St Michael’s
Catholic Primary School
Thirroul

Annual School Report
2008
About This Report

St Michael’s Catholic Primary School, Thirroul 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:

St Michael’s School
PO Box 86
Thirroul NSW 2515
Ph: (02) 4267 2560
Fax: (02) 4268 1482
Email: info@stmichs.woll.catholic.edu.au

Parish Priest: Father Lawrence McCarthy

Principal: Mrs Louise Campbell
Date: 15 December 2008
Vision Statement

St Michael’s is a Catholic school centred on Jesus Christ and is founded on Christian values. Together with the family and the Church our school shares the responsibility of educating each child within a caring Christian community. Each child is seen as a unique being with special talents and needs.

Message from Key School Bodies

Principal’s Message

This Annual School report is an opportunity for the school community of St Michael's to recognise and celebrate the achievements that have occurred in 2008.

The core business of St Michael's is to provide quality Catholic teaching and learning to the students in an environment where individual differences are acknowledged and celebrated. The school strives to be a place of mutual respect where each person feels valued and supported in achieving their potential. Appreciation is extended to the members of the School Leadership Team and all staff for the role they play in managing and leading the school.

St Michael's has a dedicated staff and their ongoing commitment ensures that the school meets its educational goals. The members of staff are appreciative for the continued level of positive support from the Parish Priest, and the families who make up the school community. The level of support offered, enables the staff to provide many exciting learning initiatives.

The school has a very committed Parent and Friends (P&F) Association and Tuckshop Committee who work in close partnership with the students and staff. Parent volunteers give generously of their time to support the teachers in the classrooms and their contribution is appreciated by all staff.

St Michael's community is most fortunate to have a dedicated and professional staff, a caring parish Priest and a committed parent body where the Catholic Faith tradition, education and the welfare of the students are of utmost importance to all members of the community.

Parent Involvement

St Michael’s had a very successful year in 2008. Our annual fete, which we decided to hold earlier than usual, raised $30,000 gross. We also installed a volleyball court and net, as well as new seating, new gardens and re-mulched our playground areas twice through the year. A uniform committee was formed and we now have a change of uniform for the girls, a new summer tunic and new sport shorts, and new hats for the whole school. Our tuckshop had a fruitful year also introducing meal deal days, healthier lunch options and during the Olympics, the children were able to taste food from different countries. One of our parents came up with the idea of a long term plan for our P&F funds and asked for input from the school community.
There were several ideas which we will look at next year. I look forward to 2009 as President and hope we have another fantastic year.

*Parents and Friends Association, President*

**Student Leadership**

As Year 6 leaders this year, we have had very important roles in organising activities around the school and community. Throughout the year, we have organised Masses, Liturgies, ceremonies and fundraisers for our school and community.

We have been through a program to improve our skills as mature and responsible leaders. Peer support allows Year 6 students to take charge of a small group and teach them about friendships and bullies. We played fun, educational games with the group and learnt how to manage small children. We have all learnt from this program and found it really helpful.

All Year 6 students have a Kindergarten buddy. We regularly visit them in their class and do different activities with them. The Kindergarten children can always come to their buddies for help if they are having problems.

St Michael’s has been a great experience for us. We will never forget it.

*School Captains*

**School Profile**

St Michael's is a systemic Catholic school within the Diocese of Wollongong. The school was established in 1940 by the Sisters of Saint Joseph to serve the needs of the Catholic Community. Although the Sisters left the school the Josephite tradition remains strong.

As a Parish school, St Michael's is an integral part of the Parish and of the wider community. The spiritual growth and welfare of every student, along with sound education practices is paramount, and is a shared responsibility of the Parish Priest, Principal, Staff and Parents under the authority of both Catholic, and Federal and State Government bodies.

The majority of students come from Thirroul, Austinmer and Wombarra and recently there has been an increasing number of students seeking enrolment from suburbs south of Thirroul.

Policies and Procedures can be found on the Wollongong Catholic Education Office (CEO) website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) then go to the policy links.

