About This Report

St Michael’s Catholic Primary School, Thirroul 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 (SRI) initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school’s Annual Action Plan.

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

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2013.

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

St Michael’s Catholic Primary School
PO Box 86
Thirroul NSW 2515
Ph: (02) 4267 2560
Fax: (02) 4268 1482
Email: info@smt dow.catholic.edu.au
Website: www.smt dow.catholic.edu.au

Parish Priest: Father Ken Cafe

Principal: Mr Danny Sykes
Date: 14 December 2012
Vision Statement

St Michael’s Catholic Parish Primary School: Inspiring excellence in learning, leading and living the faith.

Message from Key School Bodies

Principal’s Message

St Michael’s Catholic Primary School’s Annual Report provides the local and wider communities the opportunity to reflect on and celebrate the significant achievements that have occurred in 2012.

There have been many exciting events occur throughout the year at St Michael’s, with one of the highlights being the introduction of “The Leader In Me” program into the school’s curriculum and the Catholic school setting. The program strives to bring about an intrinsic and authentic change in culture where every student, staff member, parent and community member is involved in helping to build the depth of character and high level of competence needed to thrive in the 21st Century. The implementation phase commenced in Term 4 and the students particularly enjoyed learning about “The Seven Habits”, a core set of principles involved in the program.

Thank you to everyone who has been involved with the school, especially our Parish Priest for his valued support, the staff who worked with great dedication for the betterment of the students and the parent volunteers who gave generously of their time in so many ways. The Parents’ and Friends’ Association (P & F) has been extremely active in their support, having worked in close partnership with the school to raise funds to cater for the educational needs of the students.

This Annual Report highlights the vibrant and enthusiastic St Michael’s school community, and the harmonious partnership that is enjoyed between home, school and the Parish.

Parent Involvement

This year the Parents’ and Friends’ Association helped fund a variety of resources for the school. These included, computers, a Smartboard for Year Six, resources in all Key Learning Areas, class readers for each grade, and an electronic school sign on Station Street. As well as this, we gave a significant amount towards the staff training for The Leader In Me program, which has already made a significant contribution to the culture of the school, and will do so for many years to come.

Once again in 2012, parents have been heavily involved in the life of the school, volunteering in so many ways. Their commitment and generosity is greatly appreciated. Thank you to our
P&F Committee for their dedication and hard work and to the parents who regularly attended the monthly meetings.

*Parents’ and Friends’ Association, President*

**Student Leadership**

This year all Year 6 students have been highly involved in many aspects of student leadership. These have included running morning and weekly assemblies, helping our buddies and leading the 7 Habits Peer Groups. We have enjoyed the introduction of the Leader In Me Program into our school as it helps all students to grow in developing confidence, independence and respect. We have used these skills to organise whole school activities and we appreciate having such an important role to play in our school. We have had a great year and we are sure most of the Year 6 students will carry on using the 7 Habits throughout High school. As School Captains we are so proud of our school.

*School Leaders*

**School Profile**

**School Context**

St Michael’s Catholic Primary School is a Catholic Systemic co-educational school located in Thirroul. The school caters for students from Kindergarten to Year 6 and has a current enrolment of 211 students. The majority of students come from Thirroul, Austinmer and Wombarra and recently there has been an increase in the number of students seeking enrolment from suburbs south of Thirroul.

The school was established in 1940 by the Sisters of Saint Joseph to serve the needs of the Catholic Community. Although the Sisters left the school in 1975, the Josephite tradition remains strong.

As a Parish school, St Michael’s is an integral part of the Parish and of the wider community. The spiritual growth and welfare of every student, along with sound education practices is paramount and is a shared responsibility of the Parish Priest, Principal, staff and parents.
Student Enrolments

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.smtdow.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>91.7</td>
<td>94.5</td>
</tr>
<tr>
<td>Year 2</td>
<td>89.4</td>
<td>93.1</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.3</td>
<td>87.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.0</td>
<td>76.1</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.7</td>
<td>89.5</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.4</td>
<td>89.2</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, monitor part or whole day absences.

