About This Report

Mary Immaculate Catholic Parish Primary School, Eagle Vale is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Wollongong, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan. Following its submission to the Board of Studies, the Report will be available on the school’s website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

Further information about the school or this report may be obtained by contacting the school:

Mary Immaculate Parish Primary School
Emerald Drive
Eagle Vale NSW 2558
Ph: (02) 4626 7880
Fax: (02) 4625 6488
Email: info@maryimmac.woll.catholic.edu.au

Parish Priest: Fr John McGinty OMI

Principal: Luisa Tobin
Date: 12 December 2008
Vision Statement

Mary Immaculate School, Eagle Vale is a Catholic School, which provides quality education. We are guided by our school motto – ‘CHRIST OUR WAY AND LIFE’

Our aim is to develop knowledge, beliefs and practices of the Catholic Faith supporting the parish life of Mary Immaculate, Eagle Vale.

Message from Key School Bodies

Principal’s Message

In 2008, we welcomed a new parish priest Fr John McGinty OMI to Mary Immaculate Parish Eagle Vale. Together with assistant priest Fr Daniel Szewc OMI, Fr John has continued the practice of providing weekly Eucharistic and liturgical experiences for our school.

One of the highlights this year was the launch of our school’s values at a concert that involved all students from Kindergarten to Year 6. After a process which involved students, staff, parents and clergy the following values have been identified as those which direct our decision making and our actions at Mary Immaculate: Respect, Faith, Doing Your Best, Compassion, Justice and Celebration. The concert was a great celebration of talents using Dance, Drama, Singing and Art. It was a great culmination to our Learning Community Project that linked the Pastoral Care procedures, the behavioural practices used with our school’s newly identified values.

Parent Involvement

The 2008 School Year was another active year for our Association, with activities ranging from running the school canteen, in-class support and fundraising.

This year, the product of that fundraising delivered outcomes such as, $5,000 in reading support material, a new school sign, a new fridge and pie oven for the canteen, a shade tent for off site outdoor events such as sport carnivals and additional concreting around the school pathways.

We continued these fundraising efforts through two successful discos, Mothers’ and Fathers’ Day gift stalls and contributing to the annual Spring Fair. Great organisation and great weather helped make this one of the most successful Spring Fairs to date - providing valuable funds for the priorities of 2009. The P & F values the opportunity granted to it to support the spiritual, academic and social development of our children through its activities.

Parents and Friends Association, (P & F) President

Student Leadership

Mary Immaculate is a place of learning and enjoyment. This year students have learnt about and live out the six core values of the school: Respect, Compassion, Justice, Faith, Doing your Best and Celebration. The School values helped us to treat people’s cultures and traditions with dignity. Everybody at Mary Immaculate is treated as an equal and bullying is not
tolerated. Academic opportunities were provided for students to excel in certain areas such as art competitions, university competitions, Premier’s Reading Challenge and public speaking, as well as sporting opportunities through athletics, swimming and cross country carnivals and gala days. These help us to excel physically and improve and enhance our skills in this area. We always live by our motto and strive to make Christ our way and life. We have demonstrated our faith in school masses, the Mini Vinnies program, prayer and Children’s Mission Partners.

Student Captains

School Profile

Mary Immaculate School began in 1986 and was built in three stages. The school has a Marist tradition with a great devotion to Mary as the Oblate Fathers serve the parish of Mary Immaculate, Eagle Vale.

The school exists as an integral part of the parish in assisting in the education of the faith. The relationship within the parish is strong, with a great sense of integration between the pastoral care of the school and parish.

It is a two stream co-educational school with students being drawn predominantly from: Eagle Vale, Kearns, Eschol Park, Raby, St Andrews and Claymore.

Many cultures are represented within the school community. These include Filipino, Hispanic, Samoan, Tongan, Indian and several European nationalities.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>199</td>
<td>224</td>
<td>423</td>
</tr>
<tr>
<td>2007</td>
<td>210</td>
<td>201</td>
<td>411</td>
</tr>
<tr>
<td>2008</td>
<td>221</td>
<td>200</td>
<td>421</td>
</tr>
</tbody>
</table>

The Enrolment Policy and Procedures can be found on the Catholic Education Website: www.ceowoll.catholic.edu.au then go to the link Policies.

