About This Report

Holy Family Catholic Primary School, Ingleburn 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 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 2012.

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

Holy Family Catholic Primary School
PO Box 21
Ingleburn NSW 2565
Ph: (02) 9605 8649
Fax: (02) 9829 1820
Email: info@hfidow.catholic.edu.au
Website: www.hfidow.catholic.edu.au

Parish Priest: Fr Peter Caruana
Principal: Mrs Toni Sillis
Date: 16 December 2011
**Vision Statement**

Holy Family Catholic Parish Primary School is founded on the Good Samaritan tradition. This is an inclusive school community with Christ at its centre. Holy Family is committed to fostering a love of learning preparing students to be active and responsible citizens.

**Message from Key School Bodies**

**Principal’s Message**

Holy Family Catholic Parish Primary School of Ingleburn takes pleasure in presenting its Annual School Report. This opportunity to report on the school community allows for recognition and acknowledgement of the work done by the Parish Priest and the Parish community, the teaching and administrative staff and the parents, whilst also acknowledging the many achievements of the students of the school.

Holy Family continues to strengthen the pillars upon which the school is built namely a school of quality Catholic education, one where authentic curriculum is planned and delivered to students and a community that embraces the challenges of 21st Century education.

With the final stages of the Building the Education Revolution (BER) Program refurbishment work complete, the school has been able to settle into the redeveloped learning spaces enabling the continued improvement of teaching and learning for the students.

The year has also provided many opportunities for the students to be engaged including, academic, sporting and spiritual opportunities that help to develop students as whole people.

The school has particularly embraced the charism of the Order of the Good Samaritan of St Benedict. This is a recognition of St Benedict, the patron saint of the school, and how the work that is done within the school is embedded with the values the Good Samaritan sisters who founded this school community.

**Parent Involvement**

It is widely accepted that children receive the best education when parents and teachers work together as a team. Parents’ enthusiasm, support and involvement are integral to the success of our school. Together, school staff and parents can provide our children with a great educational experience and a lifelong love of learning.

The Parents & Friends Association (P&F) exists to promote communication between school and home. We aim to provide material assistance for extra resources and opportunities for social engagement between parents, so as to build a strong sense of community in which our children can thrive.
During 2011 the P&F hosted a ‘Welcome to Holy Family’ barbeque for new Kindergarten (K) families joining the school. Mothers Day and Father’s Day stalls were also held. Our annual school disco was a great success and a BBQ at the Christmas Pageant raised funds for the St Vincent De Paul Christmas Appeal.

In April we held a wine and cheese night to for all parents, showcasing the works that had been completed by the school during the BER program. The official blessing for the school in May by Bishop Peter Ingham, was a beautiful celebration and a tribute to the management of the school in what they were able to achieve.

The P&F levy continues to be supported and the P&F have been able to make donations to the school for a Smartboard for the Library, $11,400 for updating air conditioners, $1,000 towards pastoral care, a Year 5 Bike Safety initiative and iPads ($5,000). A contribution was also made towards the Year 6 graduation.

Thank you to the P&F Executive for their support this year and also the wonderful group of parents who make themselves available to host the social initiatives that we hold throughout the year.

Thank you also to Toni Sillis and her dedicated team who have worked tirelessly in 2011 to ensure a safe environment for our children as well as providing continued opportunities for educational excellence.

Finally, I wish the incoming committee good health and lots of support in 2012 as they continue to nurture our combined parent and school community.

Parents and Friends Association, President

Student Leadership

The Year 6 students had the opportunity to be involved in a new approach to student leadership with the formation of Student Leadership Teams across the grade. These teams included: Liturgy, Environment, Sport, Library, Events, Communication and Promotions. The students nominated themselves for the teams and worked very well in ensuring that they stayed committed to the school through team membership.

Highlights of the year for the student leaders included the preparation and celebration of the sacrament of Confirmation and participating in the annual Prayer and Conversation with Bishop Peter Ingham and other schools within the Macarthur area.

Year 6 also attended a school camp that was run through Sport and Recreation at Narrabeen. This was a great opportunity to celebrate together and to come to know each other in a more social environment. The camp helped to improve our friendships and allowed for us to make new connections with people we may not have socialised with before.

