About This Report

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

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

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

St Mary’s Star of the Sea Catholic Primary School
PO Box 178
Milton NSW 2538
Ph: (02) 4455 2328
Fax: (02) 4454 0425
Email: info@sosmdow.catholic.edu.au
Website: www.sosmdow.catholic.edu.au

Administrator: Fr Davidanthony Davies Adm
Principal: Mrs Nicole Van Ingen

Date: 13 December 2012
Vision Statement

“Help one another as we grow in the love of God”

Message from Key School Bodies

Principal’s Message

St Mary’s Star of the Sea Catholic Parish Primary School in Milton began a time of growth and change in 2011 with the National Partnership’s Initiative as the catalyst. The Smarter Schools National Partnerships will continue in 2013 with initiatives being introduced or continuing in Focus on Reading (FOR), Taking Off With Numeracy (TOWN), Best Start, Schoolwide Positive Behaviours for Learning (SPB4L) and external partnerships. Staff are to be commended for their hard work, professionalism and dedication.

I wish to thank the staff, parents and students who have put their whole selves in to teaching, learning and community at St Mary’s. By putting our energies into the positive and getting involved for the good of all, St Mary’s is moving onwards and upwards. With the efforts of all and by the Grace of God, our journey will continue forwards.

Parent Involvement

At the conclusion of 2012, we recognise the hard-working and conscientious efforts provide by the Parents and Friends’ Association (P&F) of St Mary’s Star of the Sea. I believe it is necessary to sincerely thank our school’s Leadership Team and staff on behalf of St Mary’s for their exceptional dedication, enthusiasm and collaboration throughout 2012.

On behalf of our school, I wish to acknowledgment the P&F Executive for 2012 and extend my gratitude to all the parents who assisted with the School Community BBQ’s, Working Bees and Fundraisers. To all those wonderful Parents, Carers, Families and Friends who continually put their hand up and volunteered without question, the P&F and our school community say Thank You.

2012 Fundraising efforts haven't gone unnoticed. P&F funds raise have supported our school community in the purchase of:

- Multiple SMART Boards (Interactive Whiteboard Computer System)
- Apple iPads
- new School BBQ
- A Stylish Chic Chicken Coop.

Our children’s smiles are precious, their school memories momentous and their enjoyment irreplaceable.
I commend the efforts of EVERYONE who has made a contribution with their time and efforts (big or small) over 2012. Times have and remain difficult, although we have pushed through. I believe our spirit of community has made things happen. Congratulations Everyone!

_P & F President_

_Student Leadership_

This year there have been more changes at St Mary’s. We wish our school could stay the same, but we are happy with the teachers we have with us. We have gotten an electric bell with a timer this year. We hope to keep the old bell and ring it by hand on our last day.

We love the new Smartboards and laptops. The iPads in every classroom are good, we have learnt to make iMovies and to take and record digital data like photos and videos of our camp to Canberra.

We have enjoyed Gala Days and hosting the Conversation with the Bishop.

_Year 6 Class, 2012_

_School Profile_

_School Context_

St Mary’s Star of the Sea Catholic Primary School is a Catholic Systemic co-educational school located in Milton. The school caters for students in years K-6 and has a current enrolment of 133 students.

The school was originally founded by the Sisters of St Joseph in 1914 and became part of the Diocese of Wollongong in 1976. It is situated on the South Coast of NSW, on a beautiful setting on the northern outskirts of Milton overlooking the town to the south, the peaceful rural landscape to the west and north-west and views to the sea in the east. The school is a one stream school serving students from Vincentia to Kiola.
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.sosmdow.catholic.edu.au and the CEO website: 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>80.8</td>
<td>85.9</td>
</tr>
<tr>
<td>Year 2</td>
<td>89.3</td>
<td>90.5</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.6</td>
<td>94.4</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.5</td>
<td>81.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.8</td>
<td>86.7</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.8</td>
<td>93.0</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, monitor part and whole day absences.

In accordance with the school attendance policy and CEO guidelines, student attendance is monitored and recorded daily. Two weeks duration is given for non-attendance to be finalised. All absences require a written note upon the child’s return to school. Parents are contacted if absences remain unexplained.
Staffing Profile

There are a total of 12 teachers and 6 support staff at St Mary’s Catholic Primary School. This number includes 7 full-time, 5 part-time teachers.

The composition of the workforce is as follows 9.94 FTE.

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 97.23%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 73%.

Professional Learning

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

These included:
St Mary’s whole school development days involved 15 staff. These days focused on:

- Development of Spirituality
- National Partnerships Program (Focus on Reading Phase 1 Consolidation)
- Australian Curriculum
- Apple School Technology Day
- Non-Violent Intervention Training
- First Aid courses focusing on training in Anaphylaxis, CPR, Asthma
- Peer observations offered to improve pedagogy and to encourage best performance in and across National Partnership schools
Other professional learning activities provided at school level including CEO run courses:

- Aspects of Curriculum and Curriculum Compliance (2 x teachers)
- Assessment of student learning and Quality Teacher Judgment (4 x teachers)
- Integrating Technology – specifically Smartboards (2 x teachers)
- Differentiating the Curriculum to meet student needs (2 x teachers)
- Behaviour management (4 x teachers)
- Gifted Education (1 x teacher)
- Leadership Networks, Conferences and Retreats building leadership capacity (3 x teachers)

Relief teacher payments incurred in enabling staff to participate in courses and engage in in-school planning activities supporting curriculum initiatives amounted to $9,240. Subscription costs supporting professional development through the provision of professional journals and other publications totalled $740. The average expenditure by the school on professional learning opportunities per staff member was approximately $350. Additional professional learning opportunities were provided by the Catholic Education Office, (through National Partnership funding), with an additional average expenditure per staff member of $3,859.

**Catholic Life & Religious Education**

St Mary’s Star of the Sea Catholic Primary School has continued to develop as an integral part of the Milton, Ulladulla and Sussex Inlet Parish, under the pastoral leadership of Father Davidanthony Davies. The school continues to support families in the faith development of the children entrusted to its care. Central to this work is a promotion of Parish life including the weekly and seasonal liturgies of the Parish. The school supports a significant number of Parish initiatives throughout the year including the three Shoalhaven Catholic Schools combined Mass and dinner, which was held at St John the Evangelist High School this year. Students from St Mary’s had the opportunity to celebrate the Sacraments of Penance, Eucharist and Confirmation in Term 3.

Students have opportunities for liturgical celebration to complement the Religious Education syllabus taught in all classrooms. During the opening school liturgy we asked for God’s blessing on the school community and presented leadership badges. St Mary’s Star of the Sea plays a key role in the Parish Liturgical celebrations. The Ash Wednesday Mass and the Easter Passion play are celebrated as a whole school. Students of St Mary’s participate in the re-enactment of the Stations of the Cross, a community event held at St Mary’s Milton on Good Friday.
In Term 3, St. Mary’s was the host for the Year 6 Gathering and Prayer with Bishop Peter Ingham. The following schools came to gather in prayer with Bishop Peter Ingham:

- St. Michael’s Catholic Primary School, Nowra
- St. Paul’s Catholic Primary School, Albion Park
- Ss. Peter and Paul Catholic Primary School, Kiama
- Stella Maris Catholic Primary School, Shellharbour
- Nazareth Catholic Primary School, Shellharbour City

St Mary’s Feast Day, the Feast of the Annunciation, was celebrated with a liturgy. In Term 4 a Graduation Liturgy was held for the outgoing Year 6 students.

Each Term Fr David Anthony celebrated Mass with each class and students had the opportunity to receive the Sacrament of Penance.

Other significant events celebrated include: ANZAC Day, St Mary of the Cross MacKillop Feast day, NAIDOC and Remembrance Day.

