Mary Immaculate
Catholic Primary School
Eagle Vale

Annual School Report
2010
About This Report

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

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

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:

Mary Immaculate Catholic Primary School
Emerald Drive
Eagle Vale NSW 2558
Ph: (02) 4626 7880
Fax: (02) 4625 6488
Email: info@mievdow.catholic.edu.au
Website: www.mievdow.catholic.edu.au

Parish Priest: Fr John McGinty
Principal: Mrs Luisa Tobin
Date: 17 December 2010
Vision Statement

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

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

Message from Key School Bodies

Principal’s Message

The 2010 School Year was another exciting and stimulating year for staff and students at Mary Immaculate. Each classroom block was extended to include some needed outdoor covered areas from National School Pride (NSP) funds. Landscaping was also completed on the Infants’ playground. In Term 1, with the provision of Building The Education Revolution (BER) funding, construction began on a new library that incorporated three office spaces and a small General Learning Area (GLA). When the new library was completed work began on refurbishing the Infants’ toilets and the old library space. The community was delighted with the new facilities.

The learning organisation for Early Stage 1 and Stage 1 was altered to prioritise literacy and numeracy. The three grades had an extra teacher allocated to support students in these important Key Learning Areas (KLAs) for a half a day. Staff and parents have been pleased with the results of this initiative and student progress will continue to be monitored and analysed to guide future decision-making.

Parent Involvement

This year was another busy one for the Parents and Friends Association (P&F) with parents involved in various activities in supporting the school including assisting in the classroom, library, canteen and fundraising.

This year’s fundraising delivered the following outcomes:
- $24,000 for the purchase of 3 electronic Smartboards;
- $6,000 for new computer purchases;
- $3,600 for new books; and,
- financial support for a variety of sports activities.

Fundraising was again an important part of the Association’s activities. A successful Spring Fair, Canteen, Mothers’ and Fathers’ Day stalls contributed to this. This year was a particularly successful year with the Fundraising Committee introducing some new initiatives.
It was very encouraging to see some new parents taking on roles within the P&F and bringing new ideas. The school discos, barbeques and the Spring Fair all facilitated a sense of community spirit.

The P&F has been blessed with a core group of volunteers who have assisted in supporting the needs of students academically, socially and spiritually. Volunteers are always needed, as many hands make light work.

*Parents and Friends Association, President*

**Student Leadership**

Being a School Captain is not just about a shiny badge, handing out awards or being known throughout the school, it has a lot more to it. Whether it is helping someone in the playground, showing respect towards your peers or even demonstrating the school values, it is about being a role model for all students.

We have been privileged on many occasions to show leadership at various events. Some of these included the Stations of the Cross at Maryfields, St Gregory’s College Opening Mass and we have had special roles at Morning Prayer and School Masses. We even had the responsibility and honour of being invited to the Catholic Club Luncheon.

We are grateful for all of the support we have received and feel very privileged to have had this role. Being School Captain has been a great learning opportunity.

*School Captains*

**School Profile**

**School Context**

Mary Immaculate Catholic Primary School is a Catholic Systemic co-educational school located in Eagle Vale. The school caters for students from Kindergarten to Year 6 (K-6) and has a current enrolment of 411. Students are predominantly drawn from the areas of Eagle Vale, Kearns, Claymore, Eschol Park, Raby and St Andrews. Many cultures are represented and welcomed within the school community, including Filipino, Hispanic, Samoan, Tongan, Indian and several European nationalities.

The school is an integral part of the parish community. The spiritual growth and welfare of each student, along with sound educational practices is a shared responsibility of the Parish Priest, Principal, staff and parents.

**Student Enrolments**

<table>
<thead>
<tr>
<th>2010</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>223</td>
<td>188</td>
<td>411</td>
<td>10</td>
<td>109</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.mievdow.catholic.edu.au and 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>94.0%</td>
<td>92.5%</td>
<td>94.1%</td>
<td>91.4%</td>
<td>95.8%</td>
<td>93.9%</td>
</tr>
</tbody>
</table>

**Management of Student Non Attendance**

The Principal regularly advises parents and caregivers of the importance of school attendance in the school newsletter. Parents are advised to notify the Principal in writing if a child has to miss school for any length of time. If a child is absent for any reason, a note explaining the absence is required on their return to school. Reminder letters are sent to parents and caregivers if a note has not been received within seven days of the absence.