School Leaders
School Profile

School Context
Holy Family Catholic Primary School lives the core values of the school through the motto 'And He Grew In Wisdom'. This is guided by the Gospel values found within the scriptures and the teaching of the Catholic Church. This recognition of the important role the Church plays in the education of the students is grounded in the beliefs that Catholic education is inclusive, celebrated, evangelising and supportive. The school works towards its mission by building a learning community of students and professionals who embrace Catholic education, who provide and engage with authentic Curriculum and Pedagogy and who meet the Challenges of 21st Century education. Teachers and staff engage in professional learning that allows for reflection, analysis and development of Catholic Life and Religious Education, Students and their Learning and Pedagogy. Holy Family Catholic Primary School serves the community Parishes of Ingleburn, Minto, Macquarie Fields and Glenfield. The school links to the parish community through regular Masses and liturgies, fundraising activities and participation in various social events.

Holy Family Catholic Primary School is a Catholic Systemic co-educational school located in Ingleburn. The school caters for students in Years K to Year 6 (K-6) and has a current enrolment of 413.

Student Enrolments

<table>
<thead>
<tr>
<th>2011</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>216</td>
<td>196</td>
<td>412</td>
<td>1</td>
<td>188</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.hfidow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2011.

Student Attendance

<table>
<thead>
<tr>
<th>2011</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>88.1%</td>
<td>89.7%</td>
<td>91.5%</td>
<td>87.8%</td>
<td>89.4%</td>
<td>91.0%</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance
Holy Family regularly advises parents of the importance of school attendance in the school newsletter. Parents are advised to notify the Principal in writing if a child has to be absent from school for any length of time. If a child is absent for any reason, on his/her return to school a note is required explaining the reason so that the class rolls can be marked accurately. These notes must be received within seven days of the absence. Reminder letters are sent to parents and carers before the roll is marked as an unexplained absence.
Partial absences are followed up with a letter from the Principal reminding parents of the importance of students attending school for the full school day.

**Staffing Profile**

There are a total of 22 teachers and 13 support staff at Holy Family Catholic Primary School. This number includes 18 full-time, 4 part-time teachers.

**Teacher Standards**

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

<table>
<thead>
<tr>
<th>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<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 2011 was 97.91%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 100%. This enabled programs to be followed through developing sustainability of the work begun in 2010. In 2012, 91% of teachers will continue in their roles at the school.

**Professional Learning**

During 2011, Holy Family personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

A. Holy Family whole school development days involved 22 staff.

These days focused on:

- 2011 Return to school: School Review and Improvement Focus and Strategic Direction;
- Staff Spirituality Day: Who Am I? Who Is With Me?;
- ACARA Day: Imagine Innovate & Inspire;
- Learning Communities Project: Inquiring into Religious Education; and
- Global Allocation Program: Maths Talk: Engaging Students in the Literacy of Mathematics.
B. Other professional learning activities provided at school level including CEO run courses:

- David Langford 4 Day conference (4 staff);
- Focus on Literacy (1 staff member);
- University of Wollongong Leadership Conference (2 staff);
- Independent Education Union (IEU) Training Day (1 staff member);
- School Support Officer Autism Day (6 staff);
- Assistant Principal’s Retreat (1 staff member);
- Principal’s Retreat (1 staff member);
- Religious Education Co-Ordinator Conference (1 staff member);
- Principals’ Association Conference (Principal & Assistant Principal);
- School-Wide Positive Behaviours 4 Learning (SPB4L) Facilitator’s Day;
- Non Violent Crisis Intervention (NVCI) (5 Teachers 1 School Support Officer);
- Teacher Librarian’s Conference;
- Teacher Librarian Professional Learning Day;
- Middle Leader’s Day;
- Learning for Leadership Program (1 staff member);
- Primary Schools Personal Development, Health and Physical Education (PDHPE) Network: Fundamental Movement Skills (1 staff member);
- Focus on Literacy Kindergarten: 3 day course (1 staff member);
- Focus on Numeracy Years 5&6 (1 staff member);
- Finance Course (Senior School Support Officer);
- PDHPE Policy Development (2 staff);
- Cybersafety Forum (2 staff);
- SmartBoard Training (2 staff);
- Reading recovery Support Training (1 staff member);
- Managing Student Pastoral and Educational Needs (MSPEC) Launch (2 staff);
- Gifted Education Network (1 staff member); and
- Clinical Evaluation of Language Fundamentals (CELF) Screener Training (2 staff).

The average expenditure by the school on professional learning per Staff member was $173. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $585.
**Catholic Life & Religious Education**

The Catholic Life of Holy Family School includes the commitment to Social Justice initiatives throughout the year. Throughout 2011 the students of Holy Family participated in fundraising for:

- Catholic Missions;
- Colours for Rockhampton Diocese Queensland Flood Victims; and
- Caritas Project Compassion and Global Gifts.

The total amount raised was in excess of $1,800. Further to this the P&F raised over $900 for St Vincent de Paul’s Christmas Appeal.

