Ss Peter & Paul
Catholic Primary School
Kiama

Annual School Report
2010
About This Report

Ss Peter & 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.

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
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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: 13 December 2010
Vision Statement

Empowerment for the Challenges of Life’s Journey

Principal’s Message

This Report provides a detailed account of the school’s successes and initiatives throughout 2010 in the implementation of our Annual Development Plan. Ss Peter & Paul Catholic Primary School prides itself on its welcoming and supportive environment. The school has a vibrant learning environment supported by quality teaching, integrated pastoral care policy and practice, innovative use of technology and active parental involvement in the school. The staff and I encourage you to share our story through this Annual School Report.

Parent Involvement

The Parents and Friends Association (P&F) is an integral part of Ss Peter & Paul Catholic Primary School. All parents have the opportunity for membership. The Parents and Friends Association continues to develop a community of parents, teachers and students which reflects the core principles of the school. This is achieved through a number of initiatives, such as the Pastoral Care Committee that support families in need and the family masses which have been followed by community barbeques.

The P&F has worked collaboratively with the Principal and the Leadership Team in pursuit of common goals that benefit the children of Ss Peter & Paul school. This has been reflected in the strength of focus on fund raising. At the commencement of the year expenditure of $30,000 was approved to support Religion, Literacy, Information Technology, Maintenance, Library and Release for Support in the school.

Successful fund raising has continued during the year with two School Disco’s, Mothers’ and Fathers’ Day stalls, Trivia Night and the bi-annual Fete. The Fete alone raised approximately $18,500. The financial position of the P&F will remain strong, with an opening balance of $41,000 anticipated for 2011.

The P&F has also committed to a seat in commemoration of the new school building. The Parent and Friends remain committed to community development to ensure our children and their families feel that we care about them and that they are valued members of our school family.

Parents and Friends Association, President

Student Leadership

During our time at Ss Peter & Paul in 2010, there were many highlights along the way! Some of these were our Yr6 Leadership Camp, which tested our leadership skills. Ss Peter & Paul has been a delightful experience and it is something we will never forget. A new fantastic school building has freshened up our school! Currently we have 8 new classrooms, a new

Ss Peter & Paul, Kiama ASR 2010
library and spacious offices and in the coming weeks we will have 5 more classes, a hall and canteen.
Ss Peter & Paul is a welcoming and, of course, a friendly community to belong to. Our School’s Vision is for all to have the empowerment of life’s journey, for life’s challenges. We would like to thank all our hard working teachers, support officers, friends and Principal who have made our school journey, happy!

School Captains

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

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 312.

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>168</td>
<td>144</td>
<td>312</td>
<td>9</td>
<td>0</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.sspddow.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>93.6%</td>
<td>92.8%</td>
<td>90.7%</td>
<td>89.9%</td>
<td>89.6%</td>
<td>89.6%</td>
</tr>
</tbody>
</table>
Management of Student Non Attendance

The school has an attendance policy available on the website which outlines parents’ responsibility regarding student attendance. 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. Information is entered into an electronic roll by a school support officer. 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 either directly or through the school newsletter.

Staffing Profile

There are a total of 22 teachers and 6 support staff at Ss Peter and Paul Catholic Primary School. This number includes 14 full-time, 8 part-time teachers.

Teacher Standards

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2010 was 93.78%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2009 to 2010 was 93%. Our staffing allocation for 2010 was reduced by one teacher due to an overall reduction in school enrolments.

Professional Learning

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

- Community Learning Project – Numeracy - 4 staff;
• Diverse Learning Needs of Students – 3 staff;
• Leadership Development Courses – 1 staff member;
• Religious Education Post Grad Qualifications – 1 staff member;
• Spirituality – all staff; and
• Information and Communication Technology – all staff.

School based expenditure on professional learning in 2010 was $4,528. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office. The average cost of professional development per teacher was $205.