Student Attendance for 2008

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.8%</td>
<td>95.2%</td>
<td></td>
</tr>
</tbody>
</table>
**Staffing Profile**

There are a total of 21 teachers at Mary Immaculate Parish Primary School.

**School Leadership**

The School Leadership Team consists of Principal, Acting Assistant Principal, Acting Religious Education Coordinator, two Middle Leader 2 point positions, three Middle Leader 1 point positions (two of whom share one position) and a Senior School Support Officer (SSSO).

**Specialist Teachers**

There are three Specialist Teachers – Reading Recovery / Year 1 Resource, Teacher / Librarian and Creative Arts Teacher.

**Administrative Staff**

This comprises of one SSSO, seven School Support Officers (SSO) - one Clerical and six Classroom Support personnel.

**Teaching Staff Experience**

At Mary Immaculate the number of years of teaching service ranges from 1 – 33 years. The majority of teachers at Mary Immaculate are 4 year trained and hold a degree in Education. All have or are undertaking Religious Education qualification.

**Teacher Standards**

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

**Staff Attendance**

The average daily staff attendance rate for 2008 was 94.7%.

The staff retention rate is high at Mary Immaculate with 86% of the teaching staff remaining for the 2008 School Year.
Professional Learning

Professional learning opportunities are highly valued and sought by all members of Mary Immaculate School staff. During 2008 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
• Helping Teachers Reach Students’ Learning Potential;
• Autism, Asperger’s Teaching Strategies;
• Mentoring Beginning Teachers;
• Intercultural Language Program;
• Religious Literacy Writing; and,
• Creating the most Engaging and Challenging Thinking Classroom.

School based expenditure on professional learning in 2008 was $4752.00. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office (CEO).

Culture of the Catholic School

Mary Immaculate School Motto ‘Christ Our Way and Life’ underpins the community’s approach to the Catholic culture of the school. At all times the school strives to promote this perspective among the students, staff, parents and parish.

A tradition of Marist and Good Samaritan devotion has continued. The Marian spirituality of the Oblate priests also enhances this tradition. The Parish Priest, Fr John McGinty OMI and Assistant Priest, Fr Daniel Szewc OMI closely involve themselves by participation in staff and school enrolment interviews, classroom visits, excursions and social functions. They celebrate school liturgies and the reception of the sacraments and they show support for the school community by their attendance at Diocesan liturgical events and meetings.

Regular collections for the work of Catholic Mission occur, and during the year $2689.45 was collected for Children’s Mission Partners. ‘Mini-Vinnies’ is now in its second year and it has raised $1867.95 for the Society of St Vincent de Paul. The school’s charitable works for 2008 totals $4557.40.

Student Welfare

At Mary Immaculate it is recognised that learning occurs most effectively within a supportive school environment. The wellbeing of students and staff operates within the Safe Schools Framework and is underpinned by a set of agreed core school values.

In response to the ‘National Framework for Values in Australian Schools’ the school undertook a Learning Communities Project entitled ‘A Values Vision’. During the project teachers
implemented and developed classroom practice in the explicit teaching of values. Staff and students worked collaboratively to launch the school’s core values. The Mary Immaculate School Values Concert was held at Mt Carmel High School in September. A survey of students, parents and staff clearly indicated its success and recommendations have been considered. A set of school-based posters has been printed for display in classrooms and public areas within the school to ensure visibility and sustainability of the school’s core values.

Review of the Mary Immaculate Behaviour Management Policy has led to a successful application to the CEO as a pilot school for the School Wide Positive Behaviours for Learning (SPB4L), a new systematic approach to developing positive attitudes and behaviours across the school. A team of staff and a parent representative has been involved in training for this program, and procedures and data collection have begun for implementation of the program in 2009.

The Peer Support Program in 2008 titled ‘Keeping Friends’ focused on relationships. Year 6 students led each session of this program.

The Complaints & Grievances Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go the link Policies.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in ALL Schools within the Diocese of Wollongong. Access to all policies and guidelines can be obtained by contacting the school office.

**Financial Summary**

Once again this year, Campbelltown Catholic Club donated $20,000. This amount, together with two previous years’ donations, is being held by the parish in the School Building Fund. This money together with the two School Enhancement and Debt Servicing Obligation (SEDSO) accounts will greatly assist us to address the inadequate space in learning areas and office facilities. The Investing in Our Schools Grant of $29,000 was supplemented by school budget to allow us to upgrade technology. Twenty laptop computers were purchased for student use, and an additional seven desktop computers were also purchased. The P & F provided financial assistance for the purchase of resources in Literacy, extension of paths, an air-conditioner, school sign and school shade tent as well as the payment of sporting levies for all students.