In 2011 the Catholic Church introduced changes to the Missal. The student leadership team, known as the Social Justice and Liturgy team, was instrumental in leading the school community through these changes. The school’s Religious Education Co-Ordinator (REC) and the Year 6 classroom teachers advised the students in the organisation of these changes.

In addition, the Year 6 students attended the annual Year 6 Prayer and Conversation with the Bishop. This event helped to prepare the students for the sacrament of Confirmation.

The students in Year 2 prepared for the Sacrament of Penance, and those in Year 3 celebrated the First Eucharist. The school based preparation for the sacraments included community days where the children gathered with their state school peers to celebrate these important milestones in their faith journey.

Following the revision of the school’s Vision Statement in 2010, a launch of the new vision statement was conducted early in the year to coincide with the birthday of St Benedict. This date was chosen to enrich the charism and culture of the school. The recognition of St Benedict as the patron saint of the school led to lessons that focused on the Benedictine values and the Prayer of St Benedict.

The school community regularly participated in Masses and liturgies as celebrations of the work completed in Religious Education as well as celebrations of feast days and significant Church events. Each grade or stage had the opportunity to plan a Parish Mass and attend the Sunday Mass with the parish. This work has continued to strengthen the link with the Holy Family Parish community.

An important annual celebration of the school is Grandparents and Friends Day. This year Mass was celebrated in the church enabling the participation of the Parish community. In addition classrooms were open so grandparents and friends could view student work. Each class also performed a small item which thrilled the visitors on the day.
Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2011. The school cohort in 2011 consisted of 40 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August and 43 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary, Mother of God: First Among the Saints* 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 ability to:

- describe and explain an image of God from the Scriptures;
- recall and sequence the events of the Annunciation;
- understand Jesus’ teaching on the practice of giving;
- understand an image from the Scriptures;
- understand the Emmaus Story;
- recall and describe an experience of the presence of Jesus;
- understand prayers as prayers of thanksgiving; and
- recognise qualities of saints who are models of love and service.

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:

- understand the Creation Story;
- identify the correct liturgical colour for the seasons of the Church’s year;
- understand Jesus’ teaching on forgiveness;
- identify Jesus’ example of service to others;
- identify and sequence the parts of the Mass; and
- demonstrate basic understanding of the Sacrament of Penance.

For Part A, 17.5% of students were placed in the developing level, 47.5% in the achieving level and 35% were in the extending level.

For Part B, 25.6% of students were placed in the developing level, 72.1% in the achieving level and 2.3% were in the extending level.

Combining Parts A and B, 25% of students were placed in the developing level, 75% in the achieving level and 0% were in the extending level for Religious Literacy.
Financial Summary

During 2011 a loan was continued with the Catholic Development Fund to enable the cyclical upgrading of computers within the school. Library resources, sporting equipment, ICT equipment particularly ipads and Literacy resources were a priority within the school budget. The P& F of the school also assisted with Library resources, the purchase of a smartboard for the Library and a set of ipads for student use.

The following graphs reflect the aggregated income and expenditure for Holy Family Catholic Parish Primary School for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Income

Expenditure

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Student Welfare

Introduction

Holy Family continued to develop School Wide Positive Behaviour for Learning (SPB4L). SPB4L is a framework of student Pastoral Care and Student Management.

The SPB4L program has become vital in maintaining the effective academic and social learning of the students. At Holy Family, the belief is held that all students need to be offered the opportunity to achieve expectations that enable participation, contributions and success in school. These include academic skill competence, social skill competence and lifestyle skill competence.
The SPB4L is an approach to Student Management that is preventive, proactive and positive. It relies on data to create direction for behaviour support. It is not an elimination of consequences for problem or poor behaviour. It also allows students to recognise that there is a set of expectations that are school wide.

Holy Family follows three school rules of Be Safe, Be Responsible, Be Respectful. A matrix is used for consistency in action and purpose when dealing with the students and the school community in general.

At Holy Family there are opportunities for students to be recognised academically and socially with school awards. These include bronze, silver and gold awards, Principal Awards and classroom awards. Further development of the school awards was undertaken with the aid of the Student Representative Council (SRC). The SRC met throughout the year to complete surveys regarding the award system and also to give input into what they believed were effective awards to be given across the school.

Students of Year 6 are nominated to receive the Sister Bernadette Nichols Memorial Award. This award was instituted in memory of the school’s founding Principal, Sister Bernadette Nichols. The award is presented to a boy and girl student from Year 6 who have, throughout their primary school lives, demonstrated a commitment and balance to their spiritual, academic and social growth.