**Staffing Profile**

There are a total of 22 teachers and 12 support staff at Mary Immaculate Catholic Primary School. This number includes 16 full-time, 5 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</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 2010 was 97.4%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2009 to 2010 was 82%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of Mary Immaculate Catholic Primary School staff. During 2010 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:

- Where Assessment meets Thinking and Learning – Lane Clark;
- Quality Learning – David Langford;
- Focus on Literacy;
- Focus in Numeracy;
- Non-Violent Crisis Intervention Training;
- Learning for Leadership;
- Igniting the Fire;
- Special Education Conference;
- School Wide Positive Behaviours For Learning;
- A Taste of Indonesia;
- A whole school development day focusing on numeracy and literacy; and
- A whole school development day focusing on Eucharistic Theology.

School based expenditure on professional learning in 2010 was $19,500. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Catholic Life & Religious Education

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

The Parish Priest, Father John McGinty OMI and Assistant Priest, Father Daniel Szewc OMI closely involve themselves through participation in school enrolment interviews, staffing interviews, classroom visits, excursions and social functions. They celebrate school liturgies, the reception of the sacraments and show support for the school community by their attendance at Diocesan Liturgical events and meetings.
A culture of prayer and celebration existed which was evidenced by morning whole school prayer, class prayer and staff prayer. Liturgical celebrations were held to commemorate the feast of St Eugene de Mazenod, the feast of the Sacred Heart, Anzac Day, Catholic Schools Week, Mothers Day, Fathers Day and Grandparents Day.

The canonisation of Mary MacKillop was recognised through an activity day that included games from the 19th Century. A Josephite Sister spoke to the students about the life of Mary MacKillop and a liturgy and picnic lunch were shared with parents. The feast of the Immaculate Conception was celebrated with Mass, where the School Captains for 2011 were announced. The students also participated in different activities and carols were held in the afternoon.

Each year the school promotes social justice by supporting Catholic charitable initiatives. The school raised and donated a total of $3,355 for Mission Partners and St Vincent De Paul. In December, food items were donated by the students and presented to St Vincent De Paul to be used for Christmas hampers. Two mission speakers from Caritas Australia visited the school and spoke to the students.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the diocese in 2010. In 2010 the school cohort consisted of 50 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 30 August and 58 students who 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 students:

- knowledge of Liturgical seasons; and,
- knowledge of the Commandments.

For Part A, 12% of students were placed in the developing level, 60% in the achieving level and 28% were in the extending level.

For Part B, 10% of students were placed in the developing level, 55% in the achieving level and 35% were in the extending level.

Combining Parts A and B, 10% of students were placed in the developing level, 66% in the achieving level and 24% were in the extending level for Religious Literacy.
Financial Summary

A major component of school expenditure for 2010 was on providing teaching resources and materials, professional development and Information Technology equipment. The P&F assisted the school by purchasing literacy resources, Smartboards and laptops.

Significant funds are held in the School Enhancement and Debt Servicing Obligation (SEDSO) accounts and the School Building Fund for future developments.

The school received grants of money through the Federal Government’s Building the Education Revolution (BER) and the National Schools’ Pride Scheme (NSPS). A new library was built to help address the inadequate space in learning areas and office facilities within the school. The previous library was refurbished, creating three General Learning Areas. The Infants’ toilets were also refurbished.

The grant from the NSPS was used to provide extra shade areas for the students in Stage 3. This money was also used to investigate the feasibility of better utilisation of the gully area.

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

Introduction
At Mary Immaculate it is recognised that learning occurs most effectively within a supportive school environment. The wellbeing of students and staff operates within the Safe Schools Framework and is underpinned by a set of agreed core school values – Faith, Respect, Compassion, Doing Your Best, Celebration and Justice.

Pastoral Care
School Wide Positive Behaviour for Learning (SPB4L) has been introduced to the school in 2010. This program provides the framework for Pastoral Care and Student Management and is an approach to student management that is preventive, proactive and positive. It relies on data to create direction for behaviour support. The program also allows students to recognise that there is a set of expectations that are based on the school rules – Be Safe, Be Respectful, Be Responsible.

At Mary Immaculate many opportunities are provided for students to be recognised academically and socially with school awards. These include classroom awards, bronze, silver and gold awards, Principal awards, birthday ribbons, as well as Mary Immaculate dollars.

Two Peer Support Programmes were implemented in 2010, both based on friendship. The Kindergarten to Year 2 programme ‘Building Connections’ focused on relationships and developing skills to maintain positive relationships. The Year 3 to Year 6 programme ‘Keeping Friends’ explored the concept of friendship, building relationships and developing skills in empathy and critical thinking.

CatholicCare continued to provide counselling support to students at the school on a weekly basis.

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. 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

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

Curriculum and Pedagogy

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

Assessment and Reporting have been an integral part of the teaching and learning process. The school continued to use the A-E format for Years 1–6. Parent Teacher Interviews were held after the Semester One reports were sent home. Students were invited to participate in the interview process. In Semester One, Kindergarten student achievement was reported through a checklist and parent interviews followed. A formal Kindergarten Report was sent home in Semester Two. Throughout the year, there have been numerous opportunities for parents to visit classrooms and observe their children’s work within various KLAs. Student-Led Conferences were held in Terms 1 and 3, where students shared their learning with their parents.

The Schedule for Early Numeracy Assessment (SENA) Tool was used to assess Kindergarten students at the start of the year. Both SENA 1 and SENA 2 were implemented to monitor the numeracy progress of all students from Kindergarten to Year 4.

Literacy progress was monitored using the Early Literacy Assessment tool in Kindergarten. Long-term monitoring of ex-Reading Recovery students continued as a priority in Years 2 and 3.

The results of NAPLAN were analysed by staff and used for planning future learning experiences for student in literacy and numeracy.

At Mary Immaculate, integration across a variety of KLAs has been encouraged in order to effectively achieve student outcomes. This facilitated students’ knowledge, skills and understandings to be meaningfully transferred across KLAs. Whenever possible, activities were planned to enhance classroom learning e.g. excursions, guest speakers, visits by experts.

The use of Information, Communication and Learning Technologies (ICLT) is embedded within classroom practice from K-6. This year the school was also able to provide targeted ICLT lessons from K–6. The school purchased ‘Ziptales’, an interactive program to support literacy...
learning. As part of the school’s BER project and with P&F funds, the school acquired six Smartboards.

Cross-curriculum

Literacy and numeracy were identified as priorities in the School Review and Improvement (SRI) Process. In response to this, the school decided to target these areas through the provision of a third teacher in Kindergarten, Year 1 and Year 2 for the first half of each day. This enabled students to learn in a smaller class setting.

The importance of literacy learning continued to be highly valued. Year 1 students identified as needing support with Reading and Writing participated in Reading Recovery. The elements of the daily literacy block provided the framework for literacy development from K-6. The literacy needs of students were met in the classroom through a variety of strategies. Class teachers and School Support Officers (SSOs) worked together to support student learning. Many students were involved in the Premiers Reading Challenge promoting the importance of reading. An opportunity was made available for parents to donate books to the new library at the Spring Fair. In Term 2, the staff participated in a Staff Development Day to further develop their literacy skills. New reading materials were purchased for a number of classes throughout the school.

Numeracy continued to be a high priority. The school aims to develop mathematical thinking, understanding, competence and confidence of all students. The daily numeracy block provided opportunities to encourage student engagement and enjoyment in the development of numeracy skills. There has been a particular focus on developing Number Sense. Maintaining and improving classroom resources was a priority. The Go Maths Mathematical Program was implemented from K-6 in 2010, which provided additional support in the teaching of numeracy. In Term 2, the staff participated in a staff development day to further develop their numeracy skills. During Term 4, the Year 4 teachers’ targeted specific student needs in Mathematics through small group intervention.

Indigenous Education was integrated within the teaching of Human Society and Its Environment throughout the school. To promote the appreciation of different cultures within Australian society, Italian was taught in Year 6. A cultural day was celebrated in Term 3, with a performance from a guest puppet show for Years 5 and 6.

Meeting the needs of all students

As part of the SRI Process, Pedagogy was one area of priority in 2010. Staff continued to develop a better understanding of children’s learning needs. A student-centred approach was used by teachers in delivering the curriculum.

At Mary Immaculate, teachers implemented a range of strategies and technologies in order to meet the individual learning styles of students. Teachers collaboratively planned their learning and teaching programs to ensure maximum benefit for all students. School Support Officers (SSOs) assisted with the implementation of small group learning within classrooms.
Visual cues and timetables have been used as a scaffold for students to ensure consistent and effective learning environments.

Additional support was given to students in Early Stage 1 and Stage 1 which greatly supported these students in the development of literacy and numeracy skills. Reading Recovery also supported literacy learning in Year 1.

Student behaviour has continued to be targeted through SPB4L, with teachers explicitly teaching expectations, which in turn, enhanced student learning. This year the work carried out in relation to SPB4L continued to focus on non-classroom areas.

Individual Plans (IP) are designed and maintained for those students who have specific learning needs. Each semester, parents and teachers meet to develop plans that identify individual goals and learning targets for each student. School Support Officers assisted with implementing activities to achieve the planned goals and outcomes.

The school has provided an extended ‘Transition to School Programme’ for those students entering Kindergarten in 2011. Parent Workshops were presented on Independence, early literacy skills and numeracy.

Parent Network Meetings have continued this year to support parents and their children within the school. Meetings took place each term. Guest speakers were invited to share their knowledge and expertise. These meetings also provided opportunities for parents to share ideas.

The staff continued to review and refine curriculum delivery this year through opportunities for professional dialogue and learning. Students have been encouraged to take greater responsibility for their own learning as well as developing skills as independent learners.

Through the development of Professional Learning Plans, each staff member highlighted areas for personal and professional growth and development. Mentoring opportunities were provided for staff allowing teachers to view professional practice. The Professional Development Planning and Review (PDPR) process undertaken by the school also provided opportunities for reflection on pedagogy and teaching practice.

**Expanded Learning Opportunities**

All grades had opportunities to enhance learning through excursions, visiting performances and workshops. Excursions included Canberra and the Snowy Mountains, Bathurst Gold Fields, Sydney, Symbio, University of Wollongong Science Centre and Eagle Vale Community walking tour. Life Education, The NED Show, Questacon, Carrousel Theatre Italian Puppet Show and The Assumption School Bathurst Band all visited the school during the year.
Students were invited to participate in the St Gregory’s Art Competition, Mary MacKillop Art competition, Premier’s Reading Challenge, Macarthur District Schools “The Christmas Story” Art Exhibition and Competition and the local Fisher’s Ghost Fun Run.

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

The school conducted three major sports carnivals during the year. These were for swimming, cross-country and athletics. Students, staff and parents were actively involved in these carnivals. Student representation was achieved at Diocesan, MacKillop, State and National levels. At the Diocesan Awards Ceremony, two students were recognised for their special sporting achievements and received a Primary Red Award and a Primary Medallion. Many students participated in Gala Days and Knockout Competitions in Rugby League, Netball and Soccer. Students also participated in the ‘Mark Taylor Cricket Shield’.

Students participated in weekly class sport and fitness activities. In the second semester, students had the opportunity to participate in Hockey and Martial Arts, as part of the Active After School Communities Program.

Many students participated in class Public Speaking. Stage 3 students competed to represent the school at the Diocese of Wollongong Public Speaking Competition. An external adjudicator selected the school’s representatives and provided feedback and improvement tips to all competitors.