**Student Enrolments**

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tbody>
<tr>
<td>2006</td>
<td>108</td>
<td>98</td>
<td>206</td>
</tr>
<tr>
<td>2007</td>
<td>107</td>
<td>100</td>
<td>207</td>
</tr>
<tr>
<td>2008</td>
<td>119</td>
<td>97</td>
<td>216</td>
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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>%</td>
<td>94.0%</td>
<td>92.3%</td>
</tr>
</tbody>
</table>

Staffing Profile

The school leadership structure consists of the Principal, Assistant Principal, the Religious Education Coordinator and a teacher who holds a Middle Leader 1 point position. The school has six full-time teachers, while seven teachers work at the school on a part time basis. In 2008 two classes have a job share arrangement. A reading recovery teacher also works at the school. Four School Support Officers aid the delivery of learning in classrooms and the school library. The main support function is in the delivery of Literacy and Numeracy tasks for targeted students. A Senior School Support Officer works in administration and is assisted by a part-time School Support Officer.

The school has a sound mix of age and experience on staff. All teachers employed at the school have university qualifications and two teachers have Master degrees.

Teacher Standards

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

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<thead>
<tr>
<th>Qualifications</th>
<th>Percentage</th>
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<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<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 97.38%.

The staff retention rate is high at St Michael’s Thirroul with 99% of the teaching staff remaining for the 2009 School Year. Currently three members of staff are on maternity leave,
two will return at the beginning of the 2009 School Year, the third teacher will return to school midyear. At the end of the 2008 School Year one member of staff will retire from teaching.

Professional Learning
All staff members at St Michael’s are committed to their professional learning to facilitate quality teaching and learning in the classes. During 2008 staff members undertook a range of professional development and learning opportunities related to improving student outcomes. These included:

- Whole school development days which involved all staff. These days focused on the spirituality of the staff, World Youth Day, the launch of the Catholic Education Strategic Plan and Spelling;
- Other professional learning activities provided at school level including CEO run courses focused on Literacy-grammar, spelling and writing. Redefining scope and sequences for all Key Learning Areas, Numeracy, particularly Space and Measurement;
- Weekly staff meetings became further opportunities for professional learning. Staff members as well as professional providers have led the learning sessions. Information Communication and Learning Technologies (ICLT) and the use of interactive whiteboards was a focus at these meetings;
- Student Welfare- staff received training in First Aid, CPR, Anaphylaxis, Diabetes, Emotional Health and Wellbeing; and,
- Parents are kept informed of the professional learning of staff via the weekly school newsletter.

School based expenditure on professional learning in 2008 was $3,500. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Culture of the Catholic School
St Michael’s Catholic School is an authentic Catholic Parish Primary School. This is evidenced by the close relationship between the Parish Priest Father Lawrence McCarthy, the school community and parishioners, all supporting each other with Parish and School work.

Religious Education, the focus of the school, is taught daily and is integrated in all aspects of schooling and daily life. The Diocese of Wollongong Religious Education Curriculum is the endorsed curriculum for all grades from Kindergarten to Year 6, in conjunction with St Michael’s Religious Education Policy.

The Year 2008 began with a Welcoming Mass for staff on the first day of the new school year. During Term 1 a Commissioning Mass for all staff and catechists was held. This ceremony acknowledged the valuable work done by the St Michael’s staff and catechists in the Thirroul Parish. The students began the new school year with a Welcoming Mass for Kindergarten students and parents, and Presentation of Badges to the 2008 school leaders.
Each term, two Sunday Parish Masses were assigned as special celebrations for children and their families. The children participated by reading, singing, percussion, liturgical movements and other special liturgical features relevant to the Sunday’s of the year. Throughout the year, students also have the opportunity to plan and attend mass with their class group and with the whole school on many occasions. Special Feast Days and celebrations held this year included: Ash Wednesday, Feast of Mary MacKillop, Feast of the Sacred Heart, the Assumption, Thank-you Mass for School Helpers and a Retirement Mass for a retiring staff member. A Liturgy of the Word was held for each day of Holy Week and Easter, and also as a thank you to the Parish Priest who will retire in January 2009. This year St Michael’s students and staff were also involved in many World Youth Day events including the Journey of the Cross and Icon to the Thirroul Parish and the Diocesan World Youth Day Mass.

This year thirty Year 4 students participated in the Diocesan Religious Education Literacy Assessment. Students completed a written examination and also submitted an extended task based on the unit ‘One With God’s Creation’. The results of the written examination were collated by the Australian Catholic University, then combined with the extended task mark and results were sent to parents. St Michael’s Year 4 students produced some outstanding work and achieved very high results.

