About This Report

Ss Peter and Paul Catholic Primary School, Kiama 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:

Ss Peter and Paul Catholic Primary School
PO Box 248
Kiama NSW 2533
Ph:  (02) 4232 2442
Fax:  (02) 4232 1064
Email: info@sspp.woll.catholic.edu.au

Parish Priest: Fr Chris Roberts

Principal: Mr Philip Moore
Date: 12 December 2008
Vision Statement

Empowerment for the challenges of life’s journey.

Message from Key School Bodies

Principal’s Message

This Annual School Report provides an overview of the successes, initiatives and planning for the future that have taken place at Ss Peter and Paul during the 2008 school year.

I would like to take this opportunity to thank the community for their support during the past 11 months. I am proud of the achievements of the school community in working in partnership for the benefit of the students. I am particularly proud of the leadership the Year 6 students have shown in developing and taking ownership for the school’s Code of Conduct. They are a wonderful group of students full of vitality, fun and desire to learn. I know their Kinder buddies will miss them.

The Leadership Team has been outstanding in bringing life to the school development plan and supporting me in leading the school. I have been amazed at the students’ achievements in a variety of fields, Arts, Sport and Academia well supported by the dedication of the staff at the school.

Parent Involvement

This year the Parents and Friends Association was able to financially support school initiatives linked to the 2008 Annual Development Plan by funding the purchase of school resources in Information Communication Learning Technology (ICLT), the Library, sports equipment, English (reading materials) and by contributing to school maintenance. In total this amounted to $25 500. This expenditure was offset by a successful school fete which raised over $24 000. Further the P&F contributed to the growth of the school community by holding several social events for the children and their families. These included school discos, family barbecues, Mother and Fathers’ Day stalls and our Trivia Night.

Parents and Friends Association, President

Student Leadership

Year 6 has been a fantastic year. As students we have achieved so much - developing our school Code of Conduct which outlines our school rules and guidelines. We also formed our leadership groups which allowed us to promote and display leadership skills. Our Year 6 fond memories include Stanwell Tops Camp where we learnt new skills and faced many challenges including the Giant Swing and vertical ropes course. While we are sad to leave Ss Peter and Paul we look forward to the challenges of High School.

School Captains
School Profile

Ss Peter and Paul is a co-educational two-stream Catholic Parish Primary School catering for the needs of students from Kindergarten to Year 6.

Catholic education has a long and proud history in the Parish of Kiama, which encompasses St Matthew’s, Jamberoo, and St Mary’s Star of the Sea, Gerringong. The Sisters of St Joseph first taught at a Catholic school in Jamberoo before establishing St Joseph’s School in Kiama in 1908. At this time classes were taught in the old Railway School Building. On January 20, 1952, the present Parish Hall opened and was used as classrooms.

From 1887 to 1990, the Sisters of St Joseph played an essential role in the provision of Catholic education in the Parish. We are grateful for, and very proud to acknowledge, their work. By 1990, there were no Sisters teaching in the school and their ministry became one of pastoral care in the Parish. In 1961, part of the eastern classroom block was built, with these three rooms being completed in 1963. The brick double storey classrooms were completed in 1981. To accommodate increased enrolments, buildings were erected from 1981 to 1994. These included a new library and four new classrooms which were constructed adjacent to the convent. In 1974 the school’s name was changed to Ss Peter and Paul, thus bringing all Parish buildings under the patronage of the same saints.

In 2009 an extensive building program will see the building of six new classrooms, new amenities, administration block and school library. These new facilities will support the learning needs of students in the 21st Century and allow for the development of a flexible and supportive learning environment.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>187</td>
<td>191</td>
<td>378</td>
</tr>
<tr>
<td>2007</td>
<td>188</td>
<td>194</td>
<td>382</td>
</tr>
<tr>
<td>2008</td>
<td>195</td>
<td>170</td>
<td>365</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>2008</td>
<td>91.6%</td>
<td>91.4%</td>
</tr>
</tbody>
</table>
Staffing Profile

There are a total of 22 teachers (including the Principal) at Ss Peter and Paul School. There are 12 fulltime classroom teachers and 6 teachers job sharing.

School Leadership

The Principal is assisted by a four member Leadership Team, comprising an Assistant Principal, a Religious Education Middle Leader and two Middle Leaders. These permanent staff members undertake a range of responsibilities, including Religious Education, pastoral care, curriculum initiatives, Literacy and Numeracy and the implementation of Information Communication Learning Technology (ICLT). Each Middle Leader is assigned to a Stage of learning to assist with student learning and teaching including student wellbeing, parent partnership and teacher professional development.