The following graphs reflect the aggregated income and expenditure for Mary Immaculate for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Introduction
Quality Catholic Learning and Teaching is a fundamental priority at Mary Immaculate. The school’s aim is to continually seek and implement ways in which quality learning and teaching is achieved and enhanced. As such, priorities have been identified and time allocated to ensure the effective delivery of curriculum in all Key Learning Areas (KLAs).

Curriculum and Pedagogy

Syllabus Implementation
At Mary Immaculate all Board of Studies Syllabus documents in each of the six Key Learning Areas are implemented. Religious Education is taught using the To Know Worship and Love
Series in K – 6. As part of the School Review and Improvement Process staff have prioritised pedagogy and have continued to develop a better understanding of children’s learning needs. Staff has been conscious of delivering curriculum using a student centred approach.

**Assessment and Reporting**

Assessment and Reporting have been an integral part of the teaching and learning process at Mary Immaculate. The school has continued to use the A-E format for Years 1 – 6. The distribution of the Semester One Report was closely followed by Parent/Teacher Interviews. Students were invited to participate in the interview process. For Semester One in Kindergarten, a checklist as well as parent interviews were used to report student achievement. The school will implement a new Kindergarten Report in Semester Two for Kindergarten. Catholic Schools Week was recognised by encouraging parents to visit their child’s class and view samples of work.

The Schedule for Early Numeracy Assessment (SENA) 1 Assessment Tool continues to be used for the assessment of Kindergarten students at the start of the year. SENA 1 and SENA 2 are implemented to monitor the Numeracy progress of all students from Kindergarten to Year 4.

Literacy progress is monitored using the Early Literacy Assessment tools in Kindergarten and Year 1. Long-term monitoring of ex-Reading Recovery students continues to be a priority to the end of Year 3.

The results of the National Assessment Plan for Literacy and Numeracy (NAPLAN) were also used as an assessment tool. All Year 4 students took part in the Religious Literacy Assessment.

**Integration**

Integration of learning is encouraged at Mary Immaculate in order to effectively achieve student outcomes from a variety of KLAs. Students are encouraged to develop knowledge, skills and understandings to meaningfully transfer these across KLAs. Whenever possible activities are planned which enhance the learning taking place in the classroom e.g. excursions, guest speakers, visits by experts.

**Technology Supporting Learning**

The use of Information, Communication and Learning Technologies (ICLT) is embedded within classroom practice from Kindergarten to Year 6 (K-6). The purchase of 20 laptops has enabled increased availability for Years 4,5,6. The Learning Communities Project incorporated elements of ICLT into Values Education. Mentoring continued to be an effective method of improving components of Learning Technologies. ‘SQUIRK’ an interactive schooling tool, has been made available to all students from Year 1-6 to access information activities.

**Cross-Curriculum**

**Literacy**

The importance of Literacy learning continues to be highly valued. Identified students who need support with Reading and Writing participate in Reading Recovery in Year 1. Resources
have been updated in Kindergarten and Year 1 providing materials which allow teachers to match children to text for guided and home reading. In primary grades, Guided Reading resources have been expanded incorporating Talking Books. The elements of the daily Literacy Block provide the framework for Literacy development from K-6. The Literacy needs of students are met in the classroom through the use of group work. This is further supported by the School Support Officers who work in close consultation with class teachers.

Staff and students have been involved in Book Week parades and Literacy activities to emphasise the importance of this area. Teachers adopted ‘Read to another class’ initiative and many students were involved in the ‘Premiers Reading Challenge’ to promote the importance of reading.

**Numeracy**
Numeracy continues to be a high priority. Within the school an aim is to develop mathematical thinking, understanding, competence and confidence of all students. The daily Numeracy Block provides opportunities to encourage student engagement and enjoyment in the development of Numeracy skills. Maintaining and improving classroom resources have been a priority. Students have had the opportunity to participate in Maths Fun Days where teachers provided a variety of interesting and challenging Stage based activities.

The school continues to build on the wealth of online activities for students to practise and revise skills through maintaining teacher created myclasses pages.

