About This Report

St John’s Catholic Primary School, Dapto 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.

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 John’s Catholic Primary School
PO Box 161
DAPTO NSW 2530
Ph: (02) 4261 4611
Fax: (02) 4261 2508
Email: info@sjddowcatholic.edu.au
Website: www.sjddow.catholic.edu.au

Parish Priest: Fr D Rheinberger

Principal: Mr Michael Connelly
Date: 10 December 2010
Vision Statement

Our vision is that St John’s Catholic Primary School will be an educating community in which children, teachers, parents and pastor support each other in pursuing the highest quality of Catholic education for each individual child.

Message from Key School Bodies

Principal’s Message

St John’s Catholic Primary School was founded in 1839 at West Dapto and moved to the present site in 1900 with two campuses. The student population is 543 in 2010 and will increase to 573 in 2011. Kindergarten, Years 1, 2 and 3 are located on the Werowi Campus and Years 3, 4 and Middle School (Years 5 & 6) on the Jerematta Campus.

Students are grouped by age cohort into 22 classes from K–6. They continue their education at St Joseph’s Catholic High, Corpus Christi Catholic High School, Edmund Rice College, St Mary Star of the Sea College, Dapto High School.

A core value of our school is the inclusion of children with diverse learning needs especially those on the Autistic Disorder Spectrum.

St John’s Catholic Primary School fully embraces the notion that effective learning and teaching in a Catholic school is a purposeful process that integrates the faith, cognitive, moral, emotional, social, aesthetic and civil learning needs of all. St John’s aims to create authentic learning experiences for all people and to nurture the capacity of each learner in a way that is authentic and life giving (Diocesan Learning and Teaching Framework).

Parent Involvement

The Parents and Friends Association (P&F) Annual General Meeting was held in March and from that meeting the 2010 Executive were elected.

Throughout the year the P&F Association were involved in many fundraising and social events including a Golf day; Mother’s Day Stall; Orientation Program; Walkathon; Bunnings BBQ’s; Sports Carnivals; Kinder – Year 6 Welcome BBQ; and of course, the Spring Fair which raised a record $46,000 profit.

In March the P&F Association account balance stood at $84,085.15 and as of 1 December 2010 the balance was $61,779.32. The total amount fundraised this year was $82,692.56. Throughout the year the executive approved the staff wish list for resources for literacy, numeracy and technology resources for the newly built library. Funds raised were also spent on the synthetic grass on the Jerematta Campus and the Interactive Kindergarten playground.
on the Werowi Campus. All of this bought the total amount spent to $84,490 over the period of the year.

In closing, I would like to thank the Parish Priest, Principal and staff, the executive and all parents and friends of St John’s Catholic School and Parish community for their continued support throughout the year.

Parents and Friends Association, President

Student Leadership

During 2010 the students have been provided with many educational and religious activities that they have thoroughly enjoyed. They were able to take part in liturgies, a number of Masses and prayer celebrations. Year 6 students were able to participate in Prayer and Conversation with the Bishop, which was a wonderful experience for the students. St John’s also held our annual Flickfest presentation where the students in Middle School created short films and presented them at the Gala Cinema in Warrawong. Throughout the year, Gala days have been available for all students at St John’s to attend. They were always great days for the students. Our sporting days have included a swimming carnival, cross country and athletics carnival. Students that have done well in these carnivals have had the opportunity to proceed on Diocesan, State and even National carnivals. Middle School students were provided with a very educational trip to Canberra for three days, where they visited Parliament House, CSIRO, Old Parliament House, Questacon and many more exciting facilities. 2010 has been a productive year and surely a memorable one too.

School Captains

School Profile

School Context

St John’s Catholic Primary School was founded in 1839 at West Dapto. The Sisters of St Joseph taught in the school from 1880 under the direction of St Mary of the Cross MacKillop. In 1900 the school and convent were moved to the present site. The anticipated student population will be 573 students in 2011.

