St Francis Xavier’s Catholic Primary School
Wollongong

Annual School Report
2010
About This Report

St Francis Xavier’s Catholic Primary School, Wollongong 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:

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Fax: (02) 4226 5316
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Website: www.sfxdow.catholic.edu.au

Parish Priest: Bishop Peter Ingham

Principal: Mrs Fran James
Date: 10 December 2010
Vision Statement

Saint Francis Xavier’s Catholic Primary School is a holistic and collaborative learning community, which is based on the person of Jesus. The uniqueness of each individual is developed and celebrated, leading to a future filled with hope and opportunity.

Principal’s Message

The Annual School Report is an opportunity for the St Francis Xavier’s school community to recognise and celebrate the achievements that have occurred during 2010.

St Francis Xavier’s is most fortunate to have the guidance of the Bishop and Pastoral Region Administrator, a professional and dedicated staff and a committed parent body. St Francis Xavier’s has always had a strong focus on being a welcoming Catholic community providing opportunities for individual growth and striving for excellence in learning and teaching.

This year St Francis Xavier’s School celebrated 100 years of Catholic education on the Cathedral site. School celebrations required an immense amount of hard work and preparation. Due to the untiring efforts of staff and outstanding work of parents, it has been a very memorable, enjoyable and successful year for all.

Appreciation is extended to the Leadership Team and the staff for the role they have played in managing and leading the school. The ongoing commitment of the staff ensures that the school meets its educational goals through many exciting learning initiatives.

The school has a very committed Parents and Friends Association who work in close partnership with the school. Parent volunteers give generously of their time to support teachers and their contributions are greatly appreciated by both staff and students.

Parent Involvement

Once again the Parents and Friends Association (P&F) have had a wonderful year working with the Principal and the school community raising funds and bringing our school community together through the organisation of social events. The major fundraisers and social events were the Mothers’ and Fathers’ Day Stalls, raffles, event parking and barbeques following the Term Parish School Masses. The P&F generously subsidised our student 100 Year Celebration dinner, transport to and from our swimming programme and transport for our students to participate in a combined St Patrick’s Day sports day with St Brigid’s and St John Vianney’s schools. We also raised funds for school resources such as Guided Reading material and Information Communication Technology (ICT) resources.

Our parents assisted the school in many ways and we are most grateful to the many supporters who assisted the P & F. On behalf of the P&F, a hearty thank you to all.

Parents and Friends Association, President
Student Leadership

During 2010 all Year 6 students received leadership badges and were given the chance to develop our leadership skills and show initiative through various roles. Students were able to nominate to be a member of Pastoral Care, ICT or the Sport Committee, with each team having specific responsibilities to fulfil in the school setting. Students planned and assisted with activities such as liturgies, sports days, fund raising events for specific causes and the annual talent quest. Year 6 students also acted as playground and peer support monitors, helping with the social development of younger students while learning acceptance of others and developing our own leadership skills. Involvement in school assemblies was another key role. The new skills and confidence we have gained will help us to be more resilient and meet the challenges of high school.

It was a privilege to be a school leader at St Francis Xavier’s Parish School in 2010, the year we celebrated 100 years of education on this site.

Student Leadership Teams

School Profile

School Context

St Francis Xavier’s Catholic Primary School is a Diocesan Catholic co-educational school located in Wollongong. The school caters for students in Years K-6 and has a current enrolment of one hundred and eighty-six students.

Our school was opened in 1838, under the same patronage as the Cathedral Parish and is the oldest school in the Wollongong Diocese. The Sisters of the Good Samaritan were the founding order of the school. The school’s motto “In Hoc Signo Vinces” meaning “In This Sign We Conquer”, challenges our school to be a faith community. We aim to be a school community where the person of Jesus is at the centre of our lives. Saint Francis Xavier’s Parish School strives to be a community where we promote a commitment to the service of others as a basic expression of the Christian message.