The school is very conscious of its rich history and the contribution to the Northern Illawarra and the Thirroul Parish by the Sisters of Saint Joseph. The school remembers and celebrates the influence of Blessed Mary MacKillop and acknowledges the work of the Sisters of Saint Joseph in establishing St Michael’s School. On the 8th August this year staff, students, parents and parishioners gathered to celebrate Mass for the Feast of Mary MacKillop. The school community was honoured to have the very first Sister of Saint Joseph to work at St Michael’s in 1940, join us for this special occasion. Staff also attended a Staff Development Day at Mary MacKillop Place North Sydney in Term 4 with the focus of the day being ‘Mary the Educator’.

All staff members are dedicated to providing a quality Catholic education whilst acknowledging the need to work closely with families and Church. The collaborative, collegial approach to all aspects of school life ensures all members of the school community have the opportunity to contribute to direction and decision-making. The whole school community modelled Catholic values by their support and involvement in special fundraising activities including Project Compassion, Mission Week, Jeans for Genes Day, Daffodil Day, MS Readathon, St Vincent de Paul, Pink Ribbon Day and Boardies Day.

The Parish Priest is a regular visitor to the school and actively participates in all school and social occasions. He visits classrooms, assists in preparing Masses and has positive input into all aspects of Religious Education in the school. St Michael’s staff, students and parents will sorely miss Father McCarthy when he retires.

Sacramental Programs are family based and parish, school and parents work together to prepare children for the Sacraments of Penance, First Eucharist and Confirmation. Father McCarthy and Class Teachers prepare an innovative program for each Sacrament.
Student Welfare

Student welfare encompasses the wellbeing of the whole child; spiritual, physical, academic, social and emotional, and St Michael’s Catholic School is committed to creating a safe and supportive environment for students.

All Year 6 students are given responsibilities within the school. In Term 1, they attended the National Young Leaders Day at the Sydney Entertainment Centre. The day focused on giving the students the opportunity to listen to inspiring high profile people speaking about goal setting and leadership.

The Year 6 students are assigned a Kindergarten student as a buddy. The Buddy system provides guidance, friendship and support for students. It has been particularly useful in helping Kindergarten students settle into school routine, as well as promoting a sense of responsibility in the older students.

In Term 2, the Year 6 students undertook an intensive two day training course of Peer Support. The focus in 2008 was Relationships. All Year 6 students led weekly Peer Support lessons for the students in all grades from Kindergarten to Year 5.

The Transition to School program was conducted in Term 4 for students entering Kindergarten in 2009. Forty six children completed the four week readiness program.

A Centacare counsellor attended the school on a weekly basis. Appointments with the counsellor ensured that students with difficulties were supported. The Counsellor supported staff in addressing welfare issues. The Counsellor facilitated a Roller Coaster program for targeted primary students. The program supported students dealing with family breakdown.

Students achievements are acknowledged in the school newsletter and at assemblies. An Awards Assembly is held each Friday to celebrate individual student success. All students have the opportunity to earn a range of awards from Superstar Awards through to a St Michael’s Blue. Parents are welcome at assemblies to support the students. These assemblies are an opportunity for parents, staff and students to recognise the achievements of their peers.

In 2008 St Michael’s School was selected as a pilot school within the Diocese to introduce the School Positive Behaviour program. A school team, including a parent representative has been established. The main characteristics of the program are: proactive school wide approach for defining, teaching and supporting appropriate behaviours, to create a positive school environment; focus on the use of a continuum of behaviour supports; emphasises the use of assessment information to guide intervention and management decisions; creates and sustains school wide, classroom and individual systems of support to improve school life and results for learners. School and classroom rules will be grouped under the following headings: Take Care of Yourself, Take Care of Each Other and Take Care of this Place.

The school participates in the ‘Active After School Communities Program’. Staff members have been employed to organise games for students in all grades to enjoy. The children come
together on Monday and Wednesday afternoons from 3:30pm until 4:40pm. The students are given afternoon tea before they commence the activities.

In 2008 an educational representative from NETALERT spoke to parents on the dangers of the internet and how to protect children from cyber predators. Year 6 students received training in the safe use of the internet.

OH&S inspections are completed regularly and evacuation and lock down procedures are practised each term.

The Complaints and Grievance Procedures can be located on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go to 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

In 2008 the Parents & Friends Association donated $7,000 for the Key Learning Areas and $7,000 for a new volleyball court with a further $2,000 for volleyball equipment and outdoor seating. An amount of $1,700 was donated towards the cost of playground beautification. The Tuckshop Committee donated $6,700 for a SmartBoard for the school library.