At present Kindergarten, Years 1, 2 and 3 are located on the Werowi Campus and Year 4 and our Middle School Stage 3 (Years 5 & 6) on the Jerematta Campus.

The beginning of 2005 saw the commencement of Middle School Stage 3. This initiative has been designed to promote and enhance quality Catholic learning and teaching and encompasses student centred, independent and self directed learning.

Students are grouped by age cohort into 22 classes from K–6. Students continue their education at St Joseph’s Catholic High, Corpus Christi Catholic High School, Edmund Rice College and St. Mary Star of the Sea College, Dapto High School, Kanahooka High School or Berkeley Sports High School.
St John’s Catholic Primary School is a Catholic Systemic co-educational school located in Dapto. The school caters for students in years K-6 and has a current enrolment of 538 students.

**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>2010</td>
<td>250</td>
<td>288</td>
<td>538</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists 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 both the school website www.sjddow.catholic.edu.au the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2010.

**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>2010</td>
<td>92.1%</td>
<td>92.8%</td>
<td>93.8%</td>
<td>93.1%</td>
<td>92.5%</td>
<td>90.6%</td>
</tr>
</tbody>
</table>

**Management of Student Non Attendance**

Daily attendance is monitored electronically by classroom teachers. This information is transmitted electronically to the office assistant. Families report to the office in the case of late arrivals or children leaving early. A record is maintained by the office assistant of these partial absences.

The Principal is notified of extended absences or recurring absences. Class teachers follow up unexplained absences by sending a note to parents asking for an explanation.
Staffing Profile

There are a total of 34 teachers and 13 support staff at St John’s Catholic Primary School. This number includes 20 full-time, 14 part-time teachers.

Teacher Standards

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

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2010 was 95.28%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2009 to 2010 was 93.3.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St John’s Catholic Primary School staff. During 2010 school personnel undertook a range of professional learning activities related to improving student outcomes. These included:

- Leadership formation including Principals / Assistant Principals Conference, Retreats, CEO Network meetings;
- Formation in Faith and Religious Education including Masters of Religious Education, Journey and Berekah;
- School Review and Improvement;
- Technologies for Learning;
- Leaders of Literacy and Numeracy;
- Information Communication Learning Technology (ICLT); and
- Focus on Literacy and Numeracy.

School based expenditure on professional learning in 2010 was $6,416. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.
Catholic Life & Religious Education

St John’s Catholic Primary School has continued to work cohesively with the Parish and the wider community during 2010 to create an atmosphere of mutual respect. Our Parish Priest, Fr Douglas Rheinberger, works closely with the school to provide the children with the opportunity to attend Mass in both class and whole school groups on a regular basis. The children are encouraged to become involved in the Sacramental Programs within the Parish on weekends.

In addition to regular Masses, St John’s celebrates the seasons of the Church year, along with significant feasts and events. This year our Year 6 students attended one of the many Prayer and Conversations at St Francis of Assisi at Warrawong with Bishop Peter Ingham. These are held in regions throughout the Wollongong Diocese. Our school also joined with the Sisters of St Joseph to celebrate the canonisation of Mary MacKillop to become Australia’s first Saint. Holy Week, the Ascension, Pentecost, ANZAC Day, Grandparents’ Day, Marian feasts, Mission Week, All Saints/All Souls Day and Remembrance Day were also celebrated with the whole school joining together in prayer.

Each school day commences with morning prayer on assembly and every Thursday classes are responsible for leading morning prayer time using the children’s prayers. Parents are present at these times. Staff also gather weekly to pray together.

Members of Staff are encouraged to attend spirituality courses offered by our Diocese. Five of our staff took advantage of this opportunity in 2010. One staff development day is dedicated to the spiritual growth of each staff member. In 2010, we participated in a whole staff spirituality day on 3 September, held at Billoview Retreat Centre at Gerringong where, with the guidance of our facilitator, Sr Bridie O’Connell RSJ, we took time to reflect on Mary MacKillop’s life and foundational values and their meaning for us as a school community.

