St Francis Xavier’s Catholic Primary School
Wollongong

Annual School Report
2011
About This Report

St Francis Xavier’s Catholic Primary School, Wollongong is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2012.

Further information about the school or this Report may be obtained by contacting the school:

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Wollongong East NSW 2500
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Fax: (02) 4226 5316
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Website: www.sfxdow.catholic.edu.au

Parish Priest: Bishop Peter Ingham

Principal: Mrs Fran James

Date: 15 December 2011
Vision Statement

St Francis Xavier’s Catholic Primary School is a holistic and collaborative learning community, which is based on the person of Jesus. The uniqueness of each individual is developed and celebrated, leading to a future filled with hope and opportunity.

Message from Key School Bodies

Principal’s Message

The Annual School Report is an opportunity for the St Francis Xavier’s school community to recognise and celebrate the achievements that occurred during 2011. This year was especially significant because at the end of the 2011 school year, St Francis Xavier’s Catholic Primary School closed as it amalgamated with St John Vianney’s Fairy Meadow to form a new school, Good Samaritan Catholic Primary School Fairy Meadow.

St Francis Xavier’s had a strong focus on being a welcoming Catholic community providing opportunities for individual growth and striving for excellence in learning and teaching. In the school’s last year, that strong tradition continued as we celebrated all that the school achieved over its 173 year history.

Appreciation is extended to the Leadership Team and the staff for the role they played in managing and leading the school during the final year. The very committed Parents and Friends Association (P&F) worked in close partnership with the school giving generously of their time and their contributions were greatly appreciated by both staff and students. Due to the untiring efforts of staff and outstanding work of parents, it was a very memorable, enjoyable and successful year for all.

Parent Involvement

The Parents and Friends Association (P&F) worked in partnership with the school community for the benefit of all students. Involvement included attendance at meetings to support and contribute ideas to the amalgamation process, car parking for fundraising, social events and practical assistance to support the school community. Events for the students included the Mothers’ and Fathers’ Day Stalls, sponsorship of excursions and sporting events and barbecues following the Term Parish School Masses. At the closing school Mass on 2 December, a mosaic window for the Cathedral, donated by the P&F, was blessed and unveiled as a lasting reminder of, and tribute to, the school. Financial support was provided for student and staff celebrations on this day.

Our parents assisted the school in many ways and we were most grateful for their generous support.

Parent and Friends Association
Student Leadership

All Year 6 students were given the chance to develop their leadership skills and show initiative while working as part of a leadership team. We accepted responsibility for Hospitality, Social Justice and Environment, and Sport Leadership Committees. Students also planned and assisted with school activities including School Masses, liturgies, sports days and the annual talent quest. Acting as playground and peer support monitors, we helped with the social development of younger students while learning acceptance of others. Involvement in school assemblies was another key role. The new skills gained helped us to be responsible, resilient and respectful. In the final year for the school, it was a privilege to be the school leaders at St Francis Xavier’s Catholic Primary School learning many valuable and important lessons for the future.

Student Leaders

School Profile

School Context

St Francis Xavier’s Catholic Primary School was a Catholic Systemic co-educational school located in Wollongong. The school catered for students in Years K-6 and had an enrolment of one hundred and sixty-four students.

Our school was opened in 1838, under the same patronage as the Cathedral Parish and was the oldest school in the Wollongong Diocese. The Sisters of the Good Samaritan were the founding Order of the school in 1873. The school motto was “In Hoc Signo Vinces” meaning “In This Sign We Conquer” and it challenged our school to be a faith community where the person of Jesus, was at the centre of our lives. A long and rich tradition of excellence in academic, cultural and sporting arenas equipped the students for life long learning with a commitment to the service of others.

Student Enrolments

<table>
<thead>
<tr>
<th>2011</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>84</td>
<td>80</td>
<td>164</td>
<td>4</td>
<td>88</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.sfxdow.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>92.8%</td>
<td>89.8%</td>
<td>88.0%</td>
<td>87.8%</td>
<td>86.7%</td>
<td>89.1%</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

Fortnightly office staff, print a ‘Period Absence Report’ indicating students who had been absent without explanation. Teaching staff followed-up absentees by forwarding parents a Student Absence letter to be completed and returned to school.

