About This Report

Ss Peter & Paul Catholic Primary School, Kiama 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:

Ss Peter and Paul Catholic Primary School
PO Box 248
Kiama NSW 2533
Ph: (02) 4232 2442
Fax: (02) 4232 1064
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Website: www.ssppdow.catholic.edu.au

Parish Priest: Fr Chris Roberts

Principal: Mr Philip Moore
Date: 15 December 2011
Vision Statement

Empowerment For the Challenges of Life’s journey

Message from Key School Bodies

Principal’s Message

This Report provides a detailed account of the School’s successes and initiatives throughout 2011 with the implementation of our Annual Development Plan. Ss Peter and Paul Catholic Primary School has evolved over the past four years with an extensive building program that provides up to date flexible learning facilities. We pride ourselves on our welcoming and supportive environment. The school has a vibrant learning environment supported by quality teaching, integrated pastoral care policy and practice, innovative use of technology, active parental involvement in the school and a strong student leadership program with varied opportunities for students to achieve academically, creatively and through sporting endeavours. The staff and I encourage you to share our story through this Annual School Report

Parent Involvement

The Parents and Friend’s Association (P&F) remains an important aspect of Ss Peter and Paul Catholic Primary School community.

2011 has presented an opportunity to reflect on the purpose of the P&F and its traditional role. Although all parents have the opportunity for membership, competing demands on families has resulted in reduced attendance at meetings.

The P&F embraced this challenge to re-engage the community. The loyalty and commitment of the Executive and its core members has been instrumental in seeking feedback on what the school community want from the P&F and how it can best meet those needs.

The P&F has continued to work collaboratively with the Principal and the Leadership Team of Ss Peter and Paul school, to ensure the children benefit from the fundraising and sense of community fostered through the partnership of school and community.

Approved expenditure from fundraising has continued to support areas of Religion, Literacy, Information and Technology and Numeracy. The support of the fundraising committee and many volunteers has been invaluable in the success of school discos, Mother’s Day and Father’s Day stalls, Trivia Night and the wonderful Vaudeville performance. The financial statements of the P&F reflect a robust opening balance for 2012.

The spirit of the P&F is committed to community engagement, fundraising, and the challenges of 2012.

Parents and Friends Association, President
Student Leadership

During our time at Ss Peter and Paul we have experienced many great memories all throughout our seven years.

Our School’s Vision is for all to have empowerment for life’s journey, and for life’s challenges and I believe that all of Year Six has achieved this vision.

It has been a wonderful experience and something we all won’t forget. I’m sure we all love this school and it will always stay in our heart. We would like to especially thank all our hard working teachers who have made us who we are today; we would also like to thank the School Support Officers and our wonderful Principal.

School Leaders

School Profile

School Context

The core values of the school are identified within the school motto Love God, Love Others. Our Mission is to ensure that all students are empowered for the challenges of life’s journey underpinned by the Gospel values. We strive to achieve this through a strong focus on creating a Safe and Supportive learning environment where positive learning and personal outcomes are achieved. These include the development of knowledge, beliefs and practices of the Catholic Faith. Significant values we hold include Respect, Faith, Personal Responsibility, Inclusion, Justice and Joy. Our School Code of Conduct highlights our expectation that the school community upholds these values.

The school site has been redeveloped completely throughout the past three years through the generosity of Federal Government Grants and local Parish contributions. In July 2010 Stage 1 of the building programs was completed which provided 6 classrooms, administration block, student amenities and a new school library. The Stage 2 building program, under the Building the Education Revolution (BER) consists of school hall, canteen, five classrooms and a Reading Recovery Office. This Stage was officially opened in June 2011.

Ss Peter & Paul Catholic Primary School is a Catholic Systemic co-educational school located in Kiama. The school caters for students in years K-6 and has a current enrolment of 300 students. Students are drawn predominantly from: Kiama, Jamberoo, Gerringong and Berry.

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>152</td>
<td>148</td>
<td>300</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

Ss Peter & Paul, Kiama Annual School Report 2011
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.ssppdow.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>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>89.4%</td>
<td>91.8%</td>
<td>91.5%</td>
<td>88.5%</td>
<td>89.2%</td>
<td>89.8%</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

The school has an attendance policy available on the website which outlines parents’ responsibility regarding student attendance. (www.ssppdow.catholic.edu.au). If a child is absent from school for any reason a note explaining the absence must be forwarded to the class teacher when the child returns. Each day the class teacher must mark a Class Roll. Information is entered into an electronic roll by a school support officer. If a parent wishes to take a child out of school for any period of time a note to the class teacher, explaining the circumstances is required. Cases of repeated non-attendance are monitored via the electronic roll and parents are notified in writing of school expectations either directly or through the school Newsletter. Parents are aware of the responsibilities of the school in monitoring attendance. They understand the need to seek exemption from school for holidays or elite sporting experiences.

Staffing Profile

There are a total of 20 teachers and 6 support staff at Ss Peter & Paul Catholic Primary School. This number includes 10 full-time, 10 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 95.99%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2010 to 2011 was 95%.

Professional Learning

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

These included:

A. Ss Peter & Paul whole school development days involved 28 staff. These days focused on:
   - Spirituality - Ignite the Fire Conference;
   - Australian Curriculum; and
   - Centre for Excellence Conference - Spelling.

B. Other professional learning activities provided at school level including CEO run courses:
   - Learning Community Project - Comprehension;
   - Focus on Literacy and Numeracy Days;
   - Catering to students with Receptive and Expressive speech difficulties;
   - SICS school Professional Planning; and
   - Senior First Aid refresher course.

The average expenditure by the school on professional learning per Staff member was $350.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of $1,900.
Catholic Life & Religious Education

Ss Peter and Paul Catholic Primary School actively seek to immerse all staff and students in the traditions and practice of the Catholic faith, empowering students for their life’s journey. As a Parish school we provide the opportunity for Mass attendance and celebrate significant Church Feast Days throughout the year. The school continues to celebrate its Catholic Identity through Prayer and Liturgy. Various Grades attend Friday Mass to support the Religious Education curriculum. Many liturgies have been held this year. These have included: ANZAC Day, Easter, Lent, Missions, Grandparents’ Mass, Remembrance Day and Advent. Our school Feast Day, Ss Peter and Paul was celebrated reverently with song, dance and mime. Classes attended Mass on this day, followed by open classroom and morning tea.

Reflective Prayer is an integral part of our day, during which children have the opportunity to pray using different formats and experiences. The Parish have provided Sacramental programs for Penance, Eucharist and Confirmation that have been supported by the school. Fr Chris Roberts, Parish Priest, visits the classrooms to support the faith formation of the children and to discuss current events in the life of the Church. Regular opportunities for the children to celebrate the Sacrament of Penance are also provided.

Reaching out to those who are less fortunate than us remains a priority for our school. All classrooms have a collection box for Catholic Missions and during Lent, Project Compassion boxes are used to support Caritas Australia. In addition to this a number of fundraising initiatives were implemented during Lent, raising $1,576 for Missions. In Term 4 the children participated in a Sand Modelling morning raising $618 and electrical goods for St Vincent de Paul. 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. Staff has volunteered their time to help with the Vinnie’s van, a new intuitive for 2011.

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 50 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on Monday 29 August, 2012 and 54 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 identify key symbols, signs and rituals of the Catholic Tradition;
• knowledge of the colours of the seasons of the Liturgical Year; and
• knowledge of formal prayers and how people and organisations in the Church show love.

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 awareness of the image of God; and
• demonstrate familiarity with the Genesis story.

For Part A, 2% of students were placed in the developing level, 62% in the achieving level and 36% were in the extending level.

For Part B, 13.5% of students were placed in the developing level, 77.4% in the achieving level and 19.1% were in the extending level.

Combining Parts A and B, 6% of students were placed in the developing level, 82% in the achieving level and 12% were in the extending level for Religious Literacy.

Financial Summary

The school building project reached completion in the middle of 2011. School Enhancement and Debt Servicing Obligation (SEDSO) funds will be utilised to complete path networks and maintenance of garden slopes. The Catholic Education Office (CEO) Wollongong offices have provided $22,000 to complete the fencing of the playground at the rear of the Parish Church. The school canteen operations have improved throughout 2011 new menus and marketing strategies with the assistance of the Canteen Committee have assisted this.

The school successfully applied for a funding Grant from the Federal Government for $50,000 to install Solar Panels. This work was completed on October 24, 2011. Kiama Council donated two grants to the school in 2011, $1,000 for musical instruments and a further $1,000, which will be used for gardens around the school. We are very grateful to the Federal and Local Governments for their support of our school facilities.

We thank the Parents and Friends Association (P&F) for their financial support of $30,000 to the school. The school was able to purchase new electronic equipment including 6 new Ipads. A donation of $5,000 was used to purchase reading resources. The P&F raised approximately $9,500 throughout the school year.

The following graphs reflect the aggregated income and expenditure for Ss Peter & Paul Catholic Primary School, Kiama 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.
Introduction

Students at Ss Peter & Paul Catholic Primary School Kiama come to our school to learn in a safe and supportive school environment guided by our school motto of “LOVE GOD LOVE OTHERS”. As a school we show how we respect and value others through upholding our School Code of Conduct.

Year 6 students as leaders of our school are given opportunities to be role models and to develop their leadership skills by being responsible for certain areas of the school and community. Teams are based on the following themes; Captains, Sports Captains and Stage Leaders as well as student care, environmental leadership, social justice, welcoming committee, fundraising committee and the liturgy group.

Goal setting is also an important aspect of valuing learning and individual growth at Ss Peter and Paul. At the beginning of each Term every student sets goals that they would like to achieve for the Term. Goals are based on the themes of academic, sport and behaviour. Students are then encouraged to work towards their goals and to evaluate their goals at the end of the Term, celebrating achievements and also setting new goals for the coming Term.

Pastoral Care

Our school culture of supporting and valuing learning in a safe and supportive environment is promoted through school programs, policies, practices and whole school organisation. The Personal Development Health and Physical Education (PDHPE) Scope and Sequence guides this approach, with a Term focus on the BounceBack Program (Interpersonal Relationships), a
program that aims to develop resilience in our students, a Term focus on Safety, Growth and Development and on My Health My Choice, a nutritional and fitness program (Personal Health Choices).

Year groups also have a program in place to support their social and emotional growth. These programs include PALS (K-2), Fair Play (Year 3), Bike Safety (Year 4), Empower (Year 6) and Standing Strong (Year 6). Students are also supported by a whole school buddy system. Counselling is also offered to support students and families at Ss Peter and Paul.

Students are recognised as unique individuals, with different learning needs. Therefore learning is differentiated; in classroom teaching programs and through the use of Individual Education Plans (academic, behavioural, social focuses). Support for the individual is provided through the use school support officers support within the classroom setting and enrichment programs run within school classes and Stage groups and by the Southern Illawarra Catholic Schools Network.

In 2010 a Peer Relations Survey was administered to the whole school community. From these results a Report was generated, guiding the focus for Peer Relations and related policies at Ss Peter and Paul. This focus now includes the policy review of the Anti-bullying policy, Behaviour Management flowchart and School Code of Conduct.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents *Maintaining Right Relationships* and *Safe Work Environment* are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for our school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2010.

In compliance with the *NSW Reform Act 1990*, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

**Learning and Teaching**

**Introduction**

The range of learning and teaching experiences offered at Ss Peter & Paul aim to empower children for the challenges of life’s journey. This is undertaken as whole class, group and individual tuition along with a range of modelled, guided and independent experiences offered within and from outside the school community.
Centre for Excellence

Ss Peter & Paul School participates within a precinct of four Southern Illawarra Catholic Primary schools to form a Centre for Excellence. This provides opportunities to share professional learning opportunities for staff and to develop collaboration by building wider learning communities. This initiative will ultimately improve the school’s capacity to meet the diverse needs of students and improve student outcomes.

Specific initiatives include:

- a focus on improving the staff’s understanding and pedagogy of teaching spelling through a staff development day and subsequent staff meetings facilitated by Wollongong University staff and staff from the Catholic Education Office Wollongong;
- three school literacy leaders attended further meetings related to our school and individual student spelling assessment data;
- development of individual education plans for students who are experiencing significant difficulties with spelling; and
- a mentor program between the school and three University of Wollongong Bachelor of Education students which included the professional experience being held at our school.

Curriculum & Pedagogy

The Board of Studies syllabus documents in English, Mathematics, Human Society and Its Environment, Science and Technology, Creative Arts, Personal Development, Health and Physical Education (PDHPE) along with the Diocese of Wollongong Religious Education Curriculum, are the basis for developing the school’s curriculum. These are implemented across the four Stages of learning by classroom teachers and supported by a specialist teacher who works with students in Physical Education.

In 2011, new documents were published by the Wollongong Catholic Education Office including The Diocesan Literacy and Numeracy Strategy: Success for all, Guidelines for Quality English Practice & Guidelines for Quality Primary Mathematics Practice. The school has been implementing these and making connections with the Diocesan Learning and Teaching Framework.

Throughout 2011, we have continued to follow the school’s assessment and reporting plan that includes ‘assessment for’ learning and ‘assessment of’ learning. Through the Centre For Excellence initiative, we have added some further assessment tools to identify student needs related to spelling. The school continues to track individual student progress in literacy and numeracy on its K-6 database.

Year 6 children were involved in an online ecological investigation entitled ‘Murder Under the Microscope’ which integrated Science and Technology. This involved gathering clues and evidence about various environments, endangered species and dangers to the ecosystem. One team correctly solved the investigation and were within the 20 fastest, correct responses. Two Year 6 students also took part in a Cyber Safety Forum.
Teachers use Information Communication and Learning Technology (ICLT) as tools to access, organise and present information. The myclasses facility is utilised to provide a variety of learning experiences, homework, inquiry based learning and internet sites for research. The school has installed four more portable SMARTBoards throughout the school; these are used by both staff and students to enhance learning. The school also purchased seven digital cameras, eight desktop computers, six iPads and two television monitors as part of the technology plan in 2011. Staff had in-school professional development on the use of interactive whiteboards in the classroom and two staff attended extended courses about the integration of effective technology within the classroom.

**Cross Curriculum**

Literacy continues to be a high priority in the school. Throughout 2011 there has been a focus on reading comprehension, spelling and oral language.

The school took part in a learning community project with a focus on reading and the comprehension strategies needed by readers to gain a deep understanding across a variety of modes of texts. Four staff members participated in this four day course and they then shared some key aspects with the rest of the staff. A number of resources where purchased to support the development of these comprehension strategies.

Professional development and specialist assistance was provided to all staff through the employment of a Speech Therapist, throughout Terms 2 and 3. She led staff in how to identify and support students with communication disorders, particularly expressive and receptive language disorders. The speech therapists then worked with the Year 2 and 3 teachers to model and develop specific programs to assist in the development of language within the classroom.

Literacy and numeracy was also resourced with School Support Officer allocation to allow for guided and individual learning experiences to the range of students within all classes.

Reading Recovery started again this year to support the children experiencing difficulty in improving their literacy skills. One teacher began their training year and seven Year 1 students completed the program this year and one student was referred off the program.

During National Literacy and Numeracy Week, the school participated in ‘National Reading Time’, a specific time where the whole school read book to celebrate reading, as well as ‘Reach for the Stars’, which was a school based numeracy activity that involved children gathering data from a physical activity, recording (tables and graphs) and interpreting data. They were then able to continue the investigation by comparing their data with the national data gathered. Year 4 and Year 6 students also took part in creating a digital literature review on a text of their choice. One Year 6 student was rewarded for the standard of their entry with an author visit to the school.

The school celebrated National Aborigines and Islanders Day Observance Committee (NAIDOC) Week through a series of activities and gatherings. Two students received Prime Ministers NAIDOC medals and a prize for their poem and colouring in entries. Representatives of the school also attended a Reconciliation Week gathering in the local community.
Students from Year 4 and Year 5 have continued to learn about the Japanese culture and language.

**Meeting the needs of all students**

Literacy and Numeracy enrichment programs were offered to students in Years One to Six throughout the year. Over a semester students participated in a literature focus or mathematical investigations based on the number strand. A staff member in consultation with classroom teachers developed these programs. In response to student performance data gathered in Literacy, a writing program focusing on structure, language features and development of content, was facilitated by a staff member for small groups in Years Two, Three and Five throughout the year.

Oral Language opportunities were provided to students in Years 2-3 to support their reading and writing. These lessons focussed on developing students expressive and receptive skills.

Teachers implement a variety of learning frameworks such as Bloom’s Taxonomy, Multiple Intelligences, Thinker’s Hat and Keys to provide students choice in their learning and to allow for the diverse range of learning needs in the classroom. Learning experiences also occur in guided (small) groups and individually to cater for student’s needs.

The Review Committee met regularly throughout the year to discuss strategies to respond to student’s learning needs and utilise outside agencies.

**Expanding Learning Opportunities**

Opportunities were provided in academic, cultural and sporting domains throughout 2011. The students demonstrated their creative and performance skills in the school’s production of ‘Vaudeville’. A school Concert Band commenced this year for students in Years 3 to 6. Competitions offered included the International Competitions and Assessments for Schools English, Writing, Spelling, Science and Mathematics. Stage Three students were provided with the opportunity to participate in the Australian Mathematics Trust Challenge. Students have participated in swimming, cross country and athletic carnivals at school, regional and State levels. Children have participated in gala days for basketball, netball, soccer and teams attended the NSW Catholic Primary Schools Basketball Championships in Albury during October. Several teams participated in Rugby League competitions throughout the year. Students participated in the NAIDOC Week activities with two students receiving Prime Minister Medallions for their work. Stage 3 students participated in the Christmas Story Art competition with six artworks being shown at the Wollongong City Art Gallery. Other experiences included a leadership camp for Year 6 students, Diocesan Public Speaking Competition for Stage 3 children and an enrichment day in developing understanding of multi-modal texts was offered for a small number of Stage 2 children with other students from the Southern Illawarra Catholic Schools cluster. The school hosted Life Education in Term 4, where children explored a variety of health issues.
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.

For 2011, in relation to the State mean, Year 3 were noticeably higher for Writing, slightly higher in Reading, Grammar and Punctuation and slightly lower in Spelling and Numeracy.

Year 5 was noticeably higher in Reading and Writing, slightly higher in Numeracy, Grammar and Punctuation and slightly lower in Spelling. The trend data shows there is a continued need to address Spelling across the school, which is being supported with professional development for staff within the Centre for Excellence program.

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></th>
<th>YEAR 3</th>
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<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>10%</td>
<td>35%</td>
<td>56%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>39%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0%</td>
<td>23%</td>
<td>77%</td>
</tr>
<tr>
<td>National</td>
<td>8%</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>5%</td>
<td>56%</td>
<td>40%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>42%</td>
<td>41%</td>
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<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>12%</td>
<td>42%</td>
<td>47%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>36%</td>
<td>48%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>14%</td>
<td>40%</td>
<td>46%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>51%</td>
<td>33%</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.
Parent, Student and Staff Satisfaction

Parents

Parents were surveyed as part of the school’s review and improvement process.

Key strengths included the care and concern for every child, supported by the Pastoral Care program, including the student buddy structure and personal development programs, the expertise and effort of staff a strong sense of community, a holistic view of education, providing a range of programs and experiences to meet the diverse needs of learners across the academic, social, spiritual, sporting and cultural domains and the physical learning environment. Areas to address included the recognition and response to gifted students, consistency and clarity in communication through notes, Newsletters and the School’s website, the provision of a consistent and structured approach to homework across the school and the completion of the school grounds.

Students

Students communicated a strong connection with the school. They highlighted the happy environment where friends could meet and parents were involved in a variety of ways. They commented that teachers were approachable and provide a learning environment where they were engaged, learnt through a range of varied experiences and approaches and were able to be involved in providing evaluation of their learning to the teachers. They made reference to the learning space and how this is flexible and accessible and also the great views due to the school’s location.

Staff reflected positively about the learning environment’s flexibility to provide many experiences for children. This included consistent approaches to spelling, reading and mathematics through professional development and shared teaching experiences, enrichment opportunities provided across the school and the opportunity to work with colleagues in various professional learning teams to enable the implementation of the school’s Annual Development Plan. Future directions focused on continuing the professional development of staff to further refine practice, how to consistently engage children by offering a varied and differentiated curriculum and continued involvement in jointly formulating school priorities and policies.

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 Broader Church
- Key Area 2: Students and their Learning
  2.4 Integration of ICT
- Key Area 3: Pedagogy
  3.4 Planning, Programming and Evaluation
  3.7 Professional Learning
- Key Area 4: Human Resources Leadership and Management
  4.4 Succession Planning

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

- Key Area 1: Catholic Life and Religious Education
  1.1 Vision and Mission
- Key Area 3: Pedagogy
  3.1 Curriculum Provision
- Key Area 4: Human Resources Leadership and Management
  4.1 Recruitment and Retention of Staff
  4.3 An Ethical Workplace and Culture
- Key Area 5: Resources, Finance and Facilities
  5.2 Use of Resources and Space
- Key Area 6: Parents, Partnership, Consultation and Communication
  6.3 Linkages with Wider Community
- Key Area 7: Strategic Leadership and Management
  7.2 Innovation Development and Change