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. This year we have focused on quality assessment in Religious Education. Sixty one of our Year Four children completed the Religious Literacy exam this year. Samples of work completed in Religious Education are published each Term in our Religious Education Newsletter and sent home to our parents.

The Sacramental Programs are Parish based and the children from St John’s join with other Catholic children from the Parish in workshop days and after school lessons. The school works closely with the catechists and Parish Priest on these occasions.

On Saturday 5 June 59 children from St John’s joined 17 other children from the Parish to make their First Reconciliation and on Thursday 12 August 44 of our Year Six children joined other children from the Parish to receive the Sacrament of Confirmation celebrated by Bishop Ingham. On the feast of Christ the King, 21 November 51 of our children joined 14 children from the Parish to receive Jesus for the first time in Holy Communion.
The school community of St John’s continues to reach out to those in need. Through Project Compassion during Lent, Mission Week in October and our Winter and Christmas appeals for our local poor the children have raised a considerable amount of money to send to Caritas, Catholic Missions and St Vincent de Paul. Our Catholic Missions donation in Term 4 $2,470.

In 2011, at St John’s, we will strive to continue to witness the values of Jesus Christ and to provide an environment where learning is centred on these values. We will focus on our new Mission and Vision statement that will be written early in 2011. It is our intention to involve all key stakeholders in this endeavour so as to ensure that as many community members as possible will be aware of, and motivated by, the vital elements of this statement.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2010. In 2010 the school cohort consisted of 53 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 30 August and sixty-one 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 recalling the events of Holy Week and Easter; and
- their ability to identify aspects of the rites of the Mass.

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:

- demonstrate a thorough knowledge of the key symbols of our faith; and
- understand the meaning of the words of the Hail Mary.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A 13.5% of students were placed in the developing level, 79% in the achieving level and 8% were in the extending level.

For Part B none of our students were placed in the developing level, 67% in the achieving level and 33% were in the extending level.

Combining Parts A and B, 8% of students were placed in the developing level, 74% in the achieving level and 18% were in the extending level for Religious Literacy.
Financial Summary

The following graphs reflect the aggregated income and expenditure for St John’s Catholic Primary School for the year ended 31 December 2010. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Student Welfare

Introduction

The school motto, taken from St John’s Gospel, ‘Love one another’ is central to all decisions and discussions involving the wellbeing and welfare of students. Student welfare is a priority embedded within all initiatives undertaken within the school.

Pastoral Care

The guiding principles of Restorative Justice underpin all pastoral care initiatives within the school. The student based Social Justice Committee support other students on a daily basis within the five playgrounds at the school. These student leaders assist younger students with minor issues that arise from the playgrounds. They assist teachers and School Support Officers whilst on playground duty in relation to simple mediation between students and also assist in providing structure around playground games so as to limit problems arising. The organisation of playground competitions for the older Stage 3 students has had a positive impact on student behaviour. The school Buddy System has also been particularly successful as a means of providing peer support for students. The staff based professional Learning and Teaching Teams responsible for the planning of learning for all students also have the responsibility of the social and pastoral needs of the
groups of students in their care. Each Team of teachers organises and initiates specific interventions in relation to academic progress and social development. Student behaviour is managed from a Team perspective. This also extends to the Team based playground supervision of the students in their care.

A school based Counsellor employed by CatholicCare works two days per week within the school. The Counsellor provides one to one support for students and their families with specific needs. A Social Skills Program which focuses on the development of friendships and anti-bullying strategies is also provided for groups of students.

Students from families that are experiencing difficulties due to illness or other factors are supported with family meals. This initiative is organised by a group of parents under the guidance of the school Principal.

Features of the National Safe Schools Framework, Gospel Values and other behaviours that develop respect and responsibility are highlighted in the school based award system. Student behaviour is acknowledged at weekly Campus Assemblies and whole School Celebrations with the distribution of Blue School Awards, ACE (Attitude Conduct and Effort) Awards and Principal Awards.

