St Michael’s
Catholic Primary School
Thirroul

Annual School Report
2010
About This Report

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

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

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2010.

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

St Michael’s Catholic Primary School
PO Box 86
Thirroul NSW 2515
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Fax:   (02) 4268 1482
Email: info@smtdow.catholic.edu.au
Website: www.smtdow.catholic.edu.au

Parish Priest: Father Ken Cafe

Principal: Mrs Louise Campbell
Date: 10 December 2010
Vision Statement

St Michael’s Catholic Primary School is a Catholic school centred on Jesus Christ and is founded on Christian values. Together with the family and the Church our school shares the responsibility of educating each child within a caring Christian community. Each child is seen as a unique being with special talents and needs.

Message from Key School Bodies

Principal’s Message

As Principal of St Michael’s Catholic Primary School Thirroul, I have pleasure in presenting the Annual School Report for the 2010 School year. The annual report provides an opportunity for the community to reflect on and celebrate the significant achievements that have occurred in 2010. St Michael’s has always had a focus on being a welcoming Catholic community valuing our unique partnership of family, school, parish and wider community providing opportunities for individual growth and striving for excellence in teaching and learning.

I acknowledge and congratulate our dedicated staff for all they have done and continue to do to build and nurture the students’ faith and love of learning. I acknowledge the positive and ongoing support of our Parish Priest. I am most grateful to the many parents who have volunteered their time, talents and treasures to assist in providing the many and varied experiences to the students. I appreciate the commitment of the Parents and Friends Association and thank them for their efforts in maintaining and improving the facilities and resources of the school. I acknowledge our students and congratulate them on their achievements in the classroom, on the sporting fields and in the arts.

In 2010, the construction work that occurred as part of the Federal Government’s ‘Building Education Revolution’ had a significant impact on daily life at the school. The work commenced in the last week of January and was completed in November. The funding allowed the school to build a spacious library and two new classrooms, as well, the original building was renovated and a new staff room, meeting room, sick bay, student toilets and administration area was created. The school community is very grateful to the Federal Government for the injection of much needed funding.

I acknowledge the achievements and challenges of the 2010 School Year and look forward in anticipation to another exciting year to come.

Parent Involvement

The Parents and Friends Association worked in partnership with the school and parish community to develop positive relationships within the community and to further enhance the resources of the school. We were unable to have a school fete in 2010 because of the building work but we were still able to fund: art supplies for all classrooms, school resources across the Key Learning Areas, a choir teacher and continued support for the uniform shop. The Parents and Friends Association relied on the involvement of school parents; their support assisted the school and helped build community spirit.

Parents and Friends Association, President
Student Leadership

It was a great honour to have been elected School Captains and Vice Captains at St Michael’s School. During the year we have had the opportunity to represent the students on a number of occasions. We have combined with the captains from Thirroul Primary School to lead the ANZAC Day and Remembrance Day ceremonies for both schools at the Memorial Park. All year 6 students have roles of responsibility and we all enjoyed being involved in the National Young Leaders Day, which was held at the Sydney Entertainment Centre on Monday, 15 March 2010. Year 6 students were also given the opportunity to organise the school discos and other fund raising activities. Year 6 leaders have also enjoyed the opportunity to work with our kindergarten buddies and we have joined them in many celebrations such as Teddy Bears Picnic. We also attended the Kindergarten Graduation. Our leadership role has been an opportunity we will never forget.

School Captains

School Profile

School Context

St Michael’s Catholic Primary School is a Catholic Systemic co-educational school located in Thirroul and operates under the guidance of the Catholic Education Office in the Diocese of Wollongong. The school caters for students from Kindergarten to Year 6 and has a current enrolment of 209 students. The majority of students come from Thirroul, Austinmer and Wombarra and recently there has been an increase in the number of students seeking enrolment from suburbs south of Thirroul.

The school was established in 1940 by the Sisters of Saint Joseph to serve the needs of the Catholic Community. Although the Sisters left the school in 1975 the Josephite tradition remains strong.

