed that structure, and consequently is now departing to pursue other horizons. He has led the High School capably and will be greatly missed.

Some of our staff members have received well-deserved personal acclaim during the year. Mr Anthony Head, Commanding Officer of our Rural Fire Service Cadet Unit, received an Australian Service Medal this year for an outstanding contribution to emergency services; Head of English and Director of Studies, Mr Cameron Nunn, had his first novel *Shadows in the Mirror* published to critical acclaim; Acting Head of Performance and Ensembles Coordinator, Mr Phil Rooke, had a number of musical educational packs published nationally; Head of Library and Information Services, Miss Cathy Hill, is the sole nominee of the Australian School Librarians Association for a national award of excellence; Mr Antony Mayrhofer, our IB Diploma Coordinator, has been elected by his peers as Chair of AAIBS (Association of Australasian International Baccalaureate Schools) Standing Committee, which in effect administers the International Baccalaureate in Australia and New Zealand; and Executive Assistant to the Principal Mr Ken Goodlet had another of his books, a history of Hazelbrook and Woodford, published.

This has been a strong year for the school in so many ways.

Further academic results

The following test results both indicate and identify students who exhibit higher levels of ability within the past year (2006-07).

2007 CO-OPERATIVE SCHOLARSHIP TESTING PROGRAM - ENTRY TO YEAR 7

St Paul's Grammar is a comprehensive high school and consequently all students entering Year 7 undergo higher level testing. The Co-operative Scholarship Testing Program (CSTP) 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 CSTP Scores:

- Of all Year 7 student St Paul's Grammar School applicants 26% achieved above CSTP national average.
- Of the students who participated in the testing program, 58% are currently enrolled in Year 6 at SPGS. Of these students 24% scored above the CSTP national average.

UNSW AUSTRALASIAN COMPETITIONS 2006

English

All Year 7-10 English students took part in the competition

Year 7 (130 participants) – 51% achieved above State mean score.

Year 8 (123 participants) – 54% achieved above State mean score.

Year 9 (80 participants) – 53% achieved above State mean score.

Year 10 (117 participants) – 47% achieved above State mean score.

Science

All Year 7-10 Science students took part in the competition.

Year 7 (134 students) – 47% achieved above State mean score.

Year 8 (124 students) – 50% achieved above State mean score.

Year 9 (124 students) – 45% achieved above State mean score.

Year 10 (132 students) – 37% achieved above State mean score.

Mathematics

Students in Advanced classes at each year level took part in the competition.

Year 7 (63 students) – 82% achieved above State mean score.

Year 8 (62 students) – 76% achieved above State mean score.

Year 9 (55 students) – 71% achieved above State mean score.

Year 10 (56 students) – 77% achieved above State mean score.

Year 11 (21 students) – 57% achieved above State mean score.

Year 12 (13 students) – 85% achieved above State mean score

ELLA AND SNAP ASSESSMENTS

The English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) are Department of 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 2006 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 and Algebra, 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

Year 7: there were 141 students who sat for ELLA - 70 Boys and 71 girls.

8 students who participated in ELLA did not meet the Writing National

Benchmark and 11 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.

Year 8: there were 123 students who sat for ELLA – 56 Boys and 67 girls. 114 of

these students could be compared to their year 7 testing. No year 8 student did not meet the Writing and Reading National Benchmark. No students were exempt from the ELLA test.

SNAP

Year 7: there were 142 students who sat for SNAP - 70 Boys and 72 girls. 23 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 4 of these students have an Intellectual Disability and are on Individual Education Plans.

Year 8: there were 118 students who sat for SNAP – 53 Boys and 65 girls. No students who participated in SNAP did not meet the Numeracy National Benchmark. No students were exempt from the SNAP test.

Professional learning and teacher standards

All 115 St Paul's Grammar School teachers participated in professional learning activities in 2006, including school-based pupil-free days with consultant input, external IB training, courses provided by the Association of Independent Schools and a broad cross-section of workshops addressing professional issues. Staff members were enthused by training in the integration of ICT with classroom learning as well as academic honesty, anaphylaxis training and the integration of Christian perspectives in curriculum. Average expenditure per teacher was \$1599 on professional learning.

The quality of the teaching staff at SPGS is exceptional with one hundred and six of our staff having teaching qualifications from a higher education institution. Four of our staff are graduates specialising in particular areas such as music technology, but lack a formal teaching qualification. Two of these teachers are currently completing their Diploma of Education. Two of our part-time teachers have had successful teaching experience and appropriate knowledge relevant to the teaching context, both areas being of a practical nature, and although both hold diplomas in the area they lack teaching qualifications. They both work directly under the supervision of qualified teachers and are retiring in 2008.