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. No changes were made to these Diocesan documents in 2010.

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**

St John’s fully supports the notion that effective learning and teaching in a Catholic School is a purposeful process that integrates the faith, cognitive, moral, emotional, social, aesthetic, and civic learning needs of all students. St John’s aims at creating authentic learning experiences for all and endeavours to nurture the capacity of each learner in a way that is authentic and life-giving.

**Curriculum & Pedagogy**

The Diocese of Wollongong Religious Education Curriculum gives direction to Religious Education within the school. This curriculum has been formulated in the context of the Emmaus paradigm and caters for all learning and teaching from Kindergarten to Year 6. The
learning and teaching in all other Key Learning Areas is based on syllabus documents from the NSW Board of Studies. Each syllabus is outcome based and implemented within Early Stage 1, Stage 1, Stage 2 and Stage 3.

Teams of teachers work collaboratively to develop effective assessment and reporting practices which provide multiple opportunities in varying contexts for students to demonstrate their level of achievement. Assessment for learning informs future learning and teaching and assessment of learning reports student achievement at a particular point in time. The wide range of assessment strategies implemented at St John’s, provide valuable data for meaningful feedback to students, parents and teachers.

Year 4 students participate in the Religious Literacy Assessment. This initiative includes students participating in a formal question and answer test as well as a project type task, which has a focus on the theme of Creation. Parents receive a formal report detailing the achievement level for their child.

In May of this year all Year 3 and Year 5 students participated in the National Assessment Program- Literacy and Numeracy [NAPLAN]. These tests covered Reading, Writing, Language Conventions and Numeracy.

Other assessment initiatives including, the Early Literacy Assessment [ELA], Scheduled Early Numeracy Assessment [SENA] and Long Term Monitoring of Reading Recovery students, are all utilized to monitor student learning and inform teaching practices.

Achievement levels of students in Year 1 to Year 6 are reported to parents at the end of Term 2 and at the end of Term 4. The Common Grade Scale is used so as to report student achievement in the A-E grading format. Kindergarten students receive a formal report at the conclusion of each year.

The teaching staff communicates to parents aspects of student achievement or under achievement at numerous times during the year.

Curriculum integration enables teachers and students to identify and utilize the connections between syllabuses. The school views the primary purpose of integration as a means to enhance and maximize learning both within and across the key learning areas of the curriculum. Through curriculum integration, teachers at St John’s plan for the development of key skills and understandings that go beyond individual strands and syllabuses.

A continued emphasis on Information Communication and Learning Technology [ICLT] has furthered enriched the St John’s learning environment. The large number of Desktop and Laptop computers within the school has been enhanced with the purchase and installation of 12 Interactive Whiteboards. Primarily located on the Jerematta Campus the Interactive Whiteboards are well utilized in many aspects of curriculum implementation.

Cross Curriculum

Literacy Goals for each class are set at the beginning of each Term. Each Goal focuses on a key aspect of Literacy that teachers determine to be crucial to student learning. Students that do not achieve the Literacy goal are targeted with specific intervention so as to support their learning. School Support Officers will often facilitate aspects of the Literacy block for whole classes so that teaching staff with particular expertise can implement timely and specific
intervention for students that have not learnt what was required of them in relation to the Literacy goal.

Numeracy Goals are also set for each class at the beginning of each Term. As for Literacy each Numeracy Goal relates to a key aspect of Numeracy learning. Students that do not achieve the Goal are targeted with specific Numeracy intervention to support their learning. As recorded in the 2010 Annual Action Plan and as a result of analysis of Numeracy data all teaching staff have had a particular focus for all students on the further development of mathematical decoding skills. Each team of teachers has created a bank of problematic questions, which are used in the Number Sense component of the Mathematics Session.

