Ss Peter & Paul
Catholic Primary School
Kiama

Annual School Report
2009
About This Report

Ss Peter and Paul Catholic Primary School, Kiama 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:

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

Parish Priest: Fr Chris Roberts

Principal: Mr Philip Moore
Date: Monday, 7 December 2009
Vision Statement

Empowerment for the Challenges of Life’s Journey

Message from Key School Bodies

Principal’s Message

This Report provides an account of the school’s implementation and focus on key aspects of the school. Detailed in this Report is an account of the School’s development of Catholic Life and Religious Education, Students and their Learning, Teaching Practices and Parental Involvement. Ss Peter and Paul Catholic Primary School is proud of our students’ achievements throughout 2009 and we encourage you to share in our story through this Annual School Report.

Parent Involvement

This year $29,000 in expenditure was approved at the second meeting and went towards the purchase of a portable Smartboard, laptop computers furniture and a variety of teaching resources. A fete was not held this year due to the building, however, the fundraising committee has been extremely active and through events such as the Trivia Night, Fashion Parade, Golf Day, Mothers’ and Fathers’ Day Stalls and Discos and the major raffle, has managed to bolster the bank balance by just under $12,000. The proceeds from the sale of uniform items to Kiama Cycles and the merging of the uniform account with the main P&F account has resulted in a healthy balance of around $40,000 to begin 2010.

The Parents & Friends Association (P&F) has also focused this year on initiatives which can build community and relationships with the Parish. The P&F has formed a support group that aims to provide meals to families in times of illness or other stress. This group has also assisted with catering at functions such as Kinder Orientation and there is great potential to expand the role of this group in the future.

Representation has also occurred at Parish events such as planning for the Lighthouse Project and the St Francis of Assisi Mass. The parent body actively participated in the School Review and Improvement (SRI) Cyclic Review which occurred in November to assess how the school is functioning and identify areas of excellence as well as areas in which there is room for improvement.

Overall, it has been successful year in terms of the fundraising and community building activities and the P & F is well placed to move forward with the “new” school.

Parents and Friends Association, President
Student Leadership

Everyone has enjoyed Year 6 thoroughly. It has been a great year. We have learnt and accomplished so much. We went to Stanwell Tops for a leadership camp, where we formed our ‘leadership groups,’ including the environmental group, the fundraising committee, the welcoming committee, the social justice group, the liturgy group and the student support group. Our school has started to build the new building for 2010, housing Years 3-6. Thank you to all the parents, teachers and Mr. Moore who have been wonderful mentors and guides throughout our journey at Ss Peter and Paul. We are all looking forward to high school next year, but we will always look back with fondness of our primary school days.

Student Leaders

School Profile

School Context

The cores values of the school are identified within the school motto Love God, Love Others. Our Mission is to ensure that all students are empowered for the challenges of life’s journey underpinned by the Gospel values. We strive to achieve this through a strong focus on creating a safe and supportive learning environment where positive learning and personal outcomes include the development of knowledge, beliefs and practices of the Catholic Faith. Significant values we hold include Respect, Faith, Personal Responsibility, Inclusion, Justice and Joy. Our school Code of Conduct highlights our expectation that the school community upholds these values.

In working towards our Mission, Learning Community Projects focussing on Quality Teaching and Learning in Numeracy and Religious Education have been undertaken. The teachers have implemented the Professional Development, Planning and Review (PDPR) process to develop a reflective learning culture for the school. A focus on developing student leadership opportunities has enhanced a self of belonging for our students.

Students are drawn predominantly from: Kiama, Jamberoo, Gerringong and Berry.

The school connects with its local community through participation in Parish activities, Social Justice work in nursing homes, and representation in local drama, dance, sporting and art festivals.

Ss Peter and Paul Catholic Primary School is a Catholic Systemic co-educational school located in Kiama The school caters for students in years K-6 and has a current enrolment of 321.