As a Parish school, St Michael’s is an integral part of the Parish and of the wider community. The spiritual growth and welfare of every student, along with sound education practices is paramount and 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>115</td>
<td>94</td>
<td>209</td>
<td>1</td>
<td>1</td>
<td></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.smtdow.catholic.edu 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>Year</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>90.2%</td>
<td>87.9%</td>
<td>87.3%</td>
<td>89.0%</td>
<td>93.2%</td>
<td>93.6%</td>
</tr>
</tbody>
</table>

### Management of Student Non Attendance

Rolls are marked every morning using the Schools Administration System (SAS 2000) codes. The daily attendance is completed by the class teacher and sent to the office for electronic marking. Parents are expected to notify the school in writing of any absence. All notes are filed. Unknown absences are followed up on a regular basis. Print outs from the School Administration System (SAS) are sent home for the parents to complete and return to school. Should a teacher be notified that a child is leaving the school, this information is directed to the office and a transfer note is completed following Board of Studies requirements.

### Staffing Profile

There are a total of 14 teachers and 6 support staff at St Michael’s Catholic Primary School. This number includes 7 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:

<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 96.4%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2009 to 2010 was 100%.
Professional Learning

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

- Australian Council for Educational Research (ACER)- NAPLAN Certification Course (whole staff);
- Asthma Refresher training (whole staff);
- Annual CPR training (whole staff);
- Diocesan Learning and Teaching Framework (DLTF) (whole staff);
- Notebook training for Smartboards (whole staff);
- Schoolwide Positive Behaviours for Learning (SPB4L) Twilight workshops (whole staff);
- Spirituality Day - Mary Mackillop (whole staff);
- Religious Literacy Marking (2 members);
- Mac Apple Day (1 member);
- Technology for learning (1 member);
- Leadership - Curriculum (3 members);
- ICLT - IMovie, Keynote, Animoto, Storyjumper (whole school);
- Behavioural Management – Schoolwide Positive Behaviours for Learning (whole school);
- Diverse Learning Needs Day (2 members); and,
- Lighthouse Technology Course (1 member).

School based expenditure on professional learning in 2010 was $6,700. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Catholic Life & Religious Education

St Michael’s Catholic Primary School is an authentic Catholic Parish Primary School. This is evidenced by the close relationship between the Parish Priest, the school community and parishioners in a supporting environment.

Religious Education is the focus of the school, is taught daily and is integrated in all aspects of schooling and daily life. The Diocese of Wollongong Religious Education Curriculum is the endorsed curriculum for all grades from Kindergarten to Year 6.

The Year 2010 began with a Welcoming Mass for all staff on the first day of the new school year. During Term 1 a Commissioning Mass for all staff and catechists was held. This ceremony acknowledged the valuable work done by the St Michael’s staff and catechists in the Thirroul Parish. The students began the new school year with a Welcoming Mass, where all new students received a special welcome and the 2010 school leaders were presented with their leadership badges. Whole school masses were also celebrated throughout the year.
for the Feast of St Mary MacKillop and a special Mass of Farewell to the Principal on her retirement.

Students participated in a Liturgy of the Word for Ash Wednesday, for each day of Holy Week, Catholic Schools Week, Pentecost, for the people affected by the Floods in Pakistan, for the Canonisation of Mary MacKillop and for each week of Advent. Year 6 students participated in ‘Prayer and Conversation with the Bishop’ on 3 August, along with students from six other Northern Illawarra schools.

This year 27 Year 4 students participated in the Diocesan Religious Education Literacy Assessment. Students completed a written examination and also submitted an extended task based on the unit ‘One With God’s Creation’. Results of the written examination were collated by the Australian Catholic University, combined with the extended task mark, and then sent to parents. St Michael’s Year 4 students produced some outstanding work and achieved very impressive results. The students’ creative, extended works were displayed in the school hall for all of the school and parish community to observe and celebrate.

The school is very conscious of its rich history and the contribution to the Northern Illawarra and the Thirroul Parish by the Sisters of St Joseph. The school remembers and celebrates the influence of St Mary MacKillop and acknowledges the work of the Sisters of St Joseph in establishing St Michael’s School. On 1 November the school community gathered to celebrate the canonisation of St Mary of the Cross MacKillop with a Liturgy of the Word. The students dressed up in period costume and experienced games and activities from Mary MacKillop’s era. A Reflection Day for all staff was held at Panorama House based on the Spirituality of St Mary MacKillop. This day was facilitated by a member of the Wollongong Catholic Education Office (CEO) CLARE Team.

Sacramental Programs were family based where parish, school and parents worked together to prepare children for the Sacraments of Penance, First Eucharist and Confirmation. The Parish Priest, Class Teachers and the Religious Education Co-ordinator prepared an innovative program for each Sacrament.

All staff members are dedicated to providing a quality Catholic education whilst acknowledging the need to work closely with families and Church. The collaborative, collegial approach to all aspects of school life ensured all members of the school community had the opportunity to contribute to direction and decision-making. The whole school community modelled Catholic values by their support and involvement in special fundraising activities including Project Compassion, Mission Week, MS Readathon, St Vincent de Paul, Boardies Day and Pakistan Flood Relief. At all school masses food items were collected for the local St Vincent de Paul Society to distribute to the needy of the parish.

**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 27 Year 4
students who sat the Religious Literacy Assessment Workbook (Part A) on 30 August 2010 and 25 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. Part A consisted of 30 multiple choice/restricted answer and short answer/open ended questions which reflect Stage 1 and 2 outcomes and content in Religious Education.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in the following areas where students gained a score of 100%:

- Key symbols, signs and rituals of the Catholic Tradition;
- Image of God from the Scriptures;
- Understanding the Sacrament of Penance;
- Trust in God;
- Jesus’ teaching on forgiveness; and,
- Formal prayers.

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:

- Recognise the stages in the Rite of the Sacrament of Penance.

Part B, The Extended Task consisted of one main task with four components, the focus derived from the Year 4 unit *One With God’s Creation*. Students planned, drafted and put considerable time and effort into their project. Students found this task to be a very valuable and challenging learning experience. Students were enthusiastic and produced some excellent products including works of art, IT presentations, storybooks, posters, dance and models.

For Part A, 4% of students were placed in the developing level, 44% in the achieving level and 52% were in the extending level.

For Part B, 7% of students were placed in the developing level, 30% in the achieving level and 63% were in the extending level.

Combining Parts A and B, 0% of students were placed in the developing level, 36% in the achieving level and 64% were in the extending level for Religious Literacy.
Financial Summary

Due to the major building works carried out under the Building Education Revolution the school was conservative with expenditure mindful of the unexpected contingencies that may have arisen from the building program.

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

![Income Graph]

- Fees and Other Private income: 36%
- State Government Funds: 11%
- Commonwealth Recurrent Grants: 8%
- Government Capital Grants: 0%
- Other Capital Income: 0%

![Expenditure Graph]

- Salaries, Allowances and Related Costs: 46%
- Non Salary Expenses: 43%
- Capital Expenditure: 11%

Student Welfare

Introduction

Student welfare encompasses the wellbeing of each child spiritually, academically, physically, socially and emotionally. The welfare and spiritual development of the children is at the core of what St Michael’s Catholic Primary School stands for.

All Year 6 students were given responsibilities within the school. In Term 1 they attended the National Young Leaders Day at the Sydney Entertainment Centre. The day focused on giving the students the opportunity to listen to inspiring high profile people speaking about goal setting and leadership.
The Year 6 students were assigned a Kindergarten student as a buddy. The buddy system provided guidance, friendship and support for students. It was particularly useful in helping kindergarten students settle into school routine, as well as promoting a sense of responsibility in the older students.

The Transition to School program was conducted in Term 4 for students entering Kindergarten in 2011. Twenty-six students completed the four-week readiness program ‘Transition to Big School’.

A CatholicCare Counsellor attended the school one day each fortnight. Appointments with the Counsellor ensured that the students with difficulties were supported. The Counsellor supported staff in addressing welfare issues. Kindergarten students completed the PALS Social Skills program.

Students’ achievements were acknowledged in the school newsletter and at assemblies. An Awards Assembly was held each Friday to celebrate individual student success. All students had the opportunity to earn a range of awards from Superstar Awards through to a St Michael’s Blue. Parents were welcome to attend all assemblies. The assemblies were an opportunity for parents, staff and students to recognise the achievements of their peers.

The school participated in the ‘Active After School Communities Program’. Staff members were employed to organise games for the students to enjoy. The children came together on Monday and Wednesday afternoons from 3:30pm until 4:30pm. The students were given afternoon tea before they commenced the activities.

Occupational Health and Safety (OH&S) inspections were completed regularly and evacuation and lock down procedures were practised each term.