Indigenous:
All classes have continued to include an Indigenous perspective within programmed learning. Students have been engaged in a variety of learning experiences which have enabled them to research Indigenous culture and present their findings. Students have also been engaged in Visual Arts tasks and have been exposed to a range of Indigenous literature.
During 2010 the school acknowledged and celebrated National Aboriginal Islander Day Observance Committee (NAIDOC) Week with specifically planned Indigenous learning experiences and a whole school Celebration including a Prayer Liturgy.

During 2010 all Year 3 students have been involved in an Italian Language Program. The students participate in weekly half hour lessons. The program is facilitated by an existing staff member.

Meeting the needs of all students
The Annual Flickfest (short film showcase) was conducted during 2010 involving all Middle School students. In small groups students planned, story boarded, scripted, filmed and edited their films. The process was integrated within the planned learning and teaching program. The films were shown at a local Cinema for parents, family members and special guests. Middle School students participated in the annual Regional Science Fair at the University of Wollongong. The students undertook a scientific adventure in which they had to design and conduct original research, present their findings in an innovating way and then explain their findings to an expert group of people from a diverse range of industries, including Federal, State and Local Government, media organizations and the University of Wollongong.
Early Stage 1 and Stage 1 students have been involved in a variety of diverse learning opportunities during the year utilizing on-line learning with the use of myclasses. Students are able to access their myclasses page whilst they are at school and also from home.

The school has formed staff based Learning Circles so as to further develop strategies for individual students with special learning needs. Those involved in each of the Learning Circles focus on one individual student at a time and collaboratively complete a matrix of behavioural characteristics, learning needs and specific strategies. This initiative has been of value in meeting the needs of students on the Autism Disorder Spectrum. Individual Education Plans are formulated for all special needs students. Details of the Plans are communicated to parents. In consultation with the Catholic Education Office a Transition to School Program was offered in conjunction to the Kindergarten Orientation Program, to
students at the end of 2010. This program catered for new 2011 Kindergarten students with special needs.

Stage 2 and Stage 3 students were given the opportunity to further develop their self-directed learning skills in the context of completing extended learning tasks in Religious Education, Literacy and other integrated learning opportunities. Students from Early Stage 1 to Stage 3 have had access to online learning tasks which are can be completed in school or outside of school. These tasks involve a degree of choice and can be undertaken individually or within small groups.

Two students from Stage 1 were given the opportunity to be involved in Stage 2 Mathematics Sessions so as to further extend their mathematical ability. The Science Fair also provided opportunities for self-directed learning and gifted education.

Expanding Learning Opportunities

Sixty students participated in the International Competitions and Assessments for Schools. The students nominated their areas of involvement, including Mathematics, Writing, Spelling, Science and Computer Skills. A significant number of students were awarded Distinctions and Credits in each of the nominated areas. Three students were awarded High Distinctions.

All students from Kindergarten to Year 6 participated in a comprehensive skills based Sports Program during the year. The Sports Program operates in conjunction with each Grade based Physical Education Program. The school also conducted an annual Swimming Carnival, Cross Country Carnival and Athletics Carnival. From these carnivals numerous students represented the school at Regional and Diocesan Carnivals. Fifteen students were selected from these carnivals to represent the Wollongong Diocese. Two of these students represented the Diocese in two different sports and were acknowledged with Diocesan Sports Awards. Two students were selected in the MacKillop Cricket team and the MacKillop Tennis Team. Two students also represented MacKillop in Swimming. One student was also selected in the MacKillop Soccer Team. The senior girls’ AFL team was runner up at the Regional Carnival and was offered the opportunity to play at the State Carnival. The Under 10s and Under 11s boys’ Rugby League Teams participated in the NSW All School’s Rugby League Competition in Penrith. Two students were involved in gaining places in the South Coast Schools Tennis Competition and won both the singles and the doubles.

A Middle School student represented the school in the Inter-schools Equestrian Event and gained a first place. The school participated in the annual Diocesan Rugby Union Knockout and local Ruby League competitions.

A high number of students participated in the Diocesan Gala Days, including Soccer, Basketball, Netball and Cricket.

