St Paul’s
Catholic Primary School
Moss Vale

Annual School Report
2011
About This Report

St Paul’s Catholic Primary School, Moss Vale 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:

St. Paul’s Catholic Primary School
18 Garrett Street,
P.O Box 359,
Moss Vale NSW 2577
Ph: (02) 4868 1794
Fax: (02) 4868 1064
Email: info@spmvdow.catholic.edu.au
Website: www.spmvdow.catholic.edu.au

Parish Priest: Fr Jaroslaw Zan OSPPE
Principal: Mr Anthony Kenna
Date: 20 November 2011
Vision Statement

A Catholic Community that respects the dignity of all and strives to provide a quality learning environment focused on the life of Jesus.

Message from Key School Bodies

Principal’s Message

The 2011 School Year has been a very successful year, and so it is with pleasure that I present the annual school report, which details the achievements of the Parish School. St. Paul’s Catholic Parish Primary School is a faith community, which lives by and celebrates Gospel values and provides quality learning and teaching programs, focused on the needs of the individual student. The success and achievements of the year are the result of the dedication and commitment of the staff, together in partnership with the students, parents and parish community. The Annual Report provides significant information of which the school and parish community can be very proud.

Parent Involvement

St Paul’s Primary School has strong school-home partnerships. Parental participation is valued and encouraged. Parents are kept informed through the weekly newsletter and are encouraged to attend Parents and Friends activities, support fundraising activities, assist with class activities, attend special liturgies and respond to surveys. The parent community actively participates in the school through various means and donations to the school have resulted in literacy and numeracy resources, computers and interactive whiteboards and ipads for the school. Continuous consultation with parents ensures St Paul’s Primary provides a caring and supportive Christian learning environment where children can thrive and achieve their best.

Parents and Friends Association, President

Student Leadership

The students in Year 6 at St Paul’s Primary School played a significant role in the life of the school by our participation in a variety of activities. These activities included, prayer services, liturgies, celebrations of the Eucharist, classroom learning experiences, excursions, sporting carnivals, whole school assemblies, fundraising activities and the Year 6 and Kindergarten (JK) Buddy Program. The Tallong camp helped us to be confident when working together as a trusting team. We have grown and become great friends. Some of the leadership events we had in Year 6 helped us in our leadership roles. The camp to the Santa Sabina Outdoor Education Centre at Tallong helped us work as a team and problem solve using the, ‘Plan, Do, Review’ process. The annual gift to the school by Year 6 was stage lights for the school hall. We have all tried to lead our school with pride and hope. It has been a great year for everyone.

School Leaders
School Profile

School Context

St Paul’s Catholic Parish Primary School is a one stream co-educational Catholic school situated in St Paul’s Parish Moss Vale. The school caters for students in Kindergarten to Year 6 (K-6) and has a current enrolment of 174. Students who attend the school predominantly reside within the township or the southern outlying areas. The Parish covers this area and is presently administered by the Fathers of the Order of St Paul the First Hermit.

The first Catholic Primary School in Moss Vale was started by the Sisters of St Joseph at “Kalurgan”, Browley Street Moss Vale, in 1884. In 1891 the Dominican Sisters took over the role as chief educators and St Joseph’s School was transferred to the Elm Court property in Moss Vale. In 1947 the school moved to its present Garrett Street site and was renamed St Paul’s, with pupils starting classes in January 1948.

The school motto is, “All to All”, which reflects the strong faith culture of the school.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>86</td>
<td>88</td>
<td>174</td>
<td>1</td>
<td>3</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.spmvdow.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></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>2011</td>
<td>87.9%</td>
<td>92.0%</td>
<td>89.4%</td>
<td>92.6%</td>
<td>93.0%</td>
<td>91.9%</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

When a student has been away from school a note or email is sent to the school which is kept on the student’s file and the absentee recorded on the electronic role file at the school. If a student is away for more than three days, the class teacher informs the school office and a telephone call is made to the family to enquire about the student’s welfare.