The following graphs reflect the aggregated income and expenditure for St Michael’s School Thirroul 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.
Learning & Teaching

Introduction
As a Catholic school, St Michael’s is a learning community where each person is valued and encouraged to do their best. Staff members are committed to providing child-centred learning in which the needs of all students are met. The school’s wish is to continue using the value systems of ‘Take Care of Yourself’, ‘Take Care of Each Other’ and ‘Take Care of this Place’ to underpin all that we do at St Michaels Thirroul.

Curriculum and Pedagogy
The Board of Studies requirements in all Key Learning Areas (KLAs) along with Diocese of Wollongong Religious Education Curriculum, underpin the development of the school’s curriculum. The KLAs are implemented across all four stages of learning with special support in Physical Education and ICLT.

Staff this year have continued to work with Education Officers from the Catholic Education Office to improve and enrich the learning and teaching across the school, particularly in the area of Literacy. Assistance from the Learning Communities Project, ‘Back to Basics’ has supported this professional learning experience.

Scope and Sequences have been developed for all KLAs to ensure all outcomes are covered throughout the year. With the assistance of CEO officers we were guided through a process by which all Scope and Sequences could then follow. Each grade included content, assessment, Foundation Statements and Outcomes.

In Year 4, students again participated in the Wollongong Diocese Religious Literacy Assessment. The students were involved in producing a major work on creation involving
ICLT or conventional materials. The staff reflected on completion of the assessment as well as reviewing the Religious section of the twice yearly reports.

ICLT has continued to be a useful learning tool throughout the school. This has been further enhanced by the purchase of 2 Interactive Whiteboards. All classes have been involved in using the Board to support learning in Maths, English, Human Society and its Environment (HSIE) and Science. Opportunities for its use will be further enhanced by the purchase of a third board and this will allow all Stages to be better serviced.

Students in Year 6 were involved in a new initiative by the Federal Government called Cybernet Detectives. We were one of 40 schools nationally who engaged in this project which was launched during Child Protection Week.

The school was also fortunate this year to become one of the Diocesan pilot schools in a program called ‘Positive School Behaviours’. Once again with guidance and support from CEO and the information obtained from parent, staff, student and community surveys the school will in 2009 be able to redesign behavioural management processes to promote positive behaviour support to improve student learning outcomes. All members of the St Michael’s School community will be involved in the project. An ongoing data collection is being set up.

For the first time this year Years 3, 5, 7 and 9 were involved in the National Assessment Plan for Literacy and Numeracy (NAPLAN). Students’ results were very pleasing. Information gained from these assessments were provided for all staff members to see and used as a good reference point for learning and teaching.

**Cross Curriculum**

In Literacy the school continues to set excellent foundations in all grades. This was supported by the purchase of reading materials and comprehension boxes. The Reading Recovery program continued with 11 students on the program. We currently have 4 trained Reading Recovery teachers at St Michael’s.

As a result of teacher professional learning experiences within the Learning Communities project ‘Back to Basic’, students benefited from improved classroom management and more informed teachers on grammar and spelling. A simple scope and sequence is being worked on for all stages in these areas. The English block was reviewed and changed to accommodate the different stage levels. Text types were addressed. Changes were made to the Scope and Sequence in English.

**Meeting the Needs of All Students**

Because of the restructuring of the timetable this year, St Michael’s was able to use the teacher librarian as a support to students with special learning needs. Students are given small group or individual opportunities to re-enforce areas of need within the curriculum. Within each classroom, teachers continued to diversify the curriculum to meet the individual needs of students.

Kindergarten 2009 was introduced to school with a very successful Orientation. This program aids for a smoother transition to school for students and parents.
The older students worked on long term projects for the year. Several older students were involved in many challenging projects that extended their minds as well as their social skills eg chess, external competitions.

The Review Committee assists teachers in developing programs to meet the varying needs of students in their care. Students referred to the Review Committee encompasses students with learning difficulties, gifted and talented, students who have discontinued from Reading Recovery and those who may have scored in the lower bands of the NAPLAN assessment. School Support Officers and class teachers assist these students in class and at times on a withdrawal basis. Transition meetings are held each term and a computer data program assists teachers in monitoring and developing goals for these students.

At the end of the year the school hosts a very successful Talent Quest which gives many students the opportunity of displaying their talent in dance, music, singing or drama.

**Expanding Learning Opportunities**

Children have a wide range of expanded learning opportunities through involvement throughout the school and in the wider community.

