Annual School Report

2012
About This Report

Stella Maris Catholic Primary School, Shellharbour 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 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:

Stella Maris Catholic Primary School
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Shellharbour NSW 2529
Ph: (02) 4296 4606
Fax: (02) 4295 1885
Email: info@smsdow.catholic.edu.au
Website: www.smsdow.catholic.edu.au

Parish Priest: Fr Bryan Jones
Principal: Mr Paul Brady
Date: 13 December 2012
Vision Statement

Our school vision statement is “Reverence the Story of All People”.

Message from Key School Bodies

Principal’s Message

Through the implementation of our school plan we continue to strive to offer all our students a quality Catholic education. As well as successfully learning about the secular subjects, we have good evidence that our students also received a quality education in the Catholic Faith. We are grateful for the support of our Parish Priest, Fr Bryan Jones, and the general support of the parishioners of All Saints Parish. This year our Year 3 students received the Sacraments of Penance in June and First Communion in November. Our Year 6 students were confirmed by Bishop Peter Ingham in September. Regular Masses and Liturgies were also held throughout the year.

Students at Stella Maris Catholic Primary School have had the opportunity to experience many extra and co-curricula activities including a large number of sporting activities, a variety of competitions and specially organised enrichment days at other local Catholic schools.

Finally, we are most grateful to the parents of our school who have provided wonderful support to the staff and students. We especially thank our hard working Parents and Friends Association and the many parents have assisted in classrooms, on special days, with fundraising activities and with the general maintenance and upkeep of the school.

Parent Involvement

2012 was a very successful year in terms of fundraising for the Parents and Friends Association. We started the year with the Autumn Fair and due to the help of so many parents we exceeded our financial goal of over $21 000. All the children had a great day.

We have been fortunate enough this year to receive a monthly income from hosting a barbecue at Shellharbour Village Markets. So far to date we have raised over $6 700. However, we continually need the support from each Grade if we want our children to continue to benefit from it.

The Sydney shopping bus trip was a big success recently with over $2 000 being raised. Fundraisers like this help our children enjoy the latest technology in computers, new books and playground equipment.

The Mothers and Fathers’ Day Stalls this year were as popular as always. I would like to thank everyone sincerely who helped make this year the success it was and I look forward to the continued support in 2013.

Parents and Friends Association, President
**Student Leadership**

The opportunities that we have been given this year have been amazing. As 2012 school Captains we have been truly grateful to represent Stella Maris at many venues. We have met the local member of State Parliament and the local Mayor as well as students and principals from other schools.

We met regularly with our supervising teacher throughout the year, organised activities including several fundraising activities. We look forward to presenting the school with a gift before we leave.

We have been proud to be part of the school student leadership team and working with our friends. It was very exciting when we received our Captains’ badges and shirts. We have had our names engraved on the school’s Honour Board.

We have enjoyed the wonderful support of teachers and all staff through our ups and downs over the past seven years.

Being school Captain has been an enjoyable experience as we have developed in our school work and leadership. We know that we can now use the knowledge and skills we have learned as captains in the future.

*School Leaders*

**School Profile**

**School Context**

Stella Maris Catholic Primary School is a Catholic Systemic co-educational school located in Shellharbour. The school caters for students in years K-6 and has a current enrolment of 315. Classes began at Stella Maris Catholic Primary School in May, 1958. For fifty years the school was staffed and lead by the Sisters of Charity and a number of lay staff. In 2009 the last Sister of Charity resigned from the principalship.

The school’s motto is Faith, Hope and Love. Our school’s vision Statement is Reverence the Story of All People. Sixteen core values underpin the teaching and ethos of our school. All children are encouraged and supported in striving to reach their full potential. This occurs in a caring and safe environment where children can enjoy learning, interact with others and develop suitable knowledge, skills, attitudes and values. As well as a quality teaching program, the students at Stella Maris are offered a wide range of extra curricula activities such as an annual school camp for Year 6, sports Gala Days, Public Speaking, Chess Competition and many other activities.