Staffing Profile

There are a total of 19 teachers and 6 support staff at St Francis Xavier’s Catholic Primary School. This number includes 11 full-time, 8 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

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

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2011 was 97.3%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2010 to 2011 was 84%. The 2011 figure for staff retention was lower and this was influenced by the school’s closure in 2012.

Professional Learning

During 2011, St Francis Xavier’s personnel undertook a range of professional learning activities related to improving student outcomes and School Review & Improvement
priorities. Particular focus was on combined professional learning experiences with the staff of St John Vianney’s Fairy Meadow. These learning opportunities covered all curriculum areas and were conducted by CEO personnel.

These included:

St Francis Xavier’s conducted whole school development days and involved 25 staff. These days focused on:

- Catholic Education Office (CEO) and School Policies and Procedures;
- School Wide Positive Behaviours for Learning (SPB4L);
- Staff Spirituality- focused on The Good Samaritan Story as the foundation for Good Samaritan Catholic Primary School;
- The Australian Curriculum; and

Other professional learning activities provided at school level including CEO run courses:

- continuation of School Review and Improvement Plan (SRI)- whole staff;
- continuation of Professional Development and Planning Review (PDPR)- whole staff;
- School-wide Positive Behaviours for Learning- whole staff;
- analysis of School Data- whole staff;
- First Aid Training- Emergency Care and Cardio Pulmonary Resuscitation (CPR)- whole staff;
- Vision and Mission Statement for Good Samaritan Catholic Primary School-combined staff (Staff from St. Francis Xavier’s and St. John Vianney’s);
- Literacy- combined staff;
- Numeracy- combined staff;
- Assessment and Reporting- combined staff
- Scope and Sequence- combined staff;
- Students with Diverse Learning Needs- combined staff;
- Student Leadership- combined staff; and
- Information Communication Learning Technologies- combined staff.

The average expenditure by the school on professional learning per staff member was $300. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $785.40
Catholic Life & Religious Education

The environment of our school professed our journey as a Catholic community in relationship with Jesus. Prayer spaces, icons, wall displays depicting special religious celebrations, feast days and mission endeavours were found throughout the school. More importantly, the relationships built between our students, teachers, parents and Parish community strongly depicted the Catholic values taught to us by Jesus and were embedded in our school rules.

The religious literacy of each student in the school was developed through daily planned learning activities from the Diocese of Wollongong Religious Education Curriculum with an emphasis on meeting God through story telling and prayer experiences. Their ability to be stewards of God’s gifts was emphasised and enabled through opportunities to participate in Liturgy, mission activities, art competitions and community service.

The supportive relationship that always existed between the School and Parish continued to flourish throughout the year. The Bishop and the Parish Administrator were regular visitors to our school and actively participated and supported all school and social occasions. We were always warmly welcomed by parishioners as classes joined them each Wednesday for midday Mass. Equally, the Parish community were invited to attend and were welcomed at the three school sponsored Parish Sunday Masses.

The Mass for the Feast Day of St Francis Xavier marked the closing of the school before the community amalgamated with St John Vianney’s to become Good Samaritan Catholic Primary School. The Mass was concelebrated by Bishop of Wollongong and the Lumen Christi Pastoral Region Administrator, along with other Priests from the Diocese. Many dignitaries attended the Mass to help the community, past and present, give thanks for the gift of this Catholic school community.

The school celebrated Catholic Schools’ Week with a Liturgy that introduced the theme “A Learning Adventure.” At this liturgy, the Principal spoke of the particular spirit of the school community, in which all were included and supported in their growth and overall development. Catholic Education Office (CEO) staff along with the Lumen Christi Pastoral Region Administrator attended the Liturgy which was prepared by the school community and acknowledged the achievements of the school, in particular the gifts of the students. An art exhibition showcasing the talents of each student was launched at the Liturgy and prizes for artworks were presented by CEO staff.

The school gathered on many occasions throughout the year to pray and celebrate the various Seasons and Feast Days of the Church year, along with important community celebrations. Mothers’ Day, Father’s Day and Grandparent’s Day gave us the opportunity to acknowledge the gift of family while, The Easter Season and the Celebration of Mary as our mother were highlighted by various classes who prepared prayer celebrations for the school community.
The students stewarded their time, talent and treasure to assist others through prayer and the raising of funds for various communities including those effected by the African famine, Project Compassion and Catholic Mission.

The Lumen Christi Pastoral Region Sacramental Team, which included members of the school staff, wrote a programme for the children of the Region which was implemented by parents and staff during preparation for each of the three Sacraments of Penance, Eucharist and Confirmation. The school community also supported the Sacramental Programmes with the preparation of booklets. The students and teachers of the school formed the choir for the Reception of the Sacraments of Communion and Confirmation.

**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 13 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August and 14 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 results of the written task were collated by the Australian Catholic University, then combined with the extended task mark and the results were sent to parents and the school. St Francis Xavier’s Year 4 students produced some outstanding work and achieved excellent results.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in:

- their understanding of the Emmaus story; and
- their knowledge of the Lord’s Prayer.

Students showed a need for improvement in their understanding of the Rite of Reconciliation.

For Part A, 7.7% of students were placed in the developing level, 61.5% in the achieving level and 30.8% were in the extending level.

For Part B, 13.3% of students were placed in the developing level, 33.3% in the achieving level and 53.3% were in the extending level.

Combining Parts A and B 7.7% of students were placed in the developing level, 38.5% in the achieving level and 53.8% were in the extending level for Religious Literacy.

**Financial Summary**

During 2011 there were three major sources of income for St Francis Xavier’s Catholic Primary School. These included the Catholic Education Office, Parish/School Enhancement and Debt
Survey Obligation (SEDSO) account and Parents and Friends Association. The school buildings were maintained and the associated costs are included in expenditure.

With the closure of St Francis Xavier’s School, there were costs associated with the amalgamation that were met by the school. The costs included transporting all Grades to St John Vianney’s Fairy Meadow throughout 2011, allowing the students the opportunity to become familiar with their school setting for 2012 and build new student relationships. Costs associated with transporting school resources to Fairy Meadow were also met by the school.

As a part of our final year, the school produced a Commemorative Book ‘Honouring Our Journey 1838-2011’. A copy of the book was given to all 2011 school families and Primary and Secondary schools in the Wollongong Diocese. Each 2011 student was also given a medallion to remember their years at St Francis Xavier’s School. The remaining funds will be passed over to the Good Samaritan Catholic Primary School at the commencement of 2012.

The following graphs reflect the aggregated income and expenditure for St Francis Xavier’s Catholic Primary School, Wollongong 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**

Student welfare encompassed the wellbeing of the whole child: spiritual, physical, academic, social and emotional. St Francis Xavier’s was committed to creating a safe and supportive environment for all students.
Pastoral Care

St Francis Xavier’s School continued the School-wide Positive Behaviour for Learning Program (SPB4L). As part of the School Review and Improvement process, the SPB4L initiative focused on establishing a safe and predictable school environment. In 2011, the Program supported long-term social and academic success in non-classroom settings. The school further established clear, concise behavioural expectations in classroom settings and these were explicitly taught. The Program continued to develop non-classroom setting expectations through teaching and modeling of appropriate behaviours. Our school rules of safety, respect and responsibility were known and understood by the whole school community.

Supporting the SPB4L framework, positive behaviour was recognised and encouraged through the School Merit Award system. Term ACE (Attitude, Commitment, Effort) awards, stickers in sticker books, Gotcha Awards - both personal and whole class, affirmation letters to parents, Citizenship Awards, merit, values and Sport Awards were acknowledged at assemblies and in the weekly school newsletter. These assemblies were an opportunity for parents, staff and students to recognize many of the positive occurrences in our community. All students received recognition for their achievements throughout the year.

A CatholicCare counsellor worked at the school one day per fortnight and provided student counselling when required. The counsellor supported students and parents with difficulties as well as guiding parents and staff with welfare issues.

A buddy system existed between Kindergarten and Year 6, which assisted the younger students with their introduction to Primary schooling and provided them with mentors and a support system.

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 and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2011.

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

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

Learning and Teaching

Introduction

St Francis Xavier’s Catholic Primary School was an authentic Catholic community of faith, justice and learning, which provided a quality learning and teaching environment for all.
Classroom practices, strategies and structures aimed to enable students to reach their potential. This year, there have been many initiatives designed to create enriching student learning experiences.

Curriculum & Pedagogy

The school implemented all Board of Studies Key Learning Areas, using each syllabus to guide learning and teaching. All classes followed the Diocese of Wollongong Religious Education Syllabus.

In 2011, the school continued to implement the Assessment and Reporting procedures, which complied with Federal Government requirements. Student reports, containing the Common Grade Scale were sent home in June and December. Teachers continued to utilise class Assessment Plans, which linked to their teaching program and individual work samples. Anecdotal records and professional teacher judgements were also collected as evidence of student progress.