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 in school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://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.
Pastoral Care

In 2010 St Michael’s School continued the School Wide Positive Behaviours for Learning (SPB4L) Program. The SPB4L team, consisted of staff members, parent representative and CEO Education Officer, continued to monitor the progress made by the students. The team also studied data that had been collected on behaviours and then made recommendations for further improvements. The main characteristics of the program were: the proactive approach for defining, teaching and supporting appropriate behaviours, the creation of a positive school environment; a focus on the use of a continuum of behaviour supports; an emphasis on the use of assessment information to guide intervention and management decisions; the creation of school wide, classroom and individual systems of support to improve school life for learners. School and classroom rules were grouped under the following headings: Take Care of Yourself, Take Care of Each Other and Take Care of this Place.

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Learning and Teaching

Introduction

As a Catholic school, St Michael’s Catholic Primary School is a learning community where each person is valued and encouraged to do their best. Staff members are committed to providing child-centred learning in which the needs of all students are met. The school’s desire is to continue using the value systems of ‘Take Care of Yourself’, ‘Take Care of Each Other’ and ‘Take Care of this Place’ to underpin all that happens at St Michael’s Catholic Primary School Thirroul.

Due to the Building Education Revolution (BER) some classes were relocated to the Hall (4 classes). Despite the learning challenges this caused, classes performed as normal and pleasing results were still achieved even though many of the numeracy and literacy resources were packed away.
**Curriculum & Pedagogy**

NSW Board of Studies syllabus documents, along with the Diocese of Wollongong Religious Education Curriculum form the basis of the courses of study devised and implemented by classroom teachers. The Key Learning Areas (KLAs) are implemented across all four stages of learning with special support in Physical Education and Information Technology.

The teachers at St. Michael’s school continued to link teaching and learning with the Diocesan Learning and Teaching Framework (DLTF) and the School Review and Improvement (SRI) process. Staff focused their teaching strategies to ensure that the learning needs of all students were addressed. Staff members this year have worked together to improve and enrich the learning and teaching in the area of literacy with special reference to text types and in particular Narratives. The importance of audience and purpose was addressed when writing. This was an area identified from the NAPLAN results.

The School’s Information, Communication and Learning Technology Plan (ICLT) enabled a focus to be maintained both in the purchasing of hardware and the implementation of professional development which focused heavily on the utilisation of Smartboard technology. At St Michael’s, technology is viewed as a tool which enables students and teachers to communicate, collaborate, investigate and create.

Assessment was once again an integral component of learning and teaching at St Michael’s. It occurs as a natural part of the learning cycle, before, during and after teaching. A variety of assessment tasks are undertaken: written, oral, performance and observation. These assessment tasks provide teachers with a clear picture of progress and evidence to be communicated to staff and parents.

**Cross Curriculum**

As literacy was a priority for 2010 purchase of extra reading materials for Years 1, 4, 5 and 6 was required. The use of the Smartboards further enhanced and supported learning across the KLA’s.

**Meeting the Needs of all Students**

**Special Education**

Individual Education Learning Plans (IEP’s) were developed using the Diocesan planning tool for students who receive additional funding to support their learning. Regular meetings are held with parents to inform and discuss their progress.

The class teachers, in conjunction with the School Support Officers, provided 1-1 and small group assistance as needed. The School Review Committee met to communicate with, and support, teachers of students who were experiencing difficulties accessing the curriculum. The meetings provided the staff with a range of strategies to support those learners in their classrooms.
Gifted and Talented

- Students in Year 6 regularly took part in enrichment activities, which were facilitated by a school support officer. These involved scripting and creating a film based on a research project.

- Stage 2 and 3 students participated in the planning, writing and publishing a double page article based on St. Michael’s Catholic Primary School, Thirroul.

- Long-term projects took place in Stage 2 and 3 classrooms, enabling students to research and pursue areas of personal interest.

- Teams of Year 5 and 6 students participated in the Australian Mathematics Trust Mathematics Challenge.

- Stage 1 provided opportunities for students to be challenged during their research lessons which incorporated Human Society and its Environment (HSIE) and Science and Technology (Sc&Tech)

- Students from Years 3 to 6 sat for the University of NSW tests in English, Maths, Science, Spelling and Computers.

- A Maths learning Day was held at Holy Spirit College, Bellambi for all the Year 6 students from the feeder schools.