Specialist Teachers

The school employs a Reading Recovery teacher, a Physical Education teacher, an enrichment teacher and a Teacher/Librarian.

Administrative Staff

The school employs six school support officers and one senior support officer. The Senior School Support Officer’s role is to run the daily administrative activities of the school. The support officers’ employment ranges from 2 in permanent fulltime positions, 1 in a permanent part-time position and 4 in temporary part-time positions.

A Canteen Supervisor is employed for fifteen hours per week. She works collaboratively with a Leadership Team member to promote healthy eating habits amongst students.

Teaching Staff Experience

One teacher has less than five years experience, two teachers have taught for less than ten years, eight have taught for between ten and twenty years, while a further eight have taught for more than twenty years.

At the conclusion of the 2008 school year, Ss Peter and Paul will farewelling two classroom teachers who have completed temporary contracts. A member of our school leadership team resigned.

Teacher Standards

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

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention
Staff Attendance
The average daily staff attendance rate for 2008 was 96.56%.
The staff retention rate is high at Ss Peter and Paul with 83% of the teaching staff remaining for the 2008 school year.

Professional Learning
Professional learning opportunities are highly valued and sought by all members of Ss Peter and Paul school staff. During 2008 school personnel undertook a range of professional learning activities related to improving student outcomes.
These included:

- Community Learning Project Religious Education Assessment for Learning. The whole teaching staff was involved with this project which ran across three Terms.
- Diocesan Learning and Teaching Framework – Assessment.

The school elected to participate in this pilot project coordinated by Catholic Education Office (CEO) Wollongong in Term 3. Learning Officers supported 8 teachers in Stages 2 and 3 to investigate the effectiveness of assessment tasks utilising the Diocesan Learning and Teaching Framework as a guide.

- Religious Education Creative Scripture. The 20 staff participated in Staff meetings looking at bringing Scripture passages to life.
- Four staff development days were held through 2008 on:
  o Policy and Procedures involving the whole staff including School Support Officers.
  o Assessment for Learning involving fulltime and part-time teaching staff.
  o Teaching Literacy School Support Officers for one half day.
  o Spirituality day facilitated by Grahame Neist. The whole staff was involved in this experience.

School based expenditure on professional learning in 2008 was $9300.00 this is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.
Culture of the Catholic School

Ss Peter and Paul Catholic School has continued to develop and maintain a strong sense of Catholic Identity by working closely with our Parish Priest, Fr. Chris Roberts, the Parish and the wider community.

The students regularly attend Mass in both class and whole school groups, to support the Religious Education curriculum. Whole school liturgies include: Opening Mass, ANZAC Day, Easter, Lent, Holy Week, Mary MacKillop, Mission, Advent, Feast of the Assumption, Grandparents’ Mass, Our School Feast Day, All Saint’s, World Youth Day (WYD08), Graduation Mass, and End of Year.

Students from Ss Peter and Paul had the opportunity to celebrate the Sacraments of Penance, First Communion and Confirmation. All Sacraments are Parish based and the class Religious Education Programs support preparation of the children. Our Year 6 students participated in the Year 6 Reflection Day, which provided the opportunity for the students for reflect on their lives.

The school continues to celebrate its Catholic identity through prayer and liturgy. Prayer is incorporated into school life, with assemblies commencing with either our school prayer or student-lead prayers. Reflective prayer is an integral part of our day when children have the opportunity to pray using different formats and experiences. Prayer diaries are sent home weekly, enabling children to contribute a favourite prayer or create their own. Staff gather weekly to live out aspects of Catholic life, and is bonded by communal prayer weekly.

Religious Education is taught daily from the Diocesan Religious Education syllabus teaching Scripture, history and tradition of our Catholic faith. Both Year 4 classes participated in the Religious Education Literacy Test and produced some very reflective artworks, PowerPoint presentations and other creative projects. An Open Day to celebrate achievements was held, to give Year Four an audience, whilst educating Year Three students of expectations, motivated many Year 4 students.

