Nazareth
Catholic Primary School
Shellharbour City

Annual School Report
2008
About This Report

Nazareth Catholic Primary School, Shellharbour City, 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:

Nazareth Catholic Primary School
3 Glider Avenue
Shellharbour City NSW 2560
Ph: (02) 4295 7303
Fax: (02) 4295 7651
Email: info@nazareth.woll.catholic.edu.au

Parish Priest: Fr Bryan Jones PP VG

**Principal:** Mr Ken Bryant

**Date:** 12 December 2008
Vision Statement

Nazareth is a learning community that strives to develop the whole person, so as to find God in all things.

Message from Key School Bodies

Principal’s Message

It has been an enormous and humbling privilege to assume the responsibility and position of Principal at Nazareth School this year. In undertaking this role it must be noted that the school exists as such a strong educational and faith community through the outstanding work of the foundation staff led by Sr Anne Taylor SRC, who relinquished her role as Principal in mid 2007. I also acknowledge and thank Mrs Louise Campbell who so generously undertook the role of transition relieving Principal in the latter half of 2007.

To undertake the leadership of such a community has necessitated an immersion into the many and varied activities that combine to mark the unique identity that is Nazareth School. Fundamental to the very purpose of the school is a commitment to the support of our families in the formation in faith of the children in our care. In collaboration with the Parish community, the school is able to provide a myriad of prayer and liturgical experiences that support the Religious Education Program that is at the core of our identity.

A most significant event that touched the lives of all in the school and Parish community this year was that of World Youth Day and the presence of the Holy Father, Pope Benedict XVI. Students and families from Nazareth gathered as part of the Parish community to participate in the Journey of the Cross and Icon and then to also host pilgrims and join in the many events that encompassed the Days in the Diocese. A significant number of students and families participated in the WYD events in Sydney including that of the Papal Mass at Randwick on Saturday 19th July.

Throughout the year the student population has grown significantly. The school offered 14 classes from Kindergarten to Year 6 and also offered the continuation of a Learning Centre to students with specific needs. Our core business of providing quality learning experiences to the students was enlivened through a Learning Communities Grant that focussed on the improvement of pedagogical practices to better inform numeracy learning. The Diocesan Quality Learning and Teaching Framework has proved invaluable in this process.

Most significantly the school has commenced the Diocesan School Review and Improvement Process, a five year process that enables the school to accurately review current practices and to develop action plans that will allow for improvement within the various dimensions of school life. The focuses of this process this year were Assessment and Teaching Practices.

The Parents and Friends Association continued to offer widespread support of the school though a variety of social and fundraising activities including a most successful Spring Fair,
Mothers and Fathers’ Day stalls, working bees and volunteer support in classrooms and canteen. As a community we are indebted to this most hard working of bodies.

The school was engaged in a myriad of events and competitions throughout the year. Many of these are outlined in the accompanying pages of this Report. Significantly, such events could not occur without the support and commitment of the very dedicated staff of Nazareth School.

Now in its ninth year of operation, Nazareth School continues to be an important educational community within the wider mission of our church. A sincere thanks must go to our Parish Priest and Pastor, Fr Bryan Jones for his continued support of Nazareth school and to all within the Parish community whose continued generosity and good will allows our school to maintain its reputation as a place of great faith and educational excellence.

Parent Involvement

2008 has been a very exciting year. With a new Leadership Team, we’ve worked as a team and accomplished a great deal for our school. In an effort not to financially burden families, we’ve initiated non-compulsory fund-raisers such as school discos, the Spring Fair, and a shopping trip. We hope families have enjoyed their experiences as a school community during these events.

There are many people to thank for their continued support throughout the year – helping in big or small ways – and I would like to take this opportunity to express gratitude to them all. Part of that support includes attendance at P&F meetings during the year. We saw many new faces this year and hope to see these and many more new ones in the future. We all want what’s best for our school and this is the forum at which to propose relevant concerns, possible solutions and new ideas.

A special thank you to Mr. Bryant, who has been a fantastic school Principal, and has worked many hours alongside the P&F, and we're grateful for his invaluable input.

For everyone’s efforts we’ve raised approximately $20,000 this year. At the final P&F meeting for 2008 it was agreed part of these funds will be used to purchase two more smart boards for our classrooms, which will be installed during the holidays. The smart boards are valued at $10,400 and will be an enriching addition to our children’s learning environment. This year we have also contributed $2,500 directly to the school for ongoing maintenance.

In 2009 we are setting the bar even higher and look forward to continuing to build our school community spirit. We have already committed to buying another two smart boards in the first half of 2009, which means each Grade year as well as the Learning Centre will have access to one. We have also agreed the P&F will sponsor the Kindergarten Welcome BBQ early in the year.

Parents and Friends Association, President

Student Leadership

To some people leadership is bossing other people around because they believe they have the right to or taking advantage of others, because they think they are in charge. To us leadership
means being a good role model by inspiring others to do the right thing. In Stage 3 this is what we aim for and by doing this we know that younger students will follow the good example that we set.

In our leadership teams we all have special responsibilities and are extremely happy about all the things we have done for Nazareth. We have fundraised, conducted liturgies, organised rewards and playground activities and contributed in a positive way to the many other things that take place in our school. We believe that this is what leadership involves.

Stage 3 Students

School Profile

Nazareth Catholic Primary School was established in the year 2000 at the instigation of the Parish Priest Fr Bryan Jones in liaison with the Catholic Education Office of the Diocese of Wollongong. Sister Anne Taylor, SRC was appointed as the foundation Principal. The School began with one Year 2 class, one Year 1 Class and two Kindergarten classes. In the ensuing years the school has grown to encompass fourteen classes and a Learning Centre. In 2008 the school’s first permanent lay Principal, Mr Ken Bryant was appointed.

The school is a two stream, co-educational school catering for children in the primary years of education (K-6). Along with Stella Maris School, Shellharbour, Nazareth School serves the families of the Parish of All Saints, Shellharbour City. Approximately 92% of enrolled students have been Baptised in the Catholic faith and the bulk of the remaining students are of one of the Orthodox faiths.

The Parish Priest, the staff and parents share a common responsibility for all students in their care. The school is supported by the Catholic Education Office of the Diocese of Wollongong and operates under the authority of Bishop Peter Ingham.

The school is located on approximately 3 hectares of land bounded by Glider and College Avenues Shellharbour City and lies in close proximity to the rapidly developing Shellharbour City Centre.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>164</td>
<td>209</td>
<td>373</td>
</tr>
<tr>
<td>2007</td>
<td>154</td>
<td>195</td>
<td>349</td>
</tr>
<tr>
<td>2008</td>
<td>171</td>
<td>192</td>
<td>363</td>
</tr>
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</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

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<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86.6%</td>
<td>87.1%</td>
</tr>
</tbody>
</table>

Staffing Profile

There are a total of 24 teachers and 8 School Support Officers serving the community of Nazareth Catholic Primary School.

Nazareth School has a non-teaching Principal, fifteen full time and eight part time teachers.

A qualified Counsellor from Centacare supports the students of the school each Tuesday. A School Promotions Officer was employed part time for the 2008 school year serving both Nazareth and Stella Maris Schools.

School Leadership

The Leadership Team comprises of the Principal, an Assistant Principal, the Religious Education Coordinator, two Middle Leaders and the Senior School Support Officer. Weekly meetings of the Leadership Team are held each Tuesday morning. Together this team is responsible for the leadership of the school.

Specialist Teachers

Specialist teachers support the work of the general classroom teachers. Support is provided in the areas of Special Education, Reading Recovery, Literacy Support, Music, Drama and Physical Education.

Administrative Staff

The Senior School Officer in liaison with the Principal of the school is responsible for the general administration of the school. Operating in the School Administrative Office, the Senior School Support Officer is assisted by a part time School Support Officer.

