About This Report

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

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

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

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 2013.

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

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Corrimal NSW 2518
Ph: (02) 4284 7987
Fax: (02) 4283 3434
Email: info@sccdow.catholic.edu.au
Website: www.sccdow.catholic.edu.au

Parish Priest: Fr Graham Schmitzer
Principal: Mr Andrew Heffernan
Date: 14 December 2012
Vision Statement

“Learning Together Shaping Futures”

Message from Key School Bodies

Principal’s Message

This Annual School Report provides an opportunity for the community to reflect on and celebrate the significant achievements that have occurred during the past year. Most significantly was the launch of our new Vision and Mission statement and associated core values. A process involving all stakeholders, it is well positioned to inspire, motivate and challenge the school community of St Columbkille’s Catholic Primary School well into the future.

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

Parent Involvement

The Parents and Friends Association (P&F) has had another very successful year supporting the school in many areas. Meetings have been well attended throughout the year with active involvement across the school. The social and fundraising committee has worked very hard providing opportunities for the parents and children to enjoy the social dimension of our school whilst raising funds. During the year the P&F have responded positively to school requests for much needed resources, including technology, sporting equipment and classroom and library resources.

Parents and Friends Association, President

Student Leadership

As St Columbkille’s Student Council Representatives (SRC) we have been given many opportunities to represent and support our school throughout 2012. These opportunities include leading the morning and award assemblies, liturgical celebrations, greeting visitors and organising the student elections for 2013. We have also been involved in fortnightly class visits, ‘Our Time to Lead’ community service program and significant local events, such as the Miner’s Tribute, Remembrance Day ceremony and Spring Into Corrimal.

The SRC organised fundraising activities including the Easter Egg Raffle and Busking Day to raise in excess of $700 to support St Vincent de Paul and the Catholic Missions. It has been a truly wonderful experience learning to work as a team and serve the students and teachers within our school community.

School Leaders

St Columbkille’s, Corrimal Annual School Report 2012
School Profile

School Context

St Columbkille’s Catholic Primary School is a Catholic Systemic co-educational school located in Corrimal. The school caters for students in years K-6 and has a current enrolment of 404. It is a community of God's people striving to live out our motto, 'Christ is the Way. In partnership, we endeavour to foster a love of God through our Catholic identity and provide a safe, supportive and caring environment for all. Established by the Sisters of St Joseph in 1904, we continue to draw on the charism of St Mary of the Cross MacKillop, foundress of the Sisters of St Joseph.

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

Student Enrolments

<table>
<thead>
<tr>
<th>2012 Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Indigenous</td>
</tr>
<tr>
<td>LBOTE</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: [www.sccdow.catholic.edu.au](http://www.sccdow.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 2012.
### Student Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>92.6</td>
<td>88.7</td>
</tr>
<tr>
<td>Year 2</td>
<td>89.8</td>
<td>89.4</td>
</tr>
<tr>
<td>Year 3</td>
<td>86.0</td>
<td>91.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.5</td>
<td>90.2</td>
</tr>
<tr>
<td>Year 5</td>
<td>88.4</td>
<td>95.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>90.4</td>
<td>92.2</td>
</tr>
</tbody>
</table>

### Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

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

In accordance with the Diocesan Student Attendance Policy, parents must complete a request for exemption and have principal approval, prior to any planned leave from school.
Staffing Profile

There are a total of 24 teachers and 7 support staff at St Columbkille’s Catholic Primary School. This number includes 13 full-time, 11 part-time teachers. The composition of the workforce is as follows:

- Part-time staff includes library, PE, Italian and leadership release.
- Teaching staff includes four new scheme teachers.
- Two staff members are on Maternity Leave and there are two job share arrangements.
- One staff member has had Long Service Leave during 2012, prior to commencing retirement.
- Two School Support Officers provide classroom support (Indigenous and special needs) whilst three others provide a combination of library, school administration and classroom support.
- A Senior School Support Office manages the school office exclusively, with the assistance of a part time School Support Officer.