Teachers designed learning programs, which followed the Diocesan Programming Policy. A feature of the programs was the high degree of integration across Key Learning Areas, which linked to the Stage Outcomes and Foundation Statements.

The school maintained its commitment to promote all aspects of Information and Communication Technology. The students were regularly given the opportunity to improve their computer knowledge and skills, whilst completing carefully designed technology tasks. The purchase of ipads enabled students to further integrate technology into their classroom learning experiences. Continued financial support provided by the Parents and Friends Association and the school ensured that resources in this area were maintained, which had a direct benefit on learning and teaching outcomes for students.

Cross Curriculum

With support from the Catholic Education Office the staff have worked collaboratively with the staff from St John Vianney’s to develop effective learning and teaching practices, not only for 2011 but for the 2012 amalgamation of the two school communities. The combined staffs continued to use the Diocesan Learning and Teaching Framework (DLTF) to develop their knowledge of effective literacy and numeracy practices and implement these practices within the classroom. Staff participated in professional learning around literacy, numeracy and assessment practices that allowed for the successful implementation of the syllabus.

The Catholic Education Office Guidelines supported the teaching of our Australian Indigenous background. Student’s participated in specific learning opportunities across the curriculum to develop their knowledge and understanding about our Indigenous culture. Practical application of Indigenous awareness was regularly implemented through school prayer, daily flying of the Indigenous flag and participation through school activities in Reconciliation Week and National Aborigines and Islanders Day Observance Committee (NAIDOC) Week.
Meeting the needs of all students

Teachers catered for the individual needs of students through designing and implementing a teaching and learning program that enabled students to work towards the achievement of personal learning goals. For those students in need of extra support modifications and Individual Plans (IP) were established in consultation with their parents using the IP Tool. The Review Committee continued to provide support for teachers in monitoring students with specific learning needs in literacy and numeracy. Classroom teachers, with the support of the Resource Teacher and School Support Officers (SSO’s), planned learning experiences that implemented the recommendations of the Review Committee. Enrichment groups were also provided for students in Stages 2 and 3 throughout the year. The Reading Recovery Program was delivered providing support for Year 1 students in the areas of reading and writing.

The school provided a range of experiences outside the classroom including sport, music, creative arts, performances, exhibitions and public speaking competitions. These activities allowed students the opportunity to display their competency both at a whole school level and in the public arena.

Students in Stage 3 were given the opportunity to experience a form of self directed learning using a number of David Langford’s principles. The students have brought prior knowledge to their learning, have expanded on their knowledge and have shared their experiences.

Expanding Learning Opportunities

Students participated in a wide range of competitions. Stages 2 and 3 were given the opportunity to compete in the Australasian All Schools Competitions in Mathematics, English, Information Technology and Science with some excellent results. Many students entered and completed various competitions including the Premier’s Reading Challenge, where 29 students read a selection of nominated quality literature.

Stage 3 students were supported by the school art teacher along with class teachers to express their understanding of the ‘Christmas Story’ through the creation of various works of art. The artworks of four students were selected for the Diocesan Christmas Story competition and were exhibited at the Wollongong Art Gallery. Year 3 students entered the State Member for Wollongong Christmas Art Competition with a student from St Francis Xavier’s School announced as the winner.

All students were provided with the opportunity to participate in the school athletics and cross-country carnivals, with Stages 2 and 3 students participating in the school swimming carnival. Students from Stage 1, who could confidently swim fifty metres, were also invited to participate. A team of students were selected to represent the school in the Regional Carnivals, with students gaining further recognition by being named in MacKillop teams in athletics. One student was commended for their sporting achievement at the 2011 Diocesan Sporting Awards. Throughout the year, the school entered teams in soccer, Dragon Tag and netball gala days.

All Grades travelled on planned excursions to support and enhance learning in selected topics of study. These included visits to the Symbio Wildlife Park, Wollongong Harbour, Science
Centre and Minnamurra Rainforest. Years 5 and 6 enjoyed an excursion to our national capital, Canberra.

St Francis Xavier’s conducted a public speaking competition for students in Stage 3. All students participated with the winners from each section going on to represent the school at the Regional Diocesan Public Speaking Competition. The school also had the honour of hosting the Diocesan Public Speaking Final.