Rolls are marked every morning using the Schools Administration System (SAS 2000) codes. The daily attendance is completed by the class teacher and sent to the office for electronic marking. Parents are expected to notify the school in writing of any absence. All notes are filed. Unknown absences are followed up on a weekly basis via print outs from the School Administration System (SAS) which are sent home for the parents to complete and return to school. Parents must complete an Application for Exemption form to apply for holiday leave greater than five school days. Should a teacher be notified that a child is leaving the school,
this information is directed to the office and a transfer note is completed following NSW Board of Studies requirements.

Staffing Profile

There are a total of 14 teachers and 6 support staff at St Michael’s Catholic Primary School. This number includes 8 full-time, 6 part-time teachers. The composition of the workforce is as follows:
- 17 females and 3 males

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 98.60%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 95%.

Professional Learning

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

These included:
A. St Michael’s whole school development days involving 17 staff. These days focused on:
   - The Leader in Me Visioning Day;
   - The 7 Habits Training Days; and,
   - The Leader in Me Implementation training.
B. Other professional learning activities provided at school level including CEO run courses:

- Leading Literacy and Numeracy (2 members);
- Refresher training in CPR and Emergency Care (12 members);
- School-wide Positive Behaviours for Learning (SPBL) (4 members); and,
- Best Start Assessment (3 members).

The average expenditure by the school on professional learning per staff member was $1,402.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $1,152.

Catholic Life & Religious Education

St Michael’s Catholic Primary School is an authentic Catholic Parish Primary School. This is evidenced by the close relationship between the Parish Priest, the school community and Parishioners in a supportive environment.

Religious Education is the focus of the school, is taught daily and is integrated in all aspects of schooling and daily life. The Diocese of Wollongong Religious Education Curriculum is the endorsed curriculum for all grades from Kindergarten to Year 6.

Throughout the year students participated in weekly Parish and whole school Masses as well as Liturgies of the Word for Ash Wednesday, Holy Week and Easter, Catholic Schools Week, Book Week and Grandparents Day. Each class also organised and presented a Liturgy of the Word for special feast days throughout the year including: The Annunciation, Pentecost, All Saints Day and Christ the King. Year 6 students participated in ‘Prayer and Gathering with Bishop Peter’ in August, along with students from six other Northern Illawarra schools.

The school is very conscious of its rich history and the contribution to the Northern Illawarra and the Thirroul Parish by the Sisters of St Joseph. The school remembers and celebrates the influence of St Mary MacKillop and acknowledges the work of the Sisters of St Joseph in establishing St Michael’s School. On 8 August the school community gathered to celebrate the Feast of St Mary of the Cross MacKillop with a whole school Mass.

The work of the missionaries has always been a whole school focus of St Michael’s. During October, one week was set aside for supporting the missions in the Phillipines. The week began with a Liturgy of the Word. Each class participated in a fundraising event led and run by the students. The students have continued their involvement with Mini Vinnies throughout the year. In 2012 the students organised a ‘Noodle Cup’ collection for the Vinnies Van, a Winter Appeal collecting food and warm clothing and the sale of Christmas cards, designed by the finalists of the Christmas Art Competition. They were also heavily involved in the collection of goods for weekly Masses and Christmas hampers for the Annual St Vincent de
Paul’s Christmas Appeal and clothing pool.

Sacramental Programs were family based, where Parish, school and parents worked together to prepare children for the Sacraments of Penance, First Eucharist and Confirmation. The Parish Priest, class teachers and the Religious Education Co-ordinator (REC) prepared an innovative program for each sacrament.

