St Paul’s
Catholic Primary School
Moss Vale

Annual School Report
2009
About This Report

St Paul’s Catholic Primary School, Moss 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 2010.

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

St. Paul’s Catholic Primary School
18 Garrett Street,
P.O Box 359,
Moss Vale  NSW  2577
Ph:    (02) 4868 1794
Fax:    (02) 4868 1064
Email:   info@spmvdow.catholic.edu.au
Website:   www.spmvdow.catholic.edu.au

Parish Priest: Fr Jaroslaw Zan OSPPE
Principal:   Mr Anthony Kenna
Date:       12 December 2009
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

The 2009 School Year was another successful year for the school community of St. Paul’s Catholic Parish Primary School, Moss Vale. This Annual School Report clearly illustrates the vast array of learning opportunities provided for the students of the school in the context of a Christ centred collaborative culture of learning. During the year great emphasis has been placed on maximising student learning, organising specific intervention directed towards students who required specific support for learning and child centred learning experiences.

Parent Involvement

At St Paul’s 2009 has been another successful yet busy year. The year was characterised by a great sense of community and commitment to the life of the school. Each month Parents and Friends attended meetings keen to discuss school matters. Parents have been regularly updated on the refurbishment of the school toilets, school hall plans, School Review and Improvement Plan and other school issues that concern parents. Parents have worked hard during the year to provide resources for the school through the Fete, Brigadoon, Wine trail, Bunnings BBQ and other fundraising activities. Due to the efforts of the parents the school’s learning environment has been enhanced with Literacy and Numeracy resources, computers and interactive whiteboards in Years 1, 2, 3 and 4. Thank you to the Parents and Friends executive, parents and staff of the school for their support during 2009.

Parents and Friends Association, President

Student Leadership

We have all tried to lead our School with pride and hope. We hope it has been a great year for everyone. We learnt to be confident leaders. Everyone in the class has become better people in every way possible. Some of the excursions we had in Year 6 have helped us with our leadership roles. The two visits to Santa Sabina Outdoor Education Centre at Tallong helped us work as a team and problem solve using the, ‘Plan, Do, Review’ process. The Tallong experiences helped us to be confident when working together as a trusting team. We have come out of our shells and become less shy because of our leadership experiences this year. We have grown and become great friends. We experienced Class Parliament, our version of Federal Parliament and acted on some of the decisions. We made speeches and tried to become the Prime Minister, a Whip and even a Minister for Finance. Many of the
fundraising and fun activities we organised for the school were part of our portfolios and ministries. Class Parliament was fun and we gained confidence in our roles as leaders.

*School Captains*

**School Profile**

St Paul’s Catholic Parish Primary School is a one stream co-educational Catholic school situated in St Paul’s Parish Moss Vale. The school caters for students in Kindergarten to Year 6 and has a current enrolment of 172. Students who attend the school 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”, 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>2009</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>78</td>
<td>94</td>
<td>172</td>
<td>2</td>
<td>2</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>2009</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>85.6%</td>
<td>85.4%</td>
<td>91.2%</td>
<td>84.6%</td>
<td>83.6%</td>
<td>87.7%</td>
</tr>
</tbody>
</table>

When a student has been away from school a note or email is sent to the school which is kept on the student’s file and the absentee recorded on the electronic role file at the school. If a student is away for more than three days, the class teacher informs the school office and a telephone call is made to the family to enquire about the student’s welfare.
Staffing Profile

There are a total of 12 teachers and 5 support staff at St. Paul’s Catholic Parish Primary School. This number includes 8 full-time and 4 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>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2009 was 97.18%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2008 to 2009 was 100%.

Professional Learning

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

These included:
Whole School development days involving 16 staff and these days focused on:
- Adult Spirituality and Faith development;
- School Review and Improvement; and,
- Smart Board Technology.

Other Professional learning activities provided at school level including CEO run courses were;
- David Langford Quality Learning Australia;
- Autism Spectrum Disorder;
- Anaphylaxis Training;
- Multilit Training;
• Network Meetings;
• Using NAPLAN data to improve student outcomes;
• Reading Recovery;
• Special Education Conference;
• Journey and Berakah – Spiritual Development;
• Leading Literacy and Numeracy Learning;
• Technologies 4 Learning;
• Diocesan Learning and Teaching Framework;
• Seasons for Growth;
• School Administration System (SAS);
• Keep Them Safe – Child protection;
• Religious Literacy;
• Sexuality in A Catholic Context;
• Pastoral Care Forum;
• Australian Early Development Index (AEDI);
• Tournament of Minds; and
• Behaviour Assessment Reporting Tool (BART).