Staffing Profile

There are a total of 12 teachers and 5 support staff at St Paul’s Catholic Primary School. This number includes 8 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:

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2011 was 94.08%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 94.2%.

Professional Learning

During 2011, St Paul’s Staff undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:
A. St Paul’s whole School development days involving 17 staff and these days focused on:
   • Adult Spirituality and Faith development;
   • School Review and Improvement; and,
   • National Curriculum Diocesan Day – Imagine, Innovate and Inspire.

B. Other professional learning activities provided at school level including CEO run courses:
   • David Langford Quality Learning Australia;
   • School Review and Improvement group sessions;
   • Professional Development Planning and Review(PDPR)
   • Autism Spectrum Disorder;
   • Taste of Japan/Indonesia;
   • Retreats for Principal, Assistant Principal, Religious Education Coordinators (REC) and School Support Officers (SSOs);
Network Meetings for Principals, Assistant Principals, REC's, Information Communication Learning Technologies (ICLT) personnel, and people involved with Sport;
- Using National Assessment Plan for Literacy and Numeracy (NAPLAN) data to improve student outcomes;
- SMART Data Analysis Training;
- Reading Recovery;
- Individual Plans (IPs) for Students with a Disability;
- Northcott Disability Services Open Day;
- Learning for Leading;
- Lane Clark Learning Framework;
- CPR and Emergency Care Training;
- Journey – Spiritual Development;
- Leading Literacy and Numeracy Learning;
- Technologies 4 Learning;
- Diocesan Learning and Teaching Framework (DLTF);
- Multilit Reading program and Multilit Extension reading Program;
- School Administration System (SAS);
- Teacher Leader Training;
- Religious Literacy Analysis;
- Stage Groups Networks meetings;
- Oliver (a Library access system) Training;
- Working Memory Seminar;
- Tournament of Minds;
- Cyber Safety - Australian Communications and Media Authority (ACMA); and,
- Behaviour Assessment Reporting Tool (BART).

The average expenditure by the school on professional learning per Staff member was $353. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of $829.

Catholic Life & Religious Education

The school year began with a Mass for school staff and parish catechists. In Week 3 a whole school mass and BBQ to welcome new students and their families to the St Paul’s community were held. During Mass the Year 6 leaders were inducted into their leadership roles.

Staff prayer and spiritual formation continued to be an integral part of school life. Twenty minutes each Wednesday morning was allocated to staff prayer. In Terms 1, 2 and 4 staff prepared and led the weekly prayer sessions. In Term 3 staff prayer focused on the new translation of the Mass – using the Become One Body One Spirit in Christ programme. In Term 1 the Diocesan Spirituality Framework was presented to the staff at a staff meeting. Some staff took up the opportunities offered through the framework, including one staff member
participating in the Journey Programme. A number of staff members attended the Highlands Gatherings, which were held each term and led by Brother Bill Tarrant from the Hermitage at Mittagong.

There has been an ongoing emphasis on building parish and school relationships throughout 2011. The second Sunday of each month saw a class mass being held at the 9:30am Sunday Parish Mass. Children took on the roles of readers, procession leaders, greeters and ushers for the parish mass. On the Friday before each class/parish Mass a parishioner came to the school and used her musical expertise to lead the children in hymn practice. Masses and liturgies were also held throughout the year to mark significant events in the life of the school, parish and Church (eg. Mass for the Assumption, St. Paul’s Feast Day, Reconciliation Liturgies, End of Year Mass, Grandparents’ Liturgy, and School Christmas Carols Performance). The weekly school newsletter/bulletin included notices of special events for both the school and parish. The parish bulletin also contained information regarding school events. The parish community was always encouraged to participate in all school liturgy events.

The school and parish relationship was also fostered through the parish-based sacramental programme. The teachers were able to cater for the special needs of some of the children involved in the programmes. Along with the parish sacramental coordinator, a number of teachers from the school were involved in preparing groups of children for the sacraments of Penance, Eucharist and Confirmation. The school also made special provision for teachers to be available for the reflection days held for the children, the Thursday before receiving the sacraments of Eucharist and Confirmation. During Confirmation and Communion Reflection Days students from the local area schools joined with Year 6 and Year 3 St Paul’s students in preparation for the Sacraments. The parish choir and musicians significantly enhanced sacramental liturgies throughout the year. The school and parish were able to cater for the large congregations attending these celebrations through the use of the new hall.