Parents are involved through regular contact in the newsletters and are invited to various liturgies throughout the year. The school community of Ss Peter and Paul continues to reach out to those in need. Students participated in Dance Aid and generously donated to classroom mission boxes regularly to support Project Compassion, Caritas and Mission Week.
Student Welfare

At Ss Peter and Paul the pastoral care of community members assumes a high priority. Weekly Student Leader assemblies and the school newsletter are used to acknowledge the achievements of students. Formal award certificates are presented each Monday for academic, social, cultural and sporting endeavours. Twice per term special awards are issued to recognise progress in each of the Key Learning Areas. At these assemblies the School Captains report on significant events in the life of the school. In 2008, a weekly whole school award focus was introduced so that all awards were issued for the same reason, which is published in the newsletter. The focus for each week of Term Three was based on the nine Values for Australian Schooling. Once per term a special Principal’s Award Assembly enables the children who have received specific numbers of Merit Certificates to be recognised with a gold badge (Twenty Merit Certificates), a silver badge (Ten Merit Certificates) or a bronze certificate (Five Merit Certificates).

Ss Peter and Paul provide the services of a Centacare counsellor one day per week to support children and families with specific needs. The counsellor is also involved in presenting workshops and programs on a Grade or Stage basis. Kindergarten completed a PALS program, “Playing and Learning to Socialise,” designed to assist in developing social skills required to fully participate in school life. Year 6 students participated in a transition to high school program called “Hit the Ground Running.” Parents were able to access “How to Raise Resilient Kids” through Centacare and the school counsellor.

Members of the school leadership team have been allocated specific Stage groupings to supervise. This enables support to be offered directly to students, parents and teachers when dealing with various issues. The system allows each supervisor to create relationships with the members of each of these groupings and to become very familiar with their needs.

During 2008 a Student Code of Conduct was developed in consultation with students, parents and staff, and implemented on Ss Peter and Paul Feast Day.

A playground review was held during 2008 which led to new equipment being purchased and installed onto the playground, increased supervision and an extension of recess time which allowed the students to engage in active play in a safe environment.

In compliance with the NSW Reform Act 1990, corporal punishment is banned in ALL schools within the Diocese of Wollongong. The Complaints & Grievances Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go to the link Policies. Access to all policies and guidelines can be obtained by contacting the school office.
Financial Summary

The school’s financial management was a focus of the school’s Annual Development Plan. The school’s budget development process and accountability procedures have been reviewed and evaluated. The school canteen operations have been reviewed and will be a continued focus for 2009.

Thank you to the Parents and Friends Association for their financial support of the school. The school was able to purchase new electronic equipment and Physical Education equipment. The continued need to review and evaluate what we do and involve ourselves in success and sustainability is an important part of this process thereby ensuring affordability for parents.

The school received a grant of $ 22,513 under the Investing in our school Program. The money was used to purchase classroom furniture.

The following graphs reflect the aggregated income and expenditure for Ss Peter and Paul for the year ended 31 December 2008. This data is taken from the 2008 financial the Australian Government, Department of Education, Employment and Workplace Relations.
Learning & Teaching

Introduction
The range of learning and teaching experiences offered at Ss Peter and Paul, aim to empower children for the challenges of life’s journey. This is undertaken as whole class, group and individual tuition along with a range of experiences offered within and from outside the school community.

Curriculum and Pedagogy
The Board of Studies syllabus documents in English, Mathematics, Human Society and Its Environment, Science and Technology, Creative Arts, Personal Development, Health and Physical Education (PDHPE) along with the Diocese of Wollongong Religious Education Curriculum, are the basis for developing the school’s curriculum. These are implemented across the four stages of learning by classroom teachers and supported by a specialist teacher who works with students in Physical Education.

Assessment was one of the key areas developed within the school during 2008. Through a Learning Community Project funded by the Catholic Education Office, assessment in Religious Education was developed. This included aligning Foundation Statements with outcomes and Religious Education units, writing rich assessment experiences that relate to the Foundation Statements, exploring consistent teacher judgement of student work samples and developing descriptors of student performance for the common grade scale in Religious Education.

Teaching staff participated in professional development on clarifying beliefs about assessment, assessment for learning practices with a focus on strategic questioning and providing feedback to students.

This year, the Catholic Education Office released the Diocesan Learning and Teaching Framework which provided the context for quality learning and teaching in Catholic Schools. Teachers from Stage Two and Stage Three participated in an assessment pilot project in the latter half of the year. This focused on developing assessment experiences that related to the fifteen characteristics of quality learning and teaching.

Staff continue to integrate outcomes from Key Learning Areas where appropriate. This usually is based on the humanities or science focus for the term, integrating English, Mathematics and/or the Creative Arts.

The role of a Middle Leader incorporated Information Communication and Learning Technology (ICLT). This enabled students to develop their ICLT skills in research and presentation of information. Some teachers utilised time to team-teach with the Coordinator and further develop their own technology skills. Teachers use the myclasses facility to provide diversified learning experiences, homework, inquiry-based learning and internet sites for research. A sustainable plan was developed to resource technology over the coming years. Extra computers were bought with grades in Stages Two and Three having access to pods of ten laptops on a daily basis. Early Stage One and Stage One have four desktop computers in their rooms.

Cross-Curriculum
Literacy continues to be a high priority in the school. The development of literacy is supported by whole class, individual and guided small group instruction in reading, writing, talking and listening that occurs daily in all stages. The School Support Officer timetable was modified this year to allow classes to focus on providing extra guided reading groups each week. Extra teaching support is provided in Year One to assist individuals and small groups of students to
develop their literacy skills. Reading Recovery has continued to be a support for children experiencing difficulty in improving their literacy skills. Fifteen Year One students completed the program this year.

During National Literacy and Numeracy Week, the school participated in ‘Reach for the Stars’, which was a school based numeracy activity that involved children in exploring chance, measuring, collecting, recording and interpreting data. This was organised and conducted by the Year Six leadership team. The school has now completed purchasing Go Maths and associated materials to support a sequential approach to numeracy learning.

The Study of Indigenous Life (SOIL) group was formed at the end of 2007 and continued throughout 2008. It comprised of students who made an expression of interest in learning more about the Australian Indigenous people and their culture. The group met during one lunch period each week and participated in a variety of activities such as: artwork; listening to "Dreaming" stories; discussing issues such as reconciliation; playing traditional Indigenous games; and watching DVDs about the Indigenous culture. Members of the group also had a part in presenting information on a school level to raise awareness of the Indigenous culture during commemorative events such as National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and Reconciliation Week.

**Meeting the Needs of All Students**

A literacy enrichment program was offered to students in Years One to Six throughout the year. Over a term, selected students participated in a literature or Human Society and Its Environment focus with a staff member allocated to develop the program with classroom teachers.

Teachers used a variety of learning frameworks, such as Multiple Intelligences, Thinker’s Hats and Keys, to provide opportunities for students to work at different levels in the classroom. This provided support, challenge and interest for students in their learning. Year Six classes implemented a self directed learning model where students were provided with a focused teaching time each day that enabled them to make choices in the learning experiences they would undertake. This involved using effective time management and resources to explore content and values across a number of Key Learning Areas. This was supported with individual and guided group teaching.

The Review Committee met regularly throughout the year to discuss strategies to respond to student’s learning needs and seek the assistance of outside agencies.

**Expanded Learning Opportunities**

Competitions offered include the International Competitions and Assessments for Schools English, Writing, Spelling, Science and Mathematics. Stage Three students were provided with the opportunity to participate in the Australian Mathematics Trust Challenge and a religious art competition based on the Christmas story. Students have participated in swimming, cross country and athletics carnivals at school, Regional, State and National levels. Children have participated in gala days for basketball, netball, soccer, AFL and teams attended the NSW Catholic Primary Schools Basketball Championships in Goulburn during October. Other experiences included junior and senior choirs at the Wollongong Eisteddfod, Diocesan Public Speaking Competition, Apex Public Speaking Competition and debating in Year Six.

The school hosted Life Education in Term Four where children explored a variety of health issues. Early in the year, an enrichment day was offered for a small group of Stage One students with other students from the Southern Illawarra Catholic Schools cluster.

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Professional Learning
Focus areas for 2008 included:

- Assessment in Religious Education – developing and making consistent judgment on assessment experiences,
- Assessment for Learning – clarifying beliefs about assessment and exploring strategic questioning and providing feedback,
- Diocesan Learning and Teaching Framework: Assessment pilot project – using the framework to develop and evaluate assessment experiences, and
- Spirituality – continuing program for staff to explore their own spirituality within the context of the Catholic Church.

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 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
Students showed a high level of performance in their knowledge of the religious tradition. This level of performance was particularly noticeable in their:
- Knowledge of Mary;
- Knowledge of Saints; and
- Season of Easter.

The students’ responses showed a need for them to develop their capacity to work with and especially in their ability to recall specific facts regarding:
- Rite of Reconciliation, and
- Birth of Jesus.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge, with 42% of children receiving Extending performance levels and 51% of children receiving Achieving performance levels.

NAPLAN
In 2008 students in Year 3 and Year 5 participated in the NAPLAN tests. The students ability was tested in Literacy-including reading writing punctuation grammar and spelling and Numeracy – including number, patterns an algebra, space and measurement.