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>173</td>
<td>148</td>
<td>321</td>
<td>8</td>
<td>11</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></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>93.7%</td>
<td>92.7%</td>
<td>91.6%</td>
<td>93.0%</td>
<td>93.9%</td>
<td>89.8%</td>
</tr>
</tbody>
</table>

The school has an attendance policy available on the website which outlines parent’s responsibility regarding student attendance (www.ssppdow.catholic.edu.au). If a child is absent from school for any reason a note explaining the absence must be forwarded to the class teacher when the child returns. Each day the class teacher must mark a Class Roll. This is a legal document that records the official attendance of all children in the class. If a parent wishes to take a child out of school for any period of time a note to the class teacher, explaining the circumstances is required. Cases of repeated non attendance are monitored via electronic roll and parents are notified in writing of school expectations.

Staffing Profile

There are a total of 22 teachers and 7 support staff at Ss Peter and Paul Catholic Primary School. This number includes 12 full-time and 9 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>Description</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 97.10%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2008 to 2009 was 86%.
Professional Learning

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

These included:

- Community Learning Project with a focus on Numeracy;
- Pastoral Care and Special Needs Forums;
- Diverse Learning Needs of students;
- Information and Communication Technology;
- Leadership Development Course; and
- Religious Education (Godly Play and Religious Literacy).

School based expenditure on professional learning in 2009 was $8,032. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Catholic Life & Religious Education

Ss Peter and Paul Primary Catholic School has continued to work closely with the Parish and the wider community during 2009 to create an atmosphere of mutual respect. Both of our Parish Priests, Fr Chris Roberts and Assistant Priest Fr Damien Ellis, work closely with the school to provide the children with the opportunity to attend Mass in both class, Stage and whole school groups throughout the year. The children are encouraged to become involved in Family Mass within the Parish on weekends. Our Religious Education Coordinator works closely with the Parish Sacramental Team to support Parish Sacramental Programs and Parish initiatives.

Ss Peter and Paul Catholic Primary School forms an integral part of the Parish attending regular Masses, celebrating the seasons of the Church year along with significant Feasts and events. Our school participated in Holy Week, Ascension, Pentecost, ANZAC Day, Grandparents’ Day, the 100th Anniversary of Blessed Mary MacKillop, Mission Week, All Saints, and Advent. NADOIC, Remembrance Day, Stand Up Against Poverty and BeMore were also celebrated with the whole school joining together in prayer.

One highlight for Ss Peter and Paul was hosting Year Six Prayer and Conversation with the Bishop. Six other schools from our region visited our school to participate in this event. Another highlight was on the Feast of Christ the King 42 children from Ss Peter and Paul joined with other children from the Parish to receive Jesus for the first time in Holy Communion, whilst in September our Year 6 children received the Sacrament of Confirmation celebrated by Bishop Peter Ingham.

The school continues to celebrate its Catholic identity through prayer and liturgy with staff
and students committed to following our school’s motto of Love God Love Others. Prayer is incorporated into school life, with assemblies commencing with either our school prayer or student-lead prayers. Each Monday at assembly the Sunday’s Gospel is reflected upon. Parents are present at these prayer times. Reflective prayer is an integral part of our day when children have the opportunity to pray using different formats and experiences. One way is through student’s prayer diaries, which are sent home weekly, enabling children to contribute a favourite prayer or create their own. Staff gather every Thursday for prayer and are bonded by communal prayer. Staff continued their own personal spiritual journey through a retreat day lead which was based on our school’s Vision and Mission Statement as well as attending various CEO spirituality courses within the diocesan.

The school community of Ss Peter and Paul continues to reach out to those in need through supporting Project Compassion, Mission Week, St Vincent de Paul in both their Winter and Christmas Appeals with food and clothing. Ongoing support of the Missions helps to educate students about world wide social justice issues.

Great care is taken to ensure that Religion lessons follow the curriculum set down by our Diocese and that staff are suitably qualified to teach the children about their Catholic faith. Religion is taught daily from the Diocesan Religious Education syllabus teaching scripture, history and tradition of our Catholic faith.

