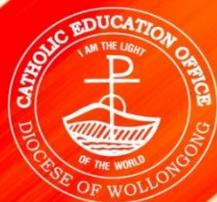


# Annual School Report

2012



## About This Report

Our Lady Help of Christians Catholic Primary School, Rosemeadow 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:

Our Lady Help of Christians Catholic Primary School

PO Box 508

Campbelltown NSW 2560

Ph: (02) 4626 5655

Fax: (02) 4626 7227

Email: [info@olhcdow.catholic.edu.au](mailto:info@olhcdow.catholic.edu.au)

Website: [www.olhcdow.catholic.edu.au](http://www.olhcdow.catholic.edu.au)

**Parish Priest:** Fr Christopher G Sarkis

**Principal:** Mrs Kayleen Petzer

**Date:** Friday 14<sup>th</sup> December 2012

## **Vision Statement**

“A Catholic school community of faith, love and learning.”

## **Message from Key School Bodies**

### **Principal’s Message**

Our Lady Help of Christians Parish Primary School (OLHC) takes pride in presenting its Annual School Report (ASR) for the 2012 year. The needs and requirements of children with varying needs and backgrounds continued to be supported with great commitment from staff and the Catholic Education Office. A range of quality pastoral care programmes, including Peer Support, were delivered for the benefit of all students. Learning and teaching was enhanced with the identification and targeting of gifted and talented children. Parents volunteered in many ways to the advantage of the students. This year also saw my Principal’s Appraisal and everyone is to be thanked in the school community for their input. Thank you to Our Lady Help of Christians Parish Priest and staff for their commitment, support and dedication.

### **Parent Involvement**

The main objectives of fundraising for the Parents and Friends Association (P&F) in 2012 were the purchase and erection of a sports shed, Covered Outdoor Learning Area (COLA) (with support from a donation from a private company) and outdoor seating. It is hoped the sports shed and COLA will be available for use in early 2013. Mother’s and Father’s Day Stalls were held for students to purchase gifts at affordable prices. An alteration and repair service for uniforms was also offered. A number of school discos were also organised.

Parents introduced and organised school student banking, which has proven quite popular. Many parents became involved in the school community through volunteering in the Canteen, Library, at sporting carnivals and in the classrooms. Some parents assisted by coaching OLHC sporting sides in the various gala days in which the school participated, or drove students to various events. The P&F continues to assist the school through an Information Communication Learning Technologies (ICLT) loan and contributions towards school security costs.

*Parents and Friends Association*

### **Student Leadership**

Student leaders represented the school at various events, including the local Australian and New Zealand Army Corps (ANZAC) Day March, Stations of the Cross, Campbelltown Catholic Club Annual Mass and High School Beginning of the Year Masses. They also assisted at assemblies, liturgies and led their houses in inter-school “competitions” such as demonstrating the right way to do things after explicit teaching and singing. Student leaders also became a “Welcoming Committee” for visitors to the school for celebrations held during events such as Catholic Schools Week.

*School Leaders*

## School Profile

### School Context

Our Lady Help of Christians Catholic Primary School (OLHC) is a Catholic Systemic co-educational school located in Rosemeadow. The school caters for students in years K-6 and has a current enrolment of 318. At OLHC there is a rich cultural heritage contributed to by the different nationalities within the school. The school is an integral part of the Parish and of the wider church community. The spiritual growth and welfare of every student, along with sound education practices, is a shared responsibility of the Parish Priest, Principal, staff and parents. The school motto of 'Seek Wisdom, Love God' is evident in the provision of quality Catholic learning and teaching programmes that meet the diverse needs of students. The school has fourteen mixed ability classrooms and a Learning Centre, which supports the needs of students with an identified learning disability. The school provides rich learning environments that incorporate the use of technology, inquiry learning and a strong literacy focus. The aim is to be a place of faith, modelling on Jesus Christ and His Blessed Mother, Mary, and a place of love through inclusion and respect, and a place of learning through striving for excellence.

### Student Enrolments

2012 Enrolments	
Boys	174
Girls	144
Total	318
Indigenous	2
LBOTE	111

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.olhcdow.catholic.edu.au](http://www.olhcdow.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

2012 Attendance (%)	Male	Female
Year 1	85.2	90.3
Year 2	89.6	86.1
Year 3	93.3	87.5
Year 4	91.6	90.9
Year 5	92.1	91.0
Year 6	87.9	90.8

## 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. Whilst 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.

Daily attendance records were maintained and school attendance was monitored. After three consecutive days absent the class teacher/administration staff contacted the parent/guardian of the child for an explanation. Absenteeism was monitored at the end of each term. The Principal decided the appropriate action, including sending letters to parents and putting in place intervention strategies, if warranted. Parents taking their children from school during the term for holidays filled out an "Exemption from School" form and if deemed necessary the parents were interviewed by the Principal.