The Mini Vinnies group continued their service to the community through a variety of initiatives, ranging from a gold-coin donation mufti day, to the collection of Winter and Christmas items for the local chapter of St Vincent de Paul to distribute to the needy of our community. The children of St Paul’s responded generously with a large amount of food and other items donated for the St Vincent de Paul hampers. Funds raised and items collected were distributed to a variety of charities.

In term 2 Michael Mangan visited the school and worked with the children. His work with the children was based on the Liturgical Calendar – weaving scripture, story and song throughout his presentation. The children responded extremely positively to Michael, and the experience contributed greatly to the spiritual and liturgical formation of the St Paul’s School Community.

Other opportunities provided to build Religious Education and the Catholic Life of the school included: class liturgies (each class invited families to attend a special class liturgy); Year 4 Religious Literacy Sharing Day (a celebration of the gifts & talents of the children who completed Part B of the Religious Literacy Assessment task); Catholic Schools Week activities, (an open day highlighting the Catholic Identity of St Paul’s); Devotions to Our Lady (Rosary,
Mass for the Feast of the Assumption, a liturgy for the solemnity of the Immaculate Conception). Also, Year 6 gathered with Bishop Peter Ingham at St. Paul’s Church Camden for the annual Conversation during Term 3

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the diocese in 2011. In 2011 the school cohort consisted of 16 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on Monday 29 August 2011 and 21 completed the Extended Task (Part B). The Extended Task is based on the Unit: Mary Mother of God: First Among the Saints and was completed during 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 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;
- demonstrate an understanding of Jesus' teaching on the practice of giving;
- demonstrate an understanding of an image from the scriptures;
- demonstrate an understanding of the Emmaus story;
- recall and describe an experience of the presence of Jesus; and
- demonstrate an understanding of a prayer of thanksgiving.

The students’ responses showed a need for them to develop their capacity to work with and apply their knowledge of religious tradition especially in their ability to:

- demonstrate an understanding of the creation story;
- recall the process of canonization in the Catholic Church;
- demonstrate basic understanding of the Sacrament of Penance;
- demonstrate understanding of Jesus' teaching on forgiveness; and
- identify Jesus' example of service to others.

For Part A, 6.2% of students were placed in the developing level, 68.8% in the achieving level and 25% were in the extending level.
For Part B 0% of students were placed in the developing level, 100% in the achieving level and 0% were in the extending level.
Combining Parts A and B, 6.2% of students were placed in the developing level, 93.8% in the achieving level and 0% were in the extending level for Religious Literacy.
Financial Summary

In 2011 school maintenance, as well as school building and playground improvements continued. The main source of income to support the maintenance and improvements came from the Federal Government’s, Building the Education Revolution, (BER) program the SEDSO account and School Building Fund.

Through fundraising activities the Parents and Friends Association provided well over $30,000 for laptop computers, interactive whiteboard, resources to the classrooms and school library. The School Fete was a resounding success and the funds were put towards the purchase of ipads for K, Year 1 and Year 2.

The balance carried forward in the 2011 budget was required to meet demands for outstanding invoices, teaching resources ordered for the beginning of the school year and learning resources and equipment for 2012.

The following graphs reflect the aggregated income and expenditure for St Paul’s Catholic Primary School, Moss Vale 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.
Student Welfare

Introduction

The school’s motto is ‘All to All’. This has been a constant reference point for encouraging positive behaviour and support for all people at school as well as in the wider parish and local community. Currently St. Paul’s has a range of programs and initiatives in place to care for the welfare of students and parents.

