About This Report

Stella Maris Catholic Primary School, Shellharbour 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 2011.

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

Stella Maris Catholic Primary School
PO Box 4126,
Shellharbour NSW 2529
Ph: (02) 4296 4606
Fax: (02) 4295 1885
Email: info@smsdow.catholic.edu.au
Website: www.smsdow.catholic.edu.au

Parish Priest: Fr Bryan Jones
Principal: Mr Paul Brady

Date: 10 December 2010
Vision Statement

“Reverence the Story of All People”

Principal’s Message

Stella Maris Catholic Primary School continues to offer a quality Catholic education for all the students of our school. Our work is underpinned by our Vision and Mission Statements along with our core values. As is the usual practice, Year 3 students received the Sacraments of Penance and First Communion this year with our Year 6 students receiving the Sacrament of Confirmation. Masses and liturgies have been held regularly throughout the year. There has been a strong emphasis this year on working towards improved outcomes for students, especially in numeracy and literacy.

Students at Stella Maris Catholic Primary School have had the opportunity this year to experience many extra and co-curricula activities including sporting activities, special competitions and special days at other local Catholic schools.

This year our school has had wonderful support from the Parents’ and Friends’ Association and from parents in general. Parents have assisted in classrooms, on special days, with fundraising activities and with the general maintenance of the school.

Parent Involvement

Parent involvement is always very welcomed and deeply appreciated at Stella Maris Catholic School. Throughout the year, parents have assisted teachers and children in many ways, including classroom activities, sporting and cultural events, excursions, Canteen and school discos.

As a result of the hard work of all of our parents and friends, the Parents’ and Friends’ Association (P&F) was able to donate well over $15,000 to the school for new home readers, basketball uniforms, a high jump mat, a marquee, a new BBQ and a number of much needed items for the Canteen. The P&F has also committed to put aside funds to contribute to the purchase of new equipment for the playground in five years. The P&F Executive, acting on behalf of the parent body look forward to continuing to foster a strong community spirit and maintaining the harmonious partnership between families and staff.

The P&F would like to thank the staff for their dedication throughout the year which has made all of this possible.

Parents and Friends Association, Secretary

Student Leadership

In 2010 as Year 6 student leaders we undertook a number of new key responsibilities within the school community including the organisation the school assembly, management of sporting equipment and a variety of fundraising initiatives.

A significant achievement this year was the school ‘Walkathon’ which raised over $4,000 for the people of Haiti. This was a very successful school event. A representative of Catholic
Mission visited our school to extend their thanks and gratitude. As school leaders we also represented Stella Maris at various community celebrations including ANZAC Day and Remembrance Day commemorations. It has been a very busy but successful year. We have all enjoyed the experience of being school leaders, in particular our work with the Kindergarten students who look up to us like we used to look up to the Student Leaders when we were in Kindergarten.

School Captains

School Profile

School Context

Stella Maris Catholic Primary School is a Catholic Systemic co-educational school located in Shellharbour Village. The school caters for students in years Kindergarten to Year 6 and at August census had an enrolment of 294. Stella Maris opened in May, 1958 with two Sisters of Charity and 46 students. The school is part of the Catholic Parish of All Saints, Shellharbour City. As such we are not a community in isolation but part of the local Catholic community and the communities of Shellharbour Village, Flinders, Shell Cove, Warilla, Barrack Heights and Barrack Point.

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>145</td>
<td>149</td>
<td>294</td>
<td>7</td>
<td>13</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.smsdow.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>2010</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93.5%</td>
<td>89.5%</td>
<td>90.3%</td>
<td>85.8%</td>
<td>92.7%</td>
<td>88.2%</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

All unexplained student absences are followed up with parents and a written explanation is requested. When a student is absent for more than three consecutive days without explanation, contact is made with the parents to ascertain the reason for the absence. Student attendance and punctuality are monitored weekly.
Staffing Profile

There are a total of 21 teachers and 5 support staff at Stella Maris Catholic Primary School. This number includes 14 full-time, 7 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 95.36%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2009 to 2010 was 95%.

Professional Learning

Professional learning opportunities are highly valued by all members of Stella Maris Catholic Primary School staff. During 2010 school personnel undertook a range of professional learning activities. These included:

A. Five Staff Development Days involved all staff. These days focused on:
   - Numeracy, Literacy & Spirituality.

B. Other professional learning activities provided at school level (including Catholic Education Office courses) were:
   - School Review & Improvement – all staff involved;
   - Regular staff meetings on Numeracy, Literacy and Information Technology – all staff involved;
   - ALEA (Australian Literacy Educators Association) – attended by 7 teachers;
   - Community Languages (Indonesian) – attended by 1 teacher;
   - Administration Conference - attended by 1 School Support Officer;
   - Catholic Principal’s Conference;
Leadership Conference – attended by leadership staff;
• ORIGO (Numeracy) in-service – attended by 6 teachers;
• Information Technology course – attended by 2 teachers;
• Data gathering and interpreting course – attended by 6 teachers; and
• Student behaviour management course – attended by 3 teachers.

