Mary Immaculate
Catholic Primary School
Eagle Vale

Annual School Report
2009
About This Report

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

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education and Training.

The Report also outlines information regarding School Review & Improvement 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.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June.

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

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Emerald Drive
Eagle Vale  NSW  2558
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Fax:   (02) 4625 6488
Email: info@mievdow.catholic.edu.au
Website: www.mievdow.catholic.edu.au

Parish Priest: Fr John McGinty
Principal: Mrs Luisa Tobin
Date: 11 December 2009
Vision Statement

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

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

Message from Key School Bodies

Principal’s Message

Our Parish Priest, Fr John McGinty OMI, and Assistant Priest Father Daniel Szewc OMI, continue to be actively involved in all aspects of school life.

Our focus in 2009, as a pilot school, was School-Wide Positive Behaviour for Learning (SPB4L). We have established and explicitly taught our new school rules – Be Safe, Be Respectful, Be Responsible. Students are now confident in applying school rules in all non-classroom settings. Visuals were created to reinforce positive behaviour in these settings. Different rewards have been introduced to support positive choices.

A third teacher was employed to work in Year One in the areas of Literacy and Numeracy, thus enabling us to cater for the diverse needs of these students.

Parent Involvement

The 2009 School Year was another fast-paced year for the Parents & Friends Association (P&F), with parents involved in a variety of activities supporting the school; including in-class support, hospitality, the canteen and fundraising.

This year, fundraising helped deliver outcomes including:

- $17,000 for the purchase of 13 computers and trolley;
- $3,000 for a universal mathematics program; and
- support of a variety of Mackillop sports activities.

Fundraising was again an important part of the Association’s activities, a successful Spring Fair, Mothers and Fathers Day stalls and school discos. This year, we successfully introduced some new initiatives.

It was very encouraging to see some new parents bringing fresh ideas to the Association. The school community will start to enjoy the fruits of these efforts in 2010.
Our P&F is blessed with a strong core of people who are a pleasure to work with in supporting the spiritual, academic and social development of our children, but there is always room for more people to play a role.

*Parents and Friends Association, President*

**Student Leadership**

Being School Captain is not just about wearing a badge or raising a flag, you have many responsibilities and commitments. It is about being friendly, respectful, honest, responsible, organised and reliable. You have to be fully committed to all staff and students and always try to do your best.

Many wonderful opportunities have been offered to us, like representing the school at the Stations of the Cross at Maryfields with Bishop Peter, and having special responsibilities at masses and during morning prayer. Another experience offered to us was attending the Impact Leadership Conference in Wollongong, where student leaders from other Catholic Schools came together to talk about leadership. We participated in many activities that were aimed at assisting us to develop in confidence.

We both feel very privileged and grateful to have been School Captains and we would like to thank all staff, students and families at Mary Immaculate for their support.

*School Captains*

**School Profile**

**School Context**

Mary Immaculate Catholic Parish Primary School is a Catholic Systemic co-educational school located in Eagle Vale. The school is two-stream school and caters for students from Kindergarten to Year 6. It has a current enrolment of 417. Students are predominantly drawn from the areas of Eagle Vale, Kearns, Claymore, Eschol Park, Raby and St Andrews. Many cultures are represented and welcomed within the school community, including Filipino, Hispanic, Samoan, Tongan, Indian and several European nationalities.

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

**Student Enrolments**

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>226</td>
<td>191</td>
<td>417</td>
<td>6</td>
<td>117</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exist to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State
and Commonwealth legislation are met. This documentation can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

**Student Attendance**

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>88.8%</td>
</tr>
<tr>
<td>Year 2</td>
<td>90.7%</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.6%</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.6%</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.3%</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.9%</td>
</tr>
</tbody>
</table>

Student absences need to be explained in writing by parents. If this does not occur the class teacher sends a form home to the parents for completion. The School Principal follows up on any students who have consistent unexplained absences.

**Staffing Profile**

There are a total of 21 teachers and 12 support staff at Mary Immaculate Catholic Primary School. This number includes 15 full-time, 6 part-time teachers.

**Teacher Standards**

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<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

**Teacher Attendance and Retention**

The average daily teacher attendance rate for 2009 was 96.52%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2008 to 2009 was 75%.
Professional Learning

Professional learning opportunities are highly valued and sought by all members of Mary Immaculate Catholic Primary School staff. During 2009 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:

A. Mary Immaculate whole school development days involved 34 staff. These days focused on:
   - First Aid;
   - Benedictine Spirituality;
   - Autism; and
   - Meeting the Diverse Needs of Learners.