Pastoral Care

In 2011 the school awards scheme continued as an example of the commitment the school has to recognising the good behaviour of students and their academic achievement. At each weekly whole school assembly throughout the year, student achievements were celebrated. Good behaviour was recognised daily during class and break times. Teachers on supervision duty monitored student behaviour and activities, supporting the students as required. Students needing extra support were identified and monitored through recording incidents in playground folders. Information from the folders was recorded on a school database. The Seasons for Growth Program was offered to families and provided students with support during times of grief or loss.

The K and Year 6 buddy system continued to operate within the school. The Year 6 students supported the transition of the new K class into life at big school, providing support for them on the playground and in the classrooms during shared activities. CatholicCare continued to provide family counselling support to the school on a fortnightly basis. Community links were again an important part of Pastoral Care at St Paul’s, and this year and the school supported charities through the work of the Mini Vinnies group and the Pastoral Care group.

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

In keeping with the school’s Vision and Mission Statement the Staff at St. Paul’s Catholic Primary are dedicated to providing each student with quality Catholic learning and teaching to inspire them to be lifelong learners.

Curriculum & Pedagogy

Quality Catholic learning and teaching is the school’s core business and the school provided this to all students from K to Year 6 in a caring learning environment. Teachers followed the NSW Board of Studies documentation and the Wollongong Diocese Religious Education Curriculum. At each grade level, the learning cycle was an ongoing process, which used data and assessment to drive the teaching and learning. In reporting to parents staff were available at all times to discuss a child’s needs and performance. Parent/Teacher formal meetings were held in week 3 Term 1 and week 9 Term 2. Written reports were prepared for the end of Term 2 and 4. Parents were invited to meet with teachers and discuss the end of year report. Parents of Years 3 and 5 students received the National Assessment Program for Literacy and Numeracy, (NAPLAN), results during Term 3 and teachers were available to discuss results. Individual Plans (IPs) were developed for students with disability funding and parent meetings were held each term.

Information Communication and Learning Technologies (ICLT) provided access to the curriculum in variety of ways. Students used laptops, iPads and Smartboards in each classroom. Software such as, Hot Maths and Studyladder, was accessed by students at school and at home. Students developed their reading, writing, problem solving and research skills through varied use of these technologies. The School offered cyber safety instruction for students in Year 3 to 6. Information fro this instruction was provided by the Australian Communications and Media Authority (ACMA).

St Paul’s implemented Reading Recovery with Year 1 students, and staff developed a Mathematics plan to enhance student Mathematics outcomes. Four additional staff members completed David Langford Quality Learning Professional Development, implementing tools to improve student learning and achieve school improvements through the School Review and Improvement (SRI) process. Waste Watchers provided Environmental Education for K to Year 6. A group of Year 5 and 6 students participated in the Tournament of Minds. The Life Education Van provided all students with a comprehensive lesson about health and personal safety. The University of New South Wales International Competitions were made available to those students nominated to participate.

Book Week theme was “One World Many Stories”. A Cartoon Workshop during book week was hosted by Tony Murphy. All students participated in the Creative and Practical Arts (CAPA) Performance, One World Many Stories. One of our music teachers facilitated, “Count Us In,” where the whole school sang simultaneously with other schools nationally. Our School Choir performed at local school and parish events. Students from Year 4 to 6 volunteer to participate in the School Choir.
Cross Curriculum

Student daily routine of learning was focused on an English Block and Mathematics Block of time with emphasis on a reduction of interruptions to learning at these times. Let’s Play Games Social Skills Program was implemented in Year 3. Our school operated a Waste Free Day each week. Year 6 students attended a Leadership Camp at Sancta Sabina Outdoors Education Centre Tallong, near Goulburn. St Paul’s International School and our students met for special celebrations days to expose Asian students to the English language and our students to Asian culture. Parents were invited to open classrooms during Catholic Schools Week. Year 3 to Year 6 students were invited to the Chevalier College Creative and Performing Arts Production, the Chevalier Musical and Band performances and Chevalier Science and Sports days throughout the year. For the Country Womens’ Association (CWA) International Day, K students made posters and dressed up as Icelandic children to present their traditional dance. Year 3 and 4 students completed projects on Iceland.