School-based expenditure on professional learning in 2010 was $3,280. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office. The average cost of professional development per staff member was $156.

Catholic Life & Religious Education

Stella Maris Catholic School continues to promote and provide opportunities for the school community to actively participate in the life of the parish and the wider church. There are opportunities for celebration of Mass on a weekly basis with the Parishioners. Children in Sacramental programs participated in Thanksgiving Masses with Nazareth school. Years 3-6 joined with Nazareth for All Saints’ Parish Mass. There is a strong commitment to live out our vision statement Reverence the story of all people with several outreach programs being implemented. These include the Bass and Flinders Day Care centre in Warilla, All Saints Parish care group and the local SVDP.

Children have opportunities to pray daily. This year the School Prayer was written by staff and students. This prayer was launched during Term 1 and is recited daily at the school morning assembly. Reflective prayer continues throughout the school with children experiencing varying forms of formal and informal prayer. The Rosary is recited in all classes during October. Liturgies were held for special occasions. Mission Guest speakers from Verbum Dei followed our Mission Liturgy The Mary Mackillop Liturgy was held after canonization and supported by Sr Rosemary Mitchell RSJ. This was followed by Mary Mackillop activities on a rotation basis. Our Highlight this year was the Assumption festivities on our School feast day. This Liturgy revisits our history and the charism of the Sisters of the Charity who began our school in 1958 and finished in 2009. Other Liturgies this year included ANZAC, Orientation, Easter, Beginning of School year and Thanksgiving Liturgy.

The school continues to give witness to our Catholic faith. Every class has a Prayer space that portrays the Liturgical seasons and colours. A sacred space displayed in the school foyer depicts special occasions and feast days such as First Communion, Lent and Advent.

The students at Stella Maris are committed to social justice issues. Every class has their own mission box on their prayer table. This year our school has been involved in several fundraisers including SVDP winter appeal, Haiti disaster and Pakistan floods appeal. A walkathon was our major fundraiser and this raised $6,800. Catholic Mission were given $4,000 for a school in Haiti, Caritas $1,000 for Pakistan flood victims and Verbum Dei $100 for their missionary work and SVDP will receive a $1,700 cheque for their Christmas appeal. Stella
Maris children are also involved in the SVDP Christmas luncheon which is held each year for the needy people in our area. Our Year 6 serve, clear and provide entertainment at this function.

The school has involved itself in parish celebrations such the Parish Expo and the Reconciliation and First Holy Communion Sacramental Programs. This year 42 children received their First Eucharist. Our Year 6 Confirmation program is school based and 38 children received the Sacrament of Confirmation. This program is supported by the Confirmation Reflection day and the Conversation with Bishop day held at Albion Park. This year Bishop Peter Ingham visited our school and children had an opportunity to meet and speak with him. The Staff continued their faith formation through weekly prayer. In Term 2, a Spirituality Day was devoted to our school motto *Faith Hope and Love* and its impact on our life practices. This was held at Berry with Suz Marden as facilitator.

**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 37 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on Monday 30 August and 40 completed the Extended Task (Part B). The Extended Task is based on the Unit: *One With God’s Creation* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:
- Knowledge of key symbols, signs and rituals of the catholic tradition;
- Knowledge of images of God from the Scriptures; and
- Identifying Christian’s ways of relating to others.

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:
- Describe ways in which people respond to the Holy Spirit in their lives.

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

For Part A 2.7% of students were placed in the developing level, 94.6% in the achieving level and 2.7% were in the extending level.

For Part B 32.5% of students were placed in the developing level, 52.5% in the achieving level and 15% were in the extending level.

Combining Parts A and B, 22.2% of students were placed in the developing level, 63.9% in the achieving level and 13.9% were in the extending level for Religious Literacy.
Financial Summary

At Stella Maris Catholic School this year we have seen major building work has been carried out. Thanks to the BER Grant we now have a new double storey building which houses an administration office, staffroom and three classrooms. Part of the project also included a new Covered Outdoor Learning Area. School funds have been used to supplement grant monies where necessary.

The Parents’ and Friends’ Association have again held various fundraising activities and these funds have assisted our students by enabling the purchase of new home readers, other valuable literacy resources and a marquee for use at school and other special events.

As previously mentioned, Stella Maris Catholic School has donated significant funds to the overseas mission effort this year, including to the mission effort in Haiti and funds to assist the flood victims in Pakistan. Funds have also been donated to a local charity.