**Catholic Life & Religious Education**

**Catholic Life & Religious Education**

Ss Peter & Paul Catholic Primary School actively seeks to immerse all staff and students in the traditions and practice of the Catholic faith. As a Parish school we provide the opportunity for Mass attendance and celebrate significant Church Feast Days throughout the year. The Parish have provided Sacramental Programs for Penance, Eucharist and Confirmation that have been supported by the school. Fr Chris Roberts, Parish Priest and Fr. Damien Ellis, Assistant Parish Priest, regularly visit the classrooms to support the faith formation of the children and to discuss current events in the life of the Church. Both Priests incorporate teaching of tradition into the Parish Mass on Fridays. Throughout the year, significant Church and community occasions including: the beginning School Year Mass, Ash Wednesday, Holy Week Liturgies, Catholic Schools Week, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and The Canonisation of Mary Mackillop were all commemorated with special liturgies and Masses. Year 6 children participated in Prayer and Conversation with the Bishop at St Paul’s, proclaiming the Word with reverence. Opportunities for the children to celebrate the Sacrament of Penance and Benediction were also provided.

The staff continued their faith formation through weekly staff prayer and a Spirituality Day conducted during the year, which focused on the charism of Mary Mackillop and Ss Peter & Paul. We continued our spiritual journey, deepening our knowledge of our history and in the charism of Mary Mackillop, and the Josephite Sisters, with a highlight being Mary MacKillop Celebration Mass at WIN stadium.

Reaching out to those who are less fortunate than us remains a priority for our school. The school community was once again very generous and supportive of social justice outreach initiatives. All classrooms had a collection box for Catholic Missions and during Lent, Project Compassion boxes are used to support Caritas Australia. In addition to this a number of fundraising initiatives were implemented during Lent, with all money being donated to Project Compassion. In Term 3 the children participated in a school Dance Aid, raising money for Caritas Australia. In Term 4 the children participated in Sand Modelling raising funds and food hampers for St Vincent de Paul Christmas Appeal. Ss Peter and Paul raised $2,726 for Catholic Missions, whilst also supporting other local charities. Guest Speakers from both St Vincent de Paul and Caritas also visited the school to thank the children for their generosity.
and to provide further information regarding the work of their respective organisations.

**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 48 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 30 August 2010 and 48 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 displayed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in:

- knowledge of Saints, particularly Mary MacKillop;
- recall and sequence the events of Advent and Christmas; and
- knowledge of the key symbols, signs and rituals of the Catholic Tradition.

Student responses indicated a need for further development in their capacity to work with and apply the religious tradition, especially in their ability to:
- develop an understanding of the Sacrament of Penance.

For Part A 10.40% of students were placed in the developing level, 60.40% in the achieving level and 29.20% were in the extending level.

For Part B of students 8.20% were placed in the developing level, 57.10% in the achieving level and 34.70% were in the extending level.

Combining Parts A and B, 6.30% of students were placed in the developing level, 62.50% in the achieving level and 31.30% were in the extending level for Religious Literacy.

**Financial Summary**

The school’s financial management has been a continued focus throughout 2010. The completion of Stage 1 of the new buildings and the pending completion of Stage 2 has seen the quality of the schools building and furniture and fixtures more suited to the needs of students in the 21st Century. The school canteen operations have been reviewed and the continued viability is to be the focus for 2011.

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 $5,000 was used to purchase reading resources. The Parents and Friends Association raised approximately $18,000 through our school Fete. We are grateful for the Federal Government Grant under the Building Education Revolution of $2.5 million. The money has enabled us to build a new school hall, canteen, student amenities block and 5 new classrooms. We are looking to occupy the Stage 2 building in the new year.
The following graphs reflect the aggregated income and expenditure for Ss Peter & Paul 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**

Students at Ss Peter & 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.

Year 6 students are given opportunities develop their leadership skills by undertaking leadership roles within the school. Teams exist within the areas of Captains and Sports Captains as well as student care, environmental leadership, social justice, welcoming committee, fundraising committee and the liturgy group.

