About This Report

St Paul’s Catholic Primary School, Moss Vale 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 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. Paul’s Catholic Primary School
P.O Box 359,
Moss Vale NSW 2577
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Fax: (02) 4868 1064
Email: info@spmvdow.catholic.edu.au
Website: www.spmvdow.catholic.edu.au

Parish Priest: Fr Jaroslaw Zan OSPPE
Principal: Mr Anthony Kenna
Date: 20/12/2012
Vision Statement

A Catholic Community that respects the dignity of all and strives to provide a quality learning environment focused on the life of Jesus.

Message from Key School Bodies

Principal’s Message

St. Paul’s Catholic Parish Primary School is committed to providing quality Catholic Education for the students at the school. The Annual School report is an opportunity to share with the School community, Parish and the wider community, important programs and events that have taken place throughout the year that demonstrate our commitment to the vision statement. The 2012 School Year was a successful year for all involved with the school. The achievements were due to the dedication and commitment of the staff, together in partnership with the students, parents and Parish community. The Annual School Report provides significant information of which the school and Parish community can be very proud.

Parent Involvement

St Paul’s Primary School has a strong home and school partnership. Parental participation is valued and encouraged. Parents were kept informed through the weekly newsletter and were encouraged to attend Parents and Friends activities, support fundraising activities, assist with class activities, attend special liturgies and respond to surveys. The parent community actively participated in the school through various means. Donations to the school of $25 000, by the Parent and Friends Association (P&F), have resulted in providing additional literacy and numeracy resources, playground equipment, playground seating, a bike rack, laptops and iPads for the school. Continuous consultation with parents helped St Paul’s provide a caring and supportive Catholic learning environment where children were given the opportunity to thrive and achieve their best.

Parents and Friends Association, President

Student Leadership

St Paul’s Primary School played a significant role in the lives of the Year 6 students. Year 6 participated in a variety of activities during 2012 and these activities include, prayer services, liturgies, celebrations of the Eucharist, classroom learning experiences, excursions, Tallong leadership camp, sporting carnivals, whole school assemblies, fundraising activities and the Year 6 and Kindergarten Buddy Program. The annual gift to the school by this year’s Year 6 was a portable banner with the school logo, and key words that tell about St Paul’s School. The Year 6 students have all tried to lead the School with pride, striving to live out the school motto, being all things, to everyone.

School Captains
School Profile

School Context

St Paul’s Catholic Parish Primary School is a one stream co-educational Catholic school situated in St Paul’s Parish Moss Vale. The school caters for students in Kindergarten to Year 6 and has a current enrolment of 162. Students who attend the school predominantly reside within the township or the southern outlying areas. The Parish covers this area and is presently administered by the Fathers of the Order of St Paul the First Hermit.

The first Catholic Primary School in Moss Vale was started by the Sisters of St Joseph at “Kalurgan”, Browley Street Moss Vale, in 1884. In 1891 the Dominican Sisters took over the role as chief educators and St Joseph’s School was transferred to the Elm Court property in Moss Vale. In 1947 the school moved to its present Garrett Street site and was renamed St Paul’s, with pupils starting classes in January 1948.

The school motto is, “All to All”, which reflects the strong faith culture of the school.

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.spmvdow.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>93.2</td>
<td>94.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.8</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.6</td>
<td>96.9</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.5</td>
<td>89.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>89.4</td>
<td>92.5</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.3</td>
<td>86.3</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.

When a student has been away from school a note or email is sent to the school, which is kept on the student’s file and the absentee recorded on the electronic role file at the school. If a student is away for more than three days, the class teacher informs the school office and a telephone call is made to the family to enquire about the student’s welfare.

Staffing Profile

There are a total of 12 teachers and 5 support staff at St Paul’s Catholic Primary School. This number includes 8 full-time, 4 part-time teachers.

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 98.85%. 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, St Paul’s Staff undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:
A. St Paul’s whole school development days involving 17 staff and these days focused on:
   - Adult Spirituality and Faith development;
   - School Review and Improvement; and,
   - First – Aid Update.

B. Other professional learning activities provided at school level including CEO run courses:
   - School Review and Improvement group sessions (involved 17 staff);
   - Professional Development Planning and Review (PDPR) (involved 17 staff);
   - Professional Learning on Autism Spectrum Disorder (involved 2 staff);
   - Primary Leaders Australian Curriculum Day (involved 3 staff);
   - Retreats for Principal, Assistant Principal and REC (involved 3 staff);
   - Network Meetings for Principal, Assistant Principal, REC, ICLT, Sport, SSSO Librarian (involved 8 staff);
   - Using National Assessment Plan for Literacy and Numeracy (NAPLAN) data to improve student outcomes (involved 3 staff);
   - Visible Learners Foundation Day (involved 3 staff);
   - SMART Data Analysis Training (involved 3 staff);
   - Reading Recovery (involved 2 staff);
   - Individual Plans for Students with a Disability (involved 1 staff member);
   - Best Start Training (involved 3 staff);
   - Learning for Leading (involved 1 staff member);
   - Lane Clark Learning Framework (involved 4 staff);
   - Spotlight on Technology Expo (involved 3 staff);
   - Leading Path to Life (involved 2 staff);
   - Path to Life (involved 1 staff member);
   - Leading Literacy and Numeracy Learning (involved 2 staff);
   - School Wide Positive Behaviours for Learning (SPB4L) (involved 4 staff);
   - Diocesan Learning and Teaching Framework (involved 3 staff);
   - Multilit Reading Program and Multilit Extension Reading Program (involved 4 staff);
   - School Administration System (SAS) (involved 2 staff);
   - Music Spirituality Day (involved 1 staff member);
• Religious Literacy Analysis (involved 1 staff member);
• Stage Groups Networks meetings (involved 3 staff);
• Oliver Training, Administration System for the Library (involved 2 staff);
• Leading Libraries Primary Day 1 (involved 1 staff member);
• Story Telling Years 3 to 6 (involved 4 staff);
• Igniting the Fire, A Personal Spiritual Formation Experience (involved 1 staff member);
• Smartboard for beginners (involved 1 staff member);
• Educational Leadership Conference (involved 2 staff);
• MAC Boot Camp (involved 1 staff member);
• Non Violent Crisis Intervention Training (involved 1 staff member);
• Intervention for Gifted Learners (involved 2 staff);
• System Focus Day Early Stage 1 (involved 1 staff member);
• Cyber Safety - Australian Communications and Media Authority (ACMA) (involved 12 staff); and
• Behaviour Assessment Reporting Tool (BART) (involved 3 staff).

The average expenditure by the school on professional learning per staff member was $307. In addition, professional learning opportunities were provided by the Catholic Education Office, with an additional average expenditure per staff member of $1222.83.

Catholic Life & Religious Education

The school year began with a Mass for school staff and Parish catechists. In Week 3 a whole school Mass and BBQ was held to welcome new students and their families to the St Paul’s community. During this Mass the Year 6 leaders were inducted into their leadership roles. Staff prayer and spiritual formation continued to be an integral part of school life. Twenty minutes each Wednesday morning was allocated to staff prayer. A number of staff members attended the Highlands Gatherings on spiritual development, which were held each term and led by Brother Bill Tarrant from the Hermitage at Mittagong.

Throughout 2012 there was an ongoing emphasis on building Parish and school relationships. On the second Sunday of each month a class had a particular involvement in the 9:30am Sunday Parish Mass. Children took on the roles of readers, procession leaders, greeters and ushers for the Parish Mass. On the Friday before each Parish Mass a Parishioner came to the school and used her musical expertise to lead the children in hymn practice. Masses and liturgies were also held throughout the year to mark significant events in the life of the school, Parish and Church. These included, Mass for the Assumption, St. Paul’s Feast Day, Reconciliation Liturgies, an End of Year Mass and a School Christmas Carols performance. The weekly school newsletter included notices of special events for both the school and Parish, and the Parish bulletin contained information regarding school events. The Parish community was always encouraged to participate in all school liturgy events. Year 6 students
took part in an annual conversation gathering with Bishop Peter Ingham. This year this event was held at St Paul’s during Term 3.

The school and Parish relationship was also fostered through the Parish-based sacramental programs. Teachers were able to cater for the special needs of some of the children involved in these programs. Along with the Parish sacramental coordinator, a number of teachers from the school were involved in preparing groups of children for the Sacraments of Penance, First Eucharist and Confirmation. The school also made special provision for teachers to be available for the reflection days held for the children. The reflection days were held the Thursday before receiving the Sacraments of Eucharist and Confirmation. During the Confirmation and First Eucharist reflection days, students from the local area schools joined with Year 6 and Year 3 St Paul’s students in preparation for the sacraments. The Parish choir and musicians significantly enhanced sacramental liturgies throughout the year. The school and Parish were able to cater for the large congregations attending these celebrations through the use of the new school hall.

The Mini Vinnies group continued their service to the community through a variety of initiatives, ranging from a gold-coin donation mufti day, to the collection of Winter and Christmas items for the local chapter of St Vincent de Paul, to distribute to the needy of our community. The students of St Paul’s responded generously with a large amount of food and other items donated for the St Vincent de Paul hampers. Funds raised and items collected were distributed to a variety of charities.

Other experiences which supported the Religious Education and the Catholic Life of the school included: class liturgies, Year 4 Religious Literacy Sharing Day, Catholic Schools Week activities and Devotions to Our Lady.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the Diocese in 2012. In 2012 the school cohort consisted of 12 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) and 14 completed the Extended Task (Part B). The Extended Task is based on the Unit: Mary Mother of God: First Among the Saints, and was completed during Term 3.

The performance of each student was described as developing, achieving or extending.

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

- Describe and explain an image of God from the Scriptures;
- Recall and sequence the events of the Annunciation;
- Demonstrate an understanding of Jesus' teaching on the practice of giving;
- Demonstrate an understanding of an image from the scriptures;
- Demonstrate an understanding of the Emmaus story;
- Recall and describe an experience of the presence of Jesus; and,
- Demonstrate an understanding of a prayer of thanksgiving.

The students’ responses showed a need for them to develop their capacity to work with and apply their knowledge of religious tradition especially in their ability to:
- Demonstrate an understanding of the creation story;
- Recall the process of canonization in the Catholic Church;
- Demonstrate basic understanding of the Sacrament of Penance;
- Demonstrate understanding of Jesus' teaching on forgiveness; and,
- Identify Jesus' example of service to others.

For Part A 0% of students were placed in the developing level, 91% in the achieving level and 9% were in the extending level.

For Part B 0% of students were placed in the developing level, 88% in the achieving level and 12% were in the extending level.

Overall, combining Part A and Part B, 100% of students were in the achieving level in the Religious Literacy Assessment.

**Financial Summary**

In 2012 school maintenance, as well as school building and playground improvements continued. The main source of income to support the maintenance and improvements came from the P&F Association, School Enhancement and Debt Servicing Obligation (SEDSO) Account, and School Building Fund.

Through fundraising activities, the Parents and Friends Association provided $25,000 for laptop computers, playground furniture, a bike rack, resources to the classrooms and school library. The Spring Ball was a resounding success and the funds were put towards the purchase of playground furniture and new playground equipment.

The balance carried forward in the 2012 budget was required to meet demands for outstanding invoices, teaching resources ordered for the beginning of the school year and learning resources and equipment for 2013.

The following graphs reflect the aggregated income and expenditure for St Paul’s Catholic Primary School, Moss Vale 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
The school’s motto is ‘All to All’. This has been a constant reference point for encouraging positive behaviour and support for all people at school as well as in the wider Parish and local community. Currently St. Paul’s has a range of programs and initiatives in place to care for the welfare of students, staff and parents.

Pastoral Care
In 2012 the school commenced the School Wide Positive Behaviours for Learning (SPB4L) Program. Each fortnight a committee of six people, which included a parent representative and a team facilitator from the Catholic Education Office Wollongong, met to plan and develop strategies to improve, behaviour within the school and contribute to a more supportive environment to improve learning outcomes of students. A key component of the process was to collect data to help drive the improvements. The focus for this year was to improve behaviour in the school playground and develop a set of school rules. The school awards system continued as an example of recognising good behaviour of students and their academic achievements. At each weekly whole school assembly student achievements were celebrated. Good behaviour was recognised daily during class and at break times. Teachers on supervision duty monitored student behaviour and activities, supporting the students as required. Students needing extra support in meeting behaviour expectations were identified and monitored through recording incidents in playground folders. Information from these folders was recorded on a school database, and then analysed to identify particular issues.
The Seasons for Growth Program was offered to families and provided students with support during times of grief or loss. The Kindergarten and Year 6 buddy system continued to operate within the school. The Year 6 students supported the transition of the new Kindergarten children into life ‘at big school’, and provided support for them on the playground and in the classrooms during shared activities. CatholicCare continued to provide family counselling support to the school on a fortnightly basis. Community links were again an important part of Pastoral Care at St Paul's this year. The school supported families in need, as well as charities through the work of the Mini Vinnies group and the Pastoral Care Parents network group.

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 Paul’s Catholic Primary School is a learning community focused on providing a diverse range of educational experiences that ensure each student has the opportunity to achieve their full potential. Effective learning and teaching promotes individual excellence. Staff members are highly committed to their vocation, and duty of care towards students is carried out with dedication and empathy. Staff members are involved in regular professional dialogue and further learning. All decision-making processes are designed to improve students’ learning outcomes.

Curriculum & Pedagogy

Parent information sessions, Kindergarten to Year 6, were well attended, with parents showing keen interest in their children’s learning. Staff continued to implement David Langford Tools and Lane Clark strategies for improved creative thinking and learning. Stage 2 hiked in Cosgrove Park to learn about State and National Parks. Armed with buckets and spades, Stage 1 visited Wollongong Beach as part of their study of Wet and Dry Environments. The Wingecarribee Environmental Education Centre delivered environmental education for the Year 6 students at Mittagong Alexander Park. Students engaged in hands on activities...
related to water conservation, designed and made environmentally friendly buildings, gardens and community parklands.

Specialised music programs were accessed by all students for forty-five minutes each week. Students learnt to read musical notation and experimented with tuned and un-tuned percussion instruments. The School Library teaching activities include research, reading for purpose and pleasure. Students learned in the library for one hour each week and had the option to enjoy the library at lunch time twice a week. Students had the opportunity to participate in the school choir each week. The school choir performances have delighted community, church and school events. The school was grateful for the skills of the dedicated staff who created the choir’s enjoyable and rewarding sounds. Students looked forward to choir practice with an eagerness that was envied by most.

Two teachers participated in the Catholic Education Office Australian Curriculum Days and shared their learning with staff. In relation to Gifted Education the knowledge gained by one staff members who attended professional a learning experience was shared with staff. As a result students had access to gifted education strategies integrated into classroom activities. At school assemblies each class celebrated and shared their new skills and knowledge by performing songs, poems, readings, dances, presentations of artworks and assembled designs. Parents attended these assemblies. The Australian Communications and Media Authority ACMA website was promoted by the school for its wealth of parent information about cyber bullying and what parents and students could do about cyber bullying. At the End of the Year Assembly, perpetual awards such as the Quiet Achiever Award, Christian Living Award, Sportsperson Award and the Year 5 Encouragement Award were presented. During this Assembly the new School Leaders were commissioned during what was a a rich liturgical celebration. School Reporting took place at the end of Term 2 and 4, with written Reports and Parent Teacher interviews were held in Term 2.

Cross Curriculum
The Let’s Play Games Social Skills Program was completed by the students in the early primary grades. The program focused on student socialisation and communication skills in the playground setting. Social skills remain an extremely important aspect of early childhood development and the school encouraged parents to teach their children the skills required to play, be a friend, share and learn.

Book Week workshops were held by children’s literature illustrator Craig Smith. Craig shared his knowledge and skills through real time up-close demonstrations for all students. Twelve students were treated to his artistic expertise with a drawing workshop. The Community Gardens Green Waste Program was completed and students disposed of green waste in distinct bins which were taken to the Community Gardens to make compost.

Parent Information Sessions were held during Term 1. Information was provided regarding the Australian Curriculum, homework expectations and how to help your child read at home.
Parents also took part in school events, excursions, Religious events and significant community events throughout the year.

Individual Plans, (IPs), were developed for children with particular learning needs, and interviews held regarding these IPs with the students’ parents twice in the year, and as the need arose. The purpose of IPs was to design curriculum and individual learning goals and learning outcomes for the students’ special needs. The Year 6 Leadership Camp was held at the Sancta Sabina Outdoors Education Centre, at Tallong, in the Southern Highlands, in the land of the Wodi Wodi people. Over two nights and three days students acquired a depth of leadership skills in outdoor problem solving and peer support through activities such as: high ropes, low ropes, abseiling and flying fox.

Sabbath Week was held again during the year, and no before or after school meetings were held during Sabbath Week. Sabbath Week was listed mid term on the school calendar and gave staff the opportunity to stop, think and prioritise their professional, spiritual and personal goals. St Paul’s International School and St Paul’s Catholic Primary School students met for special celebration days such as Book Week and festivities relating to Human Society and its Environment, Asian Studies. This was an opportunity to hear and speak English, Chinese, Korean, Vietnamese, Indonesian, Malay and Japanese languages. During Catholic Schools Week Open Day parents were invited to open classrooms where they observed teaching and learning activities and celebrated their children’s work. Students in Stage 2 and Stage 3 were invited to participate in the University of NSW (UNSW) Curriculum Competitions in English, Mathematics and Science. The competitions are designed, marked and ranked by UNSW.

Year 5 and Year 6 attended the Chevalier College Creative and Performing Arts Production. Chevalier College provided free transport for St. Paul’s students to and from the venue for this event. Year 4 and 5 attended the Chevalier College Musical Performance, which saw students performed as a chamber choir, brass band, string orchestra, brass and string orchestra and combined choir. Stage 3 participated in the Chevalier College combined sports day held at the College. Local Catholic primary schools, including St Paul’s were invited to participate in a variety of Science and Technology activities designed by Chevalier College Stage 4 teachers for the Stage 3 Curriculum.

A School Disco was organised by Year 6 students to raise money to purchase a gift for the school. Students from Stage 2 created posters for the Country Women’s Association International Day exhibition and promotion of East Timor. Over two days, Speech Pathology Screening was completed by Illawarra Health & Community Services for students in Kindergarten, Year 1 and Year 2. In 2012 a Visual Arts Show was a first time event for St Paul’s. Students were involved in making simple pictures and experimented with a range of media. They learnt to appreciate and recognise qualities of known artists and begin to learn that artists make artworks for different reasons. Students communicated their ideas about pictures and other kinds of artworks and dialogued about ways in which subjects are represented in artworks. Many families enjoyed this unique Visual Arts Show.
Meeting the needs of all students

As a result of the wonderful success in 2011, the Speech Pathology and Phonological Awareness Program was continued in Kindergarten and Stage 1 during 2012. The program will continue as part of St Paul’s Early Stage 1 and Stage 1 English Curriculum in 2013. Professional learning opportunities around cybersafety were made available to all staff and parents, by Australia Communications and Media Authority (ACMA) an Australian Government initiative. New information gained through professional learning experiences attended by staff was shared with other staff at staff meetings and how this information could assist the learning and teaching in classrooms. Also relevant here was the negotiation of a new Code of Conduct (School Rules) supported by the new understandings gained through the School-wide Positive Behaviour for Learning (SPB4L) Program.

Expanding Learning Opportunities

An initial gathering of students, parents, priest and staff began the Faith Today Program, which supported adult faith formation in the Year of Grace. Staff maintained regular inspections of the school calendar to eliminate excess interruptions to student learning. Students negotiated a new Code of Conduct through the SPB4L framework. Procedures were put in place, for the teaching, learning and practices of the expected behaviours, to encourage the performance of expected behaviours, and to emphasise calm movement to and from lesson breaks. Behaviour data demonstrated student learning was enhanced as ‘hands on’ behaviour ceased. The SPB4L will be ongoing in 2013.

Students participated in sporting activities that included; School, Diocese and State Cross Country Carnivals; School, Diocese and State Athletics Carnivals; Southern Highlands Independent Primary Schools, (SHIPS) Cross Country, athletics and swimming; School and Diocese Swimming Carnivals; the Noble Cup Rugby League Competition, as well as sport clinics in cricket, rugby league and soccer.

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. There were 30 Year 3 and 20 Year 5 students who sat for the 2012 National Assessment Program Literacy and Numeracy (NAPLAN) tests.

Year 3

In literacy the strongest performance was in writing with 100% of students achieving the National Minimum Standard,(NMS). In spelling 97%, and in reading 96% of students achieved the NMS. In numeracy the strongest result was 54% of students achieving in the middle bands 3 and 4, which was 5% above the National Average.

Year 5

In literacy the strongest performances were in reading, writing, and grammar and punctuation with 95% of students achieving at or above the National Minimum Standard,(NMS). In writing, 74% of students were in the middle Bands 5 and 6. In numeracy 100% of students achieved at or above the National Minimum Standard,(NMS), while 39% of students were in the Bands 7 and 8 with 12% above the National average.

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.
### NAPLAN 2012: % in Bands

<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>Reading</td>
<td>School</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>0%</td>
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<td>Numeracy</td>
<td>School</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>16%</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

During Term 4 parents, staff and students completed surveys, which gave them the opportunity to provide input into areas affecting the education of students and the general functioning of the school. Thirty-eight people responded to the survey relating to the School Review and Improvement process, while 15 staff and 79 students in Years 3 to 6 responded to the survey on the School Wide Positive Behaviours for Learning (SPB4L) initiative. A summary of the survey results is detailed below.

Strengths

Parents placed the following components in order of priority for the school to review in the next cycle of SRI. 2.2 Rights and Responsibility, 2.1 Educational Potential, 3.3 Teaching Practices, 2.5 Pastoral Care, 3.1 Curriculum Provision, 3.4 Planning Programming and Evaluation, 2.3 Reporting Student Achievement, 4.2 Professional Development of Staff, 3.2 Provision for Diverse Learning Needs, 4.5 Overall Compliance with Legislation and Other Requirements. The Parents also indicated that the staff were committed to the school and students, and resolved areas of conflict and concern.

The staff indicated that there was a positive impact on student and staff behaviour and improved school climate as a result of the development of the SPB4L program.

The students indicated that they follow the school rules and expectations, and were reminded how to behave.

Future Development

In the responses, parents indicated that the school website needed updating on a regular basis and further differentiation of the curriculum needed to be offered. The staff responses indicated that, school rules, expectations and consequences for unacceptable behaviour needed to be more consistent applied. The students indicated that the school rules need to be displayed more prominently, and students could be rewarded and praised more for appropriate behaviour.
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 2: Students and their Learning**
  2.2 Rights and Responsibilities
- **Key Area 3: Pedagogy**
  3.6 School Climate, Learning Environment and Relationships
- **Key Area 4: Human Resources Leadership and Management**
  4.1 Recruitment, Selection and Retention of Staff
- **Key Area 5: Resources, Finance and Facilities**
  5.4 Financial Management
- **Key Area 6: Parents, Partnership, Consultation and Communication**
  6.2 Reporting to the Community
- **Key Area 7: Strategic Leadership and Management**
  7.1 Planning for Improvement

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

A School Review and Improvement Cyclic Review was completed in 2012 and in 2013 a new cycle of the School Review and Improvement process will commence. A new five year plan detailing the components to be reviewed and rated during 2013 to 2017 was outlined at the start of the 2013 year. The recommendations from the Cyclic Review have been incorporated into the new five year plan. The main areas to be rated and reviewed in 2013;

- **Key Area 1: Catholic Life and Religious Education**
  1.3 Catholic Life and Culture
- **Key Area 2: Students and their Learning**
  2.2 Rights and Responsibilities
  2.4 Integration of ICT
• **Key Area 3: Pedagogy**
  3.1 Curriculum Provision
  3.3 Teaching Practices
  3.6 School Climate, learning environment and relationships.

• **Key Area 4: Human Resources Leadership and Management**
  4.1 Recruitment, Selection and Retention of Staff

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