B. Other professional learning activities provided at school level including CEO run courses:
   - Positive Partnerships (2);
   - Ralph Pirozzo (3);
   - Guided Reading (16);
   - Leadership Conference (4);
   - Autism (3);
   - Cosmology (1);
   - Building Sustainability in Special Education (1);
   - Berekah (2);
   - Cyber Outreach Program (2);
   - St Paul National E-Conference (2);
   - Oliver Training (2);
   - Keep Them Safe (3);
   - Certificate III (2);
   - Consistent Teacher Judgement (4);
   - Technologies for Learning (3); and
   - Pastoral Care Forum (4).

School based expenditure on professional learning in 2009 was approximately $10,000. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.
Catholic Life & Religious Education

The School Motto ‘Christ Our Way and Life’ underpins the approach to the Catholic culture of the school. At all times the school community strives to promote this among the students, staff, parents and parish. A tradition of Marist and Good Samaritan devotion has continued. The Marian spirituality of the Oblate priests also enhances this tradition.

The Parish Priest, Father John McGinty OMI and Assistant Priest, Father Daniel Szewc OMI closely involve themselves by participation in staff and school enrolment interviews, classroom visits, excursions and social functions. They celebrate school liturgies, the reception of the sacraments and they show support for the school community by their attendance at Diocesan liturgical events and meetings.

Regular collections for the work of Catholic Mission occur and this year $1063.55 was collected for Children’s Mission Partners. ‘Mini-Vinnies’ is now in its third year and it has raised $2716.85 for the Society of St Vincent de Paul. A total of $2158.20 was raised in donations for other charities. In all, the funds from the school’s charitable works for 2009, totalled $5938.60.

Religious Literacy Assessment

The Religious Literacy Assessment for Year 4 students was continued within schools across the Diocese in 2009. In 2009 the school cohort consisted of 62 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 7 September 2009 and 62 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 knowledge of:

- Eucharist;
- Creation;
- Mary’s role; and
- Saints.

For Part A, 0% of students were placed in the developing level, 58% in the achieving level and 42% were in the extending level.

For Part B, 0% of students were placed in the developing level, 82% in the achieving level and 18% were in the extending level.

Combining Parts A and B, 0% of students were placed in the developing level, 85.5% in the achieving level and 14.5% were in the extending level for Religious Literacy.
Financial Summary

This year Campbelltown Catholic Club donated $15,000. This amount and three previous donations is held by the parish in the School Building Fund. This money together with the two School Enhancement and Debt Servicing Obligation (SEDSO) accounts will greatly assist us to address the inadequate space in learning areas and office facilities. Money from the SEDSO account was used to make modifications to existing buildings. This included carpeting the Year 4 learning space, the installation of an external door for the new Reading Recovery room, computer benching and cupboards throughout the school and the modification of bag racks.

Office furniture, playground equipment, games, cameras, air conditioning for the new Reading Recovery Room and Year 4 learning room were some of the purchases made by the school. The Parents and Friends Association assisted the school by purchasing thirteen laptops, a laptop trolley and Maths resources.

The following graphs reflect the aggregated income and expenditure for Mary Immaculate Catholic Primary School for the year ended 31 December 2009. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction

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

Pastoral Care

School-Wide Positive Behaviours for Learning (SPB4L) has continued to be implemented throughout 2009. The focus for this year was Non-classroom areas, which included the playgrounds. Staff collected data using playground clipboards recording incidences and times. From this data a number of strategies were introduced onto the different playground areas eg. Equipment, quiet areas, games. A team of staff and a parent representative continue to meet fortnightly to evaluate these procedures and forward plan. The team presented at the SPB4L Celebration Day held at Campbelltown Catholic Club. Procedures and data collection will continue in 2010, with the focus shifting to classroom areas.

The school continued to review the School Values that were developed last year. These include Doing Your Best, Respect, Faith, Justice, Compassion and Celebration. These are displayed in each classroom and referred to throughout the day.

The Peer Support Program in 2009 titled ‘Being Positive’ focused on optimism. Year 6 students led each session of this program. It provided a framework for students to learn about positive self talk with scope to develop at their own pace, while attempting new tasks with the underlying philosophy that perseverance leads to success. This equips students with the ability to approach life optimistically and to develop resilience to deal with difficult experiences.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents *Maintaining Right Relationships* and *Safe Work Environment* are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to these Diocesan documents in 2009.

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.
Learning & Teaching

Introduction
Quality Catholic Learning and Teaching is a fundamental priority at Mary Immaculate. The aim is to continually seek and implement ways in which quality learning and teaching is achieved and enhanced. As such, priorities have been identified and time allocated to ensure the effective delivery of curriculum in all Key Learning Areas (KLAs).

Curriculum and Pedagogy

Syllabus Implementation
At Mary Immaculate all NSW Board of Studies Syllabus documents in each of the six Key Learning Areas are implemented. Religious Education is taught using the Diocese of Wollongong Religious Education Syllabus in conjunction with the To Know, Worship and Love Series.