In July 2009, the Bishop of Wollongong announced that in 2012 St Francis Xavier’s Catholic Primary School and St John Vianney’s Catholic Primary School would be amalgamating into Good Samaritan Catholic Primary School on the Fairy Meadow site. The school will be developed and refurbished into a three-stream school. This year, under the direction of the Catholic Education Office, an Enabling Committee and Educational Committee were formed and have been responsible for establishing an Educational Brief and the overseeing of the transition process for both schools.

Our school will remain on its present site until the end of 2011 and will strive to continue the fine tradition of our early years, providing quality Catholic education.
**Student Enrolments**

St Francis Xavier’s Catholic Primary School is a Catholic Systemic co-educational school located in Wollongong. The school caters for students in Years K-6 and has a current enrolment of 186 students.

<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>99</td>
<td>87</td>
<td>186</td>
<td>8</td>
<td>97</td>
</tr>
</tbody>
</table>

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

**Student Attendance**

<table>
<thead>
<tr>
<th>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>88.8%</td>
<td>88.8%</td>
<td>96.6%</td>
<td>89.2%</td>
<td>93.8%</td>
<td>84.4%</td>
</tr>
</tbody>
</table>

**Management of Student Non Attendance**

Fortnightly office staff, print a ‘Period Absence Report’ indicating students who have been absent without explanation (U). Teaching staff follow-up absentees by forwarding parents a Student Absence letter to complete and return to school.

**Staffing Profile**

There are a total of 18 teachers and 8 support staff at St Francis Xavier’s Catholic Primary School. This number includes 11 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 | % |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | % |

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

The average daily teacher attendance rate for 2010 was 96.2%. 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 Francis Xavier’s Catholic Primary School staff. During 2010 school personnel undertook a range of professional learning activities related to improving student outcomes. These included:

- continuation of School Review and Improvement Plan (SRI) – whole staff;
- continuation of Professional Development and Planning Review (PDPR) – whole staff;
- continuation of Diocesan Learning and Teaching Framework (DLTF) – whole staff;
- School-wide Positive Behaviours for Learning Framework (SWPB4L) - whole staff;
- English; and
- Mathematics.

School based expenditure on professional learning in 2010 was $2,659. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office. The average cost of professional development was $148.

Catholic Life & Religious Education

The Catholic life of St Francis Xavier’s is evident in the stewardship of time, talent and treasure that all in the community give to build relationships with God, each other, our Parish community and the broader community.

Sacred spaces are placed in all learning environments and entrances of the school are regularly updated to reflect the Church’s seasons and the learning and teaching activities that are being implemented. Prayer is a daily sacred time in each classroom with prayers reflecting the learning and teaching program, as well as the daily concerns of the students. The school community gathers together regularly to pray at weekly assemblies, prayer celebrations, School Masses and Parish Masses. During these activities we celebrate significant school, Church and community events through prayer.

A highlight of 2010 was the Mass celebrating the 100th year anniversary of our school on the Cathedral site, celebrated by Bishop Peter Ingham and Father Ron Peters. In attendance were the school community, past school principals, teachers, students and parents, representatives from the Catholic Education Office and representatives from the wider community.

The relationship between the Parish and School community continues to grow with many combined celebrations throughout the year. The feast of St Francis Xavier was celebrated on 3 December and our students formed the choir for the Parish Mass, which was celebrated by Archbishop Giuseppe Lazzaroto, Bishop Peter Ingham and Fr Ron Peters. The Wollongong Diocesan Principals also joined the Parish community, to celebrate a successful year of
leadership our schools.

Our Year 6 students participated in the Prayer and Conversation with the Bishop Peter Ingham at Saint John Vianney’s Church, Fairy Meadow. Each of the six school communities present was presented with a candle as a reminder that all should use the gifts of the Holy Spirit to be God’s witnesses.

In 2010, we have welcomed children and parents from our school community into the Catholic faith, a choice that allowed them to enter into the Sacramental life of the Church. Many children from our school have been involved in Parish based Sacramental Programs which have been supported by the staff, parents and siblings from our school. The children have received the Sacraments of Penance, Eucharist and Confirmation at Parish celebrations that were strongly supported by the school.

