St Columbkille’s Catholic Primary School
Corrimal

Annual School Report
2011
About This Report

St Columbkille’s Catholic Primary School, Corrimal 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:

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Corrimal NSW 2518
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Fax: (02) 4283 3434
Email: info@sccdow.catholic.edu.au
Website: www.sccdow.catholic.edu.au

Parish Priest: Fr Graham Schmitzer

Principal: Mr Andrew Heffernan
Date: 16 December 2011
Vision Statement

St Columbkille’s Catholic Primary School is a community of God’s people striving to live our motto, Christ is the Way

Message from Key School Bodies

Principal’s Message

The 2011 school year has been another exciting and very successful year for our school community. The final stage of the school BER projects was completed and officially opened and the school has been acknowledged and affirmed for its success in a wide range of areas.

I acknowledge the ongoing commitment and dedication of the staff and all who have worked tirelessly in maintaining our school’s reputation as a place of faith and educational excellence. In particular, I extend my sincere thanks to Fr Graham Schmitzer, Parish Priest, for his continued support and involvement in the life of our school.

Parent Involvement

The Parents and Friends Association (P&F) has enjoyed great support from the school and wider community. The social and fundraising committee has worked very hard providing opportunities for the parents and children to enjoy the social dimension of our school. The school Fete was very successful on many fronts, firstly raising $28,000 and secondly as a community building event. The Fete committee were extremely committed in their planning and organisation. During the year the P&F responded positively to school requests for much needed resources, including technology, sporting equipment and classroom resources.

Parents and Friends Association, President

Student Leadership

As St Columbkille’s school leaders, we have been given many opportunities to represent our school throughout 2011. These include leading the school liturgical celebrations and the Award Assembly each Friday, greeting visitors to events such the opening the Monsignor Downey Hall and the CDF Diocesan Public Speaking competition. As the Student Representative Council (SRC), we have also been involved in significant local events, such as the Remembrance Day ceremony and Spring Into Corrimal.

We organised fund raising activities to support the Vinnie’s Van initiative and Catholic Missions and have enjoyed sharing ideas with the school Leadership Team. It has been a very rewarding experience and we appreciate all that we have gained from being given such an opportunity.

School Leaders
School Profile

School Context

St Columbkille’s Catholic Primary School is a Catholic Systemic co-educational school located in Corrimal. The school caters for students in years K-6 and has a current enrolment of 387.

It is a community of God's people striving to live out our motto, 'Christ is the Way. In partnership, we endeavour to foster a love of God through our Catholic identity and provide a safe, supportive and caring environment for all. Established by the Sisters of St Joseph in 1904, we continue to draw on the charism of St Mary of the Cross MacKillop, Foundress of the Sisters of St Joseph.

At St Columbkille’s we provide quality learning experiences, underpinned by the Diocesan Learning and Teaching Framework (DLTF). In a technology rich environment, we cater for individual differences and promote lifelong learning in newly renovated, flexible learning spaces. The school features a diverse cultural enrolment of students and offers a wide range of academic, social and sporting opportunities within an atmosphere of mutual respect, in which all individuals are valued. We have strong links with our Parish and the wider community and our award winning school choir performs at nursing homes and community events. Parent involvement is encouraged in all aspects of school life and our Parents and Friends Association is active in supporting the school through a variety of social and fundraising events.

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>194</td>
<td>193</td>
<td>387</td>
<td>7</td>
<td>68</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.sccdow.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>88.8%</td>
<td>92.9%</td>
<td>93.3%</td>
<td>92.8%</td>
<td>91.5%</td>
<td>92.2%</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

Student attendance rolls are marked daily in accordance with the Education Act (1990). Records are kept electronically and where a written explanation for and absence has not been received within seven days the absence is recorded as unexplained. Parents or Caregivers are then sent a letter from the school requesting a written explanation for the absence.
Parents are contacted by the school Principal if school records indicate an unacceptable level of absenteeism.

**Staffing Profile**

There are a total of 25 teachers and 7 support staff at St Columbkille’s Catholic Primary School. This number includes 11 full-time, 14 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-NOSR* 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 96.1%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2010 to 2011 was 92%.