The whole school community modelled Catholic values by their support and involvement in special fundraising activities including Mission Week ($951.20), St Vincent de Paul, Cystic Fibrosis ($247.00), Project Compassion ($260.75), Vinnies Winter Chill out ($300) and the Convoy for Canteen ($500). At all school Masses food items were collected for the local St Vincent de Paul Society to distribute to the needy of the Parish.

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 twenty-six Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and twenty-nine 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.

St Michael’s Catholic Parish Primary School achieved pleasing results in the 2012 Religious Literacy Assessment, especially in the Part B component. St Michael’s performance in Part A was slightly above the Diocesan average, whilst performance in Part B was significantly above the Diocesan average. The overall combination of both Part A and B placed St Michael’s above the Diocesan average. Upon comparing St Michael’s 2012 results with those of the previous year, it can be seen that there is a significant increase in the Part B results with a slight increase in the Part A results.

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

- Knowledge of Holy Week;
- Ability to describe and explain an image of God from the scriptures;
- Understanding of the Hail Mary; and,
- Familiarity with scripture stories.

The students’ responses showed a need to further develop a capacity to work with and apply the religious tradition especially in their ability to:

- Identify key symbols of Baptism;
- Identify lessons found in the parables; and,
• Recall the events of the Resurrection.

For Part A, 7.7% of students were placed in the developing band, 73.1% in the achieving band and 19.2% in the extending band for Religious Literacy.

For Part B, 0% of students were placed in the developing band, 51.7% in the achieving band and 48.3% in the extending band for Religious Literacy.

Overall, 3.8% of students were placed in the developing band, 61.5% in the achieving band and 34.6% in the extending band for Religious Literacy.

Financial Summary

During 2012 the school made a financial commitment to the introduction of The Leader in Me student leadership program. In addition, the school purchased a new electronic sign and a synthetic grass basketball court was installed to improve the playground for the students. Our Parents and Friends Association contributed $32,750 towards the cost of the Leader in Me training for staff, Information Communication Learning Technologies (ICLT) equipment and the electronic sign. The Parish also contributed $30,650 towards the new synthetic grass basketball court and tree removal in the playground. The school received a $2,000 grant from the NSW Department of Education for the implementation of the Live Life Well Program.

The following graphs reflect the aggregated income and expenditure for St Michael’s Catholic Primary School, Thirroul 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 Michael's Catholic Primary 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 heart of all that is undertaken within the school.

Student leadership has been heavily promoted throughout the year especially through the introduction of The Leader In Me program. In Term Four, Peer Support groups were conducted with the special focus placed on learning about The 7 Habits. The Year 6 students formed leadership groups in the following areas- public speaking, the environment, fund raising, playground and liturgy. Assemblies were conducted by student leaders and other initiatives such as school discos and helping younger students at lunchtime were the responsibility of the Year 6 students. The school’s buddy system also worked effectively this year with the Year 6 students helping Kindergarten children settle into school life.

A CatholicCare counsellor attended the school, three times a month and this service ensured that students experiencing difficulties were given specific support. The counsellor also worked closely with teachers and the Principal to address student welfare concerns.

Students’ achievements were acknowledged in the school newsletter and at assemblies. An Awards Assembly was held each Friday to celebrate individual student success. All students had the opportunity to earn a range of awards from Superstar Awards through to a St Michael’s Blue.
Pastoral Care

This year St Michael’s School continued the School-Wide Positive Behaviours for Learning Program (SPB4L). The SPB4L initiative focused on establishing a safe and predictable school environment. This program supports long-term success, both socially and academically and aims to explicitly teach expectations for positive behaviours. During 2012, the school’s Positive Behaviours Policy was finalised and was launched at a parent workshop. The policy clearly outlines the school’s approach to ensuring that all students are safe and that the school rules: Take Care of Yourself, Take Care of Each Other and Take Care of this Place are well understood and followed by all students.

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 by contacting the school office.

