About This Report

Ss Peter & Paul Catholic Primary School, Kiama is registered by the Board of Studies NSW 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 Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the Board of Studies NSW, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2014.

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

Ss Peter and Paul Catholic Primary School
PO Box 248
Kiama NSW 2533
Ph: (02) 4232 2442
Fax: (02) 4232 1064
Email: info@ssppdow.catholic.edu.au
Website: www.ssppdow.catholic.edu.au

Parish Priest: Fr Chris Roberts
Principal: Philip Moore
Date: 13 December 2013
Vision Statement

Empowerment for the challenges of life’s journey.

At Ss Peter and Paul we believe that the students’ faith development based on the example of Ss Peter and Paul and our school motto Love God Love Others bring life to our Vision statement.

Message from Key School Bodies

Principal’s Message

The report provides a detailed account of the school’s successes and initiatives throughout 2013 in the implementation of our Annual Development Plan. Ss Peter and Paul Catholic Parish Primary School continues to evolve to ensure that we continue to meet the needs of our pupils. Throughout 2013 the school has completed the transition to a multi-age Stage learning environment. The professional development of staff focussed on the trialling of the Money Smart Program and the teaching of financial literacy. We pride ourselves on our welcoming and supportive environment and this has been further enhanced through our school’s involvement in the School-wide Positive Behaviours for Learning Program (SPB4L). In 2014 this Program will extend to the classroom environment. The staff and I encourage you to share our story through this Annual School Report as we continue to grow and develop as a learning community.

Parent Involvement

The Parents and Friends Association (P&F) has again been proactive throughout 2013 continuing to involve the parent community in many different ways. The P&F has a continued commitment to community development. This year the Parent community was invited to be involved in a Cultural Diversity Day which was a Parish/School initiative. It was a good opportunity to share with members of the Parish what the P&F is about, as well as welcome many visitors from around the world.

After much community consultation, the new look uniform for boys and girls was introduced this year. The new uniform looks very smart and is being worn proudly by some of the students, with all students transitioning to the new uniform by the end of 2014.

Fundraising has continued to be successful in 2013. The highlight was the school production, which was supported by the P&F and a successful major fundraiser for this year. The dedication of the fundraising committee and the many volunteers has been invaluable in traditional fundraising through the Mothers Day Stall and raffle, Fathers Day Stall, two School Discos and the annual Trivia night. This year saw the introduction of a Cookie Dough drive and offering Family Portraits just in time for Christmas. The Father’s Day Breakfast, which has now
become an annual event was again very well attended and provides a lovely opportunity for the Dads and Granddads to connect with the school.

The sub committees of the P&F also contribute to the sense of community. Families supported the Maintenance Committee by participating in working bees to maintaining the grounds and gardens. Pastoral Care and Diocesan Representation also remain important aspects of the P&F.

With the collaborative partnership between the Principal, Leadership Team, Staff and Students, the Parent body remains strong in our commitment to contribute to resources for the children of Ss Peter and Paul, and we look forward to 2014.

Parents and Friends Association, President

Student Leadership

Ss Peter and Paul has been our second home for 7 years. We have built and made friendships and celebrated our achievements together. The community of inspirational teachers, supportive friends and friendly staff have been the foundation of a fantastic school family.

The year has lead to some precious memories that we will cherish forever with Gala days and buddies, excursions and classes. So as the year begins to come to a close, for the last time this year we will walk out of these incredible school grounds.

The five greatest things that this awesome school has taught us are to always-

1. Be Organised
2. Be Resilient
3. Be Confident
4. Be Persistent
5. And Getting Along with Others

Our school has a great reputation in the community and provides an excellent Catholic education.

This year has been a great year for everyone involved, a very successful year at Ss Peter & Paul. Thank you to everyone who has contributed to a tip-top year.

School Captains 2013.
School Profile

School Context
Ss Peter & Paul Catholic Primary School is a Catholic systemic co-educational school located in Kiama. The school caters for students in years K-6 and has a current enrolment of 284.

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

In 2013 Ss Peter and Paul completed transition to multi-aged classrooms. This strategic decision allows for an equitable and high quality education to be offered to all students.