**Professional Learning**

Many formal professional learning opportunities were provided that aimed at improving pedagogy. All staff members are actively encouraged to continually update and improve their pedagogy to enhance the learning of the students in their care. Professional Development Planning and Review (PDPR) is a significant professional learning process undertaken by teachers on an annual basis. Goal setting, lesson observation, professional conversation and a reflective evaluation are key components of the process to improve teacher classroom practice. Professional development is aligned to individual goals.

During 2011, personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.
These included:

A. Whole school development days involving 24 staff.
These days focused on:
- Spirituality - Charism of Mary MacKillop and the Sisters of St Joseph;
- Australian Curriculum – Meeting the Challenges; and
- Vision & Mission Statement.

B. Other professional learning activities provided at school level including CEO run courses:
- Focus on Numeracy and Literacy (3 staff);
- Pedagogies in Dynamic Learning (2 staff);
- Technologies 4 Learning (1 staff member);
- Learning for Leadership (2 Staff);
- David Langford - Quality Learning and Teaching Conference (5 staff);
- Spelling Strategies;
- Numeracy – Aspects of Quality Teaching;
- Reading Recovery Support Teacher training;
- Numeracy (K-6);
- Bethsaida, and Teacher Spirituality Days;
- Learning for Leadership, Australian Council of Educational Leaders Conference;
- Teacher/Librarian conference and Oliver training;
- Italian Teaching Support;
- Gifted and Talented;
- MSPEC training;
- the development of KLA scope and sequences and BOS compliance for learning and teaching programs; and
- Annual Leadership Conference at the University of Wollongong (school leadership staff).

The average expenditure by the school on professional learning per Staff member was $556. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $606.

Catholic Life & Religious Education

St Columbkille’s Catholic Primary School actively seeks to immerse all staff and students in the traditions and practice of the Catholic faith. The School has continued to work cohesively with the Parish and the wider community building an atmosphere of mutual respect and trust.

As a Catholic primary school, we are fortunate in being able to join with the Parish in celebrating Mass each Friday. Children in Stages 2 and 3 were invited to celebrate the
Sacrament of Penance during lunch throughout 2011. The children also attended Benediction each Term and Parish family Masses were successfully initiated.

St Columbkille’s Parish Priest, Father Graham Schmitzer, visited all classes during the year to speak with the children on topics that they have been covering in their units of work, the Sacraments that they would be receiving and current events in the life of the Church. Following each visit, Father joined the staff for morning tea to further strengthen the links between Parish and school.

The school continued to celebrate its Catholic identity through Prayer and Liturgy. Morning assemblies commence with our school prayer and acknowledgement of the indigenous inhabitants. Staff members continue to gather for prayer and reflection each Thursday morning, with the responsibility for leading prayer being shared throughout the year. Significant Church Feast Days were highlighted and celebrated as well as a special liturgy and morning tea honouring the gift of our grandparents. A religious singer/songwriter worked with the children for our end of year Christmas concert.

The new Monsignor Downey Hall was officially opened and blessed by Fr Graham Schmitzer on 22 July. Special guests included CEO personal, members of Parliament and representatives of the Sisters of St Joseph.

Children from Years 5 and 6 entered the annual Christmas Story Art Competition. Three were selected from over 11,000 entries for the final judging, having their artwork displayed in the Crypt at St Mary’s Cathedral, Sydney.

Children from St Columbkille’s combined with those from local government schools in Parish-based Sacramental Programs. Year 3 children received the Sacrament of Penance, and made their First Communion on the Feast of Christ the King. Year 6 children received the Gifts of the Holy Spirit at Confirmation Masses celebrated by Bishop Peter Ingham. St Columbkille’s also hosted ‘Prayer and Gathering’ with Bishop Peter.

Caring for those less fortunate in the world remains a priority at St Columbkille’s. All classrooms have a collection box for Catholic Missions, located on their class prayer tables. They are used throughout the year, apart from the period of Lent, when Project Compassion boxes are used supporting Caritas Australia. All money raised is counted and recorded by our Student Representative Council. This year $610 was raised for the Queensland Flood Appeal, $1,800 for Caritas Australia, $1,076 for Catholic Mission and $600 for St Vincent de Paul. Staff also donated $1,000, for food hampers to support the needy in our local community. Guest speakers from both St Vincent de Paul and Caritas also visited the school to thank the children for their generosity and to provide further information regarding the work of their respective organisations.