Learning and Teaching

Introduction

St Michael’s Catholic Primary School is a learning community focused on providing a diverse range of educational experiences to ensure each student has the opportunity to achieve their full potential. Effective learning and teaching encourages all students to strive for individual excellence. Staff members are highly committed to their profession and the students in their care. There is a spirit of collaboration encouraged in the decision-making processes that are designed to improve learning outcomes.

Curriculum & Pedagogy

NSW Board of Studies syllabus documents, along with the Diocese of Wollongong Religious Education Curriculum form the basis of the courses of study devised and implemented by classroom teachers.

In 2012, the school continued to implement the assessment and reporting procedures, which complied with Federal Government requirements. Student reports, containing the Common
Grade Scale were sent home in June and December to parents/caregivers. Parent/teacher interviews were also held in June and after the December reports had been sent home they were available on request.

The teachers at St. Michael’s school continued to link teaching and learning with the Diocesan Learning and Teaching Framework (DLTF) and the School Review and Improvement (SRI) process. Staff focused their teaching strategies to ensure that the learning needs of all students were addressed. Staff members this year have worked together to improve and enrich the learning and teaching in the area of literacy with special reference to the area of spelling. Professional learning was provided to teachers. They examined five key spelling strategies, which should assist children in solving words when writing or learning new words. The goal was for staff to become aware of these strategies and design new pedagogical approaches to improve student learning. Spelling was an area identified from the 2011 National Assessment Plan for Literacy and Numeracy (NAPLAN) results.

At St Michael’s explicit teaching is highly valued. Teachers ensure that all skills, knowledge and understandings are modelled, guided and then independently practised by students. There are also regular opportunities for students to purposefully reflect on their learning.

Provision for the diverse needs of students was addressed through the Reading Recovery Program, Targeted English Program (two mornings a week) for students from Years 2 to 6 who required assistance with literacy. Particular emphasis was placed on comprehension and writing.

St Michael’s three-year ICLT Plan has guided the purchasing of resources and the accessing and provision of professional development for staff. In preparation for the Google suite roll out in 2013 staff have participated in two staff meetings and some one hour voluntary ICLT sessions led by the ICLT coordinator.

In 2012 a variety of resources in ICLT were purchased including a SMART board, a mac mini, a projector and speakers for the 2013 ‘bubble’ Kindergarten class, as well as ten desktop machines, eight Macbook pros and ten iPads.

The iPads have been purchased in preparation for a 2013 initiative that will see each classroom teacher and the librarian be loaned an iPad and gifted with a ‘$50 iTunes card’. The intention is that staff will become highly familiar with iPads through fortnightly professional development sessions hosted by the school and also through the purchasing of suggested educational Apps with the iTunes card. 2013 is a year of preparation and research for an initiative that may be undertaken in 2014 that will see one or more grades become 1:1 iPad enhanced learning environments.

St Michael’s continues to be proactive in the area of digital citizenship through the delivery of a parent evening, newsletter inserts, the Australian Communications and Media Authority
workshops and in-class student sessions. This priority will continue in 2013 and beyond. To enhance communication, collaboration and creation for staff, students and parents, ICLT will continue to be a key initiative at St Michael’s.

**Cross Curriculum**

Literacy continued to be a high priority at St Michael’s School in 2012. The development of effective literacy practice was supported by whole-class, individual and guided small group sessions in reading, writing and talking and listening. The teaching staff further developed their knowledge of effective literacy practices throughout the year with on-going learning opportunities and professional dialogue and mentoring programs. Teachers have endeavoured to authentically embed technology to enhance literacy learning and to create more challenging learning experiences for students. Teachers also focused on integrating literacy outcomes throughout all Key Learning Areas (KLAs).

As part of Book Week celebrations, St Michael’s students once again participated in a range of learning experiences involving the shortlisted books for the year. They were able to listen to an author share his experiences of writing a children’s book and participate in a special Book Week themed disco.

Once again all classes at St Michael’s were involved in the Premier’s Reading Challenge. The Challenge aims to encourage in students a love of reading for leisure and pleasure, and to enable students to experience quality literature.

