About This Report

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

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

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

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

St. Paul’s Catholic Primary School
18 Garrett St
Moss Vale. NSW 2577
Ph: (02) 4868 1794
Fax: (02) 4868 1064
Email: info@stpaulsmv.woll.catholic.edu.au

Parish Priest: Fr Marek Dutkiewicz OSPPE

**Principal:** Mr Anthony Kenna

**Date:** 12 December 2008
Vision Statement

A Catholic Community that respects the dignity of all and strives to provide a quality learning environment focused on the life of Jesus.

Message from Key School Bodies

Principal’s Message

In 1947 St. Paul’s Parish Primary School was established on the Garrett Street site by Parish Priest Monsignor Lynch. In this the Diamond Jubilee of the school, celebrating 60 years of Catholic education for the families of the parish, I present the 2008 Annual School Report. The 2008 School Year has been a very productive year with the main focus being placed on the history of the school. The report details the achievements and future planning of the School and Parish Community and I encourage all to read the report.

Parent Involvement

St. Paul’s has been a very busy and successful school in 2008, and this would not have been possible without the support of parents who generously gave of their time, through their involvement in a broad range of activities in the life of the school. These include the 60th Anniversary Party, classroom activities, the tuckshop, Mother’s and Father’s Day stalls, the Pastoral Care Committee, working bees, school barbecues and at community events like Brigadoon and World Youth Day activities.

The Parents and Friends Association plays an active role in supporting the school to provide a quality learning environment. This year the Parents and Friends Association provided, Literacy and Numeracy resource material for classrooms, new laptop computers and an adjustable interactive white board for the school.

Parents and Friends Association, President

Student Leadership

The students in Year 6 at St. Paul’s Parish Primary School play a significant role in the life of the school by their participation in a variety of activities. These included, prayer services, liturgies, classroom learning experiences, excursions, sporting carnivals, fundraising activities and the Year 6 and Kindergarten Buddy Program. In addition, the Year 6 students leaders participated in the, annual Leadership Conference in Sydney and hosted school assemblies and special visitors throughout the year. The annual gift to the school by Year 6 was gymnastic floor mats, which will be used by the students during Physical Education lessons.

School Captains
School Profile

St Paul’s Parish Primary is a one stream co-educational Catholic school situated in St Paul’s Parish Moss Vale. It has a current enrolment of 161 Students who attend the school and predominantly reside within the township or the southern outlying areas. The Parish covers this area and is presently administered by the Fathers of the Order of St Paul the First Hermit.

The first Catholic primary school in Moss Vale was started by the Sisters of St Joseph at “Kalurgan” in Browley Street Moss Vale in 1884. In 1891 the Dominican Sisters took over the role as chief educators and St Joseph’s School was transferred to the Elm Court property in Moss Vale. In 1947 the school moved to its present Garrett Street site and was renamed St Paul’s, with pupils starting classes in January 1948.

The school motto is “All to All” which reflects the strong faith culture of the school.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<td>2006</td>
<td>76</td>
<td>83</td>
<td>159</td>
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<td>2007</td>
<td>67</td>
<td>92</td>
<td>159</td>
</tr>
<tr>
<td>2008</td>
<td>69</td>
<td>92</td>
<td>161</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

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<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td></td>
<td>90.5%</td>
<td>91.0%</td>
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</table>

Staffing Profile

School Leadership

The school is led by a Leadership Team consisting of the Principal, Assistant Principal, Religious Education Coordinator and a Middle leader 1 point position. In 2008 there were a total of 12 teachers at St. Paul’s Catholic Parish Primary School. The staff comprise of 8 full-time teachers and 4 part-time teachers who provide, leadership team administration release, classroom Literacy and Numeracy support, Library lessons and Reading Recovery Teacher support. School support is provided by 3 School Support Officers, who work in the office, library and classrooms. A Senior School Support Officer is the School Office Manager.

The teaching staff have a range of teaching experience from five years experience to more than 25 years experience. Four teaching staff have continued their learning and attained post graduate qualifications.
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 | % |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | % |

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

Staff Attendance

The average daily staff attendance rate for 2008 was 98.18%. The staff retention rate is high at St.Paul’s with 87% of the teaching staff remaining for the 2008 school year.