## Staffing Profile

There are a total of twenty-two teachers and eight support staff at Our Lady Help of Christians Catholic Primary School. This number includes sixteen full-time and six part-time teachers. Teacher numbers consist of five temporary positions covering maternity leave and secondment to other schools and six part-time teachers due to reduced hours for returning from maternity leave and heading toward retirement.

## 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 96.41%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 90%. One leaving teacher was a temporary position for 2012.

## Professional Learning

During 2012, Our Lady Help of Christians (OLHC) personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review and Improvement priorities.

These included:

- A. OLHC whole school development days involving 30 staff. These days focused on:
  - Focus on Comprehension;
  - Year of Grace Reflection; and,
  - Catering for the Gifted and Talented (Learning Communities Project).
  
- B. Examples of professional learning activities provided at school level, including CEO run courses:
  - Interactive Whiteboard Masterclass (3 staff);
  - Analysis of National Assessment Plan for Literacy and Numeracy (NAPLAN) and understanding SMART data (2 staff);
  - Gifted & Talented Education (1 staff);
  - Storytelling in Religious Education, Infants & Primary (14 staff);
  - Pedagogies for the 21<sup>st</sup> Century (2 staff);
  - Focus on Numeracy (2 staff);
  - Focus on Literacy (2 staff);
  - Focus on Writing (2 staff);
  - Apps For Autism (3 staff);
  - Alight For The World (2 staff);

- Visible Learning (4 staff);
- Technologies For Learning (1 staff);
- Leading Libraries (2 staff);
- A Certificate 4 in School Support (1 staff);
- Spotlight on Technology (4 staff);
- Best Start Kindergarten Assessment (3 staff); and,
- Anaphylaxis, CPR and First Aid Training (30 staff).

The average expenditure by the school on professional learning per staff member was \$672. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$1 004.

### **Catholic Life & Religious Education**

Catholic Life and Religious Education continued to play a prominent role. With the Religious Education curriculum this year, all staff embraced the new proforma and have gone further to draw explicit links to Environmental Stewardship, and the SRI focus 5.3. In Year 4 and Kindergarten, students took action in the real world and used their learning to help others. This saw groups of Kindergarten students leading other classes in prayer services and Year 4 leading Earth Hour across the whole school. The school marked a number of significant events with liturgical celebrations. These included Catholic Schools' Week, a Beginning and End of Year Mass, Welcome Mass for Kindergarten and New Families, Ash Wednesday, Lent and Holy Week prayer liturgies, Stations of the Cross, Our Lady Help of Christians Feast Day and Year 6 Graduation. Of particular interest was the St. Mary of the Cross Feast Day Liturgy and Walk-A-Thon, which drew a large number of parents and friends to the school to share in this celebration. Students and teachers from Year 6 also enjoyed coming together with local Catholic schools for the Gathering and Prayer with the Bishop held at St. John the Evangelist Primary School.

During October, the whole school eagerly participated in National Rosary Day, gathering in the Church to pray together. Students and teachers placed petitions for each decade prayed and the Parish Priest addressed the school with an explanation of the importance and relevance of the Rosary and a lifelong devotion to Our Lady.

In 2012 the school continued its participation in 'Wrapped With Love', where students, parents and staff knitted six blankets. Project Compassion and Mission Week initiatives raised \$1 907.05, and \$1 686 was raised through the Mary MacKillop walk-a-thon. In relation to other charities, \$287.45 was raised for the Mary MacKillop Foundation and \$257.40 was raised for the Starlight Foundation. A definite highlight was the Olympic Extravaganza Showcase, which saw the John Therry Hall packed with parents and friends enthusiastic to watch their child's performance. At this event \$783.40 was raised that night for the St. Vincent de Paul Christmas Appeal.

The establishment of the Religious Education (RE) Blog has been a great tool in helping to share the Catholic life and culture of the school with the wider community. Sacred Music and Community Singing has replaced Hymn Practice and has helped to promote joyful participation in the Mass through singing, praying and responding in community.

Ties with the Parish continue to be very strong with all students attending Parish Masses at least twice a term, the sacrament of Penance once a term and Benediction twice a year. Year 3 students participated in the Sacrament of Penance for the first time and made their First Holy Communion, and Year 6 students participated in the Sacrament of Confirmation. These sacramental programs were all Parish based. An increasing number of staff helped to prepare the students to make these sacraments outside of normal school hours. The Feast Day Mass was again held with John Therry Catholic High School, continuing to deepen the ties between both schools.

### **Religious Literacy Assessment**

The Religious Literacy Assessment Programme for Year 4 students was successfully completed within schools across the diocese in 2012. The school cohort in 2012 consisted of 43 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on August 27th and 45 students 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:

- Understanding of their place in creation; and,
- Knowledge of the saints, particularly their qualities.

The students' responses also showed an improvement in the previous year's data in relation to students' knowledge and understanding of the Sacraments of initiation and Penance. There is however, a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- Grasp knowledge and understanding of the key signs, symbols and rituals in the Catