About This Report

Stella Maris Catholic Primary School, Shellharbour 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:

Stella Maris Catholic Primary School
PO Box 4126,
Shellharbour NSW 2529
Ph: (02) 4296 4606
Fax: (02) 4295 1885
Email: info@smsdow.catholic.edu.au
Website: www.smsdow.catholic.edu.au

Parish Priest: Fr Bryan Jones
Principal: Mr Paul Brady
Date: 14 December 2011
Vision Statement

Our school vision statement is Reverence the Story of All People.

Message from Key School Bodies

Principal’s Message

Through the implementation of our school plan we at Stella Maris Catholic Primary School continue to strive to offer all our students a quality Catholic education. As well as successfully learning about the secular subjects, we have good evidence that our students also received a quality education in the Faith.

We are grateful for the support of our Parish Priest, Fr Bryan Jones, and the general support of the parishioners of All Saints Parish. This year our Year 3 students received the Sacraments of Penance in June and First Communion in November. Our Year 6 students were confirmed by Bishop Peter Ingham in September. Regular Masses and Liturgies were also held throughout the year.

Students at Stella Maris Catholic Primary School have had the opportunity to experience many extra and co-curricula activities including a large number of sporting activities, a variety of competitions and specially organised enrichment days at other local Catholic schools.

This year we held the official opening of our new Administration Building, our new classrooms and the new Covered Outdoor Learning Area. These facilities were provided by a Federal Government Building the Education Revolution (BER) Grant.

Finally, we are most grateful to the parents of our school who have provided wonderful support to the staff and students. We especially thank our hard working Parents and Friends’ Association and the many parents have assisted in classrooms, on special days, with fundraising activities and with the general maintenance and upkeep of the school.

Parent Involvement

Stella Maris Catholic School values and deeply appreciates parent involvement in the school community. Once again this year, parents have been involved in a number of aspects of the school community including sporting events, excursions, canteen, school discos, social events and classroom activities. This support is very welcome and deeply appreciated.

As a result of the hard work of all of our parents, the Parents’ and Friends’ Association (P & F) was able to donate $3 000 towards books, purchase 5 new iPads and donate $8 000 towards computers. The P&F has also continued their commitment to put aside funds to contribute to the purchase of new equipment for the playground in four years.

The P&F Executive, acting on behalf of the parent body, look forward to continuing to foster a strong community spirit and maintaining the harmonious partnership between families and staff. The P&F would like to thank the staff for their dedication throughout the year which made all of this possible.

Parents’ and Friends’ Association Secretary
**Student Leadership**

This year my experience as School Captain has been a fun and educational one. I have done a lot of activities that have made me become a better leader and a better person. These have taught me about how responsible I should be and how I should lead and act as a person.

I went to a Cyber-Bullying education meeting and we did lots of fun activities with some high school students. I also met our local Federal Member of Parliament. We had a meeting about leadership with her and I learned how to be a better leader and how to lead a team. Being a School Captain I have had to prepare welcoming speeches and greet visitors. One of the main activities as school captain was doing the Friday school assembly and this is one of the most difficult activities that I have done. School captain is a big responsibility at our school because I have to show by example of what to do and lead the school in the right way. Overall as school captain I have had a really good experience. I have learnt a lot this year and it has made me become a better person. As school captain I have become a better leader for the school and I hope that this will help me in life and make me become a better leader when I am a lot older. I have enjoyed my time as school captain.

*Student School Leader*

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**School Profile**

**School Context**

Stella Maris Catholic Primary School began classes in May, 1958. For fifty years the school was staffed and lead by the Sisters of Charity and a number of lay staff. In 2009, the last Sister of Charity, Sr Colleen Mills resigned from the Principalship.