In the spirit of Mary Aikenhead, the founder of the Sisters of Charity, social justice activities continue to be a priority. Regular activities include the support of Catholic Mission, Caritas, St
Vincent de Paul and other local charities. Our outreach program supports the work of St Vincent de Paul, the Parish Care group and Warilla RSL Sub Branch.

**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>
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<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.smsdow.catholic.edu.au](http://www.smsdow.catholic.edu.au) and the CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au) No changes were made to this Diocesan Policy in 2012.

**Student Attendance**

<table>
<thead>
<tr>
<th>2012 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>92.4</td>
<td>95.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.8</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.3</td>
<td>89.2</td>
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<tr>
<td>Year 4</td>
<td>89.6</td>
<td>93.9</td>
</tr>
<tr>
<td>Year 5</td>
<td>90.7</td>
<td>92.8</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.0</td>
<td>91.1</td>
</tr>
</tbody>
</table>

**Management of Student Non Attendance**

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

The Attendance Register is managed by a School Support Officer. The Attendance Register is kept on SAS (2000). Student and family contact numbers are updated each Term. Teachers mark a hard copy of the roll each morning which is then sent to the school office by 9:30am. Children who arrive late are taken by parents to the school office to collect a late note. The roll data is verified by inspection by the Senior School Support Officer twice per Term.
Parents are expected to provide an explanation of their child’s absence by providing a handwritten note, a letter faxed to the school or an email sent to the school office. Explanations of absence are received and verified by teachers who keep a record of each note. If a student is absent from school for more than three days a School Support Officer will phone the child’s parents to ascertain why they are absent. A School Support Officer monitors the frequency of student absences and informs the principal if any student is absent regularly from school. Parents who know their child will be absent from school are requested to apply for a Leave of Absence or School Exemption form from the Principal.

**Staffing Profile**

There are a total of 19 teachers and 6 support staff at Stella Maris Catholic Primary School. This number includes 14 full-time and 5 part-time teachers. The composition of the workforce is as follows, there are four (4) male staff and twenty one (21) female staff.

**Teacher Standards**

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention*

**Teacher Attendance and Retention**

The average daily teacher attendance rate for 2012 was 96.58%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 94.38 %.
Professional Learning
During 2012, Stella Maris personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:
Stella Maris whole school Development Days involved 25 staff.
These days focused on:
- Staff Spirituality
- Restorative Justice
- Spelling

A. Other professional learning activities provided at school level including CEO run courses:
- School Review & Improvement – 25 staff
- Regular staff meetings on Numeracy, Literacy and Information Technology – 25 staff
- Literacy Course – 2 teachers
- ALEA (Australian Literacy Educators Association) conference – 1 teacher
- Leading Literacy and Numeracy – 2 teachers
- Religious Education Literacy – 1 teacher
- Religious Education – Storytelling – 3 teachers
- Physical Education and Health – 3 teachers
- Information Technology – 14 teachers
- Community Languages (Indonesian) – 1 teacher
- Certificate III and IV courses – 3 support staff
- Catholic Principals’ Conference
- Numeracy Course – 3 teacher
- Data Gathering and Interpreting course – 2 teachers
- Spirituality Course – 4 teachers
- Student Behaviour Management Course – 25 staff
- First Aid Refresher Course – 25 staff
- Numeracy – 6 teachers
- The Australian Curriculum – 5 teachers
- General Pedagogy courses – 20 teachers
- Non-violent Crisis Intervention – 5 staff
- Centre for Excellence (Spelling) courses and regular meetings – 15 teachers
- Oral Language courses – 6 teachers

The average expenditure by the school on professional learning per staff member was $304.80.
In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of $1 262.
Catholic Life & Religious Education

Stella Maris Catholic School promoted and provided opportunities for the school community to actively participate in the life of the Parish and the wider church. There are opportunities for the celebration of Mass on a weekly basis with All Saints Parishioners. Children in Sacramental programs participated in Thanksgiving Masses with Nazareth school. On the feast of All Saints, Years 3-6 joined with Nazareth Catholic Primary School for the All Saints Parish Mass held at the new Parish church. There is a strong commitment to live out our vision statement Reverence the Story of all People with several outreach programs being implemented. These include the Bass and Flinders Day Care Centre in Warilla, All Saints Parish Care Group and the local St Vincent de Paul chapter.

Our students have had opportunities to pray daily. The school prayer was recited daily at the school morning assembly. Reflective prayer was held each day with children experiencing varying forms of formal and informal prayer. The Rosary was recited in all classes during the month of October and the school participated in National Rosary Day. Guests from Catholic Mission attended our Mission Week Liturgy. Other Liturgies this year included ANZAC Day, Catholic Schools’ Week, Transition to Kindergarten, Easter, Beginning of School Year and an end-of-year Thanksgiving Liturgy.

The school continues to give witness to our Catholic faith. Every class has a Prayer space that portrays the Liturgical seasons and colours. A sacred space displayed in the school foyer and Staffroom depicts special occasions and feast days such as First Communion, Lent and Advent.

The students at Stella Maris are committed to social justice. Every class has their own mission box on their prayer table. Students were encouraged, particularly during the Season of Lent, to contribute some of their spending money to help others in need. This year our school has been involved in several other fundraisers including St Joseph’s School for Disadvantaged Children in the Diocese of Ubon Ratchathani in Thailand. Our students raised $5 000 by holding a Walkathon.

Stella Maris students were also involved in the St Vincent de Paul Christmas luncheon which is held each year for needy people in our area. Our Year 6 children served and provided entertainment at this function.

The school has involved itself in Parish celebrations such the Parish Expo and the Penance and First Holy Communion Sacramental Programs. This year 34 children received their First Eucharist. Our Year 6 Confirmation program is school-based and 33 students received the Sacrament of Confirmation. This program is supported by the Confirmation Prayer and Conversation with the Bishop Day held at St Mary’s Star of the Sea Catholic primary School at Milton. The Staff continued their faith formation through weekly prayer. In Term 2, the staff participated in a Staff Reflection Day.
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 38 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 38 completed the Extended Task (Part B). The Extended Task was based on the Unit: Mary, Mother of God: First Among the Saints and was completed during the first half of Term 3.

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

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

- knowledge of Mary; and
- knowledge of the commandments.

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

- demonstrate an awareness of how they experience the presence of Jesus in their lives.

In Part A, Stella Maris students scored above the Diocesan average. The school mean was 68.41% with the Diocesan mean being 67.08%.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge. In this section our students’ results were outstanding. The mean for Stella Maris students was 79.2% with the Diocesan mean being 65.73%.

For Part A, 18.9% of students were placed in the developing level, 59.5% in the achieving level and 21.6% were in the extending level.

For Part B, 0% of students were placed in the developing level, 28.2% in the achieving level and 71.8% were in the extending level.

Combining Parts A and B, 13.5% of students were placed in the developing level, 45.9% in the achieving level and 40.5% were in the extending level for Religious Literacy.
Financial Summary

Major school expenditure for 2012 included money spent on upgrading our computer stock in classrooms. As a Centre for Excellence in Spelling we received Commonwealth Government Funding of $8 000. It is proposed to use unspent balances from this year’s budget on upgrading school playground facilities and increasing the number of computers in classrooms.

The following graphs reflect the aggregated income and expenditure for Stella Maris Catholic Primary School, Shellharbour 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

“I have come that they may have life, and have it abundantly” (John 10:10). At Stella Maris we take very seriously our responsibility to look after the pastoral needs of our students. There have been a variety of strategies that we have put in place this year to monitor and assist all students and families focussing on those students and families at-risk and to help students and families as the need arises.

Pastoral Care

A CatholicCare Counsellor provides counselling for students and their family and supports the running of social skills programs including the following: ‘Pals’ (Kindergarten), “Everyday Peacemakers” (Year 3 and 4), “Being the Best I can Be” (Year 5), and “Embracing the Transition to High School” (Year 6). Kindergarten and Year 6 children also participated in a “Buddies Program”. The ‘Seasons for Growth’ program was run this year for children who have experiencing grief through loss of a relative or family breakup.

Student leadership has been developed with the students participating in the Year 6 Young Leaders’ Day and activities involving the Student Leadership Team. The students’ successes and achievements in all areas of school life have been recognised at assemblies using our school award system.

A School-Wide Positive Behaviours for Learning (SPB4L) Program is being implemented in conjunction with the National Safe Schools Framework to ensure that all children work and play in a safe and supportive environment. School evacuation and lockdown procedures have been practised regularly.

Students were involved in a program about Cyber- Bullying after a visit from an educator from the Australian Communication and Media Authority. A school Anti-Bullying Plan and set of Procedures has been developed and will be implemented in 2013 along with the Catholic Education Office Anti-Bullying Policy. Student behaviour continues to be managed by staff using system of data collection known as BART. The Life Education program was presented once again this year with a focus on healthy living.

Staff received training in Anaphylaxis management and Asthma First Aid treatment at a staff meeting during Term One.

Parents and guardians have been informed about their child’s development through information nights and parent teacher interviews. Parents have been invited to and encouraged to attend school assemblies.

Parents are advised that Complaints and Grievances Procedures can be found on the Catholic Education Office website: www.ceo.woll.catholic.edu.au.
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.

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**

Stella Maris Primary at Shellharbour is an educational community where individuals are valued and encouraged to achieve to their optimum potential. Stella Maris school motto ‘Reverence the Story of all people’ underpins all that is learned. Staff members are dedicated and committed to providing each student with a quality Catholic education while inspiring them to be lifelong learners. Learning and teaching at Stella Maris complies with the NSW Board of Studies requirements.

**Centre for Excellence**

Stella Maris participates within a precinct of four Southern Illawarra Catholic Schools (SICS). This provides opportunities to share professional learning opportunities for staff and to develop collaboration by building wider learning communities. In 2012 funds were provided by the Commonwealth Government for each school to focus on improving outcomes for students in Spelling. The SICS group developed a Centre for Excellence (in Spelling). This initiative will ultimately improve the school’s capacity to meet the diverse needs of students and improve student outcomes in Spelling and Writing.

Specific initiatives in developing the Centre for Excellence include:

- Working in partnership with the other SICS schools to develop strategies to improve the pedagogical approach of teachers
- Working with University of Wollongong students as part of their Professional Experience Program
- Gathering and using data to inform learning and teaching programs.
Curriculum & Pedagogy

The NSW Board of Studies syllabus documents in English, Mathematics, Human Society and Its Environment (HSIE), Science and Technology, Creative Arts and Practical Arts (CAPA), Personal Development, Health and Physical Education (PDHPE) along with the Diocese of Wollongong Religious Education Curriculum form the basis for developing the school’s curriculum. Teachers implemented these curriculums across the four Stages of Learning within the school and the classroom teachers were supported by specialist teachers who work with students in areas of Indonesian, Physical Education, Music, School Choir, Reading and within the library.

Stella Maris in 2012 continued to value the importance of Information, Communication and Learning Technologies (ICLT) as an effective tool for the support of learning and teaching. Some classes had access to Interactive Smart Boards in the classroom. Each Stage had access to a pod of laptops equipped with the latest versions of ICLT software. As part of the school’s ICLT Plan, with the generous support of the Parents’ & Friends’ Association, the school purchased Smart Boards, laptops and additional iPads. This gave all students better access to ICLT hardware.

During 2012 assessment was again an integral component of learning and teaching. It occurred as a natural part of the learning cycle. A variety of assessment tasks were undertaken; written, oral, performance and observation. The assessment information was combined to provide teachers and students with a clear picture of progress. This was communicated to parents of Year 1 to Year 6 students through the formal school report, which included the Federal Government mandated A-E reporting system. A narrative reporting style was used for the Kindergarten report. Formal parent and teacher interviews were held in July, as well as additional interviews throughout the year as required.

Students in Year 3 and Year 5 completed the National Assessment Program for Literacy and Numeracy (NAPLAN) tests. Stella Maris results highlighted pleasing results in many areas. Areas of need that were identified included spelling, writing and specific numeracy strands. The NAPLAN data was closely studied and analysed by teachers to determine specific student needs, and the outcomes of this analysis became the learning and teaching focus in daily class activities. Students in Years 3, 4, 5 & 6 were also given the opportunity to participate in the University of NSW Competitions. Students in Year 4 also participated in the Wollongong Diocese Religious Literacy Assessment, achieving excellent results. Students volunteered to participate in the Premier’s Reading Challenge with a one hundred per cent completion rate.

Cross Curriculum

The school continued to work on developing literacy and numeracy skills across the school. Updated reading materials were purchased and used by students in all Grades. The Reading Recovery Program continued to support students in Year 1 who needed extra support to develop their literacy skills with 16 Year 1 students successfully completing the program this year. Students in Stage 1 and 2 who have completed the program have been closely
monitored in reading and writing by their classroom teachers. Currently the school has 6 teachers on staff trained in Reading Recovery. The Literacy Support Teacher worked with students in across the Grades. During the year, teachers attended Professional Development Courses in Literacy to assist in enhancing their pedagogical practice. Teachers working with students in Early Stage 1 and Stage 1 attended an in school in-service course on oral language. Its aim was to enhance and improve the oral language skills of students. Spelling was a focus across the school, with teachers attending courses on conducting assessments and using the information gained to adjust learning and teaching programs to suit student needs.

In the area of Numeracy, teachers assessed students regularly, attended staff meetings on Numeracy continued to monitor the progress of their students throughout the year.

Year 6 students participated in a Leaders Day, as well as a Transition to High School Day with the three other local Catholic primary schools.

During 2012 our School Support Officers (SSOs) continued to work with Indigenous students in classrooms. Indigenous Education perspectives were integrated across all Key Learning Areas (KLAs) from Kindergarten to Year 6, and early in Term 3 the school acknowledged National Aborigines and Islanders Day Observance Committee (NAIDOC) Week.

Meeting the needs of all students

Within each classroom, teachers continued to use Bloom’s Taxonomy to meet the individual needs of students. In English, the use of contracts, guided reading and guided writing, enabled the teaching program to be individualised. In Mathematics, the use of investigation tasks allowed students to work at their own pace. Students with particular strengths in these Key Learning Areas (KLAs) were assisted in developing their potential.

The Review Committee, which monitored the progress of students experiencing difficulties with their learning, met consistently during the year. Individual Program (IP) meetings were organised each Term to allow for parent/teacher/student feedback. The use of the IP tool as set up by the Catholic Education Commission (CEC) allowed the progress of the students with special needs to be monitored.

Spelling Enrichment Days were held for each stage and hosted by different Southern Illawarra Catholic Schools. Students with special literacy needs continued to be supported by individual lessons or in-class assistance by the Literacy School Support Teacher and or an SSO. Students who had successfully completed the Reading Recovery Program continued to be monitored in Stages 1 and 2. Students were recommended for inclusion in this Program following Stella Maris Review Committee meetings where ongoing class assessments and teacher observation were taken into account.
Expanding Learning Opportunities

Excursion and incursion opportunities were provided for students in 2012. These included visits to Canberra, Berry Sport and Education Centre, and many local excursions. During Term 4 Life Education made its annual visit to Stella Maris with all students visiting the van for a lesson.

Students in Years 5 and 6 participated in a school-based Public Speaking competition. Two students were selected to represent Stella Maris at the Regional Public Speaking Competition, where they presented a short speech to an audience. One of our Year 5 students came third in this competition and progressed on to the Diocesan Finals where she once again gained third place. All students also participated in the Premier’s Reading Challenge.

In the area of Creative Arts, the Stella Maris choir participated in a variety of performances, including Masses, school liturgies, the All Saints Parish Expo and a performance at Shellharbour Square.

All students presented their art works in an Art Show at the School Fete, while the Year 5 and 6 students entered art in the Diocesan Christmas Art Competition.

Year 6 students prepared and presented experiments for a school Science Fair, with the best ten being entered in the University of Wollongong Science Fair.

In the area of Personal Development, Health and Physical Education (PDHPE), the students participated in many activities in 2012. Their learning opportunities were supported by the use of a specialist teacher to assist with Physical Education and Sport. Students competed in a wide range of carnivals, such as Swimming, Cross Country and Athletics, progressing on to represent at Regional, MacKillop and levels. Students were given the opportunity to represent Stella Maris at Regional and Diocesan Gala Days. Students represented Stella Maris at the Regional Rugby League, Soccer, Netball and Basketball Gala Days and the NSW Basketball Carnival in Goulburn.
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 for 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.

Year 3

Overall literacy results were very strong with over half of students attaining a Band 5 or Band 6 in all areas. A highlight was 77% of students achieving a Band 5 or Band 6 in writing. The school’s Reading Recovery program combined with teachers’ knowledge of literacy development in the younger years, are factors in the school’s sustained success in this area. The students performed very well in writing, followed by reading, grammar, punctuation and spelling. The school continued to benefit from the retention of its former Reading Recovery teachers with over six of the current staff having been trained in this area. This expertise has assisted teachers in the early grades to improve student outcomes.

Overall numeracy results reflected the growing ability and confidence of the students in Year 3, with 49% of the students attaining a Band 5 or Band 6. Numeracy has been an identified area for development in the past four years. Support for staff has been provided, with regular Numeracy Professional Development occurring during Staff Meetings and during Numeracy Planning Days.

Year 5

Overall literacy results reflected the school’s continuing focus in this area, with an increased number of students attaining a Band 7 or Band 8 in most areas. All areas of literacy were strong; however, the best results were attained in reading with 36% of students achieving Band 7 or 8. This reflected the school’s focus on comprehension in 2011 and 2012. Overall numeracy results continued to improve in 2012. This was an identified priority in the school and the results reflected the continued focus on improving the learning experiences of all students. There was a coordinated and consistent approach to the teaching of strategies in Mathematics and these assisted students to develop both deeper knowledge and understanding.
Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>NAPLAN 2012: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School 8% 31% 62%</td>
<td>20% 45% 36%</td>
</tr>
<tr>
<td></td>
<td>National 14% 37% 47%</td>
<td>18% 49% 31%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 0% 23% 77%</td>
<td>16% 73% 11%</td>
</tr>
<tr>
<td></td>
<td>National 8% 44% 47%</td>
<td>18% 60% 19%</td>
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<tr>
<td>Spelling</td>
<td>School 8% 33% 59%</td>
<td>20% 65% 16%</td>
</tr>
<tr>
<td></td>
<td>National 13% 41% 44%</td>
<td>17% 50% 32%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 5% 26% 69%</td>
<td>20% 58% 22%</td>
</tr>
<tr>
<td></td>
<td>National 13% 36% 50%</td>
<td>20% 47% 31%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 8% 49% 44%</td>
<td>18% 62% 20%</td>
</tr>
<tr>
<td></td>
<td>National 16% 49% 33%</td>
<td>18% 53% 27%</td>
</tr>
</tbody>
</table>
Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2012: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
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<td><strong>Grammar &amp; Punctuation</strong></td>
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Parent, Student and Staff Satisfaction

All families in the school received a parent survey. A total of 212 were issued and 77 were returned completed. In response to specific questions about the school, the majority of the survey responses for all questions fell in the Strongly Agree and Agree categories. This was overwhelmingly the case in relation to our teaching about the Catholic tradition, opportunities for parent involvement and students being challenged to maximise their learning outcomes. Parents responded that teachers are genuinely interested in the welfare of students and that the school provides a safe and supportive environment.

163 Student surveys were returned from Years 3-6 and again the vast majority of responses were in the Strongly Agree and Agree categories. These responses indicate students are proud of their school, recognise that teachers encourage them to learn to the best of their ability and help them understand their Catholic faith more fully. Students see staff as being approachable, feel safe at school and believe there are sporting and other activities readily available to them.

16 staff surveys were returned with almost all responses in the Strongly Agree and Agree categories. This was especially so with respect to Catholic tradition, students understanding of their rights and responsibilities, maximising student learning opportunities, the provision of a safe school environment and providing information to parents about student progress.
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:

The core purpose of School Review and Improvement (SRI) is to ensure that our students are achieving their academic and personal potential in a learning environment underpinned by a clear Vision and Mission. School review and Improvement is a shared leadership responsibility at both school and system level, and is most effective in a climate of mutual respect that has as its focus the achievement of best outcomes for students.

Staff focused on the following key areas and components in 2012:

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

- **Key Area 2: Students and Their Learning**
  2.4 Integration of Information and Communication Technology

- **Key Area 3: Pedagogy**
  3.2 Provision for the Diverse Needs of Learners

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

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

- **Key Area 7: Strategic Leadership and Management**
  7.2 Innovation, Development and Change
Staff worked towards specific outcomes for each component. These included:

- **Key Area 1: Catholic Life and Religious Education**
  
  1.4 Parents, Parishes and the Broader Church –
  
  Increasing the number of community members participating in the life of the local and broader Church.

- **Key Area 2: Students and Their Learning**
  
  2.4 Integration of information and Communication Technology (ICT)
  
  Teachers more often using ICT in Key Learning Areas, for assessment tasks and to showcase students’ work. Teachers sharing their strategies and ideas about how to use ICT more effectively.

- **Key Area 3: Pedagogy**
  
  3.2 Provision for the diverse needs of learners.
  
  Teachers more successfully differentiating the curriculum. Working towards improving learning gains for students in the upper (NAPLAN) bands. Developing suitable targets. Implementing an Anti-Bullying Plan. Implementing School-Wide Positive Behaviours for Learning.

- **Key Area 4: Human Resources Leadership and Management.**
  
  4.3 An Ethical Workplace Culture
  
  Develop a suitable induction program for new and returning staff. Reassigning workloads across the staff. Increase in staff satisfaction, mutual respect and support.

- **Key Area 5: Resources, Finance and Facilities**
  
  5.1 ICT Resources
  
  Purchase new ICT resources where needs are greatest.

- **Key Area 7: Strategic Leadership and Management**
  
  7.2 Innovation, Development and Change
  
  Staff sharing Professional Development Opportunities with other staff. Using Bloom’s Taxonomy to develop activities which cater for the needs of all students. Evidence of data analysis evident in teaching programs.
School Review and Improvement components to be reviewed and rated in 2013:

- **Key Area 1: Catholic Life and Religious Education**
  1.1 Vision and Mission
  Review Vision and Mission Statements and Core Values.

- **Key Area 2: Students and Their Learning**
  2.5 Pastoral Care

- **Key Area 3: Pedagogy**
  3.1 Curriculum Provision
  Implement new English and Maths Syllabuses. Focus on Spelling and Comprehension.

- **Key Area 5: Resources, Finances and Facilities**
  5.1 ICT Resources
  Purchase of iPads, Laptops and Smartboards. Updated plan for purchasing of ICT resources.

- **Key Area 5: Resources, Finances and Facilities**
  5.2 Teaching Practices
  Review classroom teaching practices. Review research into successful pedagogy. Make better use of data to drive teaching.

- **Key Area 5: Resources, Finances and Facilities**
  5.3 Environmental Stewardship
  Develop an Environmental Stewardship Plan. Review recycling and rubbish removal. Develop a plan for school grounds and gardens.