In conjunction with the P&F, the school began to develop Cybersafety awareness within the school community. This involved a Parent Information Forum where in excess of 90 parents attended. In addition, the school captains attended a Cybersafety Student Forum that led to a presentation to the SRC.

Pastoral Care

Holy Family has a strong culture of Pastoral Care. This is reflected in the partnership with CatholicCare and the services available through the school counsellor. The staff at Holy Family is committed to ensuring that the pastoral needs of the students and their families are met with the resources available.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents *Maintaining Right Relationships* and *Safe Work Environment* are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2011.

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
Holy Family Catholic Parish Primary School continues to transform approaches to learning and teaching that will help to improve learning outcomes for all students. During 2011, the teaching and learning at Holy Family was developed through the staff collaboration and with the utilisation of the School Review and Improvement (SRI) process.

Curriculum & Pedagogy
Significant work was done aligning syllabus documents, school scope and sequences, classroom programs and student work. This work helped to ensure that assessment remained authentic to the learner and also increased the range of learning experiences the students were involved in.

Technology continued to play an important role in learning and teaching throughout 2011. This included the purchase of iPads and the continuation of upgrading of computers across the school. Classes used the technology in many areas of the curriculum, particularly in Mathematics, English and Human Society and its Environment.

Cross Curriculum
Work continued this year on the development of quality assessment tasks. Significant staff development was taken in the areas of Religious Education and Mathematics. The generation of rich assessment tasks allows students to demonstrate a full range of skills in a variety of Key Learning Areas.

A project was undertaken by the school to examine the pedagogical practices in Mathematics. This has led to the re-development of Mathematics lessons across the school enabling a more consistent approach to Mathematics in all classrooms. This project focused particularly on the language of Mathematics.

Meeting the needs of all students
Within each classroom, teachers continued to diversify the curriculum to meet the individual needs of students. In English, guided reading and guided writing enabled the curriculum to be differentiated. Whilst in Mathematics, the use of small groups assisted by school support officers fostered a differentiated approach to this aspect of the curriculum.

The Review Committee, which monitors the progress of students who are experiencing some difficulties with their learning, met consistently throughout the year. This also helped to facilitate the process of organising Individual Program (IP) meetings twice through the year to allow for parent/teacher feedback. The school’s Assistant Principal worked together with the School Co-Ordinator to facilitate these meetings.

School Support Officers (SSOs) supported students with special Literacy needs on an individual or small group basis. Reading Recovery continued throughout 2010, enabling those students in Year 1 with reading difficulties the opportunity to increase their reading
skills through an individualised program of work. Those students who had successfully completed the Reading Recovery program continued to be monitored in Stages 1 and 2. In addition to this teacher support was given to K students to build oral language skills of the students.

Within each classroom, teachers continued to diversify the curriculum to meet the individual needs of students. In English, specific focus was given to the oral language needs of students and the impact of quality oral language instruction on student outcomes in reading and writing. Whilst in Mathematics, the use of small groups assisted by school support officers fostered a differentiated approach to this aspect of the curriculum.

Expanding Learning Opportunities

At Holy Family the opportunity to take learning beyond the classroom is encouraged. In 2011 this included visits to Taronga Zoo, Sydney Aquarium, Blue Mountains National Park, Lessons Afloat on Sydney Harbour, The Bathurst Goldfields, The Science Centre, Wollongong and Sport and Recreation Camp at Narrabeen.

Students in Years 5 and 6 participated in school based Public Speaking activities.

Throughout 2011, an extensive Sport program was offered to students. This included school competitions of Cross Country, Athletics and Swimming as well as representation of these sports at Region, Diocesan, Inter-Diocesan and, in one instance, State level. Students also participated in Grade Sport competitions twice in Terms 1 – 3 and once in Term 4. This encouraged friendly competition amongst the students and also further enhanced the role of colour houses within the school.

In addition, Kindergarten, Year 1 and Year 2 participated in a 4 session Learn to Swim program, Year 3 participated in a 4 week soccer skills program, Year 4 enjoyed 5 weeks of Cricket, Year 5 participated in Netball over 5 weeks and Year 6 developed their skills of AFL through a 6 week program.

The opportunity to represent the school at sporting gala days including Netball, Soccer, Rugby League, AFL, and Cricket were also enjoyed by the students. Year 5 students also attended the Bike Safety Course at Campbelltown that was generously sponsored by the P&F.

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. The NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

The school participated in the NAPLAN in 2011, for the purpose of diagnosing individual progress in numeracy and literacy to parents and teachers as well as providing vital information to the school regarding the teaching and learning program offered at Holy Family. Information from the National Assessment was forwarded to individual parents and the school towards the end of Term 3.