**Indigenous**
This is an area where further work and attention is required. A greater awareness of the need to integrate Indigenous Education across the curriculum continues to be a focus area for the future.

**Other**
To promote the appreciation of different cultures within Australian society, Italian is taught in Kinder, Year 4 and Year 6. This work is celebrated through an Italian assembly presented to the parents at the culmination of the school year. Italian National Day was acknowledged in Year 4 and 6. Teachers from Kindergarten, Year 4 and Year 6 have been involved in Italian planning days, under the guidance of CEO staff, throughout the year.

Values Education was a priority for the school this year as part of a Learning Communities Project. A whole school approach was adopted and the area of Creative Arts underpinned the learning. The students were involved in Dance, Drama, Music and Visual Arts groups. A set of school values was developed and taught explicitly in all grades as well as through the Creative Arts group work. Values Education culminated in a concert presented to parents to celebrate the learning that took place.

**Meeting the Needs of all Students**

**Diversifying Learning**
At Mary Immaculate, staff have continued to embrace a ‘student centred’ approach to learning and teaching. Teachers have implemented a range of strategies and technologies in order to cater for the individual learning styles of students. Students have had the opportunity to
explore and experience learning through approaches such as Co-operative learning, Habits of Mind, Open-ended problem solving and Individual Learning Projects.

Teachers collaboratively planned their learning and teaching programs to ensure maximum benefit for students.

**Gifted Education**
Gifted and talented students at Mary Immaculate are catered for in various ways. Class teachers implement a range of teaching and learning strategies in order to challenge these students. These students have the opportunity to explore learning through using Multiple Intelligences, Thinking Hats & Problem Solving. Targeted students had the opportunity to partake in an Individual Learning Project facilitated by the teacher / librarian. This task involved students developing research skills as well as learning to work both independently and cooperatively. These students are tracked and monitored throughout each year using the ‘Gifted and Talented Student Profile’.

**Special Education Needs**
Individual Education Plans are designed and maintained for those students that have specific learning needs that attract extra funding. These plans are developmental and involve setting individualised goals and learning targets to meet the needs of the student. The plan is used to monitor and provide feedback on student achievement. Each term, parents met with the class teacher to develop goals and outcomes, for the specific needs of each student. School Support Officers assisted with implementing activities to achieve the planned goals and outcomes.

The School Review Committee supported teachers of students who had other learning needs, which do not attract extra funding. The Committee met to provide support for class teachers in assisting these students within the classroom. School Support Officers also worked with these students.

**Self Directed Learning**
At Mary Immaculate, the staff have continued to review and refine curriculum delivery this year, mostly through opportunities for professional dialogue. Students have been encouraged to take greater responsibility for their own learning as well as, developing skills as independent learners.

**Expanded Learning Opportunities**

**Competitions**
Many opportunities were offered to students at Mary Immaculate. These have included the St Gregory’s Art Competition, Premier’s Reading Challenge, the NSW Junior Chess League Macarthur District Schools, One-Day Tournaments, and “The Christmas Story” Art Exhibition and Competition and the local Fisher’s Ghost Fun Run.

Students from Years 3 to 6 were further challenged through their participation in the International Competitions and Assessments for Schools in English, Writing, Spelling, Mathematics, Computer Skills and Science.

**Sport**
The school conducts three major sports carnivals during the school year. These are for swimming, cross-country and athletics. Staff, students and parents are actively involved in these carnivals. The carnivals are a stepping stone for some children to compete at higher levels. Student representation was achieved at Diocese and MacKillop levels. Many children eagerly participated in Gala Days and Knockout Competitions in Rugby League, Netball, Basketball and Cricket.

Students participate in weekly class sport and fitness activities and have enjoyed the Kids In Action and Fundamental Movement Programmes this year.

*Debating*

All students participated in class Public Speaking competitions. The Stage 3 children competed to be the school’s representative in the Diocese of Wollongong Public Speaking Competition. An external adjudicator selected the school’s representatives and provided feedback and improvement tips to all competitors. This year the two successful representatives progressed to the final at Diocesan level.

*Professional Learning*

Staff attended a variety of personal and professional learning opportunities which targeted areas in the School Review and Improvement Plan. These were:

- Helping Teachers assist Students to reach Learning Potential;
- Autism, Aspergers’ Teaching Strategies;
- Peer Support;
- Pirozzo Strategies – Creating the Most Challenging Classroom;
- Boys with Special Needs; and,
- Exploring Early Learning.