During National Literacy and Numeracy Week, all classes participated in ‘Reach for the Stars’, a nationwide Mathematics investigation for Australian classrooms. This provided the opportunity for whole school involvement and for cross-age collaboration in problem solving in the area of measurement.

Years 4 and Year 5 continue to participate in an Introduction to Chinese Language and Culture Course. The course was an initiative by the Wollongong Catholic Education Office in conjunction with Holy Spirit College, Bellambi. Students were provided with the opportunity to learn basic Chinese Mandarin and to further develop their knowledge of Chinese culture.

**Meeting the needs of all students**

**Gifted Education**

To meet SRI targets, 2012 saw St Michael’s focus on embedding the school’s newly developed Gifted Education Policy. This took the form of a parent evening, three professional development sessions for staff, creation and implementation of a student tracking sheet, formation of a Gifted Committee, administering of the Australian Council for Educational Research (ACER) General Ability Test (AGAT) to students in Years 3 – 6 and the follow up of ACER Slossan Intelligence Test (SIT) testing where appropriate. In 2013 this data will be utilised to both track students and ensure that reasonable differentiation is in place.
Diversifying learning

As a result of the implementation of the Gifted Education Policy teachers have become much more effective in diversifying learning experiences. Some of the strategies teachers are using are:

- Self directed learning (personal interest projects);
- Rich questioning techniques;
- William’s Model;
- Tiering of tasks; and,
- Bloom’s Taxonomy.

This year students in both Stage 2 and 3 also participated in the Diocesan Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) Program initiative. This involved students working through challenging tasks in an online environment.

Students were also offered other opportunities such as:

- University of NSW Competitions;
- Maths Challenge;
- Weekend courses at St George Girl’s High School; and,
- Other competitions.

Special Education needs

This year, the school’s Review Committee has monitored the progress of students identified by teachers as having learning difficulties. This involved classroom teachers completing student tracking sheets and then meeting with The Review Committee on a regular basis (once per term) to discuss the needs of students and possible strategies that could be implemented.

Teachers also liaised with outside professionals such as psychologists, occupational therapists and speech therapists when needed.

2012 has seen St Michael’s implement a Literacy Support Program for students in Years 3 – 6. This involved classroom teachers identifying specific students who required support, these students would then participate in two small group sessions per week, led by the Assistant Principal. It is believed that these sessions have been effective in strengthening spelling, writing, comprehension and reading skills.
Self-directed learning

Students in both Stages 2 and 3 have participated in self-directed learning experiences where they have identified areas of interest, devised open-ended rich questions and then set about researching their interest area. This culminated in students showcasing their project to their peers.

Expanding Learning Opportunities

St Michael’s continues to provide a variety of expanded learning opportunities for its students. Members of the school choir and band participated in a number of performances with the highlight being the advanced band’s performance in winning a gold trophy at the Engadine Bandfest in June.

Years 5 and 6 students entered the Diocese of Sydney Christmas Art Competition and two Year 6 students were successful in being awarded first and second place, including one student winning the Cardinal’s Choice Award.

Students from Years 3 to 6 were involved in a Friday chess competition against several schools in the Illawarra. Twelve students also attended the annual chess day, which was held at The Illawarra Grammar School.

Students from Kindergarten to Year 6 participated in the annual class and school public speaking competitions. As well as this, two Stage 3 students participated in the Regional Public Speaking finals, with the Year 6 entrant awarded first place, before going on to win the Diocesan Final. Students were also given the opportunity to enter the school talent quest competition, which was held in Term 4.