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 2011: % in Bands

<table>
<thead>
<tr>
<th>NAPLAN</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>7%</td>
<td>54%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>39%</td>
</tr>
<tr>
<td>Writing</td>
<td>7%</td>
<td>21%</td>
</tr>
<tr>
<td>National</td>
<td>8%</td>
<td>44%</td>
</tr>
<tr>
<td>Spelling</td>
<td>4%</td>
<td>35%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>42%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>7%</td>
<td>50%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>36%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>11%</td>
<td>56%</td>
</tr>
<tr>
<td>National</td>
<td>14%</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.

<table>
<thead>
<tr>
<th>NAPLAN 2011: % 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>100%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>92%</td>
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<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>94%</td>
</tr>
</tbody>
</table>

**Parent, Student and Staff Satisfaction**

Each year an online survey is made available to the school community that encourages responses about the School Improvement Plan (SIP) within that particular year. This information is then used to plot future direction for the school. Some general findings from the 2011 survey included how much parents appreciate the 'open door' policy within the school. This includes being able to approach teachers and school leadership, as well as feeling privileged to be a part of the daily school community, for example, the attendance at morning assembly.

The results of the survey have been organised to concentrate on the strengths of the various components of school improvement and the challenges that faced in improving the school.

**Catholic Life & Religious Education:**
Parents commented that Religious Education is an important part of the school's curriculum and that they would like to continue to be more informed about this area of their child's learning.

**Students and their Learning:**
Parents feel that the support given to students by teachers and the ease with which parents are able to approach teachers about their child's learning is good. However, there is a need to inform parents about assessment strategies and how criteria are used in building assessment tasks. As teachers develop this area of student learning so too will parent education strategies be developed that can inform parents about assessment tasks.
Pedagogy:
Parents stated that they appreciate the support given by the school's leadership when student behaviour is not meeting expectations and they also agree that the School Wide Positive Behaviour Framework (SPB4L) works well in maintaining expectations. However, there appears to be a perception that inconsistencies exist when dealing with behaviour. The school will work towards addressing this through further parent education about SPB4L and the overall approach to Behaviour Management within the school.

Human Resources, Leadership and Management:
The parent community is able to see the improvement made over time by the Leadership Team particularly in the areas Religious Education and access to facilities, however some parents would like more information about areas of improvement to enable further parental support.

Resources, Finance and Facilities:
The survey showed evidence that office procedures could be strengthened through more effective communication strategies. This will form a part of the long-term goal for the office and administration areas of the school.

Parents, Partnership, Consultation and Communication:
The majority of parents who completed the survey agreed or strongly agreed that the school has processes, procedures and practices in place which support parent education through workshops, access to student work and the use of P&F meetings as another forum for parental education.

The survey also asked what should the school stop doing, keep doing and start doing. This generated some positive responses including:
- continue the encouragement of support toward the P&F levy. This levy is a major form of income for the school. Without support of the levy the community simply would not be able to have the resources and facilities needed to offer the very best in education;
- the enjoyment and skills that the students are receiving through the Grade Sport initiative;
- providing a range of educational opportunities and keeping up with productive pedagogies;
- continue the positive support of all student achievements;
- the building of community through events such as Grandparents and Friends Day; and
- the importance of the fortnightly Friday assemblies as a display of student work and achievement.
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 2011:

• **Key Area 1: Catholic Life & Religious Education**
  1.2 Religious Education

• **Key Area 2: Students & their Learning**
  2.3 Reporting Student Achievement

• **Key Area 3: Pedagogy**
  3.1 Curriculum Provision
  3.3 Teaching Practices
  3.7 Professional Learning

• **Key Area 4: Human Resources Leadership & Management**
  4.1 Recruitment, Selection & Retention of Staff
  4.2 Professional Development of Staff
  4.3 An Ethical Workplace

• **Key Area 5: Resources, Finance & Facilities**
  5.2 Use of Resources & Space
  5.4 Financial Management

• **Key Area 6: Parents, Partnership, Consultation & Communication**
  6.1 Parent Involvement
  6.2 Reporting to the Community

School Review and Improvement components to be reviewed and rated in 2012:

• **Key Area 1: Catholic Life & Religious Education**
  1.3 Catholic Life & Culture

• **Key Area 2: Students & their Learning**
  2.2 Rights and Responsibilities
  2.5 Pastoral Care
• **Key Area 3: Pedagogy**
  3.6 School Climate, Learning Environment & Relationships

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

• **Key Area 5: Resources, Finance & Facilities**
  5.3 Environmental Stewardship

• **Key Area 6: Parents, Partnership, Consultation & Communication**
  6.3 Linkages with the Wider Community