The school has a rich prayer life. Each day starts with the whole school joining together to say our school prayer. On Monday morning the staff joins together for prayer. At the beginning of Term 4 our staff spirituality day was led by staff from the Catholic Education Office on ‘The Season of Enlightenment’ with an Advent perspective.

One staff member attended one of the spirituality courses offered through the Catholic Education Office: Artist’s Retreat and three staff members attended Religious Professional Development in the ‘Storytelling’ component of Religious Education lessons.

The school has a strong culture of social justice. All classes have Mission boxes and St Vincent de Paul boxes. The students’ generosity is evident when these are collected. Students learned about the work of Caritas and raised money for Project Compassion by having a cake stall and Colouring In competition. Each class presented St Vincent de Paul with a Christmas hamper, Year 3 and 4 held a Christmas Stall with all donations going towards St. Vincent de Paul, students came to school in casual clothes for a coin/item donation for the Winter Appeal and a school community collection was taken at our whole school Talent Quest.

**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 16 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 18 completed the Extended Task (Part B). The Extended Task was based on the Unit: Mary, Mother of God: First Among the Saints and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.
Students displayed a high level of performance in their knowledge of religious tradition. This high level of performance was particularly evident in their knowledge of:

- Describe and explain an image of God from the scriptures
- Demonstrate an understanding of the Hail Mary
- Demonstrate an understanding of Lenten practices that bring us closer to Jesus.

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

- Recall the events of the Resurrection
- Recall and identify events from Advent and Christmas
- Identify lesson from the parables.

For Part A, 12.5% of students were placed in the developing level, 62.5% in the achieving level and 25% were in the extending level.

For Part B, 0% of students were placed in the developing level, 44.4% in the achieving level and 55.6% were in the extending level.

Combining Parts A and B, 6.3% of students were placed in the developing level, 56.3% in the achieving level and 37.5% were in the extending level for Religious Literacy.
Financial Summary

The major expenses incurred by the school this year were:

- Purchase and installation of Smartboards and reconfiguring of unworkable data projectors with automatic screens;
- Purchase of 14 iPads per classroom;
- Purchase of 10 Apple laptops to begin our three year cycle of purchase, maintain, upgrade of technology;
- Painting of graphics on large concrete areas to encourage passive play;
- Purchase and installation of automatic bell and public address system; and
- Clean up and disposal of concrete, timber and rubble under and around Year 1 and 2 classrooms as a major Workplace, Health and Safety issue.

The following graphs reflect the aggregated income and expenditure for St Mary’s Star of the Sea Catholic Primary School, Milton 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
Catholic schools are recognised within the community for an authentic; values based approach to the pastoral care of children and young people, particularly in response to the concerns that arise for those who encounter specific challenges over their schooling years.

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

- Care for Ourselves
- Care for Others
- Care for our School
- Care for our Learning

All St. Mary’s students have a school positive behaviour sticker book. This book will be kept until students complete Year 6. Students are awarded stickers to recognise their achievements in following the school rules. There are four levels of achievement in the sticker book based on the recognition of positive behaviours relating to the school rules. Students are acknowledged in front of a whole school assembly when achieving these awards.

A Student Pastoral Care Committee provides extra support to develop skills, knowledge and attitudes necessary to maintain a safe school environment. It is characterised by fairness, mutual trust, respect and reconciliation.

A Leadership Passport for 2013 seniors was implemented in Term 4 2012. The passport is an initiative to encourage our students to grow into their role as leaders in a Catholic School. These tasks call students to give of themselves in the spirit of Mary MacKillop and the Sisters of St Joseph who founded our school.

St. Mary’s has access to a CatholicCare Counsellor every fortnight for those students in need. The use of MSPEC (Managing Student Pastoral and Educational Concerns) is readily used. MSPEC is intended to provide a clearly articulated approach to the response and management of concerns pertaining to students that manifest themselves in any or all of the following:

- Behaviours of concern, extreme or persistent problem behaviour;
- Poor or underestimated educational outcomes;
- Identified or emerging special needs;
- Known or suspected pastoral needs;
- Indicators or disclosures of harm, abuse or ill treatment;
- Indicators of lack of or inappropriate physical, social or psychological development; and
- Risks to self, peers, staff or others.

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**

St Mary’s School is a learning community where each child is valued and encouraged to reach their full potential. At St Mary’s we continually focus on and encourage each child to live our motto ‘Help One Another’. Learning is viewed as a life long process and is seen as the core business of the school.

**National Partnerships**

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

The National Partnership will achieve this through better use of data, strengthening school leadership and partnership arrangements between school and parents, local communities and the higher education sector.
St Mary’s has implemented the following initiatives under the National Partnership Agreement:

- Focus on Reading- Phase 1
- School Wide Positive Behaviours For Learning (SPB4L).

These initiatives will ultimately improve the school’s capacity to meet the diverse needs of the students and improve student outcomes.

**Curriculum & Pedagogy**

The NSW Board of Studies documents in English, Mathematics, Human Society and Its Environment, Science and Technology, Creative Arts, Personal Development, Heath and Physical Education along with the Diocese of Wollongong Religious Education Curriculum, are the basis for developing the school’s curriculum. The Key Learning Areas are implemented across the four Stages of learning by classroom teachers and supported by the School Support Officers.

Our assessment and reporting process at St Mary’s reflects the Australian Government requirements whereby parents are provided with two written reports annually. Each report provided information about student progress relative to the specific standards labelled A to E, from Year 1 to Year 6. Kindergarten reports on all Key Learning Areas to the specific standards labelled limited, sound and extensive. At St Mary’s, staff use a variety of formal and informal assessments to support the reporting process. Our staff members use pre and post testing of student’s skills. The National Assessment Program Literacy and Numeracy (NAPLAN) Tests for Year 3 and Year 5, Best Start in Kindergarten, SENA assessments Year 1 to Year 4 and Year 4 Religious Literacy Assessment are tools used to provide feedback and guide teaching. Each class also completes Baseline Data for Literacy as part of National Partnerships ‘Focus on Reading’ at the beginning and end of the school year. This data is tracked for each student as they move through the Stages.

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

Literacy continues to be a high priority in the school. In Literacy the St Mary’s staff continued to focus on the explicit teaching of the ‘Super Six’ comprehension strategies. This implementation was a continuation from our 2011 National Partnerships Focus on Reading improving comprehension skills of students through reading opportunities.

Upgrading of classroom reading resources continued with the focus on guided readers in Early Stage One and Stage One and literacy circle sets of books for Stage 2 and Stage 3.

St Mary’s School recognised National Aborigines and Islanders Day Observance Committee (NAIDOC) Week in 2012 with a whole school assembly. The local Aboriginal Elders performed ‘Welcome to Country’ and Indigenous students from Ulladulla High School preformed a variety of Aboriginal games with St Mary’s students.

**Meeting the needs of all students**

The responsibility of meeting the diverse needs of students belongs to all staff and is supported by the School’s Review Committee. The role of the Committee is to meet with the class teacher each Term and develop strategies and individual programs that support the ongoing learning of the student. Individual Plans were developed using the Diocesan planning tool for students who receive additional funding to support their learning. Meetings were held in Term 1 and Term 3 with parents to inform and discuss progress.

As part of the National Partnership ‘Focus on Reading’ Program, individual plans were written for students at risk and not funded or students who are Indigenous. Assessments were carried out on all students to compile the Baseline Data for National Partnerships.

The Reading Recovery Program continued to support students with an intensive 1:1 daily reading program. In 2012 eleven students took part in the program with ten successfully being discontinued. The learning process of ex Reading Recovery students is closely monitored up until Year 4. There is also long term monitoring for our Indigenous students from Kindergarten to Year 6.

The Catholic Education Office Wollongong offered a gifted program, Stretching Potential through Learning in Interactive Challenging Environments (SPLICED), to meet the needs of our accelerated learners. Additional support from the Catholic Education the Office personnel was provided for hearing impaired and behaviour support students. The school also had the support of the CatholicCare Counsellor for one day a fortnight.
Expanding Learning Opportunities

During 2012 Stages were involved in incursions and excursions to support the learning that occurs in the classroom. This included an Indonesian puppet show and workshop K-6, Indigenous games K-6, Life Education Van K-6, Ulladulla High School play 'The Big Bad Book', Stage 1 visited HMAS Albatross, Stage 2 visited the township of Milton and Stage 3 visited the Nations Capital. Early Stage 1 and Stage 1 attended the Ulladulla Primary School play.

During the year students participated in a number of local community events including:
- ANZAC Day Memorial Service at Milton;
- Good Friday re-enactment of the Stations of the Cross;
- Milton Show;
- Scarecrow Festival;
- Bush Poetry Competition;
- Christmas Carols at the Village Green Milton; and
- Performing at Sarah Claydon Retirement Village.

Students participated in school, Regional, Diocesan and MacKillop sports carnivals in swimming, athletics, cross country and rugby league. Stage 2 and Stage 3 participated in the Diocesan soccer gala day and Stage 3 in the Diocesan basketball gala day. Two students were successful in achieving a Sports Awards at the Diocesan Sports Presentation.

University of NSW and International Competitions and Assessments for Schools (ICAS) competitions in the areas of English, Writing, Spelling, Mathematics and Science were made available to the students in Year 3, 4, 5, and 6. All students were given the opportunity to participate in the Premier’s Reading Challenge.

Students in Stage 3 participated in the Diocese of Wollongong ‘Christmas Story’ Art Competition. In Term 4 students from Kindergarten to Year 6 participated in an intensive swimming program.

Student Achievement

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

The 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.

Students in Year 5 who participated in NAPLAN 2012 have shown considerable growth in the area of reading and spelling. Students in Year 5 showed significant learning gains. The National Partnerships initiative of ‘Focus on Reading’ 2010-2012 has boosted our school results. Year 3 2010 - Year 5 2012 expected growth in reading was 75 points. The students achieved a growth of 111 points. In spelling the expected growth was 83 points and the students achieved 111.

In numeracy Year 3 achieved higher than the State results with 82% of students performing at or above the minimum standards set.

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></th>
<th>YEAR 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
</tr>
<tr>
<td>Reading</td>
<td>School 6%</td>
<td>47%</td>
<td>47%</td>
<td>14%</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>National 14%</td>
<td>37%</td>
<td>47%</td>
<td>18%</td>
<td>49%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 6%</td>
<td>35%</td>
<td>59%</td>
<td>5%</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>National 8%</td>
<td>44%</td>
<td>47%</td>
<td>18%</td>
<td>60%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 18%</td>
<td>35%</td>
<td>47%</td>
<td>14%</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>National 13%</td>
<td>41%</td>
<td>44%</td>
<td>17%</td>
<td>50%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 12%</td>
<td>41%</td>
<td>47%</td>
<td>10%</td>
<td>72%</td>
</tr>
<tr>
<td></td>
<td>National 13%</td>
<td>36%</td>
<td>50%</td>
<td>20%</td>
<td>47%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 6%</td>
<td>65%</td>
<td>29%</td>
<td>15%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>National 16%</td>
<td>49%</td>
<td>33%</td>
<td>18%</td>
<td>53%</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 % AT or ABOVE</th>
<th>2012: ABOVE</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
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<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>94%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>92%</td>
<td></td>
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<tr>
<td>Spelling</td>
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<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
<td></td>
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<td>National</td>
<td>94%</td>
<td>93%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>School</td>
<td>94%</td>
<td>100%</td>
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<td>National</td>
<td>93%</td>
<td>90%</td>
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<tr>
<td>Numeracy</td>
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<tr>
<td>School</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>93%</td>
<td></td>
</tr>
</tbody>
</table>

**Parent, Student and Staff Satisfaction**

Parents/caregivers, students and staff were surveyed in term 4 of 2012. Approximately 50% of families returned their surveys.

Feedback focused on three areas of improvement, these being:

- awareness of the benefit of National Partnerships for their child/ren;

This year we had a Parent Information and get to know your teacher evening which began with the NP Teacher Educator who gave a 20 minute address on National Partnerships. We have had updates in the school newsletter regarding student growth in NAPLAN. However this needs to be further addressed in 2013 school year through Reform 6 in National Partnerships Low SES Agreement, “Community Engagement.”

- honesty in feedback to parents about their child/ren’s learning and behaviour;

This year we have achieved a more balanced and realistic “bell curve” of results in both semesters of written reporting. We have provided opportunities for teachers to share work samples with each other and to develop a consistency of teacher judgement. To be further addressed in 2013 through Reforms 3, 5 and 6, “Community Engagement” & “Data Collection”, “Analysis and Reporting.”
• staff not having a clear, unified approach to behaviour management;

This has begun to be addressed in the playground through Reforms 3&4 around “School Wide Positive Behaviours for Learning.” To be further addressed in 2013 through the same reforms as we move to focus on behaviour in classrooms

All of these areas are closely linked to elements of the National Partnership Agreement. Through further implementation of these initiatives, an increase in parent satisfaction should be seen in these three areas when the parents/caregivers are surveyed again during semester 1, 2013.

**School Review and Improvement**

School Review and Improvement is an on-going 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 2: Students and their Learning.**
  2.3 Reporting and Student Achievement
  Report cards show a more realistic bell curve of results across class groups, staff members have engaged in staff meetings where they have shared student’s work samples to develop consistency of teacher judgement.
  2.4 Integration of Information and Communication Technology
  All classrooms have access to functioning iPads and laptops. All iPads and laptops have educational and age appropriate programs saved to the “Favourites” bar.

- **Key Area 3: Pedagogy.**
  3.6 School Climate, Learning Environments and Relationships
  Further in-service in SPB4L with playground focus, ready to move into classroom behaviours in 2013.
  3.7 Professional Learning
  Individual Learning Plans written for targeted students in each class, staff training in National Partnership’s Initiatives of SPB4L and Focus on Reading.
  Staff members have visited other National Partnerships Schools with an opportunity to develop a learning partner who teaches the same year level as themselves.
• **Key Area 4: Human Resources Leadership and Management.**
  4.5 Overall Compliance with Legislation and Other Requirements
  Installation of an automatic bell, major clean up and re-shaping of oval to make playground a safe place. Completion of risk assessments prior to going on excursions.

• **Key Area 5: Resources, Finance and Facilities.**
  5.1 ICT Resources
  All logos and brands used by the school are now owned by the school and copyright free.
  New school website ready to go live in 2013.
  Purchase of Smartboards, iPads, laptops and remote control screens.
  Reconfiguring of data projectors.

**School Review and Improvement components to be reviewed and rated in 2013:**
St Mary’s has gone from low-tech in 2011 (with a hand rung bell), to mid tech in 2012 (with Smartboards, iPads and an automatic bell) and looking to high tech in 2013 (a colour photocopier and one-to-one iPad rollout for Kinder).

We have gone from a fractured staff to a group who is unifying in attitude and skill as we evolve into a Professional Learning Community under the National Partnerships Initiative.
In 2013 our SRI Components are:

• **Key Area 1: Catholic Life and Religious Education.**
  1.4 Parents, Parishes and the Broader Church

• **Key Area 3: Pedagogy.**
  3.2 Provisions for the Diverse Needs of Learners
  3.3 Teaching Practices
  3.7 Professional Learning

• **Key Area 4: Human Resources Leadership and Management.**
  4.2 Professional Development of Staff

• **Key Area 6: Parents, Partnership, Consultation and Communication.**
  6.3 Linkages with Wider Community