Professional Learning

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

These included:
Whole school development days involving 15 staff and these days focused on:
• First Aid Certificate;
• Information Communication Learning Technologies (ICLT); and,
• Adult Spirituality and Faith Development.

Other professional learning activities provided at school level including CEO run courses:
• University Of Wollongong. Leadership Conference;
• Religious Literacy;
• Autism Spectrum Disorder;
• Anaphylaxis Training;
• Supporting Students with a Language Disorder – Speech and Language Workshop;
• Network meetings for Principal, Assistant Principal, Religious Education Coordinator, Key learning Area Coordinators, Teacher Librarians, Information Communication and Learning Technology Coordinator, Senior School Support Officer and School Support Officers;
• Assessment and Reporting;
• Using data to improve Literacy and Numeracy, National Assessment Plan for Literacy and Numeracy (NAPLAN);
• Reading Recovery;
• School Administration System (SAS) Training;
• Special Education Conference;
• Reflection Day;
• School Review and Improvement (SRI);
• Special Education Forum;
• Diocesan Learning and Teaching Framework;
• Journey & Berakah – Spiritual Development;
• Improving Measurement;
• Kindergarten Reporting; and,
• New Individual Education Plan (IEP) Diocesan Tool.

School based expenditure on professional learning in 2008 was $3575. This is in addition to
expenditure on professional learning opportunities provided by the Catholic Education Office.

**Culture of the Catholic School**

The year 2008 was of special significance and celebration in the life of the School and Parish
of St. Paul’s. The excitement of World Youth Day began with the Highlands schools gathering
at the Marist Centre, Mittagong for a moving liturgy with Bishop Peter Ingham for the Journey
of the Cross and Icon. During Term 2, the Parish connected with the wider church and
welcomed visitors from Kansas USA and Germany. There were many opportunities for the
community to share Mass and social activities with Catholics from around the world.

On a local level, celebrations included, the Year of St Paul which was declared by Pope
Benedict, as 29th June marked 2000 years since the birth of St Paul, the school’s patron saint.
St Paul’s conversion, evangelisation and missionary work in the early church has had
tremendous impact on shaping the Catholic faith. His Gospel letters continue to inspire us
today with the message of Jesus. St. Paul’s feast day was marked with a combined school and
parish Mass lead by the Year 6 class. Families stayed for the cutting of the cake and morning
tea. The school celebrated its 60th Anniversary on the Garrett Street site, on September 12th.
Bishop Peter concelebrated Mass with Father Marek and Father Terry from Chevalier. The
children had decorated the church with coloured hands and twinkling diamonds. Many past
staff including eight nuns, parents and students, came back to celebrate. Father Marek, Parish
Priest, is from the Order of St Paul, First Hermit. This year marks the 700th Anniversary of this
order. During the final Mass on December 12th, the children presented Father with a giant
card, signed by all of the children acknowledging the anniversary.

Other Masses celebrated this year include the Feast of the Sacred Heart and The Assumption.
Each class celebrated a Parish Mass as well as a classroom liturgy. This year the children
participated in the Parish Sacramental Programme, joining with children from state schools,
receiving the Sacraments of Penance, Communion and Confirmation. Three staff members
regularly attend Parish Council meetings. In the spirit of community, the Parish Council and
School worked together to provide a Youth Mass on the 20th September. Students from Years
5 and 6 local Catholic Primary, state schools and Catholic high schools, combined to play
games, provide music, share Mass and then have a barbeque together. Hopefully, this initiative
will continue in the coming years. The next joint venture was a Parish Carols evening in which
the children from St. Paul’s were involved in a Nativity Play.
During 2008, the staff worked on the School Review and Improvement (SRI) document. One aspect of the document was teacher programs. An inservice was led by Pat O’Gorman on the Curriculum’s Foundation Statements K-6 and the staff included this information on assessment and programming of Religious Education into their programs. Another staff meeting was devoted to the SRI document and focused on the use of Sacred Spaces within the school and classroom. This was led by Hetty Petre. From this meeting a Sacred Space kit was bought for each class and a weekly roster of classes decorating and arranging the Sacred Space in the school foyer was implemented.

The staff continued their faith formation through weekly communal prayer and a spirituality day was held early Term 4 on the Micah Challenge which is based on the Millenium Goals. This day was held at Hartzer Park and was facilitated by Jen Charadia.

