Annual School Report
2012
About This Report

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

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

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school’s 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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Kiama NSW 2533
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Fax: (02) 4232 1064
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Website: www.ssppdow.catholic.edu.au

Parish Priest: Fr Chris Roberts
Principal: Mr Philip Moore
Date: December 2012
Vision Statement

“Empowered for the Challenges of Life’s Journey”

Message from Key School Bodies

Principal’s Message

The Report provides a detailed account of the school’s successes and initiatives throughout 2012 in the implementation of our School Improvement Plan. Ss Peter and Paul Catholic Parish Primary School continues to evolve to ensure that we continue to meet the needs of our pupils. Throughout 2012 the school has transitioned to a multi-age Stage learning environment. The professional development of staff through the Centre for Excellence has had positive gains for student learning and staff collaboration. We pride ourselves on our welcoming and supportive environment and this has been further enhanced through our school’s involvement in the School-wide Positive Behaviours for Learning Program (SPB4L). The staff and I encourage you to share our story through this Annual School Report as we continue to grow and develop as a learning community.

Parent Involvement

The Parents and Friends Association (P&F) has been proactive throughout 2012 continuing to involve the parent community. Fundraising has continued to be successful with the Fete raising a net profit of $20,305. The dedication of the fundraising committee and the many volunteers has been invaluable in traditional fundraising through the Mothers Day Stall, Fathers’ Day Stalls, School Disco’s and the annual Trivia night. This year saw the introduction of a pie drive and individual raffles.

The P&F has a continued commitment to community development. This year a Father’s Day Breakfast was held with an approximate attendance 250 people. This created an opportunity for Dads to eat a hearty breakfast while connecting with school, viewing the facilities and attending a special Father’s Day Assembly. This reflects the collaborative partnership between the Principal, Leadership Team, Staff, Students and the Parent and Friends Association.

The sub committees of the Parents and Friends Association also contribute to the sense of community. Families supported the Maintenance Committee by lending a hand to maintaining the grounds and gardens.

Community consultation took place with the introduction of a new sports uniform in October and the new look shorts, shirts, skirts, tops and jumpers for 2013. The Uniform Committee worked closely with the school and parent body to ensure a smooth transition to the new uniform that the children can wear proudly.
Pastoral Care and Diocesan Representation also remain important aspects of The Parents and Friends Association. Commitment has remained to keep the school Canteen operating although 2012 has seen a reduction in days. The Parents and Friends Association remains strong in its commitment to contribute to resources that the children of Ss Peter and Paul will benefit, and it is with excitement that we look to 2013.

*Parents and Friends Association, President*

**Student Leadership**

During our years at Saints Peter and Paul our school has made us feel like family: a community of great teachers, students and all others who help to make our school a great and loving place.

Some of the happy thoughts that most students have are our buddies, our resources, especially our great technology and in general all the fellow students who are taught to “Love God and Love Others”.

Being such a great school, many memories come rushing in and as time flies it will be very sad to leave this place where we have learnt skills that will carry us through life, “Empowered for the Challenges of Life’s Journey”.

*School Captains 2012*

**School Profile**

**School Context**

The cores values of the school are identified within the school motto Love God, Love Others. Our Vision is to ensure that all students are empowered for the challenges of life’s journey unpinned by the Gospel values. We strive to achieve this through a strong focus on creating a safe and supportive learning environment where positive learning and personal outcomes include the development of knowledge, beliefs and practices of the Catholic Faith. Significant values we hold include Respect, Faith, Personal Responsibility, Inclusion, Justice and Joy. In 2012 our school renewed its commitment to our Vision and Mission Statements.

In 2012 Ss Peter and Paul transitioned to multi-aged classrooms. This learning structure was initially implemented in Stages 1 and 2, leading to including Stage 3 by 2013. This strategic decision allows for an equitable and high quality education to be offered to all students.

Ss Peter & Paul Catholic Primary School is a Catholic Systemic co-educational school located in Kiama. The school caters for students in years K-6 and has a current enrolment of 291 students. Students are drawn predominantly from: Kiama, Jamberoo, Gerringong and Berry.
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.ssppdow.catholic.edu.au](http://www.ssppdow.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>2012 Attendance (%)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>91.2</td>
<td>92.4</td>
</tr>
<tr>
<td>Year 2</td>
<td>90.5</td>
<td>89.2</td>
</tr>
<tr>
<td>Year 3</td>
<td>88.3</td>
<td>95.7</td>
</tr>
<tr>
<td>Year 4</td>
<td>89.4</td>
<td>94.7</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.9</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>87.5</td>
<td>85.2</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.