The following graphs reflect the aggregated income and expenditure for Stella Maris 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**

Our school vision statement, ‘Reverence the Story of all People’ is central in ensuring that all children work and play in a safe and supportive environment. 
A Safe Schools Policy developed in conjunction with the National Safe Schools Framework continues to be implemented with school evacuation and lockdown procedures practised each Term.

The school staff has worked with the Principal to identify the pastoral, behavioural and emotional needs of the children in our care. They have been trained in Restorative Justice Principles and have used these principles in managing student behaviour which includes Bullying and Harassment. All staff has received training in Anaphylaxis management and Asthma First Aid treatment.

A CatholicCare Counsellor provides counselling for children and supports the running of social skills programs: ‘Hit the Ground Running’ (Year 6) and Playing and Learning to Socialise - PALS (Kindergarten). Kindergarten and Year 6 children participate in “Buddies”. Student leadership has been developed in all senior students through such activities as the Year 6 Young Leaders Day and the student council.

Children’s achievements in a variety of areas are acknowledged at assemblies with a weekly award system.
Parents or guardians were informed about the school and their child’s education through such activities as the Kindergarten Orientation Days, parent information nights for Literacy and Numeracy and parent/teacher interviews.

This year we have begun the process of reviewing our school Student Management Policy and our Bullying policy. In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all Schools within the Diocese of Wollongong.

Many school policies have been updated and placed on the school website. Access to all current policies may also be obtained by contacting the school office.

**Pastoral Care**

The Pastoral Care Committee assists teachers in the identification of students who require assistance in dealing with grief or loss in their lives. The CatholicCare counsellor in liaison with the Principal provides counselling where appropriate for these children.

Support is provided to families during difficult times with the provision of meals, home visits and other appropriate support.

The Seasons for Growth Program is available for children who have suffered grief or loss with three staff members qualified in the facilitation of the program.

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 delivery of quality learning and teaching at Stella Maris has continued to be our core objective, and this has been pursued in many ways throughout the year.

### Curriculum & Pedagogy

The K–2 Religious Education (RE) curriculum which was introduced for Infant students at the beginning of 2006 has continued to be developed, with a focus on the particular ways young children learn about their faith. This approach to teaching Religious Education has now been extended to Years 3-6. Teachers had previously received an introduction to the RE curriculum as well as the resource book, “To Know, Worship and Love.” Additional resources have been purchased to enhance the teaching of Religious Education in the school. A strong focus on curriculum integration was maintained in teaching/learning programs as teachers planned in order to integrate outcomes in light of the Primary Foundation Statements that set out a clear picture of the knowledge, skills and understandings that each student should develop at each Stage of primary school. These statements provide a basis for assessing, reporting and discussing student progress. In the light of these Foundation Statements and the Federally mandated reporting procedures, teachers have reported student progress to a common grade scale A-E. Opportunities were also given to parents to meet and discuss each child’s progress and their report.

Staff has continued to explore effective pedagogical approaches in the teaching of Literacy and Numeracy. Co-ordinators were appointed to co-ordinate Numeracy, Literacy and Information and Communication Learning Technologies (ICLT) this year. Specifically we have focused on improving student reading comprehension skills and the strand of Space and Geometry. Two Staff Meetings have been held each Term for Numeracy, Literacy and Information Technology. These professional development opportunities have been further developed by the addition of one planning day per Term.

We have continued the development of Information Communication & Learning technology (ICLT) as a tool to enhance student learning. This has further influenced the pedagogical thinking of classroom teachers. Teachers have adopted a more student-centred approach to learning, integrating the use of ICLT so that students are able to follow an inquiry model of learning allowing greater self-direction and the opportunity to work more independently.
Cross Curriculum

Throughout the year there has been a continued focus on Literacy and Numeracy. In Literacy this focus has involved reviewing and updating current resources, monitoring the reading levels of students at frequent intervals throughout and supporting and assisting teachers in planning and implementing specific Literacy programs. The Reading Support Program continued during the year as a means of increasing reading opportunities for younger students. Four successful Parent Information Nights were held where information was provided in areas such as oral language and reading.

In 2010 a Numeracy Support program was continued in all classes, concentrating on areas of student need which was highlighted in NAPLAN results. Each class was given time each week for Numeracy support while staff were provided with regular professional development opportunities, both internally and externally. This has resulted in a whole school-wide approach to programming and the teaching Numeracy.

During 2010 a review of Indigenous perspectives within the school was held. This involved CEO personnel and the formation of an Indigenous Education Committee. One of the key initiatives of this review was a revisiting of how indigenous students are tracked within the school.

Upper primary students participated in environmental initiatives such as a leadership day and the further development of relationships with Landcare. Students assisted in the local community in areas such as tree planting in Blackbutt Forest.

Meeting the needs of all students

All teachers planned and assessed in order to meet the needs of their students. Learning experiences were designed to be relevant and purposeful so that students were supported in their learning. In this way, all students were able to make learning gains, regardless of their level of achievement or competency. A more open and negotiable manner of teaching and assessment has allowed teachers to meet more accurately the needs of individual students and this has certainly complemented the pedagogical thinking and style of learning generated in all Stages K-6.