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 2012 was 96.42%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 97.00%.
Professional Learning

During 2012, St Columbkille’s personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Columbkille’s whole school development days involved 24 staff. These days focused on:
   - Vision and Mission Statement
   - Staff Spirituality – ‘The Year of Grace’
   - First Aid Training - Cardiopulmonary Resuscitation (CPR) and Emergency Care (EC)
   - Learning Communities Project (LCP) – Planning and Delivering Successful Literacy Intervention (Stage 2)

B. Other professional learning activities provided at school level including CEO run courses:
   - University of Wollongong (UOW) Leadership Conference (2 staff)
   - Dynamic Pedagogies for Learning – (2 staff)
   - Visible Learning (John Hattie) – (2 staff)
   - SMART Data – NAPLAN Analysis – (2 staff)
   - Gifted Education (2 staff)
   - Interactive Whiteboard Training – (3 staff)
   - Best Start Kindergarten Assessment – (3 staff)
   - Collaborative Classrooms – (1 staff)
   - Focus on Numeracy – (2 staff)
   - Focus on Literacy – (2 staff)
   - Australian Curriculum – (2 staff)
   - Live Well at School – (2 staff)
   - Berakah (spirituality) – (1 staff)

The average expenditure by the school on professional learning per staff member was $678. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $ 792.
Catholic Life & Religious Education

At St Columbkille’s Catholic Primary School the children are given many opportunities to engage and participate in liturgy and prayer. The whole school gathers for Mass for significant feast days, school celebrations and at the commencement and end of the school year. The children are involved in singing, readings, prayers of the faithful and the offertory at these Masses. In addition, a class is timetabled to attend the Parish Mass on a Friday. Thus, there is always a Mass each Friday to which parents are warmly invited to attend. Parish weekend Grade Masses continued throughout the year with the involvement of the Parish, parents and staff. Each day begins with the school prayer led by our school leaders. Non-sacramental liturgies experienced by the school community this year have included: Holy Week, ANZAC Day, World Environment Day, Catholic Schools’ Week, Grandparents’ Day, Vision and Mission and National Aborigines and Islanders Day Observance Committee (NAIDOC) Week. Two of these liturgies had a deeper significance for the school. The Catholic Schools Week liturgy involved the installation of a plaque acknowledging the Sisters of St Joseph and their contribution to the rich history of the school. The other highlight was the liturgy that launched our new Vision and Mission. This was the culmination of a long process that involved all stakeholders over many months.

Parents, as the first educators in the faith, have been supported in their important role through parent information evenings for the Sacraments. Students from Years 4, 5 and 6 had the opportunity to receive the Sacrament of Penance during lunch times throughout the year. This year, Parish programs for Confirmation, Eucharist and Penance have effectively prepared students for these Sacraments.

Catholic traditions and values are at the core of every aspect of our school life and permeate all Key Learning Areas. The children of St Columbkille’s Catholic Primary School are given many opportunities to reach out to the wider community. They have contributed to Project Compassion fundraising for Caritas during Lent, as well as special days to raise funds for the Missions. Hamper items were donated for the St Vincent de Paul Christmas Appeal. A highlight for staff was the ‘The Big Chill Sleepout’ raising funds for the St. Vincent de Paul Winter Appeal. Many staff attended and contributed to this community event. This year the families and students raised $1 800 for Caritas Australia, $1 076 for Catholic Mission and $600 for St Vincent de Paul.

Staff in primary Grades attended professional learning on the storytelling components of the Religious Education Curriculum. All staff gathers for prayer and reflection each Thursday morning, with the responsibility for leading prayer being shared throughout the year. The staff undertook a spirituality day on the Year of Grace facilitated by an external consultant, allowing opportunity for personal reflection.