Teacher attendance and retention rates

Eleven of our staff left us last year to go to further career challenges. One High school staff member retired after more than forty years' teaching; one young man went into the police force; another took up a position lecturing at Sydney University; and a long-serving staff member returned to live in South Africa. In the Junior school, two staff left to take up teaching opportunities in other schools; one took a promotion position and one senior executive retired temporarily after very successfully assisting the school in passing the registration inspection of the Board of Studies.

The average teacher attendance rate for our staff in 2006 was 94.8%. The proportion of teachers retained from 2005 into 2006 was 82%.

Student attendance and retention rates

HIGH SCHOOL

Attendance rates

Year	High School Attendance
2004	93.7%
2005	93.9%
2006	94.3%

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

Comment:

Attendance rates continue to be excellent with a gradual annual improvement.

Retention rates

Cohort	Years Compared	Year 7 Enrolment	Year 10 Enrolment	Year 12 Enrolment
Year 12 2002	1997 2000 2002	147	149 (Y7-122)	134 (Y7-95) (Y10-19)
Year 12 2003	1998 2001 2003	137	137 (Y7-114)	137 (Y7-93) (Y10-12)
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)

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 2002	101%	83%	90%	77%	91%	65%
Year 12 2003	100%	83%	100%	77%	100%	68%
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%

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:

Apparent and actual retention rates from Year 7 to Year 10 have increased steadily over the last three years. Actual retention rates from Year 10 to Year 12 have remained relatively steady while actual retention rates from Year 7 to Year 12 have dropped in the last two years from a high in 2004, yet they are higher than they were in 2002.

JUNIOR SCHOOL

The attendance rate was in excess of 95% and 17 students left during the course of the year.

Post school destinations

95 of the 119 Year 12 students who applied, received offers of university places. 32% received offers from the University of Western Sydney, 31% from the University of Sydney, 16% from the University of Technology Sydney, 10% from the University of NSW and the remainder from Macquarie University, Charles Sturt University, Wollongong University and the Defence Forces Academy. The 6 students who took up non-UAI dependent courses included apprenticeships in electrical trades, and in drafting and event management.

Enrolment policy

St Paul's Grammar School Penrith may accept students whom the school believes can best be assisted by it. Some preference might be given, if the Principal deems it appropriate, to siblings of present students or children of ex-students.

While this policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered, in which cases the Principal will be responsible for taking appropriate courses of action.

LEGISLATIVE FRAMEWORK

Various Acts of the Australian and New South Wales parliaments make it unlawful to discriminate against a person on the grounds of their disability, sex, race or creed by refusing to enrol them at the school.

Privacy legislation requires the school only to collect and store information about a prospective or an enrolling student that is relevant to the primary purpose for which the school requires that information, ie, the education of a student.

The school is committed to fulfilling its obligations under the law in its enrolment policy.

ENROLMENT STEPS

Step 1: initial inquiry and parcel of information

The Registrar (or the Registrar's Assistant or School Office Receptionist) will receive the initial inquiry and ascertain against a checklist which optional documents are most appropriate to send out to the inquirer. The Registrar will send to every inquirer:

- a covering letter that lists the documents enclosed
- a prospectus
- an Application for Student Registration form
- a Tuition Fees form
- a Privacy Policy as it affects Parents form
- a What is distinctive about St Paul's statement
- the appropriate International Baccalaureate leaflet
- whatever optional documents from this list have been ascertained are appropriate:
- a Christian Education at St Paul's Grammar School Penrith statement
- a St Paul's Grammar School Penrith Some Practical Details statement
- a St Paul's Grammar School Penrith Student Support Services Kindergarten to Year 12 statement
- a St Paul's Grammar School Penrith Visual and Performing Arts Department statement
- a St Paul's Grammar School Penrith Year 7 Core Program/St Paul's Grammar School Penrith The Junior School statement
- a St Paul's Grammar School Penrith Gifted and Talented Program statement

If parents wish to proceed, they should contact the Registrar regarding an interview.

Step 2: general inquiry and tour of the school

The Registrar will provide a general introduction to and tour of the school if desired. No offer of a place is made at this time; any offer is made at Step 7.

Step 3: Application for registration

In order to lodge an application for registration, the following will be lodged with the Registrar:

- the Application for Student Registration form (which includes signed authorisation to contact previous schools and child's doctor and a signed undertaking to furnish the school with all details, under the terms of privacy legislation, relevant to the child's education and wellbeing)
- a non-refundable fee of \$150.00, subject to change

- copies of the child's last two school reports (or, where appropriate, preschool/early childhood reports)
- proof of citizenship or permanent residency in Australia
- one passport size photo
- Birth Certificate or passport as proof of age – certified copy or original to be sighted if application proceeds to interview.

Step 4: child entered on waiting list

The Principal through the Registrar is responsible for maintaining the waiting lists for entry to the school. A child's name may only be entered on the list when all the information outlined above to be lodged has arrived at the school.

Step 5: waiting list placement letter and lodgement of further documents

A letter informing the parents of the school's placement of the child on the waiting list will be sent by the Registrar, with a request for the following documents:

- a copy of any court parenting order
- an immunisation certificate
- copies of any psychometric report or any report relating to the social, emotional, educational or physical development of the child
- return of the signed St Paul's Grammar School Penrith Privacy Policy as it affects Parents

The Registrar will then pass all documents, along with any recommendation or comment, to the person responsible for conducting any enrolment interview. The Registrar should keep and file a copy of each document to ensure that there is an alternative school record.

Step 6: assessment process and enrolment interview

As part of the assessment process, the school may ask the parents to provide more information about the child.

Where a child has declared education support needs or a disability or other information has come to light indicating a possible need for support services, the school will make an initial assessment of the child's needs. In addition, the Principal may:

- require the parents to provide current medical, psychological or other reports from specialists outside the school;
- obtain an independent assessment of the child.

Any assessments or reports required from non-school personnel will be at the parents' expense.

In considering all prospective enrolments, the school may ask parents to authorise the Principal to contact: the Principal of the child's previous school to confirm information pertaining to the child; any medical or other personnel considered significant for providing information pertaining to the needs of the child.

Where information obtained by the school suggests a profile of wilful misconduct, illegal activities or strong anti-social behaviour that indicate that the child's enrolment is likely to be detrimental to other students, the staff or the school, notwithstanding that the child be a sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

Where information obtained by the school indicates that the child has a disability, the Principal will seek to identify the exact nature of the child's needs and the strategies required to address them. Having obtained this information,

the Principal will determine whether the child, if enrolled, would require services or facilities that are not required by students who do not have the child's disability. Where the Principal determines that the child would require such services or facilities, the Principal will determine whether enrolling the child would impose unjustifiable hardship on the school. In making this assessment, the Principal will take into account all relevant circumstance in the case including:

- the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the school, the child, the family of the child, and the school community); and
- the effect of the disability of the child; and
- the school's financial circumstances and the estimated amount of expenditure required to be made by the school.

The school reserves the right not to offer any child a place in the school or to defer the offer of a place at the school at its discretion but particularly when the parents, having been aware of the child's specific educational needs, decline to declare those needs or withhold relevant information pertaining to their child.

The school also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information or reports pertaining to their child's needs. This information should be conveyed to parents in the letter informing them of the placement of their child on the waiting list.

After a child has been entered on the waiting list and an assessment process has taken place, if the Principal decides to go ahead with the application, the school will ask for an interview with the student and parents.

The interviews for Junior school places (Kindergarten to Year 6) will normally be conducted by the Head of the Junior School, for Middle school places by the Head of Middle School, and for Senior school places by the Head of Senior High School. Generally, these interviews will be conducted with the child and both parents present. At the discretion of the person interviewing and only if considered necessary to spell out financial arrangements, an on-the-spot interview might take place between parent and Finance Manager.

Step 7: Written school offer and acceptance

At the satisfactory conclusion of the assessment process, the school may make an offer to the parents to enrol the child. This is the only point at which an offer of enrolment is to be made. With the offer will be:

- a covering letter that includes a statement of the optional documents listed in Step 1 that are available on request
- the Acceptance Form to be signed
- the Conditions of Enrolment form to be signed

To accept the offer, the parents must within seven days of receiving it deliver to the school:

- the signed Acceptance Form
- A signed copy of the Conditions of Enrolment form
- \$1000, subject to change (the Principal will have some discretion when there are multiple enrolments from the one family)
- Failure to reply within the required time is likely to result in the position being re-offered where other children are waiting for entry to the school.

Step 8: Provision of further information desirable under the terms of privacy legislation for the student's education but not conditions of enrolment

Early in the student's schooling and preferably on the first day the student is at school, the student will be given to take home to parents a detailed medical form, a form for permission to photograph children in the course of school pursuits and a permission form to include phone numbers on a parents' list that will facilitate the student's education. Parents will be asked to return these forms within the first week. A reminder note will be sent should they not be returned and, should this not elicit a response, the parents will be personally asked to return them.

PROVISIONAL ENROLMENT OFFER

Where circumstances give rise to uncertainty on the part of the Principal, a provisional enrolment may be offered for a child for a set period of time.

Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents or the Principal may terminate the enrolment with seven days' notice. In such circumstances, enrolment deposits will be refunded and school fees will be adjusted to cover the period of enrolment only. No penalties will apply.

Provisional enrolment must not be offered to a child in relation to that child's disability, though it may be offered on other grounds in relation to that child.

HOLDING OF PLACES

Places at the school will not be held for students who are withdrawn from the school for any longer than ten months. Should the period of intended absence be less than 10 months, places may be held subject to school fees being maintained for the period of absence and the enrolment continuing to be eligible to attract government subsidies.

WITHDRAWAL OF ENROLLED STUDENTS

A term's notice in writing, or the payment of fees in lieu, is required for withdrawal of enrolled students.

MOVEMENT OF STUDENTS TO THE SENIOR SCHOOL

A Conditions of Enrolment: Years 11 and 12 form is to be signed by the student and each parent of the student moving to the Senior School from the Middle School.

REGISTER OF STUDENT ENROLMENTS

The school's register of enrolment is maintained through the Office of the Registrar.

The Register of Enrolment includes the following information for each student:

- name, age and address
- the name and contact telephone number of parent(s)/guardian(s)
- date of enrolment and,
- where appropriate, the date of leaving the school and the student's destination
- for students older than six (6) years, previous school or pre-enrolment situation
- where the destination of a student under fifteen (15) years of age is unknown, evidence that a Department of Education and Training Officer with home school liaison responsibilities has been notified of the student's name, age and last known address

ARCHIVING OF STUDENT ENROLMENTS:

The Register of Enrolments is to be retained for a minimum period of five (5) years preceding the current date. This process is overseen by the Office of the School Registrar.

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 – Secondary School Heads of School, Housemasters, Year Coordinators, Tutors, Finance, Class Teachers Specialist teachers, Heads of Department Junior and Secondary School Head of School, Deputy Heads of School, Finance, Class Teachers, Specialist teachers Stage Leaders	Development Office's Executive Assistant Head of Junior School, Middle School or Senior 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 Junior School students are attended to by the class teacher. Secondary Students are attended by the Year Coordinators Other times in the Year Junior School - Junior School's Executive Assistant Secondary School – Head of Middle School and Senior School and Year Coordinators
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

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

Statement on discipline

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 K - 6), the Parent Information Booklet (K6) and the Statement on Welfare (Secondary). Copies are located in the School's Libraries.

Welfare at St Paul's

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 supportive environment. To ensure ongoing support for student and staff welfare the following Statements on Practices and Procedures were in place during 2005.

Statements of Procedures and Practices	Changes in 2005-6	Access
Child Protection including definitions, concepts, legislative requirements, reporting and investigation processes and documentation	Modifications based on legislation changes; adoption of new proformas sanctioned by agencies	Issued to all staff and members of School Board Full text located in the school Libraries
Security encompassing: procedures for security of the grounds and buildings, use of grounds and facilities, Emergency procedures, Travel on school related activities.	New fire procedures implemented Upgrades to the alarm system due to security audit Emergency procedures checked annually Lockdown and Lockout procedures finalised	Issued electronically to staff Full text found in the school Libraries
Supervision entailing: duty of care	Implementation of practices and	OHS text found in

and risk management, levels of supervision for onsite and offsite activities, Guidelines for supervisors	procedures of Legislation External OHS Consultants used Risk management protocols further developed	school libraries.
Codes of Conduct encompassing: Code of Conduct for students, behaviour management, the student leadership system	Procedures in handbooks updated. New Casual Teachers Handbook introduced.	Full text in Staff handbook Student handbook Electronic copies available to staff
Pastoral Care 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 Introduction of New Parents Handbook.	Student handbook K-6 information booklet full text found in the school libraries
Communication 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 School master plan Outdoor education programs (7-9) Welfare focus (K-6) Information evenings, enrolment/curriculum	Staff handbook K-6 information booklet Student handbook

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 to 12) and The Parent Information Booklet (Years K to 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.

School-determined improvement targets

During 2006, a number of initiatives have been undertaken to improve our campus:

The school grounds committee have accessed a small government grant to provide more seating for students.

The school has successfully applied for a capital grant to seed the development of a Learning Difficulties Support building, as a base for programs to assist students from Kindergarten to Year 12.

The School has successfully applied for a capital grant to refurbish the old Performing Arts Block as a Visual Arts Precinct.

A Development Application has been submitted to Penrith City Council for licence to convert the school gate-house at 62 Taylor Road, into a Pre-Kindergarten Unit.

The majority of the funding for these projects will be from bank loans.