Assessment and Reporting
Assessment and Reporting have been an integral part of the school’s teaching and learning processes. At Mary Immaculate the school continued to use the A-E reporting format for Years 1–6. Parent Teacher interviews were held, after Semester One Reports were sent home. Students were invited to participate in the interview process. For Semester One in Kindergarten, a checklist was used as well as parent interviews to report student achievement. In Semester Two, a formalised Kindergarten Report was sent home to parents. Throughout the year, there have been numerous opportunities for parents to visit classrooms and observe their children’s work within various KLAs. Parents were invited to visit the school and attend grade assemblies during Catholic Schools Week.

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

Literacy progress is monitored using the Early Literacy Assessment tool in Kindergarten. The Observation Survey is used to assess students Literacy needs in Year 1. Long-term monitoring of students discontinued from Reading Recovery continued to be maintained from Year 1 to Year 3.

Staff members analysed the NAPLAN results and used these to direct future learning and teaching in Literacy and Numeracy.

All Year 4 students took part in the Religious Literacy Assessment. Student knowledge of the Religious Education curriculum was assessed. They also completed a creative interpretation of their learning on Creation.
Integration

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

Technology Supporting Learning

The use of Information, Communication and Learning Technologies (ICLT) is embedded within classroom practice from K-6. The purchase of an additional 13 laptops has enabled increased availability for K–6 students. ‘SKWIRK’ an interactive learning tool, has been made available to all students from Years 1-6.

Cross-Curriculum

Literacy

The importance of Literacy learning continues to be highly valued. Students from Year 1, who are identified as needing support with Reading and Writing, participate in Reading Recovery. The elements of the daily Literacy block provide the framework for Literacy development from K-6. The Literacy needs of students are met in the classroom through a variety of strategies. This is supported by the School Support Officers who work in close consultation with class teachers. Staff and students have been involved in a Book Week Parade and Literacy activities, which were organised to occur within their Peer Support Groups. Many students were involved in the Premiers Reading Challenge to promote the importance of reading.

Numeracy

Numeracy continues to be a high priority. The Learning Communities Project allowed teachers to receive professional development in this area. Within the school the aim is to develop mathematical thinking, understanding, competence and confidence in all students. The daily Numeracy block provides opportunities to encourage student engagement and enjoyment in the development of Numeracy skills. This year, there has been a particular focus on developing number sense. Maintaining and improving classroom resources has been prioritised. The school has purchased Go Maths, which is a mathematical program that will be implemented in 2010. The Rainforest Maths computer program was purchased as another resource for Mathematics.

Indigenous

National Aborigines and Islanders Day Observance Committee (NAIDOC) Week was celebrated with a school liturgy and focus on Aboriginal culture for the week. The integration of Indigenous Education across the curriculum continues to be a focus for the future.
Other

To promote the appreciation of different cultures within Australian society, Italian was taught in Year 4 and Year 6. Italian National Day was acknowledged and celebrated in these grades.

Meeting the Needs of all Students

As part of the School Review and Improvement Process, pedagogy was prioritised and the staff has continued to develop a better understanding of students’ learning needs.

Diversifying Learning

At Mary Immaculate, teachers have implemented a range of strategies and technologies in order to cater for the individual learning styles of students. Students have had the opportunity to explore and experience learning through approaches such as co-operative learning, open-ended problem solving and Individual Learning projects.

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

In order to enhance learning throughout the school, SPB4L was implemented. Teachers explicitly taught behavioural expectations in different school settings.

In order to meet the diverse learning needs of students in Year 1, a third teacher was employed to enable these students to be catered for in smaller learning groups. Visual cues and timetables are used to assist students throughout the school.

Gifted Education

Class teachers implement a range of teaching and learning strategies to challenge these students. They also have the opportunity to explore learning through Multiple Intelligences, Thinking Hats and problem solving. Targeted students had the opportunity to participate in ‘Individual Learning Projects’ (ILP) facilitated by the school librarian. This involved students developing research skills, as well as learning to work both independently and cooperatively.

Special Education

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

The School Review Committee supported teachers who had students with other learning needs, which did not attract extra funding. The Committee met to provide support to class teachers in assisting these students within the classroom.
The school has provided an extended ‘Transition to School Programme’ for Kindergarten students for 2010. Students attended five sessions. Outside agencies such as Northcott and Stepping Stones supported this new initiative.

Parent Network Meetings were established this year to support parents and their children within the school. These meetings provided opportunities for parent education, and the sharing of ideas to enhance the school and home life of the students for whom the school cares.

**Self-Directed Learning**

At Mary Immaculate, staff members have continued to review and refine curriculum delivery, mostly through opportunities for professional dialogue, peer observation and reflective evaluation.