**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 48 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on (insert date) and 49 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 Scripture, significant events and imaging. This high level of performance was particularly evident in their:

- ability to describe and explain an image of God from the Scriptures;
- ability to demonstrate an understanding of Jesus’ teaching on the practice of giving and of an image from the Scriptures;
- ability to demonstrate an understanding of a prayer of thanksgiving; and
- ability to recall and sequence the events of the Annunciation and the Emmaus story.

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:

- demonstrate an understanding of Jesus’ teaching on forgiveness;
- identify and match Scripture to the liturgical season; and
- identify and sequence the parts of the Mass.

For Part A, 10% of students were placed in the developing level, 63% in the achieving level and 27% were in the extending level.

For Part B, 11% of students were placed in the developing level, 82% in the achieving level and 7% were in the extending level.

Combining Parts A and B, 10% of students were placed in the developing level, 77% in the achieving level and 13% were in the extending level for Religious Literacy.

Financial Summary

In 2011 a State Government Community Grant for $37 000 was used to re-development the primary playground. The scope of work included the installation of a water reticulation system and new turf. Other expenditure included professional learning experiences, educational resources, technology hardware and ongoing site maintenance and repairs.

The following graphs reflect the aggregated income and expenditure for St Columbkille’s Catholic 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.
Student Welfare

Introduction

St Columbkille’s is committed to providing the highest quality Catholic education for all students, spiritually, academically, physically, socially and emotionally. The well-being of students is at the heart of all that is undertaken within the school.

Pastoral Care

At St Columbkille’s there is a whole-school fortnightly focus on specific values and desirable behavioural attributes that are promoted on assemblies and within the school newsletter. Students identified as displaying these values receive a Code of Conduct Award at the weekly Award assembly. A school merit system also acknowledges positive student behaviour and student achievement in the Key Learning Areas. The system is based on levels of achievement, with students progressing from bronze, silver, gold and Principal Awards and culminating in a Mary MacKillop Award, followed by a School Medallion.

Structured play has been successfully implemented to support the social interactions of students at morning tea and lunch. Organised activities, with school agreed rules for participation, have reduced the number of reported playground incidents. Let’s Play Games (Year 1 and Year 2) was implemented to target specific students who require explicit support in developing skills and strategies in playing with others. This Program was successfully implemented during Term Three. Kid’s Club also operates on two days a week during lunch.

A CatholicCare counsellor is available one day each week to support students and their families. Social skill programs, ‘Everyday Peace Makers’ and ‘Being the Best I Can Be’ were implemented in Year Three and Year Four respectively.
As part of the National Safe Schools Framework, St Columbkille’s places due emphasis on the importance of attending to Workplace Health and Safety issues as soon as they are identified. Most matters are attended to by the employment of regular maintenance personnel. Suitably accredited trades people are employed accordingly.

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. 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**

St Columbkille’s Catholic Primary School is committed to providing quality Catholic learning and teaching that engages and challenges students in reaching their full potential as life-long learners. All NSW Board of Studies (BOS) requirements are being met, enabling students to achieve stage appropriate outcomes in the six Key Learning Areas (KLAs).

**Curriculum & Pedagogy**

In 2011 school priorities have focused on quality practice in both literacy and numeracy through the implementation of new guidelines, focusing on aspects of effectiveness, from the Catholic Education Office.

A new a scope and sequence for basic number facts K-6 has been development ensuring a developmental continuum of learning, that will see children secure in their application of number facts, across the mathematical strands. A numeracy support teacher has continued in 2011 targeting students that have been identified as ‘at risk’ through a comprehensive analysis of NAPLAN and a range of school assessment data.

Education officers have provided professional learning focusing on the importance of a balanced and integrated English program, the role of the teacher, assessment and the critical aspects of English proficiency. A new scope and sequence for spelling was developed, incorporating specific strategies to be explicitly taught K-6.