Eight School Support Officers are employed to assist the students in the classrooms with one of these officers allocated specifically to the support of students in the Learning Centre. A School Support Officer also supports the administration and organization of the School library.

Teaching Staff Experience

There is a mix of age and experience on staff. Four teachers have over twenty years of teaching experience, four teachers were in the first five years of their teaching careers and the remainder have over eight years of experience in the teaching profession. The staff retention rate among permanent staff is 100% however a significant number of permanent staff remain on maternity leave. There has been some movement among temporary appointments and two such appointments unfortunately will not return in 2009.
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>0 %</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>0 %</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 96.95%.

Professional Learning

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

These included the following areas of learning:

- School Review and Improvement (SRI) Processes and Planning,
- Diocesan Quality Learning and Teaching Framework,
- Developing Individual Education Plans,
- Leading Australia’s Schools through Teaching Australia, and
- First Aid, Anaphylaxis and Diabetes Training and awareness.

School based expenditure on professional learning in 2008 was $5,001.81. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.
Culture of the Catholic School

Nazareth Catholic Primary School has continued to develop as an integral part of the community of All Saints Parish, Shellharbour City Under the pastoral leadership of Fr Bryan Jones, Parish Priest. The school continues to support families in the faith development of the children entrusted to its care. Central to this work is a promotion of Parish life including the weekly and seasonal liturgies of the Parish. The school supported a significant number of Parish initiatives throughout the year including the Parish Expo, the Parish Assembly and the Sing to the Lord celebration. Students from Nazareth had the opportunity to celebrate the reception of the Sacraments of Penance, Eucharist and Confirmation and then joined with students from Stella Maris for Mass as a celebration after these Sacraments.

The school continues develop its Ignatian traditions, endeavouring to faithfully reflect the spiritual and educational vision of St Ignatius. This year, with the assistance of Martin Scroope, the Director of the Loyola Institute, the school has developed and instituted a parent induction program in Ignatian Spirituality. The school has also developed a staff induction program in Ignatian Spirituality which will be implemented next year. In Term 3 staff attended a Spirituality Day based on the first two Spiritual Exercises of St Ignatius that was developed and facilitated by the school’s Ignatian Committee.

During Term One the School Band and School Choir joined with students from the other Parish schools to provide music for the visit of the Cross and Icon. Students were also involved in the candle procession and Gospel dramatization. Significant times in the school year were celebrated with whole school liturgies. During the opening school liturgy we asked for God’s blessing on the school community, presented leadership badges and had a commitment ceremony for leadership teams. The School Feast Day, the Feast of the Annunciation, was celebrated with a Mass. In Term 4 Nazareth joined with the other two Catholic schools in the Parish to celebrate the Feast of All Saints and a Graduation Mass was held for the outgoing Year 6 students. The Ash Wednesday liturgy, Easter Passion Play, Pentecost liturgy, Assumption Mass, Feast of St Ignatius celebration, Advent liturgies and ANZAC Day were also significant liturgical celebrations during the year.

The school has continued to promote a culture of social justice. Students learned about the work of Caritas and raised money for Project Compassion. The school also raised funds to support the work of Catholic Mission and to sponsor a student from the School of St Jude in Tanzania. The P&F body also sponsors a child from the School of St Jude. A total of $2,243.43 was donated to these organisations. During Advent fifteen food and toy hampers were donated to the St Vincent de Paul Christmas Appeal.

In addition to the leadership of our Parish Priest, Fr Jones, our school has also enjoyed the support of assistant priests Fr Davidanthony Davies, Fr Honorio Hincape and Fr Steve Daley.
Student Welfare

The Peer Support program continued again this year with the implementation of our fifth module, “Promoting Harmony”, which focused on values. This particular module supported students in developing skills, knowledge and attitudes necessary to actively and critically construct shared values. The Stage Three students were the leaders of the Peer Support and were trained for this task. Each week they were supported and briefed by Stage Three Teachers. Parents/carers were informed of each week’s activities through the school newsletter and encouraged to discuss these with their children at home.