Meeting the needs of all students

Speech Pathology and Phonological Awareness - At the end of Term One, it was recognised by staff members that there appeared to be ongoing problems with some students regarding their speech and their ability to learn to read. In consultation with the Early Intervention Centre at Moss Vale Public School, and the head of Speech Pathology at Bowral Hospital further action was taken to improve student learning. A Speech Pathologist was invited to St Paul’s for initial planning. During this time teachers of K, Year 1 and Year 2 nominated the most at risk students, and Speech Screening was completed by Illawarra Health & Community Services for students in K, Year 1 and Year 2. Following professional development, programs for particular articulation problems and language disorders were facilitated. Teachers and SSOs met regularly to discuss the program. Individual Plans (IPs) were designed for the students detailing curriculum and personal learning goals that were flexible and achievable for students who receive additional Government funding for Special Education Programs. Four SSOs planned with teachers and worked with students individually or in small groups on specially designed activities to achieve improved student learning. The SSOs also worked with a group of students while the teacher worked with students with special needs.

Expanding Learning Opportunities

In 2011 students were given the opportunity to participate in a wide range of sports. Students participated in Swimming, Athletics and Cross Country Carnivals at a school, local area, and Diocesan level. One student participated in Cross Country at State level. Year 5 and Year 6 Rugby League Team competed in the Hindmarsh Cup and the Noble Challenge. Students in Stages 2 and 3 also had opportunities to attend local Gala Days for AFL, Soccer, Netball and Basketball. Students from K to Year 6 participated in Country Rugby League (CRL) and Cricket Clinic skill sessions. Throughout Term 4, Years 2 to 6 participated in swimming lessons at Moss Vale Swimming Pool. Students in all grades participated in varied excursions such as Nan Tien Temple, Minnamurra Rainforest, Moreton National Park, Department of Education Japanese Education Centre Sydney, Shellharbour Beach, Local Restaurant and Bike Shop, local parks and professional communities in the township.
Other Significant Areas

Staff Prayer Gatherings with precinct schools: St Anthony’s Picton, St Thomas Aquinas Bowral, St Michael’s Mittagong and St Paul’s Moss Vale met with Brother Bill Tarrant at the Marist Brothers Retreat Centre Mittagong and at St Thomas Aquinas Bowral, St. Michael’s Mittagong and St. Paul’s Moss Vale. These sessions, referred to as the Highland Gatherings, were coordinated by the Catholic Education Office - Spiritual Formation Officer, and took place each Term.

Educational Achievement Awards were presented to four teachers for their commitment to improved student outcomes through the School Review and Improvement process. As part of School Review and Improvement, Langford quality learning tools were used by staff to scrutinised the school calendar and eliminate or reduce interruptions to student learning time.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects, student class work 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. There were 14 Year 3 and 23 Year 5 students who sat for the 2011 National Assessment Program Literacy and Numeracy (NAPLAN) tests.

Year 3
In literacy the strongest performance was in grammar and punctuation with 93% of students achieving the National Minimum Standard,(NMS). This was followed by reading and writing with 87% of students achieving the NMS. In numeracy the strongest result was 57% of students achieving in the middle bands 3 and 4, which was 6% above the National average.

Year 5
In literacy the strongest performances were in reading and spelling with 96% of students achieving at or above the National Minimum Standard,(NMS). This was followed by grammar and punctuation. In both grammar and punctuation, and in writing, a high percentage of students were in the middle Bands 5 and 6. In numeracy 96% of students achieved at or above the National Minimum Standard (NMS). A high percentage of students were in the
middle Bands 5 and 6.

**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.

<table>
<thead>
<tr>
<th>NAPLAN 2011: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>21%</td>
<td>42%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>14%</td>
<td>43%</td>
</tr>
<tr>
<td>National</td>
<td>8%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>35%</td>
<td>42%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>14%</td>
<td>50%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>28%</td>
<td>57%</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.
### NAPLAN 2011: % AT or ABOVE NMS

<table>
<thead>
<tr>
<th>Subject</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>87%</td>
<td>96%</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>87%</td>
<td>92%</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>80%</td>
<td>96%</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>93%</td>
<td>96%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>80%</td>
<td>96%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>94%</td>
</tr>
</tbody>
</table>

### Parent, Student and Staff Satisfaction

During Term 3 parents, staff and students were asked to participate in a survey of canteen usage and satisfaction. There were 61 respondents from parents, 12 staff and 67 students in Years 3 to 6. The participation rate was more than 50%. Nine questions covered areas of frequency of use, satisfaction with the variety of foods sold, affordability, quality and days open. The final two questions asked for improvements to the canteen.