Staff development in Literacy and Numeracy has resulted in a greater ability to meet all the needs of all students. Teachers are more aware of the need for assessment of and for learning, while using a consistent school-wide approach to learning and teaching.

The needs of students stretch beyond the academic. Sporting programs and opportunities for school and Diocesan representation have allowed students to develop and nurture their sporting abilities.

Expanding Learning Opportunities

Throughout the year the students have been given the opportunity to attend excursions as a Grade. These were planned as extended learning opportunities to support an area of study within the classroom.

Senior students were given the opportunity to participate in the Diocesan Public Speaking Competition held during Term 4. In the sporting arena, Stella Maris has been actively involved and well represented in a great number of sports. Apart from the annual swimming, cross-
country and athletics carnivals, there were numerous Gala Days attended by students involving sports such as Rugby League, Soccer, Basketball, Netball and Cricket. The Diocesan Soccer, Basketball and Netball Gala Days were not only attended by the students, but a number of staff members convened particular events for over forty teams from across the coastal primary schools. During the year a students in Years 5 and 6 were selected to represent the Wollongong Diocese in Sports including Basketball and Rugby League. A number of students from Years 3 to 6 participated in competitions offered by the University of NSW including English, Computing, Mathematics and Science. Stage 3 students were also involved in a chess competition where they played students from other Southern Illawarra Catholic Schools.

**Professional Learning**

Regular professional Learning opportunities were provided this year in various areas, with the focus being on Literacy and Numeracy. Staff, planning and parent information meetings were held, while a Staff Development Day was dedicated to Numeracy in preparation for the Australian Curriculum.

**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**

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. This year saw continued improvement in our focus areas of Numeracy and Reading. Our school growth in these areas was a testament to the hard work of the staff and the professional development they have participated in. Most Year 3 students were in bands 3-5 in all NAPLAN areas, with few students in the bottom two bands. Over 80% of Year 5 students were in the top four bands for all areas. The results have provided another opportunity for us to assess student performance while helping us to set targets for future learning and teaching.

**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.

### NAPLAN 2010:

<table>
<thead>
<tr>
<th>% 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><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>10%</td>
<td>30%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
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</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>6%</td>
<td>49%</td>
</tr>
<tr>
<td>National</td>
<td>7%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
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<td></td>
</tr>
<tr>
<td>School</td>
<td>23%</td>
<td>41%</td>
</tr>
<tr>
<td>National</td>
<td>17%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>11%</td>
<td>43%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>11%</td>
<td>62%</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.

### NAPLAN 2010:

<table>
<thead>
<tr>
<th>% 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>95%</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>97%</td>
<td>98%</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>95%</td>
<td>95%</td>
</tr>
<tr>
<td>National</td>
<td>91%</td>
<td>92%</td>
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<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
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<tr>
<td>School</td>
<td>92%</td>
<td>98%</td>
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<tr>
<td>National</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
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</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Stella Maris, Shellharbour ASR 2010
Parent, Student and Staff Satisfaction

All families in the school received a parent survey. A total of 197 were issued and 66 were returned completed. The majority of the survey responses for all questions fell in the Strongly Agree and Agree categories. This was overwhelmingly the case in relation to our teaching about the Catholic tradition, opportunities for parent involvement, student welfare, communication and the school providing a safe and supportive environment.

78 Student surveys were returned from Years 5 and 6 and again the majority of responses were in the Strongly Agree and Agree categories. These responses indicate students are proud of their school, recognise teachers encourage them to learn to the best of their ability and that students feel school staff are approachable should a problem arise that they require assistance with.

20 staff surveys were returned with the majority in the Strongly Agree and Agree categories. This was especially so with respect to Catholic tradition, students understanding of their rights and responsibilities, maximising student learning opportunities and the provision of a safe school environment.

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 3: Pedagogy**
  - 3.1 Curriculum Provision
  - 3.5 Assessment

- **Key Area 4: Human Resources, Leadership and Management**
  - 4.4 Succession Planning
  - 4.5 Compliance with Legislation and other requirements

- **Key Area 5: Resources, Finance and Facilities**
  - 5.2 Use of Resources and Space

- **Key Area 7: Strategic Leadership and Management**
  - 7.1 Planning for Improvement
School Review and Improvement components to be reviewed and rated in 2011:

- **Key Area 1: Catholic Life and Religious Education**
  
  1.2 Religious Education

- **Key Area 2: Students and their Learning**
  
  2.1 Educational Potential
  
  2.3 Reporting Student Achievement

- **Key Area 4: Human Resources, Leadership and Management**
  
  4.1 Recruitment, Retention and Selection of Staff

- **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