Student Enrolments

<table>
<thead>
<tr>
<th>2013 Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Indigenous</td>
</tr>
<tr>
<td>LBOTE</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.ssppdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2013.
Student Attendance

<table>
<thead>
<tr>
<th>2013 Attendance</th>
<th>Male</th>
<th>Female</th>
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<tr>
<td>Kinder</td>
<td>95.1</td>
<td>95.7</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.8</td>
<td>92.2</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.5</td>
<td>96.1</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.6</td>
<td>91.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.3</td>
<td>95.5</td>
</tr>
<tr>
<td>Year 5</td>
<td>91.8</td>
<td>96.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.4</td>
<td>93.7</td>
</tr>
<tr>
<td>Whole school</td>
<td>93.9</td>
<td>94.3</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, do monitor part or whole day absences.

The school has an attendance policy available on the website which outlines parental responsibility regarding student attendance. (www.ssppdow.catholic.edu.au)

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

There are a total of 21 teachers and 7 support staff at Ss Peter & Paul Catholic Primary School. This number includes 11 full-time, 10 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 2013 was 97.1%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 86 %.

Professional Learning

During 2013, Ss Peter & Paul Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:
A. Ss Peter & Paul Catholic Primary School whole school development days involving 16 staff.
   These days focused on:
   • Implementation of Australian Curriculum in English and mathematics; and,
   • Staff Spirituality day on Prayer.
B. Other professional learning activities provided at school level including CEO run courses:

- School-wide Positive Behaviours for Learning (SPB4L) (5 staff);
- Learning Technologies (1 staff);
- Best Start (2 staff);
- Beginning Teacher program;
- Lamplighters faith formation (4 staff);
- Shining Lights faith formation (3 staff);
- Australian Curriculum Leaders Days (3 staff); and,
- Oral Language program (3 staff).

The average expenditure by the school on professional learning per staff member was $743. In addition, the Catholic Education Office provided professional learning opportunities with an additional average expenditure per staff Member of $528.

**Catholic Life & Religious Education**

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

Throughout 2013 staff revisited our Vision and Mission statements, including revising the Core Values. Our understanding of our Vision statement “Empowerment for the challenges of life’s journey” remains unchanged, but staff have reconnected with our Vision statement. Our Mission statement is finalised with the schools Core Values strengthened and refined.

A number of staff members were involved in Spirituality programs throughout 2013 which included Lamplighters, Shining Lights, RE Literacy Day, Journey and various retreats. Our staff development day in Term 4, which focused on the Importance of Prayer, allowed staff to affirm and renew their personal spirituality whilst at the same time providing new insights and abilities to support staff in their ministry.
Reaching out to those who are less fortunate remains a priority for our school. The school community was once again very generous and supportive of social justice outreach initiatives. All classrooms had a collection box for Catholic Missions and during Lent to support Caritas Australia. In addition to this a number of fundraising initiatives were implemented during Lent, with all money being donated to Project Compassion. In Term 3 the children participated in Bake Off, raising money for Caritas Australia. In Term 4 the children participated in Sand Modelling raising funds and food hampers for St Vincent de Paul Christmas Appeal, as well as for the bush fire victims. Ss Peter and Paul raised $2 423 for Caritas Australia, whilst also supporting other local charities. Guest Speakers visited the school providing explicit information regarding the work of social justice organisations.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully implemented on the 27th August whilst The Extended Task was based on the One With Creation unit, and was completed during the first half of Term 3. The performance of each student was described as developing, achieving or extending.

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

- the ability to identify a gift and describe how they share their gift with others – 100% accuracy;
- the demonstration of an understanding of the Hail Mary – 100% accuracy; and,
- their understanding Creation Story – 100% accuracy.

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

- explain and sequence Holy Week; and,
- identify lessons from the parables.

For Part A of students 25.00 % were placed in the developing level, 53.10 % in the achieving level and 21.90 % were in the extending level.