Our student leaders have been the driving force behind our Social Justice initiatives, bringing awareness to the school community of the needs of others. To enhance our student leaders’ understanding of their responsibility to care for others through action, Years 5 and 6 attended the exhibition *Blueprint for a Better World* which highlights the Millennium Development Goals and the promise of governments throughout the world to eradicate extreme poverty and hunger by 2015. Through their guiding efforts the students of our school have donated $1,000 to Caritas through the Lenten Program "Project Compassion". They have sponsored the education of four children in East Timor through the donation of $1,200 and have also supported Mission Australia giving $200 and St Vincent DePaul with a $350 donation.

**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 30 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 30 August 2010 and 34 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 understanding of their relationship with God through their interactions with and celebrations of the Seasons of the Church Year. They also showed a high level of performance in their understanding of God’s laws of love. Students showed a need for improvement in their knowledge of the correct order of the Liturgy of the Eucharist.

For Part A, 0% of students were placed in the developing level, 50% in the achieving level and 50% were in the extending level.

For Part B, 0% of students were placed in the developing level, 53% in the achieving level and 47% were in the extending level.

Combining Parts A and B, 0% of students were placed in the developing level, 57% in the achieving level and 43% were in the extending level for Religious Literacy.
Financial Summary

During 2010 there were four major sources of income for St Francis Xavier’s Catholic Primary School. These were the Parish/School Enhancement and Debt Survey Obligation (SEDSO) account, Catholic Education Office, Parents and Friends Association and grants awarded to the school.

Ongoing maintenance costs during 2010 included waste disposal, electrical and plumbing, electrical tagging and lawns and ground maintenance.

A Federal Government National School Pride Grant of $125,000 financed the completion of a new outdoor shade structure as well as repairing the school roof.

Through the continued support of the Parents and Friends Association, reading material was purchased, our Kindergarten to Year 6 school swimming program was subsidised along with a student dinner and dance to celebrate our school’s 100th birthday.

A $1,000 School Health Incentive Programme (SHIP) Grant was received enabling the school to re-build its vegetable garden and compost heap and so continue to develop students’ understanding of looking after our environment as well as promoting the importance of healthy eating habits.

In addition the students were very generous in supporting "Project Compassion", the education of four children in East Timor, Mission Australia and the St Vincent DePaul Christmas Appeal.

The following graphs reflect the aggregated income and expenditure for St Francis Xavier’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.

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**Income**

- Fees and Other Private income: 66%
- State Government Funds: 16%
- Commonwealth Recurrent Grants: 12%
- Government Capital Grants: 1%
- Other Capital Income: 5%

**Expenditure**

- Salaries, Allowances and Related Costs: 78%
- Non Salary Expenses: 16%
- Capital Expenditure: 6%
Student Welfare

Introduction

Student welfare encompasses the wellbeing of the whole child: spiritual, physical, academic, social and emotional. St Francis Xavier’s is committed to creating a safe and supportive environment for all students.

Pastoral Care

In 2010 Year 6 students were given responsibilities within the school through our ‘Year 6 Leadership Programme’. Each Year 6 student was a member of a school team, these being the Stewardship, Pastoral Care and Information Communication Technology Teams. These teams were ably led by two school captains with each team having certain responsibilities and tasks to achieve during the school year.

The Year 6 students were also assigned a Kindergarten student as a ‘buddy’. The ‘Buddy System’ provided guidance, friendship and support for the students. It also assisted the Kindergarten students to settle into school routines as well as promoting a sense of responsibility for the older students.

In 2010 St Francis Xavier’s continued to implement the School-wide Positive Behaviours 4 Learning (SPB4L) framework. The SPB4L School Team included the Principal, Assistant Principal, a classroom teacher, a School Support Officer and parent representatives. The focus of this framework was to promote and develop a proactive school-wide approach to managing positive behaviours in all school settings, thus improving students’ learning outcomes. Our three school rules, Be Safe, Be Respectful and Be Responsible continue to be evidenced through our students’ positive behaviour. An Expectations Matrix was developed and implemented and supported the explicit teaching of appropriate behaviours during the year. In Term Three 2010, the school SPB4L Team was recognised at a Diocesan Awards celebration for their initiatives and achievements in the area of student behaviour management.