Children from Years 5 and 6 entered the annual Christmas Story Art Competition. Four students, out of the six school entries, had their work commended from over 1 200 entries. One received the Director’s Award and two progressed to the final judging, having their artwork displayed in the crypt at St Mary’s Cathedral, Sydney.
Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2012. The school cohort in 2012 consisted of 51 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 58 completed the Extended Task (Part B). The Extended Task was based on the Unit: Mary, Mother of God: First Among the Saints and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in their knowledge of Scripture, significant events and imaging. This was particularly evident in the following areas:

- Being able to describe and explain an image of God from the Scriptures
- Demonstrating an understanding of Lenten practices.
- The Paschal Candle and the Commandments
- Recalling key aspects from the story of Noah and the Ark and familiarity with Scripture stories
- Describing the presence of God in creation and the qualities of the saints.

The students’ responses showed a need for them to further develop their capacity to work with, and apply the religious tradition, especially in the following areas: the identity of Australia's first saint, the story of Moses and the Burning Bush and the key events of Pentecost.

For Part A, 7.8% of students were placed in the developing level, 60.80% in the achieving level and 31.40% were in the extending level.

For Part B, 8.6% of students were placed in the developing level, 72.40% in the achieving level and 19.00% were in the extending level.

Combining Parts A and B, 12% of students were placed in the developing level, 74% in the achieving level and 14% were in the extending level for Religious Literacy.
Financial Summary

During 2012 improvements and maintenance of the school facilities continued as priority following on from the completion of the building works in 2011. A major component of school expenditure was on providing teaching resources, furniture (desks and chairs) materials, professional development and technology.

Air conditioning was installed in the Year 4, 5 and 6 classrooms providing a significant improvement to the learning environment during both Term 1 and Term 4. The school administration area was also partially air conditioned.

The purchase of a new photocopier, the replacement of classroom furniture in Year 4, 5 and 6 as well as technology hardware are all major expenses that have been identified and accordingly budgeted for in the 2013.

The Parents and Friends Association supported the purchase of SMART Interactive Whiteboards ($30 000), literacy resources for the classroom and library ($8 000), the establishment of a school vegetable garden ($2 000) and the school musical – Joseph and his Technicolor Dream Coat.

The following graphs reflect the aggregated income and expenditure for St Columbkille’s Catholic Primary School, Corrimal for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction

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

Pastoral Care

At St Columbkille’s there is a whole-school fortnightly focus on specific values and desirable behavioural attributes that are promoted on assemblies and within the school newsletter. Students identified as displaying these values receive a Code of Conduct Award at the weekly Award assembly. A school merit system also acknowledges positive student behaviour and student achievement across the Key Learning Areas. The system is based on levels of achievement and as students reach 5 merit certificates they become eligible for a Mary MacKillop Award. Once three of these have been received this culminates in a School Medallion. All students are also acknowledged through a sticker book award systems progressing through bronze, silver, gold and Principal Awards.

Structured play has continued to be successfully implemented at St Columbkille’s to support the social interactions of students on the playground. Organised activities with school agreed rules for participation and designated areas have reduced the number of reported playground incidents. Kid’s Club also continues to operate on two days a week during lunch.

Managing Student Pastoral and Education Concerns (MSPEC) has allowed the school to provide a clear approach to the response and management of student welfare. The school worked in collaboration with CatholicCare Family Welfare Services in providing a school counselling service for students. The counsellor is available 2.5 days a fortnight to support students and their families. The counsellor not only provides one to one counselling, but also educates and supports staff with implementing programs for both small groups and whole class. The social skill programs, Everyday Peace Makers and Being the Best I Can Be have continued to be implemented in both Year 3 and Year 4. In 2012 Everyday Peace Makers was also introduced into Year 2 with the assistance of the school counselor.

At St Columbkille’s we believe that all members of the community have the right to an environment free from intimidation, humiliation and harm. We all share a responsibility to create a culture of caring which will not tolerate bullying in any form. We believe that bullying must be taken seriously and is not acceptable in any form. In witnessing Christian values we reject ideas, beliefs and behaviours which marginalise or victimise people.

As part of the National Safe Schools Framework, St Columbkille’s places due emphasis on the importance of attending to Workplace Health and Safety (WHS) issues as soon as they are identified. Most matters are attended to by the employment of regular maintenance
personnel. Suitably accredited trades people are employed accordingly.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents *Maintaining Right Relationships* and *Safe Work Environment* are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2012.