The students in Year 3 have achieved above the National mean in reading, writing and overall literacy. In numeracy, the Year 3 students performed above the national mean.
The students in Year 5 are above the national mean in reading, writing and overall literacy. The Numeracy results are also above the national mean. The student demonstrated more learning gains in Numeracy than in Literacy particularly in the writing strand.

In responding to the analysis of this data- a developmental approach to the teaching of Literacy with a focus on language features and the conventions of writing will be established to support the need for explicit teaching in Grammar and Punctuation and Spelling in all Stage Two and Stage Three classes. A Review will occur on the use of assessment data in the classroom to enhance and inform the curriculum.

The school participated in extra curricular activities throughout 2008. The Year 4 team were Rugby League All Schools Illawarra Champions, Year 5/6 team were Rugby Union Diocesan Champions, year 5/6 girls team were AFL Runners Up, CPS Basketball champions Year 3. Many students represented the school in representative sports 6 students from the school were honoured with awards from the Catholic Development Fund (CDF) Awards night. The school also had success in the Operation Art Competition, Taronga Zoo Poetry Competition, Christmas Story Art Competition and were winners of the Wollongong Eisteddfod Choir section. Congratulations to the all the students who represented our school throughout 2008. Thank you to the teachers and parents whose support and organisation made our participation in these activities possible.
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.

### Ss Peter & Paul Primary School, Kiama

#### Student Achievement 2008

**National Assessment Program Literacy and Numeracy**

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.

#### Student Achievement in Bands

<table>
<thead>
<tr>
<th>NAPLAN 2008: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
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<tr>
<td>School</td>
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<td>35%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>41%</td>
</tr>
<tr>
<td>Writing</td>
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<td></td>
</tr>
<tr>
<td>School</td>
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<td>17%</td>
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<tr>
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<tr>
<td>Spelling</td>
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<td></td>
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<tr>
<td>National</td>
<td>16%</td>
<td>45%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td></td>
</tr>
<tr>
<td>School</td>
<td>6%</td>
<td>33%</td>
</tr>
<tr>
<td>National</td>
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<td>Numeracy</td>
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<td></td>
</tr>
<tr>
<td>School</td>
<td>7%</td>
<td>49%</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.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>98%</td>
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<tr>
<td>National</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>100%</td>
</tr>
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<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
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<tr>
<td>School</td>
<td>98%</td>
<td>96%</td>
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<tr>
<td>National</td>
<td>94%</td>
<td>93%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>100%</td>
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<tr>
<td>National</td>
<td>97%</td>
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</table>
Parent, Student & Staff Satisfaction

Parents
Parent satisfaction was gauged using survey, participation in principal parent morning teas and general communication throughout 2009. Respondents in Kinder, Year 3 and Year 6 were targeted for the survey. Respondents indicated satisfaction with the school’s approach to developing the Catholic Life of the school. School based activities such as dance for the Mission and the Prayer journal as great examples of faith in action. Respondents were generally pleased with the use of Individual Education Plans to cater for the diverse needs of students but sought more information about such targeted programs. The extra curricular activities for the students were praised. Respondents were pleased with the schools communication including the updated website and revamped newsletter. They were particularly pleased with student workbooks being sent home on a regular basis.
Parent’s role as the first educator could be further enhanced through workshops and also being consulted on various decisions affecting the students. Parent Involvement will be reviewed as part of the 2009 Annual Development Plan.

Students
Students in Year 2, Year 4 and Year 5 were asked to respond to the student survey to gauge their satisfaction with the school. The majority of the students expressed satisfaction with the school and its work to promote our Catholic Faith, teaching and learning and a safe and supportive environment. A small number of respondents indicated they didn’t feel safe a school. This information will be further explored as the school continues to implement the Code of Conduct and revisits our Pastoral Care Policy as part of the School Review and improvement process. Respondents were generally satisfied with the school’s involvement in extra curricular activities.

Teachers
The staff participated effectively and openly in the School Review and Improvement process. The staff indicated a high level of satisfaction with the school’s role in developing our Catholic Life and Religious Education experiences for the students. The use of Individual Education Plans and an enrichment program has assisted teachers cater effectively for the diverse needs of students. Teachers have commented favourable on the introduction of sending workbooks home as a way of involving all parents in their children’s education. Staff was very supportive and pleased with the implementation of the school’s Code of Conduct. The maintenance of a Safe and Supportive environment will be a continued focus for 2009.
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:

- Religious Education
- Educational Potential
- Rights and Responsibilities
- Financial Management

School Review and Improvement components to be reviewed in 2009:

- Pastoral Care
- Teaching Practices
- Overall Compliance with Legislative Requirements
- Parental Involvement