The school has an Attendance Policy available on the website which outlines parent’s responsibility regarding student attendance. ([www.ssppdow.catholic.edu.au](http://www.ssppdow.catholic.edu.au))

If a child is absent from school for any reason a note explaining the absence must be forwarded to the class teacher when the child returns. Each day the class teacher must mark a Class Roll. Information is entered into an electronic roll by the classroom teacher. If a parent wishes to take a child out of school for any period of time a note to the class teacher, explaining the circumstances is required. Cases of repeated non-attendance are monitored via electronic roll and parents are notified in writing of school expectations either directly or
through the school newsletter. Parents are made aware of the responsibilities of the school in monitoring attendance regularly through the newsletter. They understand the need to seek exemption from school for holidays or elite sporting experiences.

**Staffing Profile**

There are a total of 21 teachers and 6 support staff at Ss Peter & Paul Catholic Primary School. This number includes 11 full-time, 10 part-time teachers. The composition of the workforce is as follows:
- 3 Male staff members
- 23 Female staff members

**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 96.37%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 100 %.

**Professional Learning**

During 2012, Ss Peter & Paul personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:
A. Ss Peter & Paul whole school development days involving all staff.

These days focused on:
- Review Vision and Mission
- Spirituality Day on Year of Grace
B. Other professional learning activities provided at school level including CEO run courses:

- Centre for Excellence
- Literacy Leader Training 3 Teachers
- Pre Service Teacher Planning 3 Teachers
- ALEA Conference 3 Teachers
- Planning Days 20 Teaching Staff
- Focus on Literacy 2 Teachers
- Leading Literacy and Numeracy 2 Teachers
- Non Violent Intervention Training 2 Teachers
- Indigenous Immersion Program 1 Teacher
- School Wide Behaviours for Positive Learning 6 Staff Members
- Oral Language Program 4 Teachers
- Financial Literacy Program 2 Teachers
- Spirituality Retreats 3 Teachers

The average expenditure by the school on professional learning per staff member was $725. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of $1120.

Catholic Life & Religious Education

Ss Peter and Paul Catholic Primary School actively seeks to immerse all staff and students in the traditions and practice of the Catholic faith. As a Parish school we provide the opportunity for Mass attendance and celebrate significant Church Feast Days throughout the year. The Parish have provided Sacramental programs for Penance, Eucharist and Confirmation that have been supported by the school. Fr Chris Roberts, Parish Priest visits the classrooms to support the faith formation of the children and to discuss current events in the life of the Church and incorporate teaching of tradition into the parish mass on Fridays. Throughout the year, significant Church and community occasions including: the beginning School Year Mass, Ash Wednesday, Holy Week Liturgies, Catholic Schools Week, NAIDOC Week, Grandparents Day and Saint Mary of The Cross were all commemorated with special liturgies and Masses. Year 6 children participated in Prayer and Conversation with the Bishop at St Mary’s Star of the Sea at Milton, proclaiming the Word with reverence. Opportunities for the children to celebrate the Sacrament of Penance are also provided weekly.

Throughout 2012 staff revisited our Vision and Mission statements, plus Core Values. Our understanding of our Vision statement “Empowerment for the challenges of life’s journey’ remains unchanged, but staff has reconnected with our Vision statement. Our Mission statement is still being finalised with the schools Core Values strengthened and refined. Vision and Mission will continue to be a focus in 2013. Vision and Mission culminated in a
staff development day in Term 3. Staff also continued their faith formation through weekly staff prayer and a Spirituality Day conducted in Term 4 on the Year of Grace.

Reaching out to those who are less fortunate remains a priority for our school. The school community was once again very generous and supportive of social justice outreach initiatives.

All classrooms have a collection box for Catholic Missions and during Lent, Project Compassion boxes are used to support Caritas Australia. In addition to this a number of fundraising initiatives were implemented during Lent with all money being donated to Project Compassion. In Term 3 the children participated in Mission Art, raising money for Caritas Australia. In Term 4 the children participated in Sand Modelling raising funds and food hampers for St Vincent de Paul Christmas Appeal. Ss Peter and Paul raised $2 023 for Caritas Australia whilst also supporting other local charities. Guest Speakers visited the school to providing explicit information regarding the work of their respective organisations.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the diocese in 2012. In 2012 students completed Part A on the 27 August whilst The Extended Task is based on the Mary unit, and was completed during the first half of Term 3. The performance of each student was described as developing, achieving or extending.

Students displayed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in:

- Describe and explain an image of God from the Scriptures
- Demonstrate an understanding of the Hail Mary
- Recognise qualities of saints who are models of love and service

Student responses indicated a need for further development their capacity to work with and apply the religious tradition, especially in their ability to:

- Identify key symbols of Baptism
- Identify lessons from the parables
For Part A 17.50% of students were placed in the developing level, 60.60% in the achieving level and 21.90% were in the extending level.

For Part B of students 10.60% were placed in the developing level, 3.60% in the achieving level and 25.80% were in the extending level.

Combining Parts A and B, 23.10% of students were placed in the developing level, 25.00% in the achieving level and 16.00% were in the extending level for Religious Literacy.
Financial Summary

The school building projects have been completed and the focus is on maintenance and care of the built environments around the school. All compliance matters associated with the school buildings are monitored on a yearly basis. The school will enter into a contract agreement in 2012 to ensure the ongoing maintenance of the school site. The school has accessed approximately $30 000 from SEDSO funds to cover major repairs including electrical work, fire safety compliance, hydraulics, roof anchor points, and maintenance of the lift. In 2012 the operating hours of the Canteen were reduced from 15 hours per week to 10 hours per week.

We thank the Parents and Friends Association (P&F) for their financial support of $10 000 to the school. This was used to support the purchase of reading resources, maintenance of school grounds and supervision and organisation of sporting events. The P&F raised approximately $30 000 throughout the school year. The school Fete raised over $20 000.

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

Ss Peter and Paul’s 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 heart of all that is undertaken within the school.

Pastoral Care

Ss Peter and Paul’s staff revised the school’s Code of Conduct in order to make the values more accessible for the students. There is a whole school weekly focus on specific values and desirable behaviours that are promoted at assemblies, within classrooms and in the weekly newsletter. Students identified as displaying these behaviours are awarded at the weekly award assembly through the school merit system. This merit system also acknowledges achievements in the seven Key Learning Areas once each school Term. The system is based on levels of achievement, with the students progressing from Level 1, to Silver and then Gold. Outstanding achievement at a Diocesan Level results in the students receiving a school pennant. Students receive a school medallion when they have achieved at MacKillop level for sport and at a distinction level or higher in external academic competitions.

School Wide Positive Behaviour for Learning (SPB4L) has been successfully introduced with all staff participating in identifying desired behaviour linked to the values of the Code of Conduct with non-classroom behaviours being targeted initially. Explicit lessons of a targeted desired behaviour occur each fortnight. Teachers acknowledge and monitor the behaviour expectations. Data is collected, recorded and monitored daily. The team analyses the data regularly responding to identified needs. One need has resulted in increased teacher supervision during transition times.

Structured play has been successfully implemented on the Infants’ playground to support the social interactions of students at morning tea and lunch. Organised activities with school agreed rules for participation have reduced the number of reported playground incidents.

A CatholicCare Counsellor is available one day each week to support students and their families. A school wide social skills program, ‘Bounce Back’ is introduced in Kindergarten and continues through to Year 6. Other initiatives includes the Playing and Learning to Socialise program in Kindergarten, ‘Being the Best I Can Be’ is implemented in Year 5 with ‘Empower’ for girls and ‘Standing Strong’ for boys occurring in Year 6. In addition to these two programs the school ran ‘Being an Upstander ‘program for Year 6.

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. 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 by contacting the school office.

Learning and Teaching

Introduction
The range of learning and teaching experiences offered at Ss Peter & Paul aim to empower children for the challenges of life’s journey. In 2012 Years 1 - 4 was organised into multi-age classrooms for Staged learning. Learning experiences are undertaken as whole class, group and individual tuition along with a range of modelled, guided and independent experiences offered within and from outside the school community.

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

Specific initiatives include:
- a continued focus on improving the staff’s understanding and pedagogy of teaching spelling through Stage planning days facilitated by school Literacy Leaders;
- staff set goals related to the teaching of spelling for their individual Professional Development, Planning and Review (PDPR) process which included two peer observation opportunities;
- three school literacy leaders attended further meetings related to our school and individual student spelling assessment data;
- two Literacy Leaders attended the three day ALEA National Conference in Sydney;
- development of individual education plans for students who are experiencing significant difficulties with spelling; and
- a mentor program between the school and three University of Wollongong Bachelor of Education students which included the professional experience being held at our school.
Curriculum & Pedagogy

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

Two staff members have attended professional development in relation to the NSW Board of Studies new syllabuses incorporating the Australian Curriculum. School leaders in literacy and numeracy have also attended network meetings to maintain current knowledge with latest developments and practices in these domains.

Throughout 2012, we have continued to follow the school’s assessment and reporting plan that includes ‘assessment for’ learning and ‘assessment of’ learning. Specific assessment for Spelling was readministered this year to monitor student growth and evaluate the effectiveness of the school’s Spelling strategy. To assist with the identification of students who would benefit from a gifted education program, the Australian Council for Educational Research (ACER) General Abilities Tests (AGAT) was administered to students in Stages 2 and 3. This information, along with data gathered in literacy and numeracy is being used to track students’ progress and identify students requiring intervention and extension.

Year 6 children were involved in an online ecological investigation entitled ‘Murder Under the Microscope’, this experience integrates Science and Technology, Human Society and Its Environment, English and Mathematics. This involved gathering clues and evidence about various environments, endangered species and dangers to the ecosystem. Both teams correctly solved the investigation.

Teachers use Information Communication and Learning Technology (ICLT) as tools to access, organise and present information. Class blog facilities are utilised to provide a variety of learning experiences, homework, inquiry based learning and internet sites for research. The school also purchased ten laptops as part of the technology plan in 2012. Staff had in-school professional development on the use of the Google platform, which is being introduced across the Diocese of Wollongong. Two staff attended a conference about the effective use and integration of technology within the classroom.
Cross-Curriculum

Literacy continues to be a high priority in the school. Throughout 2012 there has been a continued focus on Spelling. This included analysing data to identify spelling needs and developing specific learning programs to address these needs. This was supported by teacher’s involvement in observation of teaching practice and professional dialogue to improve the quality of teaching in Spelling. The use of Spelling knowledge and the six comprehension strategies (predicting, questioning, summarising, visualising, making connections and monitoring) is being implemented across all Key Learning Areas.

During 2012, the Oral Language Program begun last year has continued with a speech therapist working with staff in Stage 1 and Stage 2 to model and develop specific programs to assist in the development of language within the classroom setting.

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

During National Literacy and Numeracy Week, the school participated in National Reading Day and ‘Reach for the Stars’, which was a school based numeracy activity that involved children in gathering data about books, recording (tables and graphs) and interpreting data. They were then able to continue the investigation by comparing their data with the national data gathered.

Through a school celebration and a series of activities, children recognized and celebrated National Aborigines and Islanders Day Observance Committee (NAIDOC) Week. Representatives of the school also attended a Reconciliation Week gathering in the local community.

Meeting the Needs of All Students

Meeting students’ needs is embedded in the delivery of the curriculum. Explicit teaching and learning occurs within small, guided groups and at an individual level with these experiences planned from assessment of children’s knowledge and skills. Formal assessment tools and a teacher nomination process were implemented throughout 2012 to identify students who would benefit from a Gifted Education program. In Stage 1 units were developed based on outcomes from the Human Society and Its Environment syllabus while students in Stages 2 and 3 participated in the Wollongong Diocese’s Gifted Education Program - SPLICED.

A teacher of Music and a teacher of Visual Arts were employed during 2012 to offer specialised programs in the Creative Arts. This allowed for improvement in students’ knowledge and skills as well as professional development of staff to improve the quality of Music teaching.

Individual Education Plans (IPs) are developed and implemented for students with needs in literacy, numeracy and social skills. School Support Officers are allocated to classrooms to
support the learning in these areas. Teachers implement a variety of learning frameworks such as Bloom’s Taxonomy, Multiple Intelligences, Thinker’s Hat and Keys to provide students choice in their learning and to allow for the diverse range of learning needs in the classroom.

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

**Expanded Learning Opportunities**

Opportunities were provided in academic, cultural and sporting domains throughout 2012. Competitions offered included the International Competitions and Assessments for Schools English, Writing, Spelling, Science and Mathematics. Stage 3 students were provided with the opportunity to participate in the Australian Mathematics Trust Challenge. Students have participated in swimming, cross country and athletics carnivals at school, Regional and State levels. Children have participated in gala days for basketball, netball, soccer, AFL, touch football and teams attended the NSW Catholic Primary Schools Basketball Championships in Goulburn during October. Several teams participated in Rugby League competitions throughout the year. Other experiences included band and choral performances at school and parish events, Diocesan Public Speaking Competition and the Rotary Public Speaking Competition. All students had the opportunity to submit works for the Kiama Art Society’s Competition. The school hosted Life Education in Term Four where children explored a variety of health issues. Throughout the year, enrichment days were offered for a small group of students from each stage to learn with other students from the Southern Illawarra Catholic Schools cluster.