The school supported the St Vincent De Paul Winter and Christmas appeals which was lead by a group of Year 5 children known as Mini Vinnies. This group creatively sort new ways of fundraising for charity such as a staff versus students netball game and a raffle.

**Student Welfare**

In 2008, positive behaviour was recognised through the weekly school merit system. All students received recognition for their achievements throughout the year. The Principal’s awards are centred on the values of respect, honesty, responsibility, resilience, justice, encouragement, compassion, cooperation, optimism, excellence and belonging. Two merit awards are given per class each week, for academic achievement in Key Learning Areas (KLAs).

A Centacare counsellor worked at the school one day a fortnight, providing children counselling when required. The buddy system between Kindergarten and Year 6 continued this year providing the younger students with a mentor. As well as playground interaction and structured class time, such as paired reading, the two classes joining together at a weekend parish Mass.

During break times, the duty teachers monitor student behaviour and activities, supporting the students as required. Students needing extra support are identified and monitored through the use of playground folders. Information from the folders is recorded on a school database. The Seasons for Growth Program was completed and provided students with support during times of grief or loss.
Financial Summary

In 2008 school maintenance, as well as school building and playground improvements continued. The main source of income to support the maintenance and improvements came from the SEDSO account and the School Building Fund.

Through fundraising activities the Parents and Friends Association provided well over 30,000 for laptop computers, an adjustable interactive whiteboard, resources to the classrooms and school library. The School 60th Anniversary Party was a resounding success in 2008 and the funds were put towards the purchase of the laptops and adjustable whiteboard.

The balance carried forward in the 2008 budget was required to meet demands for outstanding invoices, teaching resources ordered for the beginning of school year and learning resources and equipment for 2009.

The following graphs reflect the aggregated income and expenditure for St. Paul’s Catholic Parish 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.
Learning & Teaching

Introduction
In keeping with the school’s Vision and Mission Statement the Staff at St. Paul’s are dedicated to providing each student with quality Catholic learning and teaching to inspire them to be lifelong learners.

Curriculum and Pedagogy
Quality Catholic learning and teaching is the school’s core business and the endeavour is to provide this to all students in a caring learning environment. Teachers follow the NSW Board of Studies documentation and the Wollongong Diocese Religious Education Curriculum.

A comprehensive Literacy program was delivered in Stage 2 and 3 for small groups of students, in two one hour sessions, twice a week. Throughout Term 1 the focus was on gathering information and facts for Information Report Writing. In Terms 2 and 3 the focus was on Reading, Grammar, Spelling and Punctuation. In Term 4 Stage 3 children enjoyed writing fairytales and fables with a modern day twist. The success of this program in 2008 will see it maintained in 2009.

A Numeracy program was also delivered for students in Stage 1, 2 and 3. Small group learning has been very successful, allowing students to work in a closely monitored environment.

Throughout 2008 staff meetings have been held focusing on Personal Development Health and Physical Education (PDHPE), developing a Scope and Sequence, School Review and Improvement and Quality Learning and Teaching.

Assessment for learning and assessment of learning is an ongoing and everyday experience for teachers and students 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 Basic Skills Test results (2007), the Primary Writing Assessment and National Assessment Plan for Literacy and Numeracy (NAPLAN) 2008 in Years 3 and 5, and Early Literacy Assessment in Kindergarten. The school appreciates the importance of Information Communication Learning Technologies (ICLT) as an effective tool for learning and teaching. All classes have access to computers in their room and Stage 2 and 3 have access to four laptop pods, and teachers use a variety of applications and programs in their classes. Digital video, cameras and data projectors are available for use by each Stage. Through the availability of technology, the students are able to present their research and class work as a multi-media presentation.

Cross Curricular
Where possible the Learning and Teaching programs are integrated across the Key Learning Areas and these are implemented in a variety of ways. Excursions enhanced the learning experience and students visited Santa Sabina College - Tallong Campus, IMAX Theatre (Antarctica), Mary Mackillop House, Science Centre in Fairy Meadow, Symbio Animal Park, Wingecarribee Council Chambers, Sydney Aquarium at Darling Harbour, Bike Education Centre at Campbeltown, World Youth Day Liturgy at Mittagong, Moss Vale Retail Outlets and a Train Trip to Bowral.
Visiting guest speakers spoke to the students on a variety of topics. These included, Life Education Program, the History of St. Paul’s School and Book Week Author Jacqui French. The students participated in a number of National Aborigines and Islanders Day Observance Committee (NAIDOC) Week activities, emphasising the importance of Indigenous Australia and their culture.