**Religious Literacy Assessment**

The Religious Literacy Assessment program for Year 4 students was successfully implemented within Ss Peter and Paul in 2009. In 2009 the school cohort consisted of 43 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) and 51 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.

The distribution of performance levels combining Parts A and B were:
- 2.3% developing,
- 53.5% achieving, and
- 44.2% extending.

Excellent results were achieved because the school community is committed to supporting the Year 4 students by initiating Religious Education (RE) Open Days, development of an RE Resource Box, extra teaching support, and extra ICLT support during the Religious Literacy task.

In 2010 the Ss Peter and Paul community will strive to continue to witness the values of Jesus Christ, providing a quality learning environment where learning is centered around the values of empowering students for the challenges of life’s journey.
Financial Summary

The school’s financial management was a focus of the school’s Annual Development Plan. The school’s budget development process and accountability procedures have been reviewed and evaluated. The School Canteen operations have been reviewed and will be a continued focus for 2010.

Thank you to the Parents and Friends Association for their financial support of the school. The school was able to purchase new electronic equipment including a Smartboard and a new pod of laptops. A donation of $5000 was used to purchase reading resources.

The school received a grant of $150,000 under the Federal government’s National School Pride initiative; a new Covered Outdoor Learning area was completed in September using this money. The school received a further 2.5 million dollars under the Building Education Revolution. This money will be used to build a new school hall and 4 new classrooms we are grateful to the Federal Government for their support.

The following graphs reflect the aggregated income and expenditure for Ss Peter and Paul 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

Students at Ss Peter and Paul Catholic Primary School Kiama come to our school to learn in a safe and supportive school environment guided by our school motto of LOVE GOD LOVE OTHERS. As a school we show how we respect and value others through upholding our School Code of Conduct. The code was developed by students and recorded in clear and concise language that students can easily understand. When a code is breached the student behaviour management flowchart is followed. The flowchart is based upon restorative principles and fairness.

Pastoral Care

Our school culture, of supporting and valuing learning in a safe and supportive environment is promoted through school programs, policies, practices and whole school organisation. Many programs are in place to assist and support students throughout their schooling at Ss Peter and Paul.

Bounce Back, runs throughout the whole school, teaching children how to be resilient and giving them strategies to deal with life’s ups and down. Other programs are also in place for each year group, including PALS (K-2), Fair Play (Year 3), Empower (Year 6) Standing Strong (Year 6). Year Six students are given opportunities to take on leadership roles within the school, Captains and Sports Captains as well as student care, environmental leadership, social justice, welcoming committee, fundraising committee and the liturgy group. Students and their learning are also supported through a school wide buddy system where classes network in order to maximise learning.

The uniqueness of each learner is also acknowledged through the differentiation of learning and teaching programs. This occurs through Individual Educations Plans (academic, behavioural and social focus), as well as enrichment programs implemented in Class, Grade or Southern Illawarra Catholic School (SICS) groupings. School Support Officers are also utilised to support students in classrooms.

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 our 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

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

Curriculum and Pedagogy

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

Implementation of the Diocesan Learning and Teaching Framework (DLTF) was continued throughout 2009. Staff explored the elements of the framework through a DVD presentation and professional dialogue regarding its application to the teaching and learning provided within the school. At one of the staff professional development days, the learning and teaching framework was explored in relation to Mathematics, exploring beliefs about Mathematics learning, effective teaching strategies and how these enable quality learning for children. This was followed by professional learning teams working with an Education Officer from the Catholic Education Office to develop a continuum of learning for the Measurement strand in Mathematics. Two teachers attended a Diocesan professional development day on analysing, evaluating and designing assessment experiences that incorporate the intellectual quality, learning environment and significance dimensions of the Framework. With the implementation of the Professional Development, Planning and Review (PDPR) process in 2009, staff were individually able to identify areas of the Framework that required development and through class visits and dialogue, were able to refine their teaching practice.