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 from the school website or by contacting the school office.

**Learning and Teaching**

**Introduction**

St Columbkille’s Catholic Primary School is committed to providing quality Catholic learning and teaching that engages and challenges students in reaching their full potential as life-long learners. Both school and system based initiatives are designed to enhance and further promote teacher quality and student learning.

All learning and teaching programs implemented at St Columbkille’s Catholic Primary School fulfil the NSW Board of Studies (BOS) and Diocese of Wollongong requirements. Compliance with mandated BOS syllabus documents is offered across six Key Learning Areas (KLAs), English, Mathematics, Science and Technology, Human Society and Its Environment, Personal Development, Health and Physical Education, Creative Arts, and in the study of Religious Education based on the Diocesan, To Know, Worship and Love Syllabus.

**Curriculum & Pedagogy**

In 2012 school priorities have focused on quality practice in both literacy and numeracy through the implementation of a Learning Communities Project (LCP) based on reading data and practice and the continuation of numeracy support across the primary (Years 3-6) Grades.

The LCP was implemented in Stage 2 with the aim of monitoring and improving student’s reading with a strong emphasis on comprehension. Goals, strategies and outcomes were established based on data from standardised student assessments. This project focused on improving teacher pedagogy in the reading strand and has been highly successful in improving student learning.
A numeracy support teacher has continued in 2012 targeting students that have been identified as ‘at risk’ through a comprehensive analysis of National Assessment Program Literacy and Numeracy (NAPLAN) and a range of school assessment data. A staff member representing each Grade designed and trialled assessment experiences in the area of Mathematics for the Australian Curriculum and Reporting Authority (ACARA). Resources developed in this trial will be used to assist teachers nationwide as they implement the Australian Curriculum. Additional numeracy initiatives that students were involved in include Reach for the Stars Literacy and Numeracy Week, Year 4-6 students participated in World of Mathematics and a Year 6 Mathematics Challenge Day for the Northern Illawarra Catholic Schools (NICS).

Year 3 and Year 5 participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). Students in Years 4, 5 and 6 were also afforded an opportunity to participate in the University of New South Wales competitions in English, Mathematics, Science, Writing and Spelling. Year Four students also completed the Diocesan Religious Literacy Assessment.

The integration of Information Communication and Learning Technologies (ICLT) across the curriculum has continued in 2012. Teacher workshops have been conducted throughout the year to support professional learning. Touch technologies have continued in Early Stage 1 and expanded into Stage 1, engaging students and supporting learning across all KLAs, with increasing use for content creation, rather than just drill and practice. The implementation of a Stage 3 1:1 iPad program will commence in Year 5 from 2013. The Parents and Friends Association assisted with the purchasing of interactive whiteboards, with more planned for 2013 and contributed $8 000 towards the purchase of books for both the Library and infants classes supporting teacher programs and student learning.

The school has committed to Focus on Reading (FOR) and School-wide Positive Behaviours for Learning (SPB4L) programs for 2013.

Cross Curriculum

St Columbkille’s Catholic Primary School offers both Music and Italian lessons for students from Kindergarten to Year 6. The Edmund Rice School Band entertained the students by performing a variety of songs during their annual visit.

The Olympics provided a platform for global education this year. Students learned about various aspects of the Olympics integrated across a number of KLAs. At a whole school level, highlights included a grand opening ceremony and a school visit by two medal winning Olympians.

Environmental stewardship has an authentic focus within the school, with a recycling program and an active participation in Clean up Australia Day. ‘The Patch’ a school vegetable garden has been established and is coordinated by parents, teachers and students collectively, with produce sold within the school community and used in the school canteen.

Students also participated in Literacy and Numeracy Week where they were involved in several activities during this week including Reach for the Stars, a school spelling bee, shared reading, peer reading and literacy workshops. Grandparents’ Day, Book Week, Clean up
Australia Day, University of Wollongong Science Fair and the Wollongong Eisteddfod were experiences available to the students.

Meeting the needs of all students

Reading Recovery continues to operate successfully at St Columbkille’s Catholic Primary school, supporting the literacy learning needs of students in Year 1. These students are then monitored throughout their primary education using a range of standardised assessment tools and quality teaching input, ensuring their learning continues to progress.

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

A Review Committee, led by a member of the Leadership Team, meets regularly to discuss the needs of students who have been referred by teachers. The meetings also review the reports of psychometric assessments and other specialists. Individual learning plans are developed, evaluated and assessed each Term, as a regular inclusion of each teacher’s class program.

Indigenous students receive additional assistance on an individual basis from an appointed School Support Officer (SSO). Support is allocated on a needs basis and is delivered within the context of the classroom. The SSO works collaboratively with teachers and the Indigenous Education Officer from the Catholic Education Office. NAIDOC week continues to be celebrated each year with all students being involved.

School guidelines for identifying students has been developed with the support of an Education Officer, together with school agreed practices for supporting the learning needs of gifted students. Students from Year 3 to 6 were assessed using the General Ability Test (AGAT), with several students then being assessed using the Slosson Intelligence test (SIT-P). Data from these assessments has assisted in the development of IP’s for these targeted students and the implementation of these plans.

Expanding Learning Opportunities

All students were provided with the opportunity to participate in the schools’ athletics and cross country carnivals, with Stages 2 and 3 and several students from Stage 1 participating in the swimming carnival. Students were selected to represent the school in the regional carnivals, with 15 students gaining further recognition by being named in Diocesan and Mackilllop teams for athletics, swimming, cross country, netball, rugby league, soccer and touch football. In rugby league the St. Columbkille’s Cobras enjoyed success in several competitions, including the Paul McGregor Shield and Regional All-Schools Championships. Students were selected to represent the Diocese at the PSSA athletics, swimming and cross country carnivals at both State and national Levels. Five students were acknowledged and commended for their sporting achievements at the 2012 Annual Diocesan Sporting Awards.
Throughout the year the school entered teams in soccer and netball gala days. The school also competed in chess competitions and the Catholic Development Fund sponsored Diocesan Public Speaking, placing second in the Year 6 category.

Excursions were planned to support and enhance learning across the curriculum K-6. These included visits to the Rocks in Sydney, Symbio Wildlife Park, Mary MacKillop Place at North Sydney, Wollongong Harbour, St. Mary’s Cathedral, the PCYC Bike Education, the Wollongong Botanic Gardens, the Nan Tien Temple and Year 6 enjoyed a two-day excursion to Canberra.

In 2012, eighty-four students were involved in the highly successful and acclaimed production of Joseph and his Amazing Technicolor Dream Coat. Other opportunities included the Wollongong University Science Fair, Science and Mathematics Challenge Day (Stage 3) at Holy Spirit College, Life Education and the Christmas Story Art Competition, with one student’s artwork being chosen by the Director of Schools as his 2012 Christmas card and two other students being selected as finalists. Several Year 6 students also entered the Wollongong Art Gallery Just Image Writing Competition with one student winning the Stage 3 writing category.

The school choir comprises of 106 students and competed at the 2012 City of Wollongong Eisteddfod in choral sections being placed 1st in Hymn singing and 2nd in the Open Choir. Year 3 and Kindergarten were placed second and third respectively in verse speaking. The choir also performed at school and Parish Masses, Parish celebrations, significant school events including the launch of our new school Vision and Mission Statement.

Members of the Student Representative Council (SRC) attended several community events including ANZAC Day, the Miner’s Tribute and Remembrance Day commemorations. A number of students, including members of the Student Council, participated in the street parade for the ‘Spring into Corrimal’ festival.

**Student Achievement**

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

**NAPLAN**

The 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.

Analysis of the 2012 NAPLAN reflects a number of strengths and areas for improvement in both literacy and numeracy which have been identified in our school’s SMART data.
In Year 3 reading 34.22% and Spelling 28% of questions were 10 points or more above the state percentage, with no questions performed poorly. In numeracy, 20% of questions were 10 points or more above the state percentage, with 11% of questions being 10 points or more below the state percentage. The questions that were below state population percentage were predominately in 2D shapes.