School based expenditure on professional learning in 2009 was $9,655. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Catholic Life & Religious Education

The continuation of the Year of St Paul was a focal point of celebration for the School and Parish in 2009. On Sunday 28th June, the community joined together to celebrate a Festival of St Paul. The festival began with Mass led by Father Jarek and concluded with stalls and entertainment in the Parish grounds. The next day the school held a, “Justice Day,” which began with Mass to end the Year of St Paul. As part of the Justice Day the children presented the millennium goals in a static display for children and parents to view. Other activities included chalk art, Caritas Australia DVD, Kiribati talk by Chevalier Year 10 students, reading with the Chinese and Korean students from St Paul’s International College and poster creation on the theme of tolerance. Two staff members attended the E-Conference on St Paul, which became a focal point for staff prayer and reflection. Other school Masses celebrated were the Feast of the Sacred Heart and the 100th Anniversary of the death of Mary MacKillop. Each class celebrated a Parish Mass and a class Liturgy. The school has been well supported in Music for Masses by a parishioner, who plays on the second Sunday of the month for the Class Masses and comes to the school to practice with the children. Father Jarek has encouraged the children to serve on the altar for Sunday and school masses. Five children were trained and formally inducted in their role during the Year 2 Mass on 8 November. A highlight in the Infants department in Term 3 was involvement in Andrew Chinn’s production of his latest DVD and digital storybook. Year 2 performed Silent Night and Year 1 performed, Under Your Star, with each child receiving a copy as a gift.
The staff continued their faith formation through weekly communal prayer and during week 5 each term, the staff shared breakfast together during Sabbath Week.

The Mini Vinnies group that was established in 2008 continued in 2009 as a student run pastoral care group with a teacher facilitator. The emphasis again in 2009 centred on student action with all decisions and activities organized and carried out by the students themselves. The group consisted of fifteen, Year 5 and 6 students and followed the ethos of the St Vincent de Paul Society and met when necessary during lunch times. The main aim of the group was to help those in the community less fortunate than themselves. In 2009 the emphasis was on fundraising, making the school aware of the needs in the local community and continuing the strong link between the school, the Parish and the Moss Vale Conference of the St Vincent de Paul Society.

The Mini Vinnies group was involved in publicity of activities through school assemblies, posters and the school newsletter. Some activities included: weekly food days, pet show, bucket collections, Pancake Day, Christmas hamper appeal, raffles and packing of hampers. This year the children raised $1500, which was distributed between the Victorian Bushfire Appeal, SVDP Winter and Christmas Appeals and Caritas Australia. The Mini Vinnies group also sponsored two children for two years through the ‘Assist a Student’ program. This new program run by the St Vincent de Paul Society provided basic needs for schooling of children in countries overseas. The Mini Vinnies group at St Paul’s co-ordinated all the charitable fund raising efforts across the school. The group was extremely successful due to the ongoing commitment of the children involved, a teacher coordinator and the support of the whole school community.

To conclude 2009, St Paul’s school and Parish combined for a Carols and Nativity performance on December 16.

**Religious Literacy Assessment**

The Religious Literacy Assessment program for Year 4 students was successfully implemented within schools across the diocese in 2009. In 2009 the school cohort consisted of 26 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 7th September and 26 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:

- Key symbols, signs and rituals of Catholic tradition;
- Response to God’s gift of life in wonder and praise;
- Mary in the life of Jesus;
- The saints, formal prayer;
• The commandments; and,
• The image of God.

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:

• Understand Baptism and Eucharist; and,
• Become more familiar with scripture stories.

The majority of students showed in Part B that they were able to work with and apply their religious knowledge in a creative way.