Reading Recovery

The school was fortunate to have four qualified Reading Recovery teachers on staff in 2010. There were twelve students on the Reading Recovery Program this year. These students were successfully discontinued. Reading Recovery covered 30% of the Year 1 cohort. Continued support continues in class in the form of Guided Writing and Guided Reading sessions.

Expanding Learning Opportunities

Years 5 and 6 students entered the Diocese of Sydney Christmas Art Competition and four students were highly successful in having their work displayed in the crypt of St Mary’s Cathedral, Sydney. A Year 5 student gained 2nd prize while two Year 6 students were highly commended.

Students from Year 2 to Year 6 were involved in Friday chess competitions with several schools in the Illawarra. Some students attended the annual chess day, which was held at The Illawarra Grammar School.

Stage 3 students were involved in the Diocesan Speech Competition while at school all students from K to 6 participated in the annual School Speech Competition.

Students at St Michael’s school experienced various excursions, which were developed to support learning and teaching in most KLAs.

Many students participated in many Sporting Carnivals (Swimming, Athletics and Cross Country) as well as school representative teams for cricket, soccer, rugby league and netball.
Kindergarten to Year 2 enjoyed a ten-week dance programme called ‘Footsteps’ which culminated in an Infants Disco.

**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.

Twenty-eight Year 3 students and thirty Year 5 students sat the NAPLAN test in 2010. The students at St Michael’s Catholic Primary School achieved a significantly high level of results in all components of NAPLAN tests. In Year 3, 96% of students achieved at, or above the National Minimum Standard in literacy and numeracy. Year 3 students achieved results considerably higher than the National average in Bands 5 and 6 in both literacy and numeracy. All Year 5 students achieved above the National Minimum Standard with results in Bands 7 and 8 significantly higher than the National Average in all strands of literacy and numeracy.

When NAPLAN results were released in September 2010 all parents were given the opportunity to discuss their child’s results with the class teacher. All staff members were presented with the school’s NAPLAN data at a staff meeting during Term 4. All results were discussed and a plan for 2011 was instigated, targeting students in lower bands who need intervention and support and also extending those students in higher bands.

**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: % in Bands

<table>
<thead>
<tr>
<th></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</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>17%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</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: % AT or ABOVE NMS

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>91%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>92%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>96%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

At the end of the 2010 School Year parents, students and staff were given the opportunity by means of a survey to provide the school with feedback on its performance in a number of key areas. The survey was a way for the school to gauge how well they had achieved their goals for the year and it gave important feedback for future planning.

Summary of Parent Satisfaction Findings

All parents were given the opportunity to respond to the survey. All respondents agreed that the school provided opportunities for parents to be involved. They also agreed that the school helped the students develop a knowledge and understanding about the Catholic faith. They also confirmed that the school provided a safe and supportive environment.

A small group believed that the students needed to be challenged more to maximise the child’s learning outcomes. A small group of parents also indicated that they would like more information about their child’s progress.

Summary of Student Satisfaction Findings

In early November seventy nine students from Years 4, 5 and 6 were surveyed. There were seven questions in the survey ranging from their pride in the school, teacher encouragement, understanding their rights and responsibilities and feeling safe at school.

Every student was proud of the school and they all agreed that they felt safe at school. All students indicated that they understood their rights and responsibilities at school.

A small group of students would like more organised sporting activities.

Summary of Staff Satisfaction Findings

An analysis of the responses from staff indicated that all staff members were very positive in all the areas covered by the survey. In addition, the respondents commented positively on the safe and supportive environment where the welfare of each child is a priority. Staff highlighted the need for all students to be challenged in their learning.

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**
  - 2.2 Rights and Responsibilities
  - 2.4 Integration of Information and Communication Technology

- **Key Area 3: Pedagogy**
  - 3.1 Curriculum Provision
  - 3.2 Provision for the Diverse Needs of learners

- **Key Area 4: Human Resources, Leadership and Management**
  - 4.5 Overall Compliance with Legislation and other Requirements

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

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

- **Key Area 2: Students and their Learning**
  - 2.3 Reporting Student Achievement
  - 2.5 Pastoral Care

- **Key Area 3: Pedagogy**
  - 3.4 Planning, Programming and Evaluation
  - 3.5 Assessment

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

- **Key Area 5: Resources, Finance and Facilities**
  - 5.3 Environmental Stewardship