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning and teaching framework. These include teacher observations, projects and oral and written presentations. The school also participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The results provide a diagnosis of individual learning needs and allows for review of school and class teaching programs. Information on student progress was communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

**NAPLAN**

NAPLAN was introduced for students in Years 3 and 5 in May 2008. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. There were 20 Year 3 students and 31 Year 5 students who sat for the 2011 National Assessment Programme Literacy and Numeracy (NAPLAN). The National Minimum Standard of achievement in Year 3 is Band 2 and in Year 5 is Band 4.

In Year 3 Literacy, 18 students achieved Band 4 or higher in Reading and Writing and in Year 3 Numeracy 17 students achieved Band 4 or higher. Approximately 90% of Year 3 students were well above State and Diocesan achievement levels in both Literacy and Numeracy. Year 3 best performances were in Reading, Writing and Grammar and Punctuation.

In Year 5 Literacy, approximately 80% of students were above State and Diocesan achievement levels in Writing, Grammar and Punctuation. In Year 5 Numeracy, 17 students achieved higher than the National Minimum Standard with 44% of students achieving Band 6 or higher. Year 5 best performances were in Writing, Grammar and Punctuation and Reading where 12 students achieved Band 6 or higher.
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></th>
<th></th>
<th>YEAR 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>School</td>
<td>Bands 3 and 4</td>
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<tr>
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<td></td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
<td>39%</td>
<td>45%</td>
<td></td>
<td>21%</td>
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<td>0%</td>
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<tr>
<td></td>
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<td>8%</td>
<td>44%</td>
<td>46%</td>
<td></td>
<td>18%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>5%</td>
<td>40%</td>
<td>55%</td>
<td></td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
<td>42%</td>
<td>41%</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td>10%</td>
<td>40%</td>
<td>50%</td>
<td></td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
<td>36%</td>
<td>48%</td>
<td></td>
<td>17%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td>0%</td>
<td>65%</td>
<td>35%</td>
<td></td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
<td>51%</td>
<td>33%</td>
<td></td>
<td>17%</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.
NAPLAN 2011: % AT or ABOVE NMS

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>91%</td>
<td>85%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>91%</td>
<td>91%</td>
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</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>91%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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</tr>
<tr>
<td>School</td>
<td>86%</td>
<td>91%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
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</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>91%</td>
<td>88%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

All teachers, parents and students were given the opportunity to respond to surveys provided. The purpose of surveying these stakeholders was for the school to gain feedback and support and strengthen the home and school link.

Teacher Survey

Sixty four percent (64%) of staff participated in the survey.

Hundred percent (100%) of the staff agreed that the school helps develop students’ understanding about Catholic tradition and their rights and responsibilities. Hundred percent (100%) of the staff agreed that students were challenged to maximise their learning outcomes; and hundred percent (100%) agreed that the school strives to meet the individual learning needs of students. All questions in the survey were answered either strongly agreed or agreed by staff that participated in the survey.

Student Survey

Seventy six percent (76%) of students completed the survey.

Ninety nine percent (99%) of students agreed or strongly agreed that they were proud of their school. Ninety nine percent (99%) agreed or strongly agreed that the school helps in their understanding of the Catholic faith. Ninety five percent (95%) of students agreed or strongly agreed that their teacher encourages them to the best of their ability and that they understand their rights and responsibilities at school. Hundred percent (100%) of students agreed or strongly agreed that they felt safe at school. Ninety eight percent (98%) of students agreed or strongly agreed that if they had a problem, there were people they could approach for help and ninety eight percent (98%) agreed or strongly agreed that there are sporting and other activities in which they can become involved.
Parent Survey

Forty-one (41%) of parents responded to the survey. Of these, one hundred percent (100%) of parents agreed or strongly agreed that the school helps the students to develop a knowledge and understanding of Catholic tradition. Ninety eight percent (98%) of parents agreed or strongly agreed that the school provides appropriate Pastoral Care and Welfare for the whole school community. Eighty three percent (83%) of parents agreed or strongly agreed that their child is challenged to maximise his or her learning outcomes. Eighty three (83%) of parents agreed or strongly agreed that the school strives to meet their child’s individual learning needs. Eighty eight percent (88%) of parents agreed or strongly agreed that the school provides appropriate information about their child’s progress. Eighty five percent (85%) of parents agreed or strongly agreed that the school offers a range of co-curricula activities.