Our school is a Catholic Systemic co-educational primary school located in Shellharbour Village. It caters for students from Years K-6 and has a current enrolment of 304. The school's motto is Faith, Hope and Love. Our school's vision Statement is *Reverence the Story of All People*. Sixteen core values underpin the teaching and ethos of our school. All children are encouraged and supported in striving to reach their full potential. This occurs in a caring and safe environment where children can enjoy learning, interact with others and develop suitable knowledge, skills, attitudes and values. As well as a quality teaching program, the students at Stella Maris are offered a wide range of extra curricula activities such as an annual school camp for Year 6, sports Gala Days, Public Speaking, Chess Competition and many other activities.

In the spirit of Mary Aikenhead, the founder of the Sisters of Charity, social justice activities continue to be a priority. Regular activities include the support of Catholic Mission, Caritas, St Vincent de Paul and other local charities. Our outreach program supports the work of St Vincent de Paul, the Parish Care group and Warilla RSL Sub Branch.
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>151</td>
<td>153</td>
<td>304</td>
<td>8</td>
<td>9</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.smsdow.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>89.6%</td>
<td>89.6%</td>
<td>91.5%</td>
<td>93.2%</td>
<td>89.1%</td>
<td>90.3%</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

Rolls are marked every morning and data entered in SAS in accordance with the Diocesan Student Attendance and Roll Marking Policy and Procedures. The rolls are signed by both the class teacher and an administration officer. Regular checks are conducted to ensure that unexplained absences are followed up with a request for a written explanation from parent/guardian. When a student is absent for more than three consecutive days contact is made with the parent/guardian to ascertain the reason for the absence. In accordance with the Education Act Section 22A, for any student who has been absent for 30 days in one year, the parent is contacted and interviewed by the principal.

Staffing Profile

There are a total of 19 teachers and 5 support staff at Stella Maris Catholic Primary School. This number includes 14 full-time, 5 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:
### Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have qualifications as a graduate from a higher education institution 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 94.38%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2010 to 2011 was 96%.

### Professional Learning

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

These included:

A. Stella Maris whole school development days involved 25 staff. These days focused on:
   - Spelling;
   - Staff Spirituality; and
   - The Australian Curriculum.

B. Other professional learning activities provided at school level including CEO run courses:
   - School Review & Improvement – all staff involved;
   - Regular staff meetings on Numeracy, Literacy and Information Technology – all staff involved;
   - Literacy Course – attended by one teacher;
   - ALEA (Australian Literacy Educators Association) conference – attended by three teachers;
   - Community Languages (Indonesian) – attended by one teacher;
   - Certificate III and IV courses – attended by three support staff;
   - Catholic Principals’ Conference;
   - Numeracy Course – attended by two teachers;
• Leadership Course – attended by one teacher;
• Information Technology course – attended by two teachers;
• Data gathering and interpreting course – attended by two teachers;
• Spirituality Course – attended by one teacher;
• Student Behaviour Management Course – attended by all staff;
• First Aid Refresher Course – attended by all staff;

The average expenditure by the school on professional learning per staff member was $310.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of $1247.

Catholic Life & Religious Education

Stella Maris Catholic Primary School continues to promote and provide opportunities for the school community to actively participate in the life of the Parish and the wider Church. There are opportunities for celebration of Mass on a weekly basis with parishioners. Children in Sacramental Programs participated in Thanksgiving Masses with Nazareth Catholic Primary School. Years 3 to 6 joined with Nazareth for All Saints’ Parish Mass and Years 5 and 6 celebrated Mass for All Souls Day. There is a strong commitment to live out our vision statement with several outreach programs including: Bass and Flinders Day Care Centre, All Saints Parish Care Group and the local St Vincent de Paul Society activities.

The school prayer was recited daily at the school morning assembly. Reflective prayer continues throughout the school with children experiencing varying forms of formal and informal prayer. With the introduction of the New Missal, parts of the Mass were implemented through daily reflective prayer. We prayed The Rosary in all classes during October. Liturgies were held for special occasions. Other Liturgies this year included ANZAC Day, Catholic Schools’ Week, Transition, Easter, Beginning of School Year, The Opening and Blessing of our New Buildings and an End of Year Thanksgiving Liturgy.

Every class has a Prayer space that portrays the Liturgical seasons. A sacred space displayed in the school foyer depicts special occasions and feast days such as First Communion, Lent and Advent.

The students at Stella Maris are committed to social justice. Every class has their own mission box on their class prayer table. This year our school has been involved in several fundraisers including St. Vincent de Paul Winter Appeal and St Joseph’s Orphanage in India where Stella Maris students raised $3,000 by holding a Spellathon.

The school was involved in Parish celebrations such as the Parish Exposition and the Reconciliation, First Holy Communion and Confirmation Sacramental Programs. This year 42 children received their First Holy Communion and 39 students received the Sacrament of Confirmation. The Staff continued their faith formation through weekly prayer and all staff participated in Spirit Dream – In Burning Hearts Conference at Homebush in May.
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 44 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August and 44 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:

- Knowledge of Mary; and
- Knowledge of the Commandments.

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 how they experience the presence of Jesus in their lives.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 13.1% of students were placed in the developing level, 58% in the achieving level and 28.9% were in the extending level.

For Part B, 15.3% of students were placed in the developing level, 65.4% in the achieving level and 19.1% were in the extending level.

Combining Parts A and B, 16.7% of students were placed in the developing level, 63.5% in the achieving level and 19.8% were in the extending level for Religious Literacy.

Financial Summary

During 2010 we received a grant from the Commonwealth Government through the National Solar Schools Program. Unfortunately because of other major construction work, we were unable to have the solar panels installed until this year. With the solar panels now installed the school is generating its own electricity and feeding excess back into the National Grid.

The Parents’ and Friends’ Association held various fundraising activities and these funds have assisted our students by enabling the purchase of new home readers, other valuable literacy resources, laptop computers and a number of iPads.

As previously mentioned, Stella Maris Catholic School has donated significant funds to the overseas mission effort this year, including to the mission effort in India and funds to assist the flood victims in Queensland. Funds have also been donated to the local St Vincent de Paul chapter.
Unspent balances at the end of the school year will be used to purchase another SmartBoard for the school, to eventually construct a covered walkway and upgrade the school playground equipment.

The following graphs reflect the aggregated income and expenditure for Stella Maris 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**

Effective Pastoral Care is at the core of what we do at Stella Maris School. Each child’s wellbeing is important and creates links to a life lived to the fullest and a quest for life-long learning.

**Pastoral Care**

School staff assisted the Principal with the identification of pastoral, behavioural and emotional needs of children in their care. A CatholicCare Counsellor provided counselling for children and supported the running of the following social skills programs: Embracing the Transition to High School for Year 6 students and the PALS Program for Kindergarten. Kindergarten and Year 6 children also participated in a “Buddies” program throughout the year. The Seasons for Growth Program was run twice this year for children with specific pastoral needs.
Student leadership has been developed with involvement in the Year 6 Young Leaders’ Day and the student leadership team. Children’s achievements in all areas of school life are acknowledged at assemblies and in the classrooms with an award system. Parents were invited and encouraged to attend school award assemblies that have been placed at more convenient times for parents.

A Safe Schools Policy developed in conjunction with the National Safe Schools Framework continues to ensure that all children work and play in a safe and supportive environment with school evacuation and lockdown procedures practised each term.

The implementation of the Diocesan policy *Path to Life: A Framework for Pastoral Care and Well Being* for Systemic Schools in the Wollongong Diocese began in 2011.

Students have been involved in classroom programs about Bullying and Cyber Bullying. Student behaviour management continues to be a focus for staff using the data gathering system (BART). In compliance with the NSW Education Reform Act 1990, Corporal Punishment is banned in all Schools within the Diocese of Wollongong.

The Life Education program was run this year with focus on healthy life styles.

All staff received regular training in Anaphylaxis management and Asthma First Aid treatment.

Parents were advised of the Complaints and Grievance Procedures found on the Catholic Education Office website: [www.ceo.woll.catholic.edu.au](http://www.ceo.woll.catholic.edu.au) .

Parents were also informed that access to all policies and guidelines can be obtained by contacting the school office.

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

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

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

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**Learning and Teaching**

**Introduction**

Stella Maris Primary at Shellharbour is an educational community where students are valued and encouraged to achieve their optimum potential. Stella Maris school vision statement
‘Reverence the Story of all People’ underpins all that we do. Staff members are dedicated and committed to providing each student with quality Catholic education while inspiring them to be life-long learners. All learning and teaching at Stella Maris complies with the NSW Board of Studies requirements.

**Centre for Excellence**

This year Stella Maris School worked 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 a wider learning community. This initiative will ultimately improve the school’s capacity to meet the diverse needs of students and improve student outcomes.

Specific initiatives included:

- the appointment of a Literacy Co-ordinator and an Assistant Literacy Co-ordinator facilitated staff development opportunities;
- we developed a program of staff development to improve the teaching of Spelling;
- the school purchased professional development resources to facilitate staff development;
- regular meetings of school staff were held to develop knowledge and skills in the teaching of Spelling;
- the four schools met regularly throughout the year to co-ordinate our shared activities.

**Curriculum & Pedagogy**

The NSW Board of Studies syllabus documents in English, Mathematics, Human Society and Its Environment (HSIE), Science and Technology, Creative Arts, Personal Development, Health and Physical Education (PDHPE) along with the Diocese of Wollongong Religious Education Curriculum formed the basis for developing the school’s curriculum. Teachers implemented these syllabuses across the four Stages of Learning within the school and classroom teachers were supported by specialist teachers who work with students teaching Indonesian, Physical Education, Music, Reading Recovery and within the library.

Stella Maris in 2011 continued to value the importance of Information, Communication and Learning Technologies (ICLT) as an effective tool for the support of learning and teaching. Classes had access to Interactive SmartBoards in the classroom. Each Stage had access to a pod of laptops equipped with the latest versions of ICLT software. As part of the school’s ICLT Plan and with the generous support of the Parents’ & Friends’ Association, the school purchased SmartBoards, additional iPads and laptop computers. This gave all students better access to learning technology. A priority for the implementation of SmartBoards in all
classrooms was staff development. This involved Staff Meetings with staff mentoring and ongoing interactive SmartBoard training.

During 2011 assessment was an integral component of learning and teaching. It occurred as a natural part of the learning cycle. A variety of assessment tasks were undertaken; written, oral, performance and observation. Assessment information was combined to provide teachers and students with a clear picture of progress. This was communicated to parents of Year 1 to Year 6 students through the formal school report, which included the Federal Government mandated A-E reporting system. A narrative reporting style was used for the Kindergarten report. Formal parent and teacher interviews were held in June. Additional parent and teacher interviews were held throughout the year when necessary.

Students in Year 3 and Year 5 completed the National Assessment Plan for Literacy and Numeracy (NAPLAN) tests. Stella Maris results highlighted pleasing results in many areas. Areas of need that were identified included spelling, writing and specific areas in numeracy. The NAPLAN data was closely analysed by teachers to determine specific student needs, and the outcomes of this analysis became part of the learning and teaching focus in daily class activities. Students in Years 3, 4, 5 and 6 were also given the opportunity to participate in the University of NSW Competitions. Students in Year 4 participated in the Wollongong Diocese Religious Literacy Assessment, achieving excellent results. Students volunteered to participate in the Premier’s Reading Challenge. Our school achieved a one hundred per cent completion rate.

Cross Curriculum

The structures that support learning at Stella Maris School encouraged the integration of curriculum outcomes across a number of Key Learning Areas (KLAs). Literacy and numeracy are seen as vital to success in all Key Learning Areas and so are considered a high priority. This was supported in 2011 by the purchase of additional materials. The Reading Recovery Program catered for Year 1 students needing another chance at learning to read and write effectively.

In assessing students, all teachers used the standardised assessments Schedule for Early Number Assessment (SENA), both SENA 1 and 2 to evaluate student progress in Mathematics, and the South Australian Spelling and Burt Word Tests were also used in student assessments and in the long-term monitoring of students who participated in the Reading Recovery Program.

Individual Plans (IPs) were created after discussion with parents, students, Catholic Education Office Education Officers, and other relevant local agencies. The IPs were designed for students with diagnosed special needs, while other students experiencing difficulty had Individual Learning Plans designed for them by their classroom teachers.

A staff day for handover of student achievement data was held at the end of Term 4. This included SMART Data from NAPLAN tests, reading levels, Mathematics achievement levels, SENA 1 & SENA 2 data, Running Records, current Diocesan IP printouts and any other relevant student information that helped determine student needs.
The Southern Illawarra Catholic Schools (SICs) network provided varied cross-curriculum experiences including a Year 6 Leaders’ Day, Enhancing the Transition to High School, a Chess Day and Literacy Enrichment Days.

All students were given the opportunity to participate in the school choir or band. Other cross-curricular experiences included, NAIDOC Week and Environmental Education activities. These were included in the curriculum areas of Religious Education, Personal Development, Human Society and Its Environment and Science and Technology.

Meeting the needs of all students

At Stella Maris staff members are committed to ensuring that as far as possible all students’ needs are met. In 2011 students with diverse needs were identified early through a variety of assessments and teacher observations. Teachers employed a range of learning and teaching experiences and methodologies, taking into account the individual learning styles of the students in their class in order to meet the needs of students. By differentiating the curriculum teachers supported those students in most need while allowing for more challenging experiences for other students.

Learning was explicitly linked to students needs through each teacher’s Learning and Teaching Program. These Programs were working documents where the teachers engaged in self evaluation that included many aspects of the Diocesan Learning and Teaching Framework.

The Reading Recovery Program continued to support students in Year 1 with an intensive one to one daily reading program.

The Professional Development and Personal Review (PDPR) process was successfully completed by all staff through peer observations and reporting via means of a critical friend. Informal discussions were held with the Principal to develop personal and professional goals for the year. Improved student outcomes were the underlying goal. The PDPR process will be an ongoing strategy for improvement in pedagogy within the school.

At Stella Maris School the responsibility for meeting the needs of students belongs to all teachers. This responsibility is supported by the school’s Review Committee. The role of the Review Committee is to help teachers to develop strategies and individual educational programs that support the ongoing learning of targeted students. Diocesan Individual Plans were developed using the Diocesan planning tool for students who receive additional funding to support their learning. Regular meetings were held with parents to inform and discuss progress towards student goals. As stated previously Individual Plans were also developed for those students who do not attract disability funding but were in need of more specific support. Class teachers, in conjunction with the School Support Officers (SSO), provided one to one and small group assistance as needed. Areas of learning identified for students within the Individual Plan were Curriculum Skills, Social Skills, Personal Care, Safety and Mobility. As mentioned above, the development of Individual Plans were supported by parents, Catholic Education Office personnel, the school Review Committee Manager and the School Principal.
Three students received daily support by participating in the Multi Lit Program. This Program provided one to one drill and practice for students in Year 5 who required extra assistance to bring them up to the level of their peers in reading, writing and spelling. A teacher and an SSO completed training in 2011 allowing them to facilitate the program.

Expanding Learning Opportunities

Stella Maris Year 5 and 6 students participated in a school Public Speaking Competition on 19 September. The winning students then represented our school at the Regional Public Speaking Competition on 21 October. Other classes participated in public speaking activities during the Talking and Listening components of the English syllabus. This provided a wonderful opportunity for the students to display their talent in this area.

Students in Year 5 and Year 6 also participated in the Diocese of Sydney Christmas Visual Arts Competition. Three students from each Grade were congratulated when their artwork was presented at the Wollongong Catholic Education Office for the next level of judging and exhibition.

In the area of Physical Education, students also participated in the school’s Athletics, Cross Country and a Swimming Carnivals during the year. Students also participated in Gala Days for Soccer, Basketball, Cricket, Oz Tag and Netball. Some students participated in sport at a Diocesan level.

Excursions that enhance learning were available to students, including trips to Canberra, Mary MacKillop Place, CSIRO, Minnamurra Rainforest and Shellharbour Beach. Students attended a local musical presented by St Joseph’s Regional Catholic High School. Students in Year 6 organised a Pizza and Milk Day.

Students represented the school at NAIDOC Week ceremonies, the annual ANZAC Day Ceremony and Remembrance Day celebrations in Shellharbour. Students across the school entertained elderly community members at the local RSL and at the Parish Social Group. All students learned more about Indigenous Australians at a cultural day which was held in the school grounds.

Student Achievement

The school used a variety of assessment strategies at key points in the learning cycle. These included teacher observations, projects and presentations. The school also participated 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 was communicated on a regular basis and external assessment results were discussed with parents on an individual basis annually.
NAPLAN

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.

This year’s NAPLAN results indicated good overall achievement by students in Year 3. Our Year 5 results indicated good student growth. Data analysis also indicated student weakness in higher order comprehension skills, certain spelling knowledge and specific knowledge and skills in some areas of numeracy. Using this data we have been able to plan to help students improve their knowledge and skills in these areas.

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>School</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
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<tr>
<td>Writing</td>
<td>School</td>
<td>5%</td>
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<tr>
<td></td>
<td>National</td>
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<tr>
<td>Spelling</td>
<td>School</td>
<td>6%</td>
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<tr>
<td></td>
<td>National</td>
<td>15%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
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<tr>
<td></td>
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<td>14%</td>
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<tr>
<td>Numeracy</td>
<td>School</td>
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<tr>
<td></td>
<td>National</td>
<td>14%</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>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>
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<tr>
<td>School</td>
<td>100%</td>
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<td>94%</td>
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<td><strong>Writing</strong></td>
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<td>100%</td>
<td>100%</td>
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<tr>
<td>National</td>
<td>95%</td>
<td>92%</td>
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<tr>
<td><strong>Spelling</strong></td>
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<tr>
<td>School</td>
<td>97%</td>
<td>95%</td>
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<td><strong>Grammar &amp; Punctuation</strong></td>
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<tr>
<td>School</td>
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Parent, Student and Staff Satisfaction

All families in the school received a parent survey. A total of 204 were issued and 61 were returned completed. The majority of the survey responses for all questions fell in the Strongly Agree and Agree categories. This was overwhelmingly the case in relation to our teaching about the Catholic tradition, opportunities for parent involvement, student welfare and the school providing a safe and supportive environment.

169 Student surveys were returned from Years 3-6 and again the vast majority of responses were in the Strongly Agree and Agree categories. These responses indicate students are proud of their school, recognise teachers encourage them to learn to the best of their ability and help them understand their Catholic faith more fully.

12 staff surveys were returned with the majority in the Strongly Agree and Agree categories. This was especially so with respect to Catholic tradition, students understanding of their rights and responsibilities, maximising student learning opportunities, the provision of a safe school environment and providing information to parents about student progress.
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
  1.1 Vision and Mission
  1.2 Religious Education
- Key Area 2: Students and Their Learning
  2.1 Educational Potential
  2.3 Reporting Student Achievement
- Key Area 3: Pedagogy
  3.1 Curriculum Provision
- Key Area 4: Human Resources, Leadership and Management
  4.1 Recruitment and Retention of Staff
- Key Area 5: Resources, Finance and Facilities
  5.3 Environmental Stewardship
- Key Area 6: Parents, Partnership, Consultation and Communication
  6.2 Reporting to the Community

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

- Key Area 1: Catholic Life and Religious Education
  1.4 Parents, Parish 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
  3.2 Provision for the Diverse Needs of Learners
- Key Area 4: Human Resources Leadership and Management
4.3 An Ethical Workplace Culture

- Key Area 5: Resources, Finance and Facilities
  5.1 ICT Resources

- Key Area 7: Strategic Leadership and Management
  7.2 Innovation, Development and Change