**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.

For 2012, in relation to the State mean, Year 3 were noticeably higher for Reading, higher in Writing, data, Measurement, Space and Geometry and slightly lower in Grammar & Punctuation and Number, Patterns & Algebra.
Year 5 was noticeably higher in Reading, higher in Writing, Numeracy and Grammar & Punctuation, and slightly lower in Spelling. The trend data shows there has been improvement in Spelling across the school, while the area of Grammar and Punctuation requires addressing. A highlight of this year’s results was the growth and performance of Year 5 boys in Reading.

**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>11%</td>
<td>32%</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>3%</td>
<td>27%</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>5%</td>
<td>43%</td>
</tr>
<tr>
<td>National</td>
<td>13%</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>8%</td>
<td>38%</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>8%</td>
<td>54%</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: % 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>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>90%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

Parents

Parents were surveyed as part of the school’s review and improvement process. They felt that the teaching staff knew their children, were professional and dedicated in their approach. Parents felt that there were many opportunities to be involved within the life of the school. They appreciated the care and concern for every child, supported by the Pastoral Care Program and the introduction of Schoolwide Positive Behaviours for Learning Program. Parents felt there was a diverse range of programs and experiences provided for the students. The introduction of a new website and smartphone APP has assisted with the communication of school and community events. Areas to address included the continued involvement of parents in supporting children in their learning and appreciated the consultation with regard to the school uniform and the stage-learning environment.

Students

Students communicated a sense of pride and belonging in their school. They were grateful for an environment where they could learn in a variety of ways. They commented positively on the physical layout of the school and the beauty of the natural environment. The students felt they had a wide variety of opportunities and enjoyed participating in gala days, activities with buddies and the Creative Arts program.
Staff

The staff responded positively to the learning environment and the sense of community at Ss Peter and Paul. The staff has appreciated the opportunity to observe one another while implementing the explicit teaching strategies associated with Spelling. The staff has spoken favourably of the opportunity and challenges that were involved with moving to a Stage-learning environment. The consistent approaches to spelling mathematics and reading comprehension have had a direct impact on students’ learning. The staff enjoys the working environment at the school and the opportunities to participate in professional development associated with the school’s improvement goals. The focus for the future will be on the effective use of data analysis to develop learning plans for identified students on the learning continuum.

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 2012:

- **Key Area 1: Catholic Life and Religious Education**
  1.1 Vision and Mission

- **Key Area 3: Pedagogy**
  3.1 Curriculum Provision

- **Key Area 4: Human Resources Leadership and Management**
  4.1 Recruitment and Retention
  4.3 An Ethical Workplace Culture

- **Key Area 5: Resources, Finance and Facilities**
  5.2 Use of Resources and Space

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

Throughout 2012 the school has worked to improve and review the areas identified above, the following areas of improvement have been noted:

The review of our Vision and Mission statement has allowed us to refocus our energies on providing curriculum that matches our stated vision and Mission. In 2012 we have been able
to offer specialist instruction in Art and Music and provide opportunities for gifted and
talented students through the SPLiCED program.

The transition to a multi age learning environment, which has successfully met the students’
needs and purposefully used the flexible learning environment. The purchase of furniture to
foster collaboration has contributed to this.

The focus on increasing student enrolment has been particularly satisfying with an overall
increase of 10 kindergarten students for 2013 and increases in enrolments in other year levels
throughout 2012.

School Review and Improvement components to be reviewed and rated in 2013:

- **Key Area 1: Catholic Life and Culture**
  1.3 Catholic Life and Culture
- **Key Area 2: Students and Their Learning**
  2.1 Educational Potential
- **Key Area 3: Pedagogy**
  3.2 Provision for the diverse needs of learners
- **Key Area 4: Human Resources Leadership and Management**
  4.2 Professional Development of Staff
- **Key Area 5: Resources, Finance and Facilities**
  5.4 Financial Management
- **Key Area 6: Parents, Partnership, Consultation and Communication**
  6.1 Parent Involvement