The school has aimed to consolidate academic results at the main public testing stages of the curriculum, Years 3, 5, 7, 10, and 12. Results achieved (see above), have been extremely encouraging.

HSC results have continued to improve further, such that 71% showed value-added growth on their School Certificate Test results.

Lock Down and Lock Out procedures have been completed and documented in the Student Welfare Policy.

Initiatives promoting respect and responsibility

The following is an edited statement from the school's welfare policy, the principles of which are incorporated in the School Handbook, signed by the parents/guardians each year.

Each student has the responsibility to ensure that their conduct toward others is to be marked by respect. Respect means acknowledging and valuing the unique character of other persons and treating others as you would wish to be treated.

Unacceptable behaviour includes bullying; sexual harassment; racism; sexism; gossiping / spreading rumours; touching another person's property without their permission; theft; vandalism; hiding another person's property; pushing in when assembling, such as at the canteen or in preparation for class; not speaking courteously to other students, members of staff, casual teaching staff, volunteer helpers at the school, such as Canteen and Library helpers, visitors to the school and members of the public; not being considerate of others when you speak; and demeaning others for their positive achievements.

Students should seek to contribute to the broader community in which they live.

The school is a community within a broader community and all have responsibilities to contribute towards members of that community, particularly those that are needy and/or underprivileged. Students are urged to carefully consider the blessings that God has bestowed upon them individually and, as a school community, use those blessings in the service of others. This will be achieved through CAS programmes and other programmes directed by curriculum; Duke of Edinburgh community service; student based initiatives; Blood Bank donations; nursing home visitations by performance groups; House charity fundraising events; and assembling Christmas hampers.

Unacceptable behaviour includes Rude and/or abusive behaviour to members of the public; lack of consideration for members of the public when using public transport; vandalism of public property; and dishonesty or selfishness in charity fundraising.

Parent, student and teacher satisfaction

PARENT SATISFACTION

The few complaints received from parents are dealt with expeditiously. The indications are that there is generally speaking a high level of satisfaction.

STUDENT SATISFACTION

Each year for the last four years, a Year 12 exit survey has been conducted. The following is a general indication of the results of the survey in late 2006:

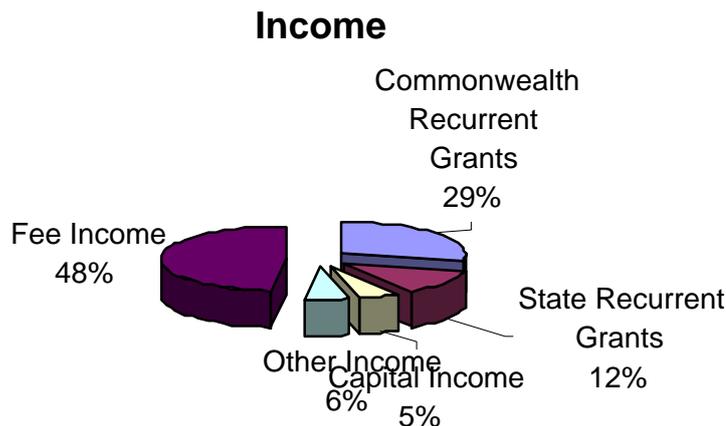
Student comments: Most students felt that they appreciated the opportunity to study at St Paul's, some apologetically writing that negative comments should not be read as an indication that the school had not been of value to them.

- No of respondents: 102
- Aspects valued most: dedicated, helpful staff, a caring school environment, friends, sport/specific sports, and stimulating academic opportunities
- Subjects most enjoyed: 23 subjects mentioned as being most enjoyable, ranging across the visual and performing arts, English, Maths, the sciences and more practical subjects
- Activities enjoyed: Virtually everyone enjoyed something; there was a very wide selection, particularly of sports/recreation
- Staff with positive impact: 43 staff members were mentioned
- Weaknesses: some 45 items were mentioned, but no particular one had sufficient numbers to be statistically significant
- Bullying: The limited number of incidents referred to less serious cases such as teasing and verbal
- Staff supportive: Overwhelmingly seen as supportive
- Tutor groups (out of 10): Results were generally from 7 to 9
- Overall assessment: Enormous respect for the school and almost all staff members; school was generally a happy, fulfilling experience

TEACHER SATISFACTION

Teacher satisfaction was gauged as average in 2006, judged by our staff turnover. Several Junior School staff transferred to other independent schools; while several High School staff left for substantial promotions positions, including that of a deputy principal in an international school and a lecturer at the University of Sydney. During 2007 it is envisaged that exit interviews will be conducted with all departing staff as one measure of teacher satisfaction.

SUMMARY FINANCIAL INFORMATION



Expenditure