The CatholicCare counsellor worked in our school once per fortnight and provided student counselling when required. The counsellor supported students and parents with difficulties as well as guiding parents and staff and with welfare issues.

Students’ achievements were acknowledged at assemblies and in the weekly school newsletter. An awards assembly was held each Friday to celebrate and acknowledge students’ successes. All students have the opportunity to earn a range of awards including stickers in sticker books, weekly merit, values and sport awards and our school Term ACE (Attitude, Commitment, Effort) Awards. These assemblies were an opportunity for parents, staff and students to recognise many of the positive occurrences in our community.
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

The staff of St Francis Xavier’s Catholic Primary School is committed to providing each student with quality teaching and learning experiences which nurture and challenge each individual to reach their full potential. This year there have been many initiatives designed to create enriching learning experiences.

### Curriculum & Pedagogy

The school implemented all Board of Studies Key Learning Areas, using each syllabus to guide learning and teaching. All classes followed the Diocese of Wollongong Religious Education Syllabus.

In 2010, the school continued to implement the Assessment and Reporting procedures, which compiled with Federal Government requirements. Student reports, containing the Common Grade Scale were distributed to parents/carers in June and December. Teachers continued to utilise school and class assessment plans, which linked to their teaching programs and individual work samples. Anecdotal records were collected as evidence of student progress and informed professional teacher judgements.

Teachers continue to integrate outcomes from Key Learning Areas to make learning more holistic and to cover all syllabus requirements. Teaching programs have been written using the Foundation Statements with a focus on integrating where appropriate.

Learning and teaching has continued to be enhanced by the use of Information Communication Technologies (ICT). This year has seen the purchase of a whiteboard for use by all Grades in the library, ten additional laptops for use by the senior students and ten iPads for use across the school, but especially for our students in the Learning Centres and Early Stage 1 and Stage 1 classes. Two iPod touch resources were also trialled with students in the Learning Centre to improve communication skills with them.
Students use a range of programs such as PowerPoint, Garage Band, iMovie, and iTunes regularly to enhance learning experiences. The school’s web page is updated regularly and is widely used by the parents and the wider community to access information. This year also saw the introduction of our school’s newsletter e-mailed to families each week.

**Cross Curriculum**

The staff has further developed their knowledge of effective literacy and numeracy practices through the School Review and Improvement (SRI) process and the continued implementation of the Diocesan Learning and Teaching Framework (DLTF). Staff participated in professional learning around literacy, numeracy and assessment practices revisiting components within literacy and numeracy blocks and the designing of a range of assessment experiences. In Mathematics, the staff have worked diligently to develop mathematical thinking, understanding, competence and confidence in all students and to encourage students to engage and to enjoy mathematical learning. In English, the staff participated in workshops to further develop their own knowledge of grammar and spelling strategies and how best to teach these strategies effectively across all stages.

The Catholic Education Office Guidelines supported the teaching of our Australian Indigenous Background. Student’s participated in specific learning opportunities across the curriculum to develop their knowledge and understanding about our Indigenous culture. Practical application of Indigenous awareness was regularly implemented through school prayer, daily flying of the Indigenous flag and participation through school activities in Reconciliation and NAIDOC weeks.

In 2010 the school applied for and was successful in gaining a SHIP Grant to build a vegetable and herb garden and develop a compost bin. This has been a very successful project for our students who tend to this each week. We also have a recycling project throughout the school, which our Year 6 students are responsible for and we are striving as a school to reduce our waste.

**Meeting the needs of all students**

Teachers catered for a wide range of student abilities through careful planning and programming. Specific student learning needs were addressed in a variety of ways. The Review Committee continued to provide support for teachers in monitoring students with specific learning needs in literacy and numeracy. Classroom teachers plan learning experiences that supported the students and developed their skills with students receiving regular additional assistance from the Resource Teacher and School Support Officers.