The students participated in a wide range of sporting activities at school, regional, Diocesan and Mackillop levels. A highlight of the sporting events this year was the Cross Country Team winning the Diocesan Carnival for the second consecutive year. Four students also received medallions at Diocesan Sports Awards in November. Throughout the year, various school carnivals were conducted including swimming, cross country and athletics. These events encouraged maximum student participation and developed community spirit.
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

In 2012 the students at St Michael’s Catholic Parish Primary School achieved a high level of results in all components of NAPLAN tests. In Year 3, 98% of students achieved at or above the National Minimum Standard while all students achieved at or above the National Minimum Standard in numeracy. Year 3 students achieved results higher than the National Average in bands 5 & 6 in all strands of literacy and numeracy. In Year 5, 92% of students achieved above the National Minimum Standard with results in Bands 7 and 8 significantly higher than the National average in reading, grammar and punctuation, and numeracy.

When NAPLAN results were released in September 2012 parents were given the opportunity to discuss their child’s results with the class teacher. Staff members were presented with the school’s NAPLAN data at a staff meeting at the beginning of Term 4. Results were analysed and discussed and a plan for 2013 was instigated, targeting students in lower bands who need intervention and support, while extending those students in higher bands.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of literacy and numeracy in Years 3 and 5. It provides valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

Forty-five Year 3 students and twenty-five Year 5 students sat the NAPLAN test 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</td>
<td>7%</td>
<td>18%</td>
<td>76%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
<td>37%</td>
<td>47%</td>
<td>18%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>2%</td>
<td>42%</td>
<td>56%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>8%</td>
<td>44%</td>
<td>47%</td>
<td>18%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>2%</td>
<td>42%</td>
<td>56%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>13%</td>
<td>41%</td>
<td>44%</td>
<td>17%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>4%</td>
<td>18%</td>
<td>78%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>13%</td>
<td>36%</td>
<td>50%</td>
<td>20%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>4%</td>
<td>40%</td>
<td>56%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>16%</td>
<td>49%</td>
<td>33%</td>
<td>18%</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.
Parent, Student and Staff Satisfaction

At the end of the 2012 School Year parents, students and staff were given the opportunity by means of a survey to provide the school with feedback on its performance in a number of key areas. The survey was a way for the school to gauge how well they had achieved their goals for the year and it gave important feedback for future planning.

Summary of Parent Satisfaction Findings

All parents were given the opportunity to respond to the survey. All respondents agreed that the school provided opportunities for parents to be involved. They also agreed that the school helped the students develop a knowledge and understanding about the Catholic faith. They also confirmed that the school provided a safe and supportive environment and that the teachers are genuinely interested in the welfare of each child.

A small group of parents indicated that they would like more information about their child’s progress. A small group also believed that students needed to be challenged more to maximise their learning outcomes.

Summary of Student Satisfaction Findings

In November eighty-four students from Years 4, 5 and 6 were surveyed. There were seven questions in the survey ranging from their pride in the school, teacher encouragement, understanding their rights and responsibilities and feeling safe at school. The students were adamant that the school helped them understand the Catholic faith. Students also indicated that there were opportunities to become involved in sporting and other activities at school. A small group of students was unsure of whom to approach for help if they had a problem.

Summary of Staff Satisfaction Findings

An analysis of the responses indicated that staff members were most positive in all the areas covered by the survey. In addition, the respondents commented favourably on the safe and supportive environment where the welfare of each child is a priority. Staff also believed that the school helped students develop a knowledge and understanding about Catholic tradition.
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 2: Students and their Learning**
  2.5 Pastoral Care

- **Key Area 3: Pedagogy**
  3.4 Planning, programming and evaluation

- **Key Area 6: Parents, Partnership, Consultation and Communication**
  6.3 Linkages with the wider community

- **Key Area 7: Strategic Leadership and Management**
  7.2 Innovation, development and change

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

- **Key Area 3: Pedagogy**
  3.1 Curriculum Provisions
  3.3 Teaching Practices
  3.5 Assessment

- **Key Area 4: Human Resources, Leadership and Management**
  4.2 Professional Development of staff

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

- **Key Area 7: Strategic Leadership and Management**
  7.2 Innovation, development and change