During Literacy and Numeracy Week the students of St Michael’s were involved in a writing competition for all grades, Reach for the Stars (coin toss measurement) as well as a school blog where any student could enter their favourite book details. This year we had many students participate in the Premiers Reading Challenge.

The school participates in a range of competitions including, poetry, UNSW Writing and Maths competitions, Maths Challenge, Chess Tournaments, public speaking competitions and Art Shows (Sydney Archdiocese Christmas Art Competition). The school had three representatives who had their work displayed in St Mary’s Cathedral. This was the first time the Wollongong Diocese was able to enter this competition. One of the students gained third place in this competition.

St Michael’s hosted the regional public speaking competition in the McCarthy Centre. At St Michael’s the opportunities for children to perform is outstanding. In 2008 the St Michael’s Band and Learning Band come together under the direction of the Band Leader from the Wollongong Conservatorium of Music. A small orchestra also meets weekly. The students involved in these groups are given opportunities to entertain both within the school community and beyond. St Michael’s choir is always available to sing at Masses, Liturgies and public gatherings (Parish get-togethers).

The sporting opportunities offered by the school allow for every student to participate in fun Gala Days for Netball, Soccer, Rugby League, as well as carnivals at a local, diocesan, state and Australian level. The school is fortunate to have the opportunity to be involved in dance, lawn bowls and tennis. Years 3 to 6 are able to join in these activities every Friday throughout the year.
Professional Learning

Our Learning Communities project, ‘Back to Basics’ proved to be a great learning opportunity for all teachers and School Support Officers. Stage groups were released each term for two half day learning opportunities which involved Learning Officers from the CEO. During this time various needs of teachers involved were addressed such as better run English Blocks, grammar, spelling, improving writing episodes and assessments. These workshops allowed for discussion, viewing of videos and ‘homework’ tasks where teachers trialled some activities in their classrooms. These experiences have proven to be beneficial for both facilitators and students alike.

The purchase of the Interactive Whiteboards has initiated the need for quality Professional Learning on its use through the notebook tools and web based games and activities. In 2008 we restructured the release from face to face (RFF) teaching time allowing for stage partners to dialogue and collaboratively plan quality teaching and learning episodes.

In the area of Numeracy, Year 6 teachers were involved with their local High School (Holy Spirit College) in a joint project involving other feeder Primary Schools from the area. As a result of the High School assessment in Year 6 and Year 7 teachers were able to discuss aspects of the Primary and High School curriculum. Teachers had the opportunity to visit classrooms in the High School as well as in the Primary. This project will continue next year resulting in better informed teachers, and improved classroom pedagogy.

St Michael’s Thirroul is involved in School Review and Improvement which is an ongoing process of self-evaluation measured against commonly agreed set of criteria. This process replaces the School Review and Improvement used in the diocese for the last 13 years. This was seen as an externally driven process, often without school ownership. With students as the focus, the ‘core business’ of Catholic Education is described under three Key Areas of Catholic Life and Religious Education; Students and their Learning and Pedagogy.

This year, a team from the school, including the Principal, Assistant Principal, classroom teacher, School Support Officer and parent, attended a behavioural management course for school communities. Surveys were undertaken on different areas of school life from students, all staff members and parents Results were brought back to the staff. Several discussions took place involving the school community on areas of need and a decision was made as to where the school focus would start in 2009.

Staff members were also involved in ICLT opportunities for learning in how to use the Smartboard, IPOD use in the classroom, better use of computers and various other sessions using ICLT co-ordinator within the classroom setting. Along with a number of other schools Year 6 were involved in an online simulation on cyber bullying. The teachers and school community attended two sessions run by Greg Gebhart from Net Alert on cyber safety.
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

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

The school cohort consisted of 28 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 29 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 Religious Literacy results for Year 4 St Michael’s students were very high.

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

Part A consisted of 30 multiple choice/restricted answer and short answer/performance questions which reflect Stage 1 and Stage 2 outcomes and content in Religious Education (RE). Students performed extremely well in Part A with 75% -100% of students choosing the correct response in 22 out of 30 questions. Particularly strong areas of students’ knowledge and understanding were in the key concepts of: symbols, signs and rituals of the Catholic Tradition, the Resurrection, the Ten Commandments, the Creation Story, the key teaching of the Prodigal Son, key aspects of the story of Zacchaeus and reflecting on God’s goodness to others, where above 90% of students answered the question correctly.

Part B, the Extended Task consisted of one main task with four components, the focus derived from the Year 4 Unit One With God’s Creation. Students planned, drafted and put considerable time and effort into their project. Students found this to be a very valuable and challenging learning experience. Students were enthusiastic and produced some excellent products including, art works, ICLT presentations, dioramas, storybooks and posters.

For Part A 0% of students were placed in the developing level, 64.3% in the achieving level and 35.7% were in the extending level.

For Part B 6.9% of students were placed in the developing level, 75.9% in the achieving level and 17.2% were in the extending level.

Combining Parts A and B, 0% of students were placed in the developing level, 71.4% in the achieving level and 28.6% were in the extending level for Religious Literacy.
The students from Year 3 and Year 5 participated in The National Assessment Program Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assesses students’ knowledge and skills in particular aspects of Literacy and Numeracy and it measures students’ achievements against the National Statements of Learning.

Students were tested in: Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. Student reports were sent to parents with the student’s results in comparison with all other students from the same year group in Australia.

Thirty Year 3 students and thirty Year 5 students sat the NAPLAN test in 2008. The students at St Michael’s Thirroul achieved a significantly high level of results in all components of NAPLAN tests. In Year 3, 100% of students achieved at or above the National Minimum Standard in Writing, Spelling, Grammar and Punctuation and Numeracy, and 97% of students achieved at or above the National Minimum standard in Reading. Year 3 students achieved results considerably higher than the National Average in Bands 5 and 6 in both Literacy and Numeracy. All of Year 5 students achieved at or above the National Minimum Standard with results in Bands 7 and 8 significantly higher than the National Average except in Writing, which was at the National Average.

When NAPLAN results were released all parents were given the opportunity to discuss their child’s results with the class teacher. All staff members were presented with the school’s NAPLAN data at a staff meeting during Term 4. Results were discussed and a plan for 2009 was instigated, targeting students in lower bands who need intervention and support and also extending those students in higher bands. Staff decided that Narrative Writing will be a focus in 2009.
St Michael's Primary School, Thirroul
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:

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<th>NAPLAN 2008: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
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<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
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<tr>
<td>Reading</td>
<td></td>
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<tr>
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</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>97%</td>
<td>100%</td>
</tr>
<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>100%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</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>School</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
</tbody>
</table>
Parent, Student & Staff Satisfaction

A survey of parents, staff and students was carried out during Term 4 to gain feedback on the school’s performance. The results indicated high affirmation for the school from all the stakeholders. All students in the primary grades completed the survey. Students felt very proud of their school. They felt safe and were positive about their teachers and all the school had to offer.

An analysis of the responses from staff indicated that all staff members were very positive in all the areas covered by the survey.

All parent responses agreed that the school provided a good understanding of the Catholic tradition for their child and the teachers were genuinely interested in the welfare of the students.

One area was identified for further investigation, with 15% of the parents who returned the surveys indicated that they felt that their child was not challenged to maximise his/her learning outcomes.

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


- We have provided increased opportunities which enable the teaching staff to work collaboratively and make stage based decisions in relation to learning and curriculum delivery.
- The school has provided a year long program for professional learning for all staff in areas including: English-Spelling, Grammar and Writing, Mathematics, Information Technology, Using Interactive Whiteboards effectively, Religious Education.
- Parents have been kept informed about professional Learning of Staff via the weekly School Newsletter.
- The school supported the parish community throughout the year particularly during the visit of the World Youth Day Cross and Icon, Days in the Diocese and World Youth Day.
- New format for the school newsletter in an attempt to keep parents informed of all school happenings and activities
- Construction of the school volley ball court
- Purchase of an interactive whiteboard
- The NAPLAN results for both Year 3 and 5
School Review and Improvement components to be reviewed in 2009:

- **Key Area 1** Catholic Life and Religious Education
  1.2 Religious Education

- **Key Area 2** Students and Their Learning
  2.2 Rights and Responsibilities
  2.4 Integration of Information and Communication Technology
  2.5 Pastoral Care

- **Key Area 3** Pedagogy
  3.1 Curriculum Provision
  3.2 Provision for the Diverse Needs of Learners

- **Key Area 4** Human Resources Leadership and Management
  4.2 Professional Development of Staff

- **Key Area 5** Resources, Finance and Facilities
  5.1 ICT Resources

- **Key Area 7** Strategic Leadership and Management
  7.1 Planning for Improvement