Year Three and Year Five participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). Students in Years Four, Five and Six were also afforded an opportunity
to participate in the University of New South Wales English, Mathematics, Science, Writing and Spelling competitions. Year Four students also completed the Diocesan Religious Literacy Assessment.

The integration of Information Communication and Learning Technologies (ICLT) across the curriculum has continued in 2011. Teacher workshops have been conducted throughout the year to support their professional learning and a comprehensive audit of hardware resulted in a three-year purchase plan being developed. Twenty new laptops, ten iPads and desktop computers, together with four new network printers have been purchased. Touch technologies have continued in Early Stage 1 and expanded into Stage 1, engaging students and supporting learning across all KLAs.

Cross Curriculum
St Columbkille’s Catholic Primary School offers Italian lessons for students from Kindergarten to Year 6. This is a cultural insertion program that takes a communicative approach to the teaching of Italian. The main aim of the program is to provide the students with a greater insight into, and the experience of, another culture. Students also participated in Italian Week celebrations and our school choir performed for the Illawarra Italian Association Annual Dinner.

Reading Recovery is an integral part of the literacy program at St Columbkille’s and has continued to be effectively implemented in 2011. The Reading Recovery teacher and class teachers’ work closely to ensure the learning outcomes for students are supported and monitored throughout the school. In 2011 eleven children completed the program and were successfully discontinued.

The Edmund Rice school band entertained the students by performing a variety of songs during their annual visit. Andrew Chin (Religious Song Writer and Performer) conducted musical workshops and performed with the students, K-6 at the annual Christmas concert.

Students also participated in National Walk Safely to School Day, Grandparents’ Day, World Maths Day, Literacy and Numeracy Week - Reach for the Stars, Book Week, NIADOC Week, and World Environment Day as well as listening to a number of invited guest speakers.

The school maintains a strong environmental focus, with a recycling program and an active participation in Clean Up Australia Day. A vegetable garden has been planned and costed by Year 6 students with construction underway.

Meeting the Needs of all Students
Individual Plans (IPs) devised by the Catholic Education Commission (CEC) are utilised to support the educational requirements of students who have additional learning needs. The IPs provide details of any specialist reports, as well as psychometric assessments. They are evaluated and updated each term with parent meetings conducted in Terms 2 and 4. Teachers regularly liaise with speech therapists, vision support organisations, occupational therapists, itinerant support teachers, medical practitioners, counsellors, educational
psychologists and support personnel from the Catholic Education Office in order to best fulfil the requirements of all students.

A transition program has been developed to enable several students to become familiar with their 2011 class and teacher, thus alleviating anxiety and concerns surrounding this change. A transition program was also conducted with students in Year 6, facilitating their move from primary to secondary school.

A Review Committee, led by a member of the Leadership Team, meets regularly to discuss the needs of students who have been referred by teachers. The meetings also review the reports of psychometric assessments and other specialists. Teachers meet with School Support Officers (SSOs) to cooperatively plan for the learning needs of the students each Term. Individual learning plans are developed, evaluated and assessed each Term.

Indigenous students receive additional assistance on an individual basis from an appointed SSO. Support is allocated on a needs basis and is delivered within the context of the classroom. The SSO works collaboratively with teachers and the Indigenous Education Officer from the Catholic Education Office.

A staff professional learning day on identifying and differentiating the curriculum for Gifted and Talented students took place in Term 4. School guidelines for identifying students is now being developed with the support of an Education Officer, together with school agreed practices for supporting the learning needs of Gifted and Talented students.

**Expanded Learning Opportunities**

All students were provided with the opportunity to participate in the school athletics and cross country carnivals, with Stages 2 and 3 participating in the swimming carnival. Children from Stage 1 who can confidently swim fifty metres were also invited. A number of students were selected to represent the school in the Regional carnivals, with students gaining further recognition by being named in MacKillop teams for athletics, swimming, cross country, soccer, touch football and rugby league. Several children were selected to represent the Diocese at the PSSA athletics, swimming and cross country. Two students were acknowledged and commended for their sporting achievement at the 2011 Annual Diocesan Sporting Awards. Throughout the year the school entered teams in soccer, touch football, basketball and netball gala days. The school also participated in public speaking, chess and debating competitions.

Excursions were planned to support and enhance learning across the curriculum K-6. These included visits to the Rocks precinct in Sydney, Symbio Wildlife Park, Mary MacKillop Place at North Sydney, St Vincent de Paul, Wollongong Harbour, Bathurst Gold Diggings, the Port Kembla steelworks, HARS Albion Park, the Science Centre and the Nan Tien Temple. Year 6 enjoyed a two-day excursion to our national capital, Canberra.

In 2011 students participated in the Junior Rock Eisteddfod challenge for the first time and were acclaimed for their performance receiving four Awards. They also performed in the inaugural Northern Illawarra Catholic Schools (NICS) Showcase of Talent. Other opportunities...
included the Catholic Development Fund (CDF) Public Speaking Competition, Christmas Art Competition, Wollongong University Science Fair, Mathematics Challenge Day (Year 6) at Holy Spirit College and Life Education.

The school choir comprises of ninety members who participate in a voluntary capacity and practise during lunch. The choir competed at the 2011 Wollongong Eisteddfod in choral events, winning two sections while Year 3 and Kindergarten were placed second and third respectively in Verse Speaking. The choir also performed at school and Parish Masses and Parish celebrations, Wollongong Mall and for the Illawarra Italian Association.

Members of the Student Representative Council attended the ANZAC Day and Remembrance Day community commemorations, and a number of students participated in the street parade for the *Spring into Corrimal* festival.

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

**NAPLAN**

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

**Numeracy**

Analysis of the 2011 NAPLAN results for Numeracy indicates specific areas of strength and those in need of development. Areas of particular strength include data, multiplication, subtraction up to 3-digit numbers and 2-step problems (Year 3), and 2D, 3D and fractions/decimals (Year 5). Areas identified as requiring development were digital to analogue time, position and patterns and algebra (Year 3), and patterns and algebra, repeated subtraction and line symmetry (Year 5).

**Literacy**

Analysis of results indicates that students at St Columbkille’s performed strongly when locating directly stated information, using text convention, summarising a paragraph and sequencing events in a text (Year 3), making inferences, linking text to visual stimulus, interpreting reader’s reaction to text (Year 5), and summarising and sequencing events in a
text, linking information across sections of text and locating information (both Year 3 and Year 5). Areas where performance was not as strong included applying information, interpreting a step in an instructional text and identifying the use of punctuation for effect (Year 3), and aspects of punctuation (Year 5).

**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 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>4%</td>
<td>37%</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>0%</td>
<td>14%</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>2%</td>
<td>37%</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>2%</td>
<td>34%</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>9%</td>
<td>49%</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></th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>96%</td>
</tr>
</tbody>
</table>

### Parent, Student and Staff Satisfaction

Parents, students and staff were surveyed in Term 4 to seek feedback on the school’s performance in areas affecting the education of the students and overall management of the school.

From the parent community 24% of families returned the survey completed, with 93% surveys returned, indicating that they either strongly agreed or agreed that the school was meeting their expectations in all areas. Of this there were 5% who indicated that the school could offer a wider range of co-curricular activities and that their child was not challenged to maximise individual learning outcomes. A further 2% indicated that the school could improve the information reported about student progress and its ability its effectiveness in communicating information about activities and school events.

The student survey overwhelmingly indicated that students were proud of their school, have an understanding their rights and responsibilities, and felt safe. They also indicated that they were positive about their teachers and the experiences provided by the school.

Staff members were very positive in their feedback, indicating that the school clearly provides a safe and supportive learning environment that delivers quality Catholic learning and teaching.

### 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
  1.4 Parents, Parishes and the Broader Church
- Key Area 2: Students and Their Learning
  2.4 Integration of Information and Communication Technology.
- Key Area 3: Pedagogy
  3.1 Curriculum Provision.
- Key Area 4: Human Resources, Leadership and Management
  4.3 An Ethical Work Place Culture.
- Key Area 6: Parents, Partnership, Consultation and Communication
  6.2 Reporting to the 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
  4.4 Succession Planning
- Key Area 6: Parents, Partnership, Consultation and Communication
  6.3 Linkages with the wider community
- Key Area 7: Strategic Leadership and management
  7.1 Planning for Improvement