Year 6 children were involved in an online ecological investigation entitled ‘Murder Under the Microscope’ which integrated Science and Technology. This involved gathering clues and evidence about various environments, endangered species and dangers to the ecosystem. Classes successfully solved the crime and then developed an environmental management plan for the ecosystem. One team was acknowledged for their plan by winning the People’s Choice Award for eco-planners 2009.

Teachers use Information Communication and Learning Technology (ICLT) as tools to access, organise and present information. The myclasses facility is utilized to provide a variety of learning experiences, homework, inquiry-based learning and internet sites for research. The school purchased a portable interactive whiteboard and another pod of laptops for the Year 4
classes as part of the technology plan.

Cross-Curriculum

Literacy continues to be a high priority in the school. The staff developed a scope and sequence of text types that relate to courses of study in Human Society and Its Environment and Science and Technology. There is a focus on two text types a term, allowing students to develop their understanding of and skills to use these texts in learning across various Key Learning Areas (KLAs). Guided (Reciprocal) reading was further resourced and developed in Stages Two and Three (Years 3–6). Sets of novels and information texts relating to areas studied were purchased and are used to develop children’s reading skills and knowledge base. More reading books were also purchased for Early Stage One and Stage One classes to provide adequate variety at each reading level.

Literacy and Numeracy were resourced with School Support Officer allocation to allow for guided and individual learning experiences to the range of students within all classes.

Reading Recovery has continued to be a support for children experiencing difficulty in improving their literacy skills. Fourteen Year One students completed the Program this year.

During National Literacy and Numeracy Week, the school participated in ‘Reach for the Stars’, which was a school based numeracy activity that involved children in exploring mathematical qualities of names by collecting, recording (tables and graphs) and interpreting data. They were then able to continue the investigation by comparing their data with the national data gathered.

Students in Year Five designed and rejuvenated the Indigenous Garden as part of their Human Society and Its Environment learning in readiness for the celebration of National Aborigines and Islanders Day Observance Committee (NAIDOC) Week. We received a grant from Kiama council of $1500 to aid this venture.

Meeting the Needs of All Students

Literacy and Numeracy enrichment programs were offered to students in Years One to Six throughout the year. Over a semester students participated in a literature/Human Society and Its Environment focus or mathematical investigations based on the Measurement strand. A staff member, in consultation with classroom teachers, developed these programs. In response to student performance data gathered in Literacy, a writing program focusing on structure, language features and development of content, was facilitated by a staff member for small groups in Years Three and Five in the first half of the year.

Teachers implement a variety of learning frameworks such as Multiple Intelligences, Thinker’s Hat and Keys to provide students choice in their learning and to allow for the diverse range of learning needs in the classroom. Learning experiences also occur in guided (small) groups and individually to cater for student’s needs.
The Review Committee met regularly throughout the year to discuss strategies to respond to student’s learning needs and seek the assistance of outside agencies.

**Expanded Learning Opportunities**

Opportunities were provided in academic, cultural and sporting domains throughout 2009. The students demonstrated their music, drama and dance skills in the school production ‘Rocks to Rap – A Journey Through Musical History’. Competitions offered included the International Competitions and Assessments for Schools English, Writing, Spelling, Science and Mathematics. Stage Three students were provided with the opportunity to participate in the Australian Mathematics Trust Challenge, a writing competition focusing on local history and a religious art competition based on the Christmas story. Students have participated in swimming, cross country and athletics carnivals at school, Regional and State levels. Children have participated in gala days for basketball, netball, soccer, AFL and teams attended the NSW Catholic Primary Schools Basketball Championships in the Illawarra during October. The Year 4 Girls won the Division 3 competition and Year 6 boys were runner up in the in Division 3 competition. Several teams participated in Rugby League competitions throughout the year the school were successful in winning the Rod Wishart, Paul McGregor and All Schools Illawarra competitions. Other experiences included junior and senior choirs at the Wollongong Eisteddfod, Diocesan Public Speaking Competition, Rotary Public Speaking Competition where our two year 6 students took first place and second place and debating in Year Six. The school hosted Life Education in Term Four where children explored a variety of health issues. Early in the year, an enrichment day in Mathematics was offered for a small group of Stage Three students with other students from the Southern Illawarra Catholic Schools cluster.

