St Mary’s Star of the Sea Catholic Primary School
Milton

Annual School Report
2011
About This Report

St Mary’s Star of the Sea Catholic Primary School, Milton 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 Mary’s Star of the Sea Catholic Primary School
PO Box 178
Milton  NSW  2538

Ph: (02) 4455 2328
Fax: (02) 4454 0425
Email: info@sosmdow.catholic.edu.au
Website: www.sosmdow.catholic.edu.au

Administrator Fr Davidanthony Davies Adm

Principal: Mr Ken Bryant (Relieving Principal)
Date: 3 December 2011
Vision Statement
Help one another as we grow in the love of God.

Our mission is to provide an environment where children, staff and parents are educated in an atmosphere of Catholic traditions while living out Christian Values.

Message from Key School Bodies

Principal’s Message
This year was a truly significant one in the life of St Mary’s School. It was a year in which our community saw the retirement of four of its longest serving and much respected staff members. With a combined length of service to St Mary’s that bordered on 100 years, these four remarkable educators have left a legacy of commitment and excellence that all who follows will strive to match. Accompanying these departures was the announcement of the appointment of incoming Principal Mrs. Nicole Van Ingen and five new staff for the 2012 school year.

At the heart of the school’s work this year has been the provision of a Religious Education Program that offers prayer, liturgical experiences and learning that support families in the formation in faith of the children entrusted to our care. The school has been able to actively support the Parish Sacramental Programs and has been extremely grateful for the collaboration and support of our Pastor, Fr Davidanthony Davies.

This year saw the commencement of a comprehensive professional learning opportunity for staff of the school; one that will lead to significant improvements in student outcomes in the years to come. This “Focus on Reading’ Program forms part of the school’s four year commitment to the Federal Government’s National Partnerships Program initiative and it is anticipated that the benefits will be far reaching and memorable for all students.

Accompanying this Program has been the physical transformation of the school's facilities. The 2011 refurbishment of the K-2 classrooms and the official opening of the School Hall along with the 2010 refurbishments of the Administration block, Amenities block and Primary classrooms ensure the school now has learning environments of the highest standards to meet the ever changing needs of our students.

St Mary’s School is recognised as one that provides outstanding learning opportunities in a Christ centred atmosphere of care and compassion. The school is on the threshold of a new era in its journey and its ongoing success is assured.

Parent Involvement
The Parents and Friend Association (P&F) at St Mary’s, Star of the Sea Milton is run by a small number of enthusiastic parents who attend meetings once a month to share ideas, opinions and to coordinate social functions and fundraising events. This is also a great way to meet
other families within our school. Our group is well supported in the wider community by other parents who support and assist with activities organised throughout the year.

We are involved in a variety of fundraising events throughout the year such as: BBQs, Mother’s Day Stall, Father’s Day Stall, Canteen, Raffles and End of Year Celebrations.

This year we were lucky to have been part of the National Partnerships ‘Focus on Reading’ Program which is the beginning of a new teaching era. The parent and carers are in full support of this initiative and it has already proved a winner.

The P&F continues to promote the school and provide financial support with particular emphasis this year on the new refurbishments to the uniform shop. We have also purchased a significant supply of new book readers for the infant’s classes this year.

I would like to thank the staff, Principal, Parish community and all the parents and friends of St Mary’s School Milton for their continued support through the year.

Parents and Friends Association, President

Student Leadership

Year 6 students show responsibility and leadership in both the school community and the local area. We organise and run many events including each fortnight’s school assemblies. Every Monday morning we acknowledge our beautiful country and honour the aboriginal people as the traditional custodians of our land. As school captains, we participate in special leadership days.

Year 6 students are a key part of our special sports days. Regardless of our specific positions we encourage all students to try their best at all times and to have fun. Year 6 leaders have to be fair and this is a crucial part of being a school leader.

Leaders have to respect all peers and adults. We have to be wonderful role models for the school. Leaders wear their uniform with pride and have to help other students. St Mary’s school leaders follow our school motto ‘Help one another’. By following this, the school will have a happy and successful future.

School Leaders

School Profile

School Context

St Mary’s Star of the Sea Catholic Primary School is a Catholic Systemic co-educational school located on the northern edge of Milton Township. The school carries a single stream and caters for students in years K-6 with an August census enrolment of 151. The drawing area is extensive with students attending from as far afield as Worrigee to the north and Kioloa to the south. St Mary’s School is an integral part of the wider Parish community and supports the life of the Parish wherever possible. Recently completed refurbishments that complement
the extensive renovations of the previous year have ensured a first class learning environment for all students.

**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>84</td>
<td>67</td>
<td>151</td>
<td>6</td>
<td>18</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.sosmdow.catholic.edu.au](http://www.sosmdow.catholic.edu.au) and the CEO website: [www.dow.catholic.edu.au](http://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>92.1%</td>
<td>90.6%</td>
<td>93.0%</td>
<td>89.8%</td>
<td>86.0%</td>
<td>94.0%</td>
</tr>
</tbody>
</table>

**Management of Student Non Attendance**

In accordance with the school attendance policy and CEO guidelines, student attendance is monitored and recorded daily. Two weeks duration is given for non-attendance to be finalised. Any student absent from school for more than three days requires a telephone call to the office by the parent. All absences require a written note upon the child’s return to school. Parents are contacted if absences remain unexplained.

**Staffing Profile**

There are a total of 12 teachers and 6 support staff at St Mary's Star of the Sea Catholic Primary School. This number includes 9 full-time and 3 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 85.59%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2010 to 2011 was 92%. During the course of the year four longstanding teachers of the school submitted notices of relinquishment of their positions. This significant change in school personnel will be reflected in next year’s teacher retention rate.

Professional Learning

During 2011, St Mary’s personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Mary’s whole school development days involved all staff. These days focused on:
   - School Review and Improvement Processes and the School Compliance and Registration Requirements;
   - The Australian Curriculum (This professional learning opportunity involved all teachers from within the Diocese and explored implications for the implementation of the new Australian Curriculum);
   - Josephite Spirituality incorporating an exploration of the life and teaching of St Mary of the Cross MacKillop; and
   - Non-Violent Crisis Intervention Training – (NVCIT).

B. Other professional learning activities provided at school level including CEO run courses:
   - Focus on Reading. This comprehensive Professional Learning Program required 4 full day input sessions as well as a number of in class collegial support sessions and an inter – school visit. All teaching staff (12 teachers) participated in this program;
   - School Wide Positive Behaviour for Learning – (SPB4L). This staff professional learning activity led to the revision of the school’s behaviour management processes; and
CPR Training for all staff.
The average expenditure by the school on professional learning per staff member was $325.61

In addition professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $2278.

Catholic Life & Religious Education

St Mary’s Star of the Sea Catholic Primary School has continued to develop as an integral part of the Milton, Ulladulla and Sussex Inlet Parish, under the pastoral leadership of Father Davidanthony Davies. The school continues to support families in the faith development of the children entrusted to its care. Central to this work is a promotion of Parish life including the weekly and seasonal liturgies of the Parish. The school supports a significant number of Parish initiatives throughout the year including the three Shoalhaven Catholic Schools combined Mass and dinner, which was held at St Mary’s Milton. Students from St Mary’s had the opportunity to celebrate the Sacraments of Penance, Eucharist and Confirmation.

Students have opportunities for liturgical celebration to complement the Religious Education syllabus taught in all classrooms. During the opening school liturgy we asked for God’s blessing on the school community and presented leadership badges. St Mary’s Star of the Sea plays a key role in the Parish Liturgical celebrations. The Ash Wednesday liturgy and the Easter Passion play are celebrated as a whole school. Students of St Mary’s participate in the re-enactment of the Stations of the Cross, a community event held at St Mary’s Milton on Good Friday. In Term 2, Year 6 students joined with students from other local Catholic schools for a Gathering and Prayer with Bishop Peter Ingham. St Mary’s Feast Day, the Feast of the Annunciation, was celebrated with a liturgy. In Term 4 a Graduation Mass was held for the outgoing Year 6 students. Each Term Fr Davidanthony has celebrated Mass with each class. In Term 4 students from Year 2 to Year 6 were provided the opportunity to receive the Sacrament of Penance. Other significant events celebrated include: ANZAC Day, St Mary of the Cross MacKillop Feast day and Remembrance Day.

The school has a rich prayer life. Each day starts with the whole school joining together to say our school prayer. On Wednesday morning the staff joins together for prayer and our staff spirituality day was led by the authors of “The Little Brown Book” which looked at Mary Mackillop’s spirituality in our everyday lives. Four staff members attended one of the following spirituality courses offered through the Catholic Education Office: Berekah, Journey and the spirituality days for beginning teachers.

The school has a strong culture of social justice. All classes have Mission boxes and St Vincent de Paul boxes. The students’ generosity is evident when these are collected. Students learned about the work of Caritas and raised money for Project Compassion. Each class presented St Vincent de Paul with a Christmas hamper and a collection was taken.
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 17 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2011 and 20 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 displayed a high level of performance in their knowledge of religious tradition. This high level of performance was particularly evident in their knowledge of:

- the correct sequence of the ‘Our Father’;
- the correct sequence of the events of ‘The Annunciation’; and
- the prayer ‘Act of Contrition’ in the Sacrament of Penance.

The students’ responses showed a need for them to develop their knowledge of the religious tradition in some areas, especially in their ability to:

- state that we are all made in the image of God;
- understand the process of Canonisation; and
- outline the correct sequence of ‘Pentecost’.

For Part A, 5.90% of students were placed in the developing level, 82.40% in the achieving level and 11.80% were in the extending level.

For Part B, 0% of students were placed in the developing level, 68.40% in the achieving level and 31.60% were in the extending level.

Combining Parts A and B, 6.30% of students were placed in the developing level, 62.50% in the achieving level and 31.30% were in the extending level for Religious Literacy.

Financial Summary

The following graphs reflect the aggregated income and expenditure for St Mary’s Star of the Sea, Milton 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.
Pastoral Care

Catholic Schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles guides and procedures set out in the policy documents **Maintaining Right Relationships** and **Safe Work Environment** are the framework for the 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 website: www.dow.catholic.edu.au

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

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

At St Mary’s we aim to nurture our students and thereby develop the whole child. The Pastoral Care Policy at St. Mary’s school is based on the dignity of the person and provides witness to Gospel Values as a means of living out daily life. St. Mary’s school uses School Wide Positive Behaviours for Learning (SPB4L) to increase appropriate student behaviour and build a continuum of support for all students.

A Student Pastoral Care Committee provides extra support to develop skills, knowledge and attitudes necessary to maintain a safe school environment. It is characterised by fairness, mutual trust, respect and reconciliation.
During Term 4 the incoming Kindergarten students undertake a transition to school process. This comprises three play sessions and an Orientation Day. A Buddies Program was fostered between Year 5 and Kindergarten students and Year 6 and Year 1 students.

The CatholicCare Counsellor visits the school once a fortnight and plays a vital role in the pastoral care and well being of students, parents and staff.

Learning and Teaching

St Mary’s School is continually exploring the variety of learning possibilities available to its students and is committed to the ongoing development and support of its staff. Learning is viewed as a life long process and is rightly seen as the core business of the school.

National Partnerships

St Mary’s participates in the National Partnership Agreement. This provides the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. As a participating school we are strengthening successful practices and developing innovative responses to meet the needs of all students especially those most in need of additional support. Our partnership will build teaching skills and focus on literacy and numeracy outcomes for all students.

The National Partnership will achieve this through better use of data, strengthening school leadership and partnership arrangements between school and parents, local communities and the higher education sector.

St Mary’s has implemented the following initiatives under the National Partnership Agreement:

- Focus On Reading; and
- School Wide Positive Behaviours For Learning.

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 along with the Diocese of Wollongong Religious Education Curriculum, are the basis for the school’s curriculum. The Diocese of Wollongong Religious Education curriculum is given priority and is implemented in all Stages. The key learning areas are implemented across the four Stages of learning by classroom teachers and supported by School Support Officers.

Assessment and Reporting reflects Australian Government requirements whereby parents are provided with two written reports annually. Each report provided information about student progress relative to the specific standards labelled A to E, from Year 1 to 6. Kindergarten
reports on all Key Learning Areas to the specific standards labelled as Limited, Sound and Extensive.

The assessment that informs this reporting process is both of learning and for learning, and is based on syllabus outcomes. A wide range of assessments are held including the National Assessment Program Literacy and Numeracy (NAPLAN) Tests for Year 3 and 5, Early Literacy Assessments in Kindergarten and Schedule for Early Number Assessment (SENA) for students in Kindergarten to Year 4 and the Year 4 Religious Literacy Assessment, a project established between the Catholic Education Office, Wollongong and the Australian Catholic University.

An important aspect of our Catholic identity is that we provide tuition for the students who are ready to prepare for the Sacramental Programs. Sacramental Preparation involved the Sacraments of Penance, First Eucharist and Confirmation.

**Cross Curriculum**

The syllabus encourages schools to recognise community values to promote close working relationship with parents and to foster community engagement and participation in school life. It takes into account:

- gender equity issues;
- Aboriginal education and Aboriginal perspectives;
- English as a second language;
- multicultural perspectives;
- the education of students with special gifts and talents;
- socially and physically isolated students;
- special education;
- early childhood experiences; and
- environmental perspectives.

St Mary’s school recognised NAIDOC in 2011 with a whole school assembly. We invited the local Aboriginal Elders to offer the ‘Welcome to Country’ and for classroom visits at numerous whole school events.

The school community works together to aesthetically improve the environmental outlook by involving Landcare and Bunnings to assist with the removal of weeds and the planting of trees.

**Meeting the needs of all students**

The responsibility of meeting the diverse needs of students belongs to all staff and is supported by the School’s Review Committee. The role of the Committee is to meet with the class teacher each Term and develop strategies and individual programs that support the
ongoing learning of both the staff and students. Individual Plans are developed by using the Diocesan Planning tool for students who receive additional funding to support their learning.

As part of the National Partnership ‘Focus On Reading’ Program, individual student assessments were used to compile Baseline Data. Kindergarten assessments include a running record, Duncan Word Test, Writing and Reading Assessment Profile (WRAP). Years 1 and 2 assessments include a running record, Duncan Word Test, WRAP, BURT word test and PROBE reading comprehension assessment. Year 3 to 6 assessments include a running record, BURT Word test and PROBE reading comprehension assessment.

Regular meetings were held with parents to inform and discuss progress. Individual Programs (IP’s) were developed for those students who do not attract funding but are in need of more specific support. The class teachers, in conjunction with the school support officers, provide one to one learning support and small group assistance as needed.

The Reading Recovery Program, for Year 1 students, continues to support students with an intensive one to one daily reading program. The learning progress of ex Reading Recovery students is closely monitored up until Year 4. There is also Long Term Monitoring for our Indigenous Students from Kindergarten to Year 6.

The school Library provides the staff and students with educational resources to support individual interests and needs. The Teacher Librarian plans collaboratively with teachers to ensure a rich learning environment. Most students completed the Premier’s Reading Challenge this year and the volume of books being borrowed from the library increased.

Indonesian continues to be taught at St. Mary’s to all students from Kindergarten to Year 6. Lessons focus on language and on cultural studies of our nearest neighbour in a positive and meaningful way.

Expanding Learning Opportunities

Throughout the year the students have been given the opportunity to attend excursions as a Stage and experience cultural incursions to the school. These events were planned as extended learning opportunities to support an area of study within the classroom. Stage 3 had an overnight excursion to Berry Sport and Recreational Camp as well as an excursion to Mogo Zoo. Stage 2 experienced an excursion to a local rainforest and undertook the Milton history walk. They also visited the Booderee National Park which linked to the cross curriculum of Aboriginal Perspectives and experienced a live performance at Ulladulla Primary School. As part of the unit ‘Workers in the Community’, Stage 1 visited the township of Milton to see first hand the Butcher, the Baker, the Postman and the local supermarket. Early Stage 1 participated in the Grand Parade in the Milton Show and visited the township of Milton.

During the year students participate in a number of local community events including:

- ANZAC Day Memorial Service at Milton;
- Good Friday reenactment of the Stations Of the Cross;
- Christmas Carols on Village on the Green, Milton;
- Milton Show;
St Mary’s, Milton Annual School Report 2011

- Scarecrow Festival;
- Bush Poetry Competition;
- Performing at Sarah Claydon Retirement Village; and
- Artsfest Competition.