Other Catholic Education Office (CEO) organised professional learning also focused on areas which impact on our School Review & Improvement Plan including:

- Learning Technologies;
- Improving Measurement;
- Kindergarten – Year 2 RE Curriculum;
- Primary Speech and Language Workshop;
- Reading Recovery Support Teacher;
- Learning and Teaching Framework;
- School-Wide Positive Behaviour For Learning (SPB-L);
- Literacy and Numeracy Forum;
- Special Education Forum;
- Language Using Board Games; and,
- RE Literacy Marking.
Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in National Assessment Plan for Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

Religious Literacy Assessment

The Religious Literacy Assessment program for Year 4 students was successfully implemented within the school in 2008.

The school cohort consisted of 59 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 59 completed the Extended Task (Part B). The Extended Task is based on the Unit One With God’s Creation and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

For Part A 7.3% of students were placed in the developing level, 58.2% in the achieving level and 34.5% were in the extending level.

For Part B 0% of students were placed in the developing level, 42.1% in the achieving level and 57.9% were in the extending level.

Combining Parts A and B, 1.8% of students were placed in the developing level, 45.5% in the achieving level and 52.7% were in the extending level for Religious Literacy.

NAPLAN

This year, there were sixty-three students in Year 3 and sixty-two students in Year 5 who participated in the National Assessment Plan for Literacy and Numeracy (NAPLAN). Reading, Writing and Language Conventions namely Spelling, Grammar and Punctuation skills and knowledge were part of the Literacy assessment. Students’ knowledge and skills in Number, Patterns and Algebra as well as Measurement, Data, Space and Geometry were assessed in Numeracy. Mary Immaculate students in Year 3 and Year 5 continue to achieve scores above State and National mean scores in aspects of Literacy and in Numeracy. However, the school will be implementing explicit teaching strategies to assist students in increasing learning gains from Year 3 to Year 5.
Mary Immaculate Primary School, Eagle Vale  
Student Achievement 2008  
National Assessment Program Literacy and Numeracy  
Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 in May this year. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

### NAPLAN 2008: % in Bands

<table>
<thead>
<tr>
<th>Aspect</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>School</td>
<td>10%</td>
<td>40%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>41%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>2%</td>
<td>34%</td>
</tr>
<tr>
<td>National</td>
<td>10%</td>
<td>45%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>16%</td>
<td>40%</td>
</tr>
<tr>
<td>National</td>
<td>16%</td>
<td>45%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>9%</td>
<td>45%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>40%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>9%</td>
<td>48%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>51%</td>
</tr>
</tbody>
</table>

### Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

### NAPLAN 2008: % AT or ABOVE NMS

<table>
<thead>
<tr>
<th>Aspect</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>98%</td>
</tr>
</tbody>
</table>
Parent, Student & Staff Satisfaction

Parents, students and staff were given the opportunity to complete the appropriate surveys. Once again this year, students, parents and staff were unanimous in recognising the Catholic tradition embedded in the culture of the school. It is satisfying to acknowledge that this is one of the school’s major strength, as this affirms the community’s commitment as a Catholic School.

Other identified strengths were:
• The maximising of students learning outcome by teachers; and,
• The provision of a safe and supportive environment.

Students also acknowledged that as students they understood their rights and responsibilities. The survey responses from parents also affirmed the effective communication by the school.

An area for future development identified by students (11%) was for a greater involvement in sporting and other activities.

Parents identified:
• The desire to have more appropriate information about their child’s progress (13%); and,
• The desire for the school to offer a greater range of co-curricular activities (9%).

The information gathered from all respondents was overwhelmingly positive in all surveyed areas. Aspects identified last year as requiring development are now viewed as strengths and the above areas will be identified for development into the school’s, School Review and Improvement process.

School Review and Improvement

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 all schools have begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:
• Vision and Mission
• Pastoral Care
• Provision for the Diverse Needs of Learners
• ICT Resources
• Parent Involvement

School Review and Improvement components to be reviewed in 2009:
• Parents, Parishes and the Broader Church
• Integration of Information and Communication Technology (ICT)
• Assessment
• Professional Development of Staff
• Use of Resources and Space