**Professional Learning**

Focus areas for 2009 included:

- a Professional Development, Planning and Review process was implemented for staff throughout 2009. This involved teachers identifying professional goals, engaging in professional dialogue with colleagues and undertaking a reflective review of classroom practice. This provided opportunities for professional growth and dialogue in relation to curriculum and pedagogy.
- Mathematics – clarifying beliefs about Mathematics teaching and learning and how this relates the Diocesan Learning and Teaching Framework.
- Spirituality – continuing program for staff to explore their own spirituality with the context of the Catholic Church.
- Parent Information sessions - numeracy, the multi-staged classroom, personal development and human sexuality.
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

The 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.

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></th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>School</td>
<td>0%</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School</td>
<td>0%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>9%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School</td>
<td>0%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School</td>
<td>0%</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>School</td>
<td>4%</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>16%</td>
<td>50%</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>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

Parents

Parent involvement was a key focus of the 2009 School Improvement Plan. Parents indicated appreciation for their invited involvement in Numeracy and Literacy workshops throughout the year. Parents’ role as volunteers was acknowledged in the classroom, the sporting arena and creative pursuits of the school. Parent opinion was sought on the Key Areas of Pastoral Care, Student Placement and the introduction of a composite K/1 class for 2010. Feedback from parents was very positive and a greater sense of partnership was developed as a result. A select group of parents were involved in the School Review and Improvement (SRI) Cyclic Review process and were positive about the school’s direction and focus throughout 2009. A continued focus on clear and collaborative communication was sought.

The parent community were generally pleased with the use of Individual Education Plans (IEPs) to cater for the diverse needs of students but sought more information about such targeted programs. The extra curricular activities for the students were praised.

Parent’s role as the first educator was further enhanced through workshops and also being consulted on various decisions affecting the students.

Students

Students from the Year 6 Leadership Team were involved in the Cyclic Review process. They expressed a sense of great enjoyment and interest in the varied and challenging learning experiences offered at Ss Peter and Paul. The students were particularly positive about the safe and supportive learning environment underpinned by the school’s Code of Conduct.
Teachers

The use of Individual Education Plans and an enrichment program has assisted teachers cater effectively for the diverse needs of students. Teachers have commented favourably about the review of break times and allocation of release from face to face teaching. The introduction of the Professional Development Personal Review process has been openly received by the staff. The Staff was very supportive and pleased with the implementation of the school’s Code of Conduct which has been underpinned by the Student Behaviour Management Flowchart. The staff has had a greater involvement in the implementation and decision making with regard to the school’s Annual Development Plan.

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 2: Students and Their Learning
  - 2.5 Pastoral Care
- Key Area 3: Pedagogy
  - 3.2 Provision of the Diverse Needs of Learners
  - 3.3 Teaching Practices
- Key Area 4: Human Resources Leadership and Management
  - 4.5 Overall compliance with legislation and other requirements
- Key Area 6: Parents, Partnerships, Consultation and Communication
  - 6.1 Parent Involvement.

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

- Key Area 1: Catholic Life and Religious Education
  - 1.3 Catholic Life and Culture
- Key Area 2: Students and their Learning
  - 2.3 Reporting Student Achievement
- Key Area 3: Pedagogy
- 3.6 School climate, learning environment and relationships
  - Key Area 5: Resources, Finances and Facilities
- 5.3 Environmental Stewardship
  - Key Area 6: Parents, Partnerships, Consultation and Communication
- 6.2 Reporting to the Community