#### Results

For the parent survey 90% of respondents had only 1 or 2 children at the school. A weekly lunch order accounted for 31.7% of respondents, with 38.3% at least once a month and 30% once a term, once or twice a year or never. Similar results for giving children money to spend at the canteen. For the variety, affordability and nutritional quality of food sold the scores were very high, with approximately 80% in the satisfied to very satisfied range. The number of days the canteen is open found 56.7% of respondents satisfied or very satisfied. However the comments were firmly in the negative with most responses wanting the canteen open on more days. Regarding healthy eating versus treats in the canteen, there were contradictory responses, with both questions scoring in the agree/strongly agree category. Respondents had no opinion or disagreed with the suggestion that food should come from local producers. Ease of food preparation for canteen volunteers also scored highly in the agree/strongly agree category. Seven new foods were suggested for the canteen. Parents were asked whether their children would be interested in these items. The sushi, steamed dumplings and fruit tarts had a high no response at 70-80%. The sausage sandwich scored a very high yes response at 86%. The fresh pasta, beef burger and packaged muffins had a yes response of 58-65%. The final two questions asked for suggestions to improve the canteen and healthy and affordable food that could be sold. The provision of fresh fruit was a common response. Also more days open, paying someone to run the canteen and not too focused on only...
healthy eating. Many respondents felt the canteen was an opportunity to give their child a treat. The staff responses mirrored the parent responses on canteen usage and suggested improvements. The majority of staff, over 60%, are satisfied with the food sold at the canteen. No staff member had ordered food from the canteen and not eaten it. The student survey revealed usage similar to the parent survey with 65% of respondents using the canteen at least once a month. However, the weekly usage rate was slightly higher at 37.9%. Frequency of money spent at the canteen, other than lunch orders, was 75% at least once a month, with a weekly usage of 37.9%. The top three favourite foods ordered are chicken nuggets, nachos and the chicken burger. The top three favourite foods purchased from the canteen are chips, yoghurt pops and flavoured milk. Only slightly more than half of the respondents were happy with the variety of the foods sold at the canteen with 20% unhappy and 25% unsure. Fruit and more salad options were the highest responses for other healthy foods for the canteen. Open more days, cheaper prices and more variety were suggested ways to improve the canteen.

Conclusion
It is clear most respondents want the canteen to be open more often. However, with a weekly usage of between 30 – 40% a paid co-ordinator is not financially viable. While most respondents were happy with the food available at the canteen, more variety of foods, healthier and cheaper options were also suggestions.

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 and Religious Education
1.2 Religious Education

Key Area 2: Students and their Learning
2.1 Educational Potential

Key Area 3: Pedagogy
3.1 Curriculum Provision

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

**Key Area 5: Resources, Finances and Facilities**

5.2 Use of resources and space

**Key Area 6: Parents, Partnership, Consultation and Communication**

6.3 Linkages with the wider community

**Key Area 7: Strategic Leadership and Management**

7.2 Innovation, development and change

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

**Key Area 2: Students and their Learning**

2.2 Rights and Responsibilities

**Key Area 3: Pedagogy**

3.6 School Climate, Learning Environment and Relationships

**Key Area 4: Human Resources, Leadership and Management**

4.1 Recruitment, Selection and Retention of Staff

**Key Area 5: RESOURCES, FINANCES AND FACILITIES**

5.4 Financial Management

**Key Area 6: Parents, Partnership, Consultation and Communication**

6.2 Reporting to the Community

**Key Area 7: Strategic Leadership and Management**

7.1 Planning for Improvement