For Part B 14.30 % of students were placed in the developing level, 54.30 % in the achieving level and 31.40 % were in the extending level.
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 2013:

- **Key Area 1: Catholic Life and Religious Education**
  1.3 Catholic Life and Culture
  To strengthen staff spirituality through Lamplighter and Shining Light programs throughout the next three years.

- **Key Area 2: Students and Their Learning**
  2.1 Educational Potential.
  Through collegial planning and professional development, teaching staff will analyse, interpret and apply student learning data to develop learning programs to progress children along the learning continuum.

- **Key Area 3: Pedagogy**
  3.2 Provision for Diverse Learning Need
  As a staff to be proactive in providing for the diverse learning needs of students across the curriculum, reviewing and refining current practices

- **Key Area 4 Human Resources Leadership and Management**
  4.2 Professional Development of Staff
  All staff set performance goals in Term 1 and participate in two demonstration and two observation lessons a semester using DLTF coding tool to evaluate

- **Key Area 5 Resources, Finances and Facilities**
  5.4 Financial Management
  The Leadership Team meet monthly to review budget income and expenses to meet Technology and Maintenance Plan targets of $40 000 surplus

- **Key Area 6 Parents, Partnership, Consultation and Communication**
  6.1 Parental Involvement
  The Family and Community Engagement team meet once a term to plan opportunities to involve families and community in the school's SRI process
School Review and Improvement components to be reviewed and rated in 2014:

- **Key Area 1: Catholic Life and Religious Education**
  
  1.2 Religious Education

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

- **Key Area 3: Pedagogy**
  
  3.1 Curriculum Provision
  
  3.3 Teaching Practices

- **Key Area 4 Human Resources Leadership and Management**
  
  4.5 Overall Compliance with Legislation and Other Requirements

- **Key Area 5 Resources, Finances and Facilities**
  
  5.4 Financial Management

- **Key Area 7 Strategic Leadership and Management**
  
  7.1 Planning for Improvement

The focus on curriculum and teaching practice aligns with the schools strategic intent to ensure that teachers’ use explicit teaching and data analysis to ensure all students meet their potential. The focus on curriculum provision and teaching practice aligns with the implementation of the new Board of Studies Syllabii in English and Mathematics.
Financial Summary

All compliance matters associated with the school buildings are monitored on a yearly basis. The school has entered into contract agreements for the upkeep of buildings; lift maintenance, air conditioning and roof anchoring system. The school has accessed approximately $22,000 from SEDSO funds to cover the maintenance program, compliance matters and repairs to emergency lighting and roofing anchors.

We thank the Parents and Friends Association (P&F) for their financial support of $20,000 to the school. This was used to support the purchase of reading resources, maintenance of school grounds, playground equipment and supervision and organisation of sporting events. The P&F raised approximately $13,000 throughout the school year. The school performance raised over $6,434.

In 2013 the school received a grant from Live Life Well for $2,000 which was used for the installation of a fitness track. A further grant was received for $11,000 to trial the Teaching program MoneySmart-Financial Literacy.

The following graphs reflect the aggregated income and expenditure for Ss Peter & Paul Catholic Primary School, Kiama for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
The school provides a safe and supportive environment through a range of policies and programs. There is a whole school weekly focus on specific values and desirable behaviours that are promoted at assemblies, within classrooms and in the weekly newsletter. Students identified as displaying these behaviours are awarded at the weekly award assembly through the school merit system. This merit system also acknowledges achievements in the seven Key Learning Areas once each school Term. The system is based on levels of achievement, with the students progressing from Level 1, to Silver and then Gold. Outstanding achievement at a Diocesan Level results in the students receiving a school pennant. Students receive a school medallion when they have achieved at MacKillop level for sport and at a distinction level or higher in external academic competitions.

The school is currently in its second year of implementing School Wide Positive Behaviours for Learning (SPB₄L). Staff surveys showed an improvement in implementation (92% average) of teaching, monitoring, rewarding and managing behaviours in the school environment. This year there is a continued commitment to consolidate practices in the non-classroom setting. Staff identified priorities for refresher professional development, particularly in active supervision and clarification of consequences for problem behaviours.