Students from the school also participated in number of formal and informal competitions. These competitions included the NSW University competitions in English, Writing and Spelling, Mathematics, Science and Computer Studies. Students received Distinction, Credit and Participation Awards. The local and wider community competitions included: the Australian Bush Poetry Society Writing and Recitation competition, the Milton Scarecrow competition, an Australia wide music competition: ‘Count Me In’ and the Diocese of Wollongong ‘Christmas Story’ Art Competition.

St Mary’s offers a wide range of sporting choices. Students have participated in Swimming, Cross Country and Athletics Carnivals at school, Regional and Diocesan levels. Students participated in the Diocesan Soccer Gala Day. In Term 4 students in Kindergarten to Year 6 participated in a 2 week Intensive Swimming Program.

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.

Students in Year 3 who participated in NAPLAN showed higher results in the Reading aspect and are above the State average in this area. This has been the trend for Year 3 students over the last three years. In Numeracy Year 3 achieved higher than the State results with 80% of the students performing at, or above the minimum standards set.

Students in Year 5 performed higher than the State average in Reading overall, a result that appears to have been boosted by the National Partnership ‘Focus on Reading.’ Results in Spelling and Grammar and Punctuation were significantly lower than the State average. In response to these figures, the staff is committed to making these areas a priority for 2012.
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>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>19%</td>
<td>36%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>39%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>5%</td>
<td>45%</td>
</tr>
<tr>
<td>National</td>
<td>8%</td>
<td>44%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>5%</td>
<td>45%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>42%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>10%</td>
<td>41%</td>
</tr>
<tr>
<td>National</td>
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<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>22%</td>
<td>48%</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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
<table>
<thead>
<tr>
<th></th>
<th>NAPLAN 2011: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>95%</td>
<td></td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>95%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>92%</td>
<td></td>
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<tr>
<td><strong>Spelling</strong></td>
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<td></td>
<td></td>
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<tr>
<td>School</td>
<td>100%</td>
<td></td>
<td>88%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>91%</td>
<td></td>
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<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
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<td>School</td>
<td>95%</td>
<td>94%</td>
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<td>93%</td>
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<td><strong>Numeracy</strong></td>
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<td>School</td>
<td>100%</td>
<td></td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>94%</td>
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**Parent, Student and Staff Satisfaction**

Surveys of parents, staff and Stage 3 students were conducted during Term Four to provide insight and gain feedback regarding the school and its performance. Approximately 14% of the parents/families who were offered the chance to respond did so. These parent surveys indicated a common agreement that the school helps develop knowledge and understanding of Catholic traditions and that teachers are genuinely interested in the welfare of the students. A small but significant percentage of these responses indicated that their child was not challenged to maximise his/her learning outcomes and that the school needed to provide a greater range of extra-curricular experiences. The responses from the community to the National Partnerships ‘Focus on Reading” Program was generally positive.

All Stage 3 students were surveyed and their responses indicated an overwhelming sense of pride in and identity with the school. A clear understanding of rights and responsibilities was articulated with a small minority of respondents (7%) indicating that he/she did not feel safe at school. These concerns will be further investigated.

70% of the staff responded to the primary school staff survey. There was an overwhelming agreement among the surveyed staff that the school provides a safe and supportive environment for its children and that the school helps develop understandings about our Catholic tradition. There was strong agreement among a majority of staff that the ‘Focus on Reading’ course had improved teacher pedagogy and student learning outcomes. 30% of staff surveyed believes that the school could do more to challenge students to maximize their learning potential. The correlation of this response with the parent survey data necessitates that maximizing student outcomes forms part of the planning agenda for the school in the forthcoming year.
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 3: Pedagogy**
  - 3.2 Provision for the diverse needs of learners
  - 3.3 Teaching practices
- **Key Area 4: Human Resources, Leadership and Management**
  - 4.2 Professional Development of staff
- **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**
  - 2.3 Reporting Student Achievement
- **Key Area 3: Pedagogy**
  - 3.6 School Climate, Learning and Relationships
  - 3.7 Professional Learning
- **Key Area 4: Human Resources, Leadership and Management**
  - 4.5 Overall Compliance and Legislation with Other Requirements
- **Key Area 6: Parents, Partnership, Consultation and Communication**
  - 6.1 Parent Involvement