Social skills were developed across the school using PALS (Playing and Learning to Socialise) Program and Buddies between Year Five and Kindergarten students. Small social skills groups were formed on student needs across Stage Two and Three in order to target specific social skills development.

‘Seasons of Growth’ was offered to families within the school to help support students understand and manage grief. This year Companions worked with two groups – one for children in Kindergarten to Year Two and another for Years Four to Six.

A Counsellor provided by Centacare for one day a week, offered a service for students and families in need.

Our Year Six students along with students from Stella Maris Shellharbour, St Paul’s Albion Park and Ss. Peter and Paul Kiama, took part in the Program “Hit the Ground Running”. This is a transition to High School Program conducted by both school Counsellors and Staff from all the schools.

As part of our whole school approach to providing a safe and friendly school environment regular class meetings continued to take place. These meetings are based on De Bono’s Six Thinking Hats and provide a safe forum for the students to discuss issues and strategies to try and resolve them.

This year student leadership was shared among all Stage Three students who were divided into thirteen leadership teams. The students were able to nominate for specific Leadership Teams, then form and set goals within their team.

The Pastoral Care, Behaviour Management and Anti-bullying policies which have previously been reviewed in consultation with the relevant Catholic Education Office personnel continue to be posted on the school web page where they can be viewed.

Access to all policies and guidelines can be obtained by contacting the office. The Complaints & grievances Procedures can be found on the Catholic Education Office website: www.ceo.woll.catholic.edu.au then go to the link Policies. In compliance with the NSW Reform ACT 1990, Corporal Punishment is banned in ALL Schools with in the Diocese of Wollongong.)
Financial Summary

The following graphs reflect the aggregated income and expenditure for Nazareth Catholic Primary School 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.

Income

Expenditure
Learning & Teaching

Introduction
Quality Catholic Learning and Teaching is a fundamental priority at Nazareth. In 2008, the school focus areas and initiatives have reflected our priorities to promote quality learning opportunities for all students. Professional Development is planned and managed according to needs of individual staff and the identified School renewal priorities. Reflective practice, based on Ignatian Pedagogy, is encouraged in order to evaluate the effective implementation of curriculum programs.

Curriculum and Pedagogy
Learning outcomes are taken from the syllabus documents for each Key Learning Area (KLA). All classroom teachers have continued to teach Religious Education Programs based on the new Religious Education syllabus. The children are given opportunities to celebrate their faith in class activities and are fortunate to be able to attend Mass and other significant liturgical celebrations. The KLA’s are implemented across the four Stages of learning by classroom teachers and supported by specialist teachers who work with students in areas of Music, Dance, Drama and Physical Education.

At Nazareth we appreciate the importance of Information, Communication and Learning Technologies (ICLT) as an effective tool for learning and teaching. Each stage has access to a pod of laptops and our Infants classes also have access to a desktop computer in their classrooms. This year it was identified that the school needed to purchase more ICLT hardware to support our learning framework. With the generous support of the Parents & Friends Association, the school was able to purchase a Smartboard Interactive Whiteboard and an additional two laptop computers.

Literacy progress is monitored using the Early Literacy Assessment tools. Long term monitoring of ex-Reading Recovery students continues to be a priority. The Schedule for Early Numeracy Assessment (SENA) tool continues to be used for the assessment of students from Kindergarten to Year 4. These results allow for the monitoring of the Numeracy progress of all students and provide a guide for future planning to cater for the needs of each individual.

The importance of Assessment and Reporting continues to be given high priority at Nazareth. Our reporting process continued to be in line with Australian Government requirements whereby we provided parents with two written reports annually that provide information about progress relative to the specific standards labelled A-E. Staff, as part of their professional development, continued to devote an important part of their Stage Meeting planning time to developing consistent judgement in using the common grade scale. The assessment that informs this reporting process is both for learning and of learning, and is based on syllabus outcomes. A wide range of assessment tools are used to guide and plan for future learning and teaching. These include the new NAPLAN Tests for Years 3 and 5, Early Literacy Assessment in Kindergarten and SENA Assessments for students Kinder to Year Four.