Through the development of professional learning plans, the staff has highlighted areas for personal growth and development. The Professional Development Planning and Review process undertaken by the school has also provided opportunities for reflection on pedagogy and teaching practice.

Through the development of their skills as independent learners, students have been encouraged to take greater responsibility for their own learning.

**Expanded Learning Opportunities**

**Competitions**

In 2009 many opportunities to enter competitions were offered to students at Mary Immaculate. These included the St Gregory’s Art Competition, Premier’s Reading Challenge, the NSW Junior Chess League - Macarthur District Schools, ‘The Christmas Story’ Art Exhibition and Competition and the Fisher’s Ghost Fun Run.

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

**Sport**

The school conducts three major sports carnivals during the year. These are for swimming, cross-country and athletics. Students, staff and parents are actively involved in these carnivals. Student representation was achieved at Diocesan and MacKillop levels. Many students eagerly participated in Gala Days and Knockout Competitions in Rugby League, Netball and Cricket. Students participated in a number of sporting clinics throughout the year.
Public Speaking

Many students participated in Public Speaking competitions within their classes. Stage 3 students competed to represent the school at the Diocese of Wollongong Public Speaking Competition. An external adjudicator selected the school’s representatives and provided feedback and improvement tips to all competitors. This year the two successful representatives progressed to the final at Diocesan level.

Other Learning

Students have been provided with opportunities to participate in cross-curricular activities, including involvement in the school choir, Mini Vinnies, knitting, chess, Library Storytime, Life Education and Peer Support.

Professional Learning

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

- Leading Literacy and Numeracy;
- Information and Communication Technology;
- Positive Partnerships;
- Autism;
- Berekah;
- School-Wide Positive Behaviours for Learning;
- Language Network Day;
- Learning in Leadership;
- Improving Students NAPLAN Results;
- Keep Them Safe;
- Guided Reading;
- First Aid;
- Anaphylaxis Training;
- Benedictine Spirituality;
- Beginning Teachers Networks;
- Mentoring;
- Consistent Teacher Judgement;
- Pastoral Care Forum; and
- Numeracy.

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 Program 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.

**NAPLAN**

NAPLAN was introduced for students in Years 3 and 5 in May 2008. 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 school results generally reflected the national results in all English strands and in Numeracy with the exception of Spelling where Mary Immaculate students showed particular strength with 72% of students in Bands 5 and 6. A similar strength was also evident in Year 5 results.

**Student Achievement in Bands**

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.**

<table>
<thead>
<tr>
<th>NAPLAN 2009: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>9%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>16%</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) represent
students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2009:</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>% AT or ABOVE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NMS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>YEAR 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>YEAR 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Writing</strong></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><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Grammar &amp;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>100%</td>
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<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>91%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

**Parent, Student and Staff Satisfaction**

Parents, students and staff were given the opportunity to complete surveys regarding their satisfaction with Mary Immaculate Primary School in regards to education and the general functioning of the school. Once again this year, students, parents and staff were unanimous in recognising the Catholic tradition embedded in the school culture. It is satisfying to acknowledge that this is recognised as a major strength, as this affirms the community’s commitment as a Catholic School.

Other identified areas of strength from the parent survey were: that the school provides various opportunities for parents to become involved, that the teachers are genuinely interested in the welfare of the children and that the school effectively communicates information about activities and events.

Students also acknowledged that they felt their teachers encouraged them to learn to the best of their ability and that they understood their rights and responsibilities at school.

An area for future development identified by students was greater sporting and other activity involvement (9%), while parents identified their child being challenged to maximise their learning outcomes (19%) and the desire to have more appropriate information about their child’s progress (16%).

The information from all respondents was overwhelmingly positive in all surveyed areas. The school intends to plan to include the identified areas for development into the School Review and Improvement Process.
School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2009:

• Key Area 1: Catholic Life and Religious Education
  - 1.1 Vision and Mission
• Key Area 2: Students and their Learning
  - 2.5 Pastoral Care
• Key Area 5: Resources, Finance and Facilities
  - 5.1 ICT Resources
• Key Area 5: Resources, Finances and Facilities
  - 5.2 Use of Resources and Space
• Key Area 6: Parents, Partnership, and Management
  - 6.1 Parent Involvement

School Review and Improvement components to be reviewed and rated in 2010:

• Key Area 2: Students and their Learning
  - 2.1 Educational Potential
• Key Area 2: Students and their Learning
  - 2.2 Rights and Responsibility
• Key Area 3: Pedagogy
  - 3.2 Provision for the Diverse Needs of Students
• Key Area 4: Human Resources Leadership and Management
  - 4.2 Professional Development of Staff
• Key Area 5: Resources, Finance and Facilities
  - 5.2 Use of Resources and Spaces