Through the allocation of two days for a specialised ICT teacher, opportunities were created which enabled students to take responsibility for their own learning using technology in a range of experiences. Enrichment groups were also provided for students in Stages 2 and 3 throughout the year.
The school provided a range of experiences outside the classroom including sport, music, environmental initiatives, creative arts performances and public speaking competitions. These activities allowed talented students the opportunity to display their competency both at a whole school level and in the public arena.

Students in all Stages were provided with opportunities to experience group work, research tasks and properties associated with *myinternet* and *myclasses*.

**Expanding Learning Opportunities**

In 2010 students in Stage 2 and 3 were invited to enrich their learning by participating in the University of New South Wales International Competitions and Assessments for Schools in the areas of English, Mathematics, Science and Information Technology.

Regular weekly sport and physical education activities were available as part of the curriculum with school cross country, athletics and swimming carnivals being held to select representatives for Regional and Diocesan Competitions. Students went on to compete in the MacKillop teams at State level. Primary students also had the opportunity to participate in Diocesan gala days, netball, soccer and dragon tag. Students in Years 5 and 6 who were competitive in a particular sport were also able to nominate to attend Diocesan selection trials. With parent support and training, a team of Stage 2 students competed in the Paul McGregor Rugby League Football Shield. The Surf Sense Program was conducted for Years 2, 4 and 6 students along with the Swim and Survive Program for all Primary students and the Swim Program for our Early Stage1 and Stage 1 students.

Students also had the opportunity to sing in the school choir, compete in the Wollongong Eisteddfod, participate in Book Week activities and attend class excursions. A public speaking competition was held in Years 5 and 6, with selected representatives competing in the Diocesan competition held at Nowra. Our students had the opportunity to showcase their talents through musicals for parents and the school community. Performances included our Christmas play presented by Year 6 students as part of our Christmas liturgy. Our Stage 2 students performed in the Wollongong Mall, entertaining the Christmas crowds with carols.

The school strived to promote health and lifestyle awareness with our Canteen implementing eating alternatives to support healthy life-styles. Daily Munch and Crunch time has continued where the students bring in fresh fruit and vegetables to enjoy in the morning teaching session. The school also participated in learning experiences to raise students’ awareness of their weekly eating habits, including challenging students to eat adequate amounts of fruit and vegetables and drink water each day.

**Professional Learning**

Professional learning opportunities were highly valued by all staff. Staff had the opportunity to complete personal and professional goal setting through the Professional Development Planning and Review process (PDPR). This aligned their professional development with their
individual needs and those of the school through the School Review and Improvement (SRI). Staff attended a variety of personal and professional learning opportunities.

A specific targeted priority for professional learning was Numeracy and improving student outcomes through staff professional workshops and teacher reflection on Mathematical data. This data was used to inform teachers and to develop whole class, group and individual learning experiences.

Another focus was on critical reflection and coding of Assessment practices using the Diocesan Learning and Teaching Framework. This has involved in-servicing staff, providing opportunities for professional dialogue and sharing practice and curriculum focused staff meetings.

The staff continued their professional learning in the area of managing behaviour of our students through the implementation of the framework School-wide Positive Behaviours for Learning (SPB4L). This framework supports teachers and parents in developing strategies for addressing students’ behavioural needs through creating an environment of respect and developing positive relationships with all in the school community.

Staff, were also involved in ICT learning opportunities through attending school-based workshops facilitated by the ICT Coordinator. These provided opportunities for staff to refine current skills in order to enhance pedagogical practices.

Our SRI preparation also involved a range of professional learning opportunities and enabled the staff to reflect on current practices within the school setting and to plan a clear direction for improvement.

In Term 4 2010 the school community was involved in the Cyclic Review Process which allowed us to celebrate what we had achieved from 2008 - 2010 and gave us direction for the future.

**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.

There were 21 Year 3 students and 23 Year 5 students who sat for the 2010 National Assessment Program Literacy and Numeracy (NAPLAN). The National Minimum Standard of achievement in Year 3 is Band 2 and in Year 5 is Band 4.