Cross Curriculum
Nazareth considers the learning and teaching of Literacy and Numeracy as a high priority. Quality pedagogy is continually being refined and developed so as to ensure the needs of all
students are being met. Creative means have been devised involving teaching teams and School Support Officers so as to administer timely, specific intervention for both Literacy and Numeracy. The Reading Recovery Program continues to be implemented in Year 1 with 13 children participating in the program this year.

Numeracy is also a key component of student learning. The Count Me in Too Program is implemented in Early Stage 1, Stage 1 and Stage 2. Ongoing professional learning, collaborative planning and a commitment to updating resources ensures the delivery of high quality Numeracy related learning tasks for all students in all Stages.

In the context of the school’s Indigenous Education Plan the staff continue to utilise culturally appropriate learning and teaching resources so as provide an Indigenous perspective to specified units of work.

Our environmental focus continued this year with our close link with Shellharbour Council Environmental Team. Using the personnel from the council, Stage Three students participated in an environmental day and Year Three students participated in Recycling Awareness day.

Meeting the Needs of All Students
All teachers implement a framework of teaching that centre’s around meeting the needs of all students. Nazareth is continuing to develop learning experiences within a stage education model. This involves students being taught over a two year cycle, except for Early Stage One which occurs over one year. Students are grouped according to educational needs so that they are able to progress along the learning continuum at their own rate. This model has allowed greater independence for some students and the opportunity for those students requiring greater structure and direction to work more readily, one on one, with a teacher.

The responsibility of meeting the needs of all students belongs to all staff and is supported by the school’s Learning Needs Team. The role of the Team is to meet with individual teachers in developing strategies and Individual Educational Programs that support the ongoing learning of both staff and students. Each term Individual Educational Programs were written for each of these students and parents were informed of changes and progress on a Term by Term basis. A number of students were withdrawn daily from their roll class to attend the Learning Centre in which specific Literacy, Numeracy and Social Skills Programs are provided. The cohort of students in the Learning Centre varies throughout the day, reflecting the school’s response to meeting the educational needs of all students. Additional support from the Catholic Education Office personnel was provided for hearing impaired students.

The needs of students stretch beyond the academic. The school’s sporting program and the opportunities for school and Diocesan representation allow students to develop and nurture their sporting abilities. Peer Support is an integral part of our school calendar and this provided another specific opportunity for peer relationship building during Terms two and three.

Expanding Learning Opportunities
Throughout the year the students have been given the opportunity to attend excursions as a
Grade or Stage. They were planned as extended learning opportunities to support an area of study within the classroom. Stage Three had the opportunity to explore Canberra on a three day overnight excursion, as well as exploring the BHP Steelworks. Year Four were given the opportunity to visit the Rocks area of Sydney as part of their integrated studies about early Australian History. Year Three attended, Shellharbour Beach, Year Two went to the Wollongong Botanical Gardens and Meroogal House at Nowra, Year One visited the Sydney Aquarium and Symbio Animal Park while our Kindergarten students visited Minnamurra Rainforest.

As in previous years, students in Years Three, Four, Five and Six were given the opportunity to test their skills and knowledge in the International Competitions and Assessments for Schools English, Writing and Mathematics Competitions. Students have participated in swimming, cross country and athletics carnivals at school, regional, State and National levels. Children have participated in gala days for netball, basketball, soccer and cricket. Teams attended the NSW Catholic Primary Schools Basketball Championships in Albury.

Junior and Senior choirs performed at the Wollongong Eisteddfod, with the Senior choir obtaining the highly commended award in the Primary School Choir section and our Junior choir receiving a First Place Award. A highlight of the school year was the involvement of the school in the Wakakirri story and dance competition, with Nazareth obtaining a runner up award at the State Finals at the Sydney Entertainment Centre. The continued formation of a school band and their performance at the Wollongong Mall provided another avenue for musical development and expression.