**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. The “Bounce Back” Program runs throughout the whole school, teaching children how to be resilient and giving them strategies to deal with life’s ups and down. The Life Education Van visits the school on an annual basis, supporting the teaching of Personal Development and Health and the Personal Health Choices strand. Other programs are also in place for each year group, including PALS (K-2), Fair Play (Year 3), Bike Safety (Year4), Empower (Year 6) and Standing Strong (Year 6). 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. 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**

The range of learning and teaching experiences offered at Ss Peter & 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 & Pedagogy**

The Board of Studies syllabus documents in English, Mathematics, Human Society and Its Environment, Science and Technology, Creative Arts, Personal Development, Health and Physical Education 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 2010. The focus was to consolidate the use of the DLTF in designing learning and assessment experiences. The school has further refined its assessment plan by developing ‘assessment for’ and ‘assessment of’ experiences for each Grade. Staff members continue to use assessment data to inform teaching practice and the school is tracking individual student progress in literacy and numeracy on its K-6 database.
Two teachers attended Diocesan professional development on leading literacy and numeracy within the school. This was developed in the school through the curriculum staff development day on Spelling and a learning community project on improving student achievement in Mathematics for Stages Two and Three. Another staff member attended extended professional development on creative teaching approaches in Religious Education.

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.

Teachers use Information Communication and Learning Technology (ICLT) as tools to access, organize and present information. The myclasses facility is utilised to provide a variety of learning experiences, homework, inquiry-based learning and internet sites for research. Staff attended two professional development workshops on the use of interactive whiteboards in the classroom. The school purchased two portable interactive whiteboards, digital cameras, eight desktops, two television monitors and another pod of laptops for the Year 5 classes as part of the technology plan.

**Cross Curriculum**

Literacy continues to be a high priority in the school. Throughout 2010 there has been a focus on Spelling. The staff developed statements reflecting beliefs about spelling and how it is taught and learnt. A statement on teaching spelling was formulated to ensure a consistent approach throughout the school. Guided (reciprocal) reading was further resourced and developed in Stages 2 and 3 (Years 3–6). Sets of novels were purchased and are used to develop children’s reading skills and knowledge of texts.

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

A teacher was employed (0.5FTE) as a Literacy support teacher. This was to work with children identified in Individual Education Plans as having specific reading and writing needs. In consultation with classroom teachers, programs were developed and implemented in small groups for Kindergarten to Year 5.

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 gathering data from a physical activity, recording (tables and graphs) and interpreting data. They were then able to continue the investigation by comparing their data with the national data gathered.

Through a school celebration and a series of activities, children recognized and celebrated National Aborigines and Islanders Day Observance Committee (NAIDOC) Week. Representatives of the school also attended a Reconciliation Week gathering in the local community.

**Meeting the needs of all students**

Literacy and Numeracy enrichment programs were offered to students in Years 1 to 6 throughout the year. Over a semester students participated in a literature focus or
mathematical investigations based on the number 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 Two, Three and Five throughout the year.

Teachers implemented a variety of learning frameworks such as Bloom’s Taxonomy, 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 utilise outside agencies.

Expanding Learning Opportunities

Opportunities were provided in academic, cultural and sporting domains throughout 2010. The students demonstrated their dance skills in the school’s Dance Aid to raise money for charity. 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. 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 Sydney during October. Several teams participated in Rugby League competitions throughout the year. Other experiences included junior and senior choirs at the Wollongong Eisteddfod, Diocesan Public Speaking Competition and Rotary Public Speaking Competition. Students in Years Four and Five participated in the community’s recycled art competition and all students had the opportunity to submit works for the Kiama Art Society’s competition. The school hosted Life Education in Term Three where children explored a variety of health issues. Early in the year, an enrichment day in developing story through digital technology 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 2010 included:

- A Learning Community Project that focused on improving Mathematics achievement for Stage Two and Three students. The focus was on use of language, clarifying the purpose of the learning experiences, assessment experiences that allow for a range of abilities with teachers sharing their experiences and findings over the year;
- Spelling – clarifying beliefs about spelling teaching and learning and how this relates to the Diocesan Learning and Teaching Framework;
- Spirituality – continuing program for staff to explore their own spirituality with the context of the Catholic Church; and
- Parent Information sessions - spelling, multi-stage learning, personal development and human sexuality.
Student Achievement

The school used a variety of assessment strategies throughout the year using the Diocesan Learning and Teaching Framework. Assessment opportunities were provided for students that included both ‘assessment for’ and ‘assessment of’ experiences to help determine student achievement. The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) for the purpose of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress was communicated on a regular basis and external assessment results were discussed with parents on an individual basis annually. In 2010, a support teacher was also utilised to assist students using NAPLAN data with a specific focus on Writing and Spelling.

NAPLAN

NAPLAN was introduced in 2008 for children in Years 3 and 5 which is an Australian wide assessment tool and replaced the previous state wide testing tool of Basic Skills. The data provides valuable information about student achievements in both 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></th>
<th>NAPLAN 2010: % in Bands</th>
<th>YEAR 3</th>
<th></th>
<th>YEAR 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>4%</td>
<td>25%</td>
<td>71%</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14%</td>
<td>40%</td>
<td>44%</td>
<td>21%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>0%</td>
<td>10%</td>
<td>90%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7%</td>
<td>43%</td>
<td>47%</td>
<td>16%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>2%</td>
<td>48%</td>
<td>50%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17%</td>
<td>42%</td>
<td>38%</td>
<td>18%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td>2%</td>
<td>14%</td>
<td>83%</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15%</td>
<td>36%</td>
<td>47%</td>
<td>17%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td>2%</td>
<td>32%</td>
<td>67%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15%</td>
<td>51%</td>
<td>32%</td>
<td>18%</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 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>96%</td>
<td>95%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>National</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>92%</td>
<td>92%</td>
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<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

Parents
Reporting to Parents was a key focus of the 2010 School Review and Improvement (SRI) process. The school provided access to a comprehensive range of accurate and well presented information about all aspects of school life, through the publishing of a range of documents that included: Literacy and Numeracy K-6, Quality Teaching, Learning Environment, School Achievements, Gifted and Talented, Student Leadership, Sports, Uniform and Parent Volunteers. Parents were encouraged to respond openly to information regarding the schools SRI focus areas. Parents indicated their appreciation for their invited involvement in a Spelling workshop. Parent opinion was sort on the Key Areas of Code of Conduct review, Student Placement and the introduction of a composite 2/3 class for 2011. There was positive interaction and support with the Parent and Friends Association, parent and school communities in organising a successful Fete.

The school continued to develop the concept of Individual Education Plans (IEPs) and the parent community were pleased with the way in which these were developed and implemented to cater for the diverse needs of students.

Students
Students from the Year 6 Leadership Team were involved many leadership opportunities throughout the year. 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 and were appreciative of the opportunity to review 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 favourable on this tool as an effective way to monitor student progress and to keep parents well informed. The staff has had a greater involvement in the implementation and decision making with regard to the school’s Annual Development Plan and the evaluation of goals. The excellence award received for the school’s implementation of the PDHPE syllabus was well deserved.

**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**
  1.3 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, Finance and Facilities**
  5.3 Environmental Stewardship
- **Key Area 6: Parents, Partnership, Consultation and Communication**
  6.2 Reporting to the Community

**School Review and Improvement components to be reviewed and rated in 2011:**
- **Key Area 1: Catholic Life and Religious Education**
  1.4 Parents, Parish and the broader Church
- **Key Area 2: Students and Their Learning**
  2.4 Integration of Information and Communication Technology
• **Key Area 3: Pedagogy**
  3.4 Planning, programming and evaluation.
  3.7 Professional Learning

• **Key Area 4: Human Resources, Leadership and Management**
  4.4 Succession Planning

• **Key Area 7: Strategic Leadership and Management**
  7.2 Innovation, development and change