All students from Early Stage 1 to Stage 3 have been involved in oral presentations in the context of programmed learning. Some oral presentations are spoken spontaneously with no preparation while other presentations are delivered after the students have had time to plan and sculpture what they wish to say on a given relevant topic. During presentations students focused on speaking skills including voice clarity, voice volume, expression and eye contact. The learning tasks linked directly to the Talking and Listening Outcomes from the NSW Board.
of Studies English Syllabus. Middle School students were involved within an in-school Public Speaking experience from which two students were selected to represent the school at the Diocesan Public Speaking Competition.

**Professional Learning**

A major focus for professional learning during 2010 has been pedagogical development in the area of Numeracy. This particular focus has been aligned with the data analysis, the 2010 School Review and Improvement Annual Action Plan and the 2010 Learning Communities Project. All teaching staff members were engaged in professional learning experiences focusing on the implementation of a quality Mathematics Sessions. Attention was given to developing an understanding of each of the components including, Number Sense, Introduction, Consolidation and Reflection. New Mathematics Program templates were formulated and have been trialled. The new templates reflect each of the components of the Mathematics Session along with provision to reference aspects of the Diocesan Learning and Teaching Framework.

Teaching staff have worked in consultation with Catholic Education Office staff in further developing an understanding of the Diocesan Learning and Teaching Framework so that it can support the teaching of Religious Education.

A significant number of staff attended various Conferences and In-Service Courses ranging from Leadership, Literacy and Numeracy to Catholic Spirituality. Teams of staff including teachers and School Support Officers reported back to other staff new learning. This practice continues to develop the notion that St John’s, as a professional learning community school, focuses all professional learning to cater for a collective need linking to School Review and Improvement (SRI) or an individual need which links to the Professional Development Planning and Review (PDPR) for teachers.

**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.
Year 3
Literacy: The strongest performance reported was 72% of students were placed in the highest bands 5 and 6 for Writing. This was followed by 66% in Grammar and Punctuation and 55% of students were placed in the highest bands of 5 and 6 for Reading.
Numeracy: The strongest performance reported were 41% of students placed in the highest bands of 5 and 6 whilst 51% of students were placed in bands 3 and 4.

Year 5
Literacy: The strongest performance reported was 31% of students were placed in the highest bands 7 and 8 for Punctuation and Grammar. This was followed by 30% for Reading followed by 25% for Spelling. Numeracy: 12% of students were reported in the highest bands of 7 and 8 whilst 71% reported in bands 5 and 6 and 17% of students were reported in bands 3 and 4.

Analysis of the 2010 NAPLAN data indicates that positive school growth has occurred in both Year 3 and Year 5 Literacy results and that positive school growth has been re-established in Year 3 and Year 5 Numeracy.
So as to maintain and further develop positive school growth the school will continue to focus on key strategies which have been designed to further develop mathematical decoding skills.

Student Achievement in Bands
The NAPLAN assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides 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 2010: % 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></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>6%</td>
<td>40%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>40%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>1%</td>
<td>27%</td>
</tr>
<tr>
<td>National</td>
<td>7%</td>
<td>43%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
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<tr>
<td>School</td>
<td>6%</td>
<td>48%</td>
</tr>
<tr>
<td>National</td>
<td>17%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td></td>
</tr>
<tr>
<td>School</td>
<td>4%</td>
<td>29%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
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<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>8%</td>
<td>51%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>51%</td>
</tr>
</tbody>
</table>
Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2010: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>92%</td>
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Parent, Student and Staff Satisfaction

Parents

The following areas of strength and further development were determined as a result of a parent survey. Each of the 365 families was invited to respond to the survey. A total of 26% of families returned completed survey forms.

Areas of strength identified in the Survey: All parents surveyed agreed with the following statements: The school helps children to develop a knowledge and understanding about Catholic tradition; the school offers a range of co-curricular activities.

The vast majority of parents surveyed agreed with the statements: the teachers are genuinely interested in the welfare of the children; the school strives to meet the children’s individual learning needs; and the school provides various opportunities for parental involvement.