For Part A 11.5% of students placed in the developing level, 73.1% in the achieving level and 15.4% in the extending level.
For Part B 31% of students placed in the developing level, 48.3% in the achieving level and 20.7% in the extending level.
Combining Parts A and B, 19.2% of students placed in the developing level, 69.2% in the achieving level and 11.5% in the extending level for Religious Literacy.
Financial Summary

In 2009 school maintenance and school building improvements continued. The sources of income to support the maintenance and school improvements came from P21, School Enhancement and Debt Servicing Obligation (SEDSO) and the School Building Fund account. Through fundraising activities such as the School Fete, which was a resounding success, the Parents and Friends Association provided well over $30,000 for laptop computers, adjustable interactive whiteboards, resources to the classrooms and school library. The balance carried forward in the 2009 budget was required to meet demands for outstanding invoices, teaching resources ordered for the beginning of the school year and learning resources and equipment for 2010.

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

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

Pastoral Care

A CatholicCare counsellor worked at the school one day a fortnight, providing children counseling when required. The buddy system between Kindergarten and Year 6 continued in 2009. This provided the younger students with a mentor as well as playground interaction opportunities and structured class time activities, such as paired reading. Kindergarten and Year 6 also joined together at a weekend Parish Mass.

During morning and lunch break times, the duty teachers monitor student behaviour and activities, supporting the students as required. Students needing extra support were identified and monitored through the use of playground recording folders. Information from the folders were recorded on a school database. The Good Grief Program was completed and provided students with support during times of grief or loss.

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 and 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 life long learners.
Curriculum and Pedagogy

Catholic Life and Religious Education - 1.3 Catholic Life and Culture

Prayer celebrations are varied and creative, providing opportunities to celebrate being Catholic. Programming is integrated, supportive and attentive to the needs of all students. The teaching and learning of Religious Education encompasses the wider mission of the school. Staff and students openly articulate the reasons for a Catholic School. The school is actively committed to social justice through the St Vincent de Paul Winter Appeal and Christmas Appeal. The students are committed to the Mini Vinnies Program, raising money for St Vincent de Paul and running the Knitting Club for winter squares made into blankets. This is part of the leadership roles of Year 5 and Year 6 students.

During the Year of St Paul, the staff learned about St Paul the Apostle and participated in the e/conference on St Paul. A staff development was held on the life of St Paul and Sr Michele Connelly was the facilitator.

One teacher participated in the Sophie Barat Program run by the sisters of the Sacred Heart of Jesus. This vision of the program is, ‘that through voluntary work with others less fortunate, one becomes closer to God.’

The links with the parish and school continue to grow. Resources and bulletins are shared. Catechists visit the school and staff. Through Justice Day activities, and listening and learning from one teacher who visited Kiribati this year, the school motto, ‘All to All,’ became real by growing an awareness of doing more for others.

The staff and students participated in the Sacrament of Penance. Parents were present for school prayer each morning assembly. Students visited the church more often this year and a volunteer parishioner led the school in hymn singing for parish masses. This has extended the repertoire of songs for liturgical music. The school has established a school choir for the purpose of liturgical celebrations, assemblies and liturgies.

Year 6 students entered the combined Diocese of Sydney and Diocese of Wollongong Christmas Art Competition. One student won the Christmas Spirit trophy and his artwork was on exhibition with other winners at the St Mary’s Cathedral Crypt Sydney. Year 6 students agreed to publish their artworks into Christmas cards to sell for Mini Vinnies.

Cross-Curriculum

Students and their Learning - 2.5 Pastoral Care

Students were supported by a variety of pastoral care processes. The school identified, managed and supported students at risk through school policies and behaviour management plans. These were documented and regularly evaluated. Staff members created and implemented action plans for students with special needs. Early intervention and identification was encouraged and supported by the Review Committee, and the CatholicCare School Counsellor supported this process. Two teachers, who have current accreditation as Companions for the Good Grief Program, were available to offer help where required. Teachers implemented the BART student behaviour monitoring system. Students experienced differentiated curriculum in some Key Learning Areas. The school continued to hold high
expectations for students. Reading Recovery was available to those eligible students in Year 1. Parent information nights were held, including a session on Educating for Difference for Kindergarten and Year 1 parents. The school continued to support families in need. New and existing parents had access to class parent buddies for support.