Students also participated in Tournament of Minds and the Diocesan Public Speaking Competition. The school hosted Life Education and an author visit from Christine Harris. Enrichment days were also offered for small groups of students in Stage One and Stage Two with students from our other Southern Illawarra Catholic Schools Cluster.

**Professional Learning**

As a learning community Nazareth places great emphasis on the importance of professional learning for all staff. During 2008 a Learning Communities project was undertaken which involved staff members using their understanding of Ignatian Pedagogy to work and learn together to implement the Quality Learning Teaching Framework. The major focus area of the Framework linked with our Strategic Plan to improve quality learning across the school in the key area of the students understanding of Measurement and Space outcomes.

Other focus areas for 2008 have included:
- Smartboard Training,
- Diocesan SRI Sessions with Ian Gamble, and
- Diocesan Literacy & Numeracy Forum.
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 the national literacy and numeracy testing program (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

Students displayed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly evident in their knowledge of:

- key symbols, signs and rituals of the Catholic Tradition;
- events in the Scriptures that tell of Mary’s openness to God;
- the events of Pentecost;
- the Saints and how they loved and served others; and
- the Ten Commandments and their guiding principles.

The students also displayed a high level of performance in their capacity to work with and apply the religious tradition. This was evident in their ability to:

- demonstrate an understanding of the Creation Story;
- explain ways that we can reflect God’s goodness;
- explain key aspects of the story of Zacchaeus; and
- explain an image of God from the Scriptures.

The students’ responses showed a need for them to develop their knowledge of the religious tradition in some areas, especially in their ability to:

- recall the events of Holy Week.

The responses also showed a need for the students to develop their ability to work with and apply the religious tradition. This was most notable in their ability to:

- match scriptures to the liturgical season.

NAPLAN

There were fifty nine Year 3 and forty three Year 5 students who sat for the 2008 NAPLAN Test. Year 3 is reported in Bands 1-6; Year 5 in Bands 3-8.
Nazareth Catholic Primary School
Shellharbour City
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>NAPLAN 2008: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>4%</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>National</td>
<td>16%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</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>NAPLAN 2008: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
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<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>98%</td>
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<td></td>
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<td>School</td>
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Parent, Student & Staff Satisfaction

During 2008 staff, parents and Stage 3 students were invited to complete a survey to provide each group the opportunity for input in areas affecting learning and teaching and the general functioning of the school. The information provided by the survey will be used to assist the school with future planning.

All staff members agreed that the school helps students to develop a knowledge and understanding about Catholic tradition. All staff agreed that the school provided a safe and supportive learning environment and provided appropriate information to parents about student progress. The results indicated that a small number of students need to be challenged to maximise their learning outcomes and a similar number indicated the need to continue to develop ways to strive to meet individual learning needs.

The student survey showed that the majority of the students agreed that they were proud of their school and felt that the school helped them in their understanding of the Catholic faith. The majority of students felt that there are sporting and other activities in which they can be involved. Almost all responded positively indicating that their teacher encourages them to learn to the best of their ability and indicated that they understood their rights and responsibilities.

Only a small number of parents responded to the survey representing the following results. All identified the schools support in developing the children’s faith in a safe and supportive environment. Almost all identified opportunities for parent participation and that the school effectively communicates information about activities and events. A very small number indicated that they believe the school needs to continue developing effective ways to communicate student progress and meet individual learning needs.

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 school have begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:

- 3.3 Teaching Practices
- 3.5 Assessment

School Review and Improvement components to be reviewed in 2009:

- 1.1 Vision and Mission
- 2.3 Reporting Student Achievement
- 3.4 Planning, Programming and Evaluation
- 4.4 Succession Planning
- 4.5 Overall Compliance with Legislative and other requirements
- 5.2 Use of resources and space
- 6.3 Linkages with the wider community