Areas for further development identified in the survey:

A small number of parents surveyed stated that information communicated to parents in relation to activities and events could improve and a small number of parents surveyed indicated that they would like more information about their child’s progress.

Students

The following areas of strength and future development were determined as a result of a student survey conducted with Stage 2 and Stage 3 students. Of the targeted group 98% of the group participated in completing the survey.

96% of students surveyed agreed with the statement that they understand their rights and
responsibilities while at school. 97% of students surveyed agreed with the statement that their class teacher encouraged them to learn to the best of their ability.

A small number of students surveyed indicated that the school should keep developing as a safe and supportive school environment.

Areas of strength identified in the survey were:
- most students stated that they were proud of their school they understood their rights and responsibilities at school and that there were numerous sporting and other activities that they could become involved in within the life of the school.

Areas for further development identified in the survey were:
- a small number of students stated that the school should continue to develop the whole school as a safe and supportive school environment for all students.

Staff

The following areas of strength and areas for further development were determined as a result of a staff survey. 85% of staff participated in the survey. Areas of strength identified in the survey were:
- all staff surveyed agreed that the school helps students develop a knowledge and understanding about Catholic tradition and that the school strives to meet the individual learning needs of all students.
- all staff agreed that students understand their rights and responsibilities.

Areas for further development identified in the survey were:
- a small number of staff stated that some students could be challenged more effectively so that their learning outcomes are maximized.

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 2010:

- **Key Area 1: Catholic Life and Religious Education**
  - 1.1 Vision and Mission

  Indicators of success: The person of Christ is central to the school’s Vision and Mission and permeates all aspects of planning and action within the school. The school community creates and is committed to relationships characterized by respect for the dignity of all.
• **Key Area 2: Students and their Learning**
  - 2.3 Reporting Student Achievement
  
  Indicators of success: There is a comprehensive whole school approach to formal and informal evidence based reporting which is implemented across the whole school. There are comprehensive formal and informal reporting practices and procedures which include a range of relevant information about students' academic spiritual social and personal development.

  - 2.4 Integration of Information Communication and Learning Technology
  
  Indicators of success: There are highly effective practices which facilitate and reflect an innovative approach to the use of ICLT to improve student learning. Students engage in a wide range of learning experiences which utilize ICLT to improve student learning across the curriculum.

• **Key Area 3: Pedagogy**
  
  - 3.1 Curriculum Provision
  
  Indicators of success: There are innovative and sustainable approaches to the organization of learning and teaching particularly in the Stage 3 Middle School. The curriculum is implemented across all Stages in a highly collaborative manner.

• **Key Area 5: Resources Finance and Facilities**
  
  - 5.2 Use of resources and space
  
  Indicators of success: The school is regularly engaged in assessing the capacity and adequacy of facilities and resources linked to enrolment trends and whole school needs. The school provides a safe and welcoming physical environment which is maintained to a very high standard.

• **Key Area 6: Parents Partnership Consultation and Communication**
  
  - 6.3 Linkages with the wider community
  
  Indicators of success: The school initiates engagement with the Parish and the wider community. The school is perceived very positively in the local community.

• **Key Area 7: Strategic Leadership and Management,**
  
  - 7.1 Planning for improvement
  
  Indicators of success: Priorities for professional learning particularly in the area of Numeracy are clearly identified, effectively negotiated and linked to the school’s improvement planning initiatives.

**School Review and Improvement components to be reviewed and rated in 2011:**

• **Key Area 2: Students and their Learning**
  
  - 2.1 Educational Potential
• Key Area 3: Pedagogy
  - 3.4 Planning Programming and Evaluation
  - 3.7 Professional Learning

• Key Area 4: Human Resources Leadership and Management
  - 4.1 Recruitment, selection and retention of staff
  - 4.4 Succession Planning

• Key Area 5: Resources Finance and Facilities
  - 5.1 ICLT Resources
  - 5.3 Environmental Stewardship