**Meeting the needs of all Students**

*Pedagogy – 3.3 Teaching practices*

The Review Committee operated effectively to cater for all students with special needs. Individual Education Plans (IEP) meetings were held each Term with teacher and parents. During Term 4 IEP meetings were combined with transition meetings with parents and teachers. The online learning modules called “Positive Partnerships” allowed staff and parents to learn more about Autism. Literacy and Numeracy taught to small groups in stage two catered for the diverse learning needs of children. Students were involved in self-directed learning. At these times, Blooms Taxonomy, Multiple Intelligence and Langford’s capacity matrices were used. These matrices allowed natural integration of curriculum content with conventions of English. Students used these in all stages of learning. Staff enjoyed combined staff development with regional schools. Anaphylaxis and Go Maths professional development were held this year.

**Expanded Learning Opportunities**

Year 6 and Year 5 participated in the Diocesan Public Speaking Competition. Years 3 to 6 participated in the English ICAS, Mathematics ICAS, Spelling ICAS and Science ICAS Competitions, (previously known as UNSW), and the Southern Highlands Chess day.

Student progress was tracked each term and passed on to the teacher the following year. During this time of hand over teachers discussed: special needs, the IEP tool, Dalwood, Review Committee recommendations, learning and teaching programs, students profiles, Reading Recovery information, gifted and talented indicators and Multilit Program users.

Students were involved in a Basketball gala day, Swim Safe lessons for Year 3 and Year 4, a Swimming Carnival, a Cross Country Carnival, an Athletics Carnival, Basketball, AFL, Soccer and Country Rugby League Clinics.

Leadership Training for Year 6 and Year 5 were held at the Santa Sabina Sport and Recreation Centre at Tallong. Year 6 participated twice throughout the year to create a sense of team spirit and learn about, ‘Plan, Do, Review’. The understandings gained here became the students’ mantra for future team events and problem solving activities. Year 5 participated at the end of the year in readiness for their leadership roles in Year 6. Activities include Flying Fox, Low Ropes, High Ropes, preparing and serving lunch for peers and a variety of outdoor problem solving activities were attempted.

**Professional Learning**

*Human Resources, Leadership & Management - 4.2 Professional Development of Staff*

During the Easter holidays three staff members participated in the Quality Teaching Conference in Melbourne, designed and facilitated by David Langford. Langford addressed teacher pedagogy as the main source to improve student outcomes. Student outcomes were
achieved through this new way of thinking about how children learn. Students were empowered through the Langford Quality Learning Tools to make their own decisions about learning using capacity matrices to monitor their progress and current learning needs. Using Langford Quality Learning Tools, the staff changed the way staff meetings were organised with the purpose of freeing up time to use for professional development at school. The times of these meetings were pooled, and designated to weekly professional learning times, with two agenda driven business meetings per term. This has successfully enabled the staff meeting times to become peer professional learning and effective adult learning for all staff.

Teachers included assessment for learning and assessment of learning in their teaching and learning programs, with specific focus on the use of Foundation Statement language when designing and recording assessment tasks.

One teacher was involved in researching and re-designing the Report Card for Primary school special needs students. This was a direct result from the awareness of the needs of students with special needs and how to effectively report their progress to parents.

Five Smart boards were installed in four classrooms and in the Library. Operational support was provided by Electroboard for the staff, and this ongoing professional development will continue into next year.

The professional development focus was Numeracy in Term 3 and Literacy in Term 4. The two teachers participated in the Literacy and Numeracy inservices at the CEO Wollongong. Two teachers presented and shared their new knowledge and understandings with staff on these areas.

Capacity and Sustainability for Special Education was the motivation behind an ‘Educating for Difference’ information afternoon for parents of Kindergarten and Year 1 students. The Diverse Learning Needs Team at the Catholic Education Office supported this initiative.

A Community of Practice network was formed with St Thomas Aquinas Bowral and St Paul’s Moss Vale. Information was shared about Autism Spectrum Disorder and the diverse special needs of students. The Community of Practice Network will continue in 2010.