In Year 3 Literacy, 20 students achieved Band 3 or higher and in Year 3 Numeracy 20 students achieved Band 3 or higher. Approximately 55% of Year 3 students were well above State and Diocesan achievement levels in both Literacy and Numeracy. Year 3 best performances were in Reading, Writing and Grammar and Punctuation.

In Year 5 Literacy, approximately 80% of students were above State and Diocesan achievement levels in Writing and Grammar and Punctuation. In Year 5 Numeracy, 17 students achieved higher than the National Minimum Standard with 44% of students achieving Band 6 or higher. Year 5 best performances were in Writing, Grammar and Punctuation and Reading where 12 students achieved Band 6 or higher.

**Student Achievement in Bands**

The National Assessment Program Literacy and Numeracy (NAPLAN) assess aspects of Literacy and Numeracy in Years 3 and 5. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note:** Figures have been rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>NAPLAN 2010: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>17%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>10%</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) 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>Reading</td>
<td>School</td>
<td>83%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>91%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>92%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>83%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
</tbody>
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Parent, Student and Staff Satisfaction

All teachers, parents and students were given the opportunity to respond to surveys provided. The purpose of surveying these stakeholders was for the school to gain feedback and support and strengthen the home and school link.

Staff

Sixty two percent (62%) of staff participated in the survey. A hundred percent (100%) of the staff agreed that the school helps develop students’ understanding about Catholic tradition and their rights and responsibilities. A hundred percent (100%) of the staff agreed that students were challenged to maximise their learning outcomes; and a hundred percent (100%) agreed that the school strives to meet the individual learning needs of students. All questions in the survey were answered either strongly agreed or agreed by staff that participated in the survey.

Students

Seventy six percent (76%) of students completed the survey. Ninety nine percent (99%) of students agreed or strongly agreed that they were proud of their school. Ninety nine percent (99%) agreed or strongly agreed that the school helps in their understanding of the Catholic faith. Ninety five percent (95%) of students agreed or
strongly agreed that their teacher encourages them to the best of their ability and that they understand their rights and responsibilities at school. A hundred percent (100%) of students agreed or strongly agreed that they felt safe at school. Ninety eight percent (98%) of students agreed or strongly agreed that if they had a problem, there were people they could approach for help and ninety eight percent (98%) agreed or strongly agreed that there are sporting and other activities in which they can become involved.

Parents

Thirty percent (30%) of parents responded to the survey. Of these, one hundred percent (100%) of parents agreed or strongly agreed that the school helps the students to develop a knowledge and understanding of Catholic tradition. Ninety one percent (91%) of parents agreed or strongly agreed that the school provides appropriate Pastoral Care and Welfare for the whole school community. Sixty nine percent (69%) of parents agreed or strongly agreed that their child is challenged to maximise his or her learning outcomes. Ninety percent (90%) of parents agreed or strongly agreed that the school strives to meet their child’s individual learning needs. Sixty five percent (65%) of parents agreed or strongly agreed that the school provides appropriate information about their child’s progress. Seventy three percent (73%) of parents agreed or strongly agreed that the school offers a range of co-curricula activities.

School Review and Improvement

School Review and Improvement (SRI) 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**
  - 1.2 Religious Education

- **Key Area 3: Pedagogy**
  - 3.5 Assessment
  - 3.6 School climate, learning environment and relationships
  - 3.7 Professional learning

- **Key Area 5: Resources, Finances and Facilities**
  - 5.1 ICT Resources,
  - 5.3 Environmental Stewardship
School Review and Improvement components to be reviewed and rated in 2011:

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

- **Key Area 3: Pedagogy**
  3.1 Curriculum provision

- **Key Area 4: Human Resources Leadership and Management**
  4.1 Recruitment, selection and retention of staff
  4.3 An ethical workplace culture

- **Key Area 6: Parents, Partnership, Consultation and Communication**
  6.1 Parent Involvement
  6.2 Reporting to the community

- **Key Area 7: Strategic Leadership and Management**
  7.1 Planning for improvement