Students have been given many other opportunities to be involved in extra curricula activities, including the establishment of a school choir, a quilt making group, knitting and the introduction of games on the playgrounds. The school choir were involved in a Charity Night in conjunction with Woolworths, with proceeds going to support local charities. The quilt makers under the guidance of a Year 6 teacher made a colourful quilt, that was donated to the school’s Mini Vinnies group and was raffled for Christmas, with the proceeds going to St Vincent De Paul.

Professional Learning

During 2010 the following areas were targeted for professional learning:

- teachers were involved in ongoing professional dialogue, focusing on the Diocesan Learning and Teaching Framework. This was supported by teachers’ PDPR Plans;
- eight staff members attended a four day conference by David Langford on Quality Learning;
- four staff members attended a two day conference by Lane Clark on ‘Where Assessment Meets Thinking and Learning’;
- six staff members attended a Matrix Magic Inservice by Lindy Podzuweit;
- two staff members attended the Focus on Literacy and Focus on Numeracy Courses;
• five staff members attended the Igniting the Fire Inservice;
• one staff member attended the Special Education Conference;
• one staff member attended the Non-violent Crisis Intervention Training;
• one staff member attended A Taste of Indonesia Course; and
• all staff attended the SPB4L Twilight Meetings.

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.

The school results in NAPLAN were stronger in Year 5 than in Year 3. Overall students performed better in literacy than numeracy. All students in Year 5 achieved above the National Minimum Standard (NMS) in numeracy. In all other areas the average was above the national average for both Years 3 and 5.

The small percentage of students who were identified as not meeting the NMS had already been identified by the school and are being targeted for extra support.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (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>School 13% 43% 44%</td>
<td>12% 37% 51%</td>
</tr>
<tr>
<td></td>
<td>National 14% 40% 44%</td>
<td>21% 48% 28%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 5% 36% 59%</td>
<td>7% 59% 35%</td>
</tr>
<tr>
<td></td>
<td>National 7% 43% 47%</td>
<td>16% 58% 24%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 15% 32% 53%</td>
<td>17% 54% 29%</td>
</tr>
<tr>
<td></td>
<td>National 17% 42% 38%</td>
<td>18% 52% 27%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 16% 36% 47%</td>
<td>8% 41% 50%</td>
</tr>
<tr>
<td></td>
<td>National 15% 36% 47%</td>
<td>17% 46% 35%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 16% 62% 22%</td>
<td>7% 58% 36%</td>
</tr>
<tr>
<td></td>
<td>National 15% 51% 32%</td>
<td>18% 54% 26%</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>Reading</td>
<td>School 94%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>91%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 97%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National 95%</td>
<td>93%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 98%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National 91%</td>
<td>92%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 94%</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>National 92%</td>
<td>92%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 98%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>94%</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

Parents, students and staff were given the opportunity to complete surveys regarding their satisfaction with the school on education and the general organisation and management. The information from all respondents was overwhelmingly positive in all surveyed areas. Once again this year, parents, students and staff were unanimous in recognising the Catholic tradition embedded in the school culture.

The parents also indicated that the school provides opportunities for them to be involved; is a safe and supportive environment; effectively communicates information and that the teachers are genuinely interested in the welfare of their child. In all these areas the parental satisfaction was 100%.

Overall, student responses were also very positive. Students were also proud of their school and felt that they were encouraged by their teachers to learn to the best of their ability.

Staff survey results indicated that they agreed that the school provided students with an understanding of their rights and responsibilities and that appropriate information is provided to parents about student progress. An area identified for future development was the school’s ability to meet the individual learning needs of students.

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

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

- **Key Area 2: Students and their Learning**
  - 2.3 Reporting Student Achievement
  - 2.4 Integration of Information and Communication Technology

- **Key Area 3: Pedagogy**
  - 3.3 Teaching Practices

- **Key Area 4: Human Resources, Leadership and Management**
  - 4.3 An Ethical Workplace Culture

- **Key Area 7: Strategic Leadership and Management**
  - 7.2 Innovation, Development and Change