**Resources, Finance and facilities - 5.3 Environmental Stewardship**

Ecological sustainability became a focus in 2009. Earthcare, ASSISI and Denis Edward’s Ecology at the Heart of Faith, supported the whole community approach. All classes were visited by Waste Watch, who focused on correct recycling and problems about landfill. Year 6 carried out an environmental audit: monitoring rubbish, water and electricity. From the survey carried out a plan was created, and some of the environmental issues of water saving, paper recycling, electricity reduction, emailing of newsletters and school notes, were included in the plan. Underpinning the plan was the understanding that in order to bring about ecological conversion and achieve ecological sustainability the whole school community must be involved. This area will be further developed in 2010.
Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the national Literacy and Numeracy testing program 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

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (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 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>8%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>9%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>17%</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: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>96%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>97%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>96%</td>
</tr>
</tbody>
</table>

**Parent, Student and Staff Satisfaction**

The parents and staff were surveyed as part of the review of the school Homework policy and below are the results of the survey.

**Parent Survey**

51% of parents responded to the survey. Below are the summary results.

**What is the most beneficial homework activity?**
1=Reading, 2=Maths, 3=Spelling

**What do you think is a reasonable amount of time for homework?**
Kinder=10minutes, Years 1/2 = 15minutes, Years 3/4 =20, Years 5/6=30minutes.

**Is there Internet access for your child at home?**
Yes=94%, No=6%

**What are the most valuable after school activities for your family?**
1 = Physical Activities, 2 = Relaxation, 3 = Leisure activities, 4 = Family duties.

**Should parents have a role in the homework process?**
Yes = 93%, No = 7%

**Comments:**
Assisting 24%, Support & supervise 12%, Guide when needed 11%, Praise & encourage 7%, Take note of struggling and understanding 6%.

**Do you help your child with weekly homework?**
Always = 14%, Most of the time =60%, Some of the time =26%

**In general, homework activities are,**
Very helpful & important = 51%, Often good = 23%, Often busy = 21%, Waste of time = 5%
What prevents your child from completing homework?
After school activities 15%, Tiredness 12%, Family activities 11%, Lost motivation 7%, Wanting to do other activities 7%

What do you see as the purpose of homework?
Revise class work = 34% Reinforce class work = 23% Parent guide to progress = 10% Work Independently = 7%

Should students be given homework?
Yes = 86% No = 14%

Staff Survey
70% of staff responded to the survey. Below are the summary results.
What is the most beneficial homework activity?
1=Reading, 2= Reading log, 3=Spelling

What do you think is a reasonable amount of time for homework?
Kinder=10minutes, Years 1/2= 15minutes, years 3/4=20, Years 5/6=30minutes.

What are the most valuable after school activities for your family?
1 = Physical Activities, 2 = Relaxation, Leisure activities, 3= Family duties.

Should parents have a role in the homework process?
Yes = 100%,
Comments:
Assist, Support and supervise, Guide when needed, Praise & encourage, spend quality time with the child.

Do you help your child with weekly homework?
Always = 14%, Most of the time = 60%, Some of the time =26%

What prevents your child from completing homework?
After school activities, Family activities, Attitude & motivation, Ability

What do you see as the purpose of homework?
Comments:
Reinforce class work, Communicate with Parents, routine for study, collecting materials & information, Independence, responsibility

Should students be given homework?
Yes = 57% No = 43%

Student Survey
The year 5 and year 6 students were surveyed on the general functioning of the school 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.
Understanding my rights and responsibilities at school.
Understanding the Catholic faith.

Future Development
People who students can approach for help.
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
  - 1.3 Catholic Life and Culture
- Key Area 2: Students and Their Learning
  - 2.5 Pastoral Care
- Key Area 3: Pedagogy
  - 3.3 Teaching practices
- Key Area 4: Human Resources Leadership and Management
  - 4.2 Professional Development of Staff
  - 4.5 Overall Compliance with legislation and other requirements.
- Key Area 5: Resources, Finance and Facilities
  - 5.3 Environmental Stewardship

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

- Key Area 1: Catholic Life and Religious Education
  - 1.4 Parents, Parishes and the broader Church
- Key Area 2: Students and Their Learning
  - 2.5 Reporting student achievement
- Key Area 3: Pedagogy
  - 3.4 Planning, programming and evaluation
  - 3.7 Professional learning
- Key Area 4: Human Resources Leadership and Management
  - 4.3 An ethical work culture
- Key Area 5: Resources, Finance and Facilities
  - 5.3 Environmental Stewardship