The SPB₄L team continues to meet on a fortnightly basis to review data and plan for further implementation of positive behaviours throughout the school. Staff members are engaged in dialogue at communication meetings to ensure the whole staff is involved in consultation and decision making. A key focus for the team this year has been the evaluation and reshaping of the School Wide Positive Behaviours Policy to reflect our current practices.

The SPB₄L team examine data trends to present to staff, to highlight positive behaviours and identify areas the staff needs to address. Individual students who require support are monitored, placed on individual behaviour plans if required and in some cases referred to the Catholic Care Counsellor.

A CatholicCare Counsellor is available one day each week to support students and their families. A school wide social skills program, ‘Bounce Back’ is introduced in Kindergarten and continues through to Year 6. Other initiatives includes the Playing and Learning to Socialise program in Kindergarten, ‘Peacemakers’ in Stage 2 with ‘Empower’ for girls and ‘Standing Strong’ for boys occurring in Stage 3. This year, the school participated in the Australian Government’s National Day of Action Against Bullying and Violence with buddy classes undertaking activities to reinforce the message ‘Bullying. No Way!’

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 2013.

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**

The range of learning and teaching experiences offered at Ss Peter & Paul aim to empower children for the challenges of life’s journey. In 2013 Stage 1, 2 and 3 were organised into multi-age classrooms for Staged learning. Learning experiences are undertaken as whole class, group and individual tuition along with a range of modelled, guided and independent experiences offered within and from outside the school community.

**Centre for Excellence**

Ss Peter & Paul school continued the Centre for Excellence model to focus on numeracy throughout 2013. This provides opportunities to share professional learning opportunities for staff. This initiative will ultimately improve the school’s capacity to meet the diverse needs of students and improve student outcomes.

Specific initiatives include:

- a continued focus on improving the staff’s understanding and pedagogy of teaching;
- Mathematics through Stage planning days facilitated by school Numeracy Leaders;
- staff set goals related to the teaching of Mathematics for their individual Professional Development, Planning and Review (PDPR) process which included two peer observation opportunities.
- professional development in relation to Financial Literacy implementation and evaluation of Financial Literacy units in Stages 1 – 3 as part of a national trial
Curriculum & Pedagogy

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

Three staff members have attended professional development in relation to the Board of Studies NSW new syllabuses incorporating the Australian Curriculum. School leaders in literacy and numeracy have also attended network meetings to maintain current knowledge with latest developments and practices in these domains. Through professional development opportunities and meetings, the staff have prepared for the implementation of the new syllabuses in English and Mathematics from the beginning of 2014.

Throughout 2013, we have continued to follow the school’s assessment and reporting plan that includes ‘assessment for’ learning and ‘assessment of’ learning. Data gathered in literacy and numeracy is being used to track students’ progress and identify students requiring intervention and extension.

Teachers use Information Communication and Learning Technology (ICLT) as tools to access, organise and present information. Class blog facilities are utilised to provide a variety of learning experiences, homework, inquiry based learning and Internet sites for research. The school also purchased 20 laptops and 21 iPads as part of the technology plan in 2013. Three staff attended a two-day in-service about the effective use and integration of technology within the classroom.

Cross-Curriculum

Literacy continues to be a high priority in the school. Throughout 2013 there has been a continued focus on Spelling. This included analysing data to identify spelling needs and developing specific learning programs to address these needs. The use of Spelling knowledge and the six comprehension strategies (predicting, questioning, summarising, visualising, making connections and monitoring) is being implemented across all Key Learning Areas. Stage 2 and 3 teachers implemented Focus on Reading to enhance reading and comprehension skills.

During 2013, the Oral Language Program has continued with a speech therapist working with staff in Stage 1 to model and develop specific programs to assist in the development of language within the classroom setting.

Literacy and Numeracy was resourced with School Support Officer (SSO) allocation to allow for guided and individual learning experiences to the range of students within all classes.
Through a school celebration and a series of activities, children recognised and celebrated National Aborigines and Islanders Day Observance Committee (NAIDOC) Week. Representatives of the school also attended a Reconciliation Week gathering in the local community.

**Meeting the Needs of All Students**

Meeting students’ needs is embedded in the delivery of the curriculum. Explicit teaching and learning occurs within small, guided groups and at an individual level with these experiences planned from assessment of children’s knowledge and skills. Formal assessment tools and a teacher nomination process were used throughout 2013 to identify students who would benefit from a Gifted Education program. Students in Stages 2 and 3 participated in the Wollongong Diocese’s Gifted Education Program - SPLICED.

A teacher of Music and a teacher of Visual Arts were employed during 2013 to offer specialised programs in the Creative Arts. This allowed for improvement in students’ knowledge and skills as well as professional development of staff to improve the quality of Music teaching.

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

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

**Expanded Learning Opportunities**

Opportunities were provided in academic, cultural and sporting domains throughout 2013. Competitions offered included the International Competitions and Assessments for Schools English, Writing, Spelling, Science and Mathematics. Stage 3 students were provided with the opportunity to participate in the Australian Mathematics Trust Challenge.

Students have participated in swimming, cross country and athletics carnivals at school, Regional and State levels. Children have participated in gala days for basketball, netball, soccer, AFL, cricket and teams attended the NSW Catholic Primary Schools Basketball Challenge in Sydney during October. Several teams participated in Rugby League competitions throughout the year.

Other experiences included band and choral performances at school, Parish and community events as well as the Diocesan Public Speaking Competition. All students had the opportunity to submit works for the Kiama Art Society’s Competition, Diocesan Christmas Art and the Lloyd Rees Art Competitions. The school hosted Life Education in Term 4 where children...
explored a variety of health issues. Throughout the year, enrichment days were offered for a small group of students from each stage to learn with other students from the Southern Illawarra Catholic Schools cluster.

**Student Achievement**

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

**NAPLAN**

NAPLAN is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

For 2013, in relation to the State mean, Year 3 was noticeably higher for Reading, Writing, Spelling, Grammar and Punctuation as well as Number, Patterns and Algebra. They were also higher in Data, Measurement, Space and Geometry.

Year 5 was noticeably higher in Reading, Writing, Grammar and Punctuation, higher in Spelling and slightly lower in all aspects of Numeracy. The trend data shows there has been improvement in Reading, Spelling, Writing, Grammar and Punctuation across the school, while the area of Numeracy requires addressing.

A highlight of this year’s results was the growth and performance of Year 3 boys and Year 5 girls in Writing.

**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. 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 2013: % 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>4%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>12%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>4%</td>
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<tr>
<td></td>
<td>National</td>
<td>8%</td>
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<tr>
<td>Spelling</td>
<td>School</td>
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<tr>
<td></td>
<td>National</td>
<td>13%</td>
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<tr>
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</tr>
<tr>
<td></td>
<td>National</td>
<td>12%</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

Parents
Parents were surveyed as part of the school’s Cyclic Review Process and spoke highly of the clear vision for Teaching and Learning at the school. They felt that the teaching staff knew their children and were professional and dedicated in their approach. Parents felt that there were many opportunities to be involved within the life of the school. They agree that the school provides a safe and supportive environment. Parents felt there was a diverse range of programs and experiences provided for the students. The Cyclic Review process supported the school’s renewed focus on parental engagement to meet improvement plan goals.

Students
Students communicated a sense of pride and belonging in their school. They were grateful for an environment where they could learn in a variety of ways and could articulate the benefits of Stage learning. The students enjoy participating in gala days, activities with buddies and the Creative Arts program. A highlight for 2013 was the whole school musical performance held in September.

Staff
The staff has appreciated the collaborative and reflective learning culture of the school. They have enjoyed the opportunity to observe one another while implementing the explicit teaching strategies associated with Financial Literacy and Literature Circles in Stage 3. The collaboration between staff has seen consistent approaches to spelling, mathematics and reading comprehension having a direct impact on the students’ learning gains. The staff enjoy the working environment at the school and the opportunities to participate in professional development. A future focus is the use of Australian Institute for Teaching and School Leadership (AITSL) teaching standards to inform further this reflective culture that exists at the school.