In Year 5, there was a less than expected growth for 55.6% of the cohort in both grammar and reading. Boys (31 students) were 16 scale scores below the state average growth in this strand. In numeracy, 18% of students scored 130+ points or more in expected student growth, with 10% of students 10 points or more below the state population percentage. Questions below the state percentage were predominately in the strand fractions and decimals.

**Student Achievement in Bands**

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 2012: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>6%</td>
<td>34%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0%</td>
<td>42%</td>
</tr>
<tr>
<td>National</td>
<td>8%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>2%</td>
<td>35%</td>
</tr>
<tr>
<td>National</td>
<td>13%</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
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<td></td>
</tr>
<tr>
<td>School</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>National</td>
<td>13%</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>4%</td>
<td>43%</td>
</tr>
<tr>
<td>National</td>
<td>16%</td>
<td>49%</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) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2012:</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>% AT or ABOVE NMS</td>
<td>School</td>
<td>National</td>
</tr>
<tr>
<td>Reading</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100%</td>
<td>91%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

From the parent community 34% of families returned the survey completed, with 95% surveys returned, indicating that they either strongly agreed or agreed that the school was meeting their expectations in all areas. Of this there were 3% who indicated that the school did not strive to meet the individual learning needs of their children and that their child was not challenged to maximise individual learning outcomes. A further 2% indicated that the school could improve the information reported about student progress and its effectiveness in communicating information about activities and school events.

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

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

School Review and Improvement (SRI) is an on-going process of self-evaluation measured against commonly agreed 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 2012:

The School Review and Improvement Process (SRI) is a central component in the ongoing process of self evaluation of school performance and growth. Its core purpose is to ensure that all students are achieving their academic and personal potential in a learning environment underpinned by a clear vision and mission.

A framework containing indicators of effectiveness in each seven Key Areas is used to develop a School Improvement Plan (SIP), setting the school’s direction and priorities over a five-year cycle. Selected components form the basis of Action Plans (AP) which are a core element of the School Improvement Plan.

- **Key Area 2 Students and their Learning**
  2.2 Rights and Responsibilities

- **Key Area 3 Pedagogy**
  3.6 School Climate, learning environment and relationships

- **Key Area 4 Human Resources Leadership and Management**
  4.1 Recruitment, Selection and Retention of Staff
  4.4 Succession Planning

- **Key Area 6 Parents Partnership, Consultation and Communication**
  6.3 Linkages with the Wider Community

- **Key Area 7 Strategic Leadership and Management**
  7.1 Planning for Improvement

In 2012 six components across five Key Areas have been reviewed and strategies for improvement developed and implemented. The launch of a new school Vision and Mission Statement, the development of role descriptions and key responsibilities for staff, the exploration of new pedagogies for utilising the flexible learning spaces and the communication of how student behaviour is managed and reported to the parent community were strategies identified for improvement and successfully implemented and delivered.
School Review and Improvement components to be reviewed and rated in 2013:

- **Key Area 1 Catholic Life and Religious Education**
  1.2 Religious Education

- **Key Area 2 Students and their Learning**
  2.2 Rights and Responsibilities
  2.5 Pastoral Care

- **Key Area 3 Pedagogy**
  3.3 Teaching Practices
  3.7 Professional Learning

- **Key Area 4 Human Resources Leadership and Management**
  4.2 Professional Development of Staff

In 2013 Focus on Reading (FOR) Years 3 – 6 and School Wide Positive Behaviours for Learning (SPB4L) are key initiatives targeted for school improvement, with professional learning strategically linked to both initiatives. An analysis of school based assessment data together with SMART (NAPLAN) data has clearly indicated the need to target these areas. A teacher educator has been employed to work with staff implementing Focus on Reading. Education Officers from the Catholic Education Office (CEO) will work closely with the teacher educator and staff, supporting both key initiatives.