Students presented a Creative and Practical Arts Performance at St. Paul’s International College. The theme was, ‘The Spirit of a Dream: The Olympic Games 2008’. Students from K-6 were involved in music, dance and drama in this performance.

Book Week 2008 celebrated the theme “Fuel Your Mind”. The students participated in a variety of Book Week activities based on the award winning books. Throughout the week a successful book fair was also held.

Meeting the Needs of all Students
Reading Recovery continues to be an effective program for Year 1 students. A new teacher was trained in the Reading Recovery Program in 2008 and the teacher was ably supported by the previous Reading Recovery teacher. Due to the high standard of reading in Year One, only four students completed the Reading Recovery Program in 2008. In the second half of the year the Reading Recovery Teacher supported the Reading Recovery program at Mittagong fulfilling the training year requirements.

A small number of children who received additional funding under the Special Education umbrella and with the aid of the Individual Planning Profiles, teachers were able to record and develop goals for these students. The School Review Committee supports students with learning and other difficulties. Specific programs were developed to cater for their strengths and weaknesses.

In 2008 a number of children represented St. Paul’s in Nowra at the Tournament of Minds and a number of teams represented St. Paul’s at a Chess Tournament. This was the inaugural year of participation in the Chess tournament and the school will participate again in 2009.

Expanded Learning Opportunities.
An increasing number of students participated in the University of New South Wales Educational Assessment Competitions. In 2008, students achieved 4 distinctions, 20 credits and 39 participation awards in the English, Mathematics and Science competitions.

Students also participated in the Diocesan Public Speaking competition, the Premier’s Reading Challenge and the Diocesan Art Exhibition competition. Other curricular activities designed to extend and enhance learning included, active participation in grade Masses, school and class liturgies, various gala sports days and carnivals, presenting at school assemblies and participating in the local ANZAC Day march. The Life Education Van program complimented the development of the health outcomes in the PDHPE Syllabus.

In Term 4, Stage 2 students participated in the Sport and Recreation SWIM SAFE Swimming Program. A wonderful donation from the Parents & Friends Association enabled St. Paul’s to purchase eight new computer laptops and an interactive Smart Board, to enhance the learning, teaching and technology within the school.
**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. St Paul’s school cohort consisted of 17 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 17 completed the Extended Task (Part B). The Extended Task is based on the Unit *One With God’s Creation* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- Identification of the key symbols, signs and rituals of the Catholic tradition;
- Recall the events of Holy Week;
- Describe the key events of the Resurrection;
- Identify the ten commandments and their guiding principles; and,
- Demonstrate an understanding of the Creation story from Genesis.

The students’ responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- Identify the parts of the Liturgy of the word;
- Recall that Advent is the beginning of the Church’s year; and,
- Identify the Angelus prayer.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge. For Part A 6% of students were placed in the developing level, 59% in the achieving level and 35% were in the extending level. For Part B 0% of students were placed in the developing level, 80% in the achieving level and 20% were in the extending level. Combining Parts A and B, 6% of students were placed in the developing level, 65% in the achieving level and 29% were in the extending level for Religious Literacy.

**NAPLAN**

There were 26 Year 3 and 26 Year 5 students who participated in NAPLAN. Year 3 is reported in Bands 1-6; Year 5 in Bands 3-8, with Bands 6 and 8 respectively being the highest.

-11-
Year 3
Literacy: In Reading 4% of students were in Bands 1 and 2, with 57% of students in Bands 5 and 6. In Writing 0% of students were in Bands 1 and 2, with 57% of students in Bands 5 and 6. In Spelling 4% of students were in Bands 1 and 2, with 43% of students in Bands 5 and 6. In Grammar and Punctuation 8% of students were in Bands 1 and 2, with 46% of students in Bands 5 and 6. The best performance was in Writing, Reading, Spelling, followed by Grammar and Punctuation.

Numeracy: 4% of students were in Bands 1 and 2 for Numeracy, with 24% of students in Bands 5 and 6. The best performance was in Number, Patterns and Algebra, followed by Measurement and Data, Space and Geometry.

Year 5
Literacy: In Reading 12% of students were in Bands 3 and 4, with 46% of students in Bands 7 and 8. In Writing 22% of students were in Bands 3 and 4, with 27% of students in Bands 7 and 8. In Spelling 19% of students were in Bands 3 and 4, with 31% of students in Bands 7 and 8. In Grammar and Punctuation 8% of students were in Bands 3 and 4, with 42% of students in Bands 7 and 8. The best performance was in Reading, followed by Writing, Grammar and Punctuation and Spelling.

Numeracy: 12% of students were in Bands 3 and 4 for Numeracy, with 20% of students in Bands 7 and 8. The best performance was in Number, Patterns and Algebra, followed by Measurement and Data, Space and Geometry.

Student Achievement of National Minimum Standard
The table below indicates as a percentage the Year 3 and Year 5 students achieving the National Minimum Standard.

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<thead>
<tr>
<th></th>
<th>Year 3(%)</th>
<th>Year 5(%)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
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<td>96</td>
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<tr>
<td>Spelling</td>
<td>94</td>
<td>96</td>
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<td>Grammar &amp; Punctuation</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
<td>100</td>
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</table>
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:

<table>
<thead>
<tr>
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<th>YEAR 3</th>
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<td>Bands 3 and 4</td>
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<tr>
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<td>0%</td>
<td>27%</td>
<td>73%</td>
<td>8%</td>
<td>62%</td>
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<td>45%</td>
<td>45%</td>
<td>18%</td>
<td>54%</td>
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<td>Spelling</td>
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<tr>
<td>School</td>
<td>4%</td>
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<td>38%</td>
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<td>68%</td>
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<td>14%</td>
<td>51%</td>
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<td>23%</td>
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### 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.

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<tr>
<th></th>
<th>YEAR 3</th>
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<tr>
<td><strong>% AT or ABOVE NMS</strong></td>
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<tr>
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<td>School</td>
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<tr>
<td>National</td>
<td>94%</td>
<td>92%</td>
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<td>Writing</td>
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<tr>
<td>School</td>
<td>100%</td>
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<td>National</td>
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<td>94%</td>
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<td>Spelling</td>
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<tr>
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<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
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</table>
Parent, Student & Teacher Satisfaction

The parents, school staff and the Year 5 and 6 students were surveyed, and below is a summary of the results from the surveys.

Parent Survey
14% of families responded to the survey. From these responses the strengths and future developments were identified.

Strengths
- Develops a knowledge and understanding about catholic tradition;
- Provides various opportunities for me to be involved;
- Maximises student learning outcomes;
- Teachers are genuinely interested in the welfare of my child;
- Provides a safe and supportive environment; and,
- Effectively communicates information about activities and events.

Future Development
- Provide a range of co-curricular activities;
- Provide appropriate information about my child’s progress; and,
- Meet the individual learning needs.

Student Survey
47 students responded to the survey and below are the strengths and areas for future development.

Strengths
- Proud of the school;
- School helps me in my understanding of the Catholic School;
- Teachers encourages me to learn to the best of my ability; and,
- Feel safe at school.

Future Development
- Understanding my rights and responsibilities at school; and,
- People who students can approach for help.

Staff Survey
- The results from the staff survey indicated that the staff strongly agree or agree with the statements below.
• The school helps the students develop a knowledge and understanding about catholic Tradition;
• Students understand their rights and responsibilities;
• Students are challenged to maximise their learning outcomes;
• School strives to meet the individual learning needs of students;
• School provides appropriate information to parents about student progress; and,
• School provides a safe and supportive environment.

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

School Review and Improvement components reviewed in 2008:
• Vision and Mission
• Integration of Information and Communication Technology (ICT)
• Assessment
• ICT Resources
• Parent Involvement
• Provision for the diverse needs of learners

School Review and Improvement components to be reviewed in 2009:
• Catholic Life and Culture
• Pastoral Care
• Teaching Practice
• Professional Development of Staff
• Overall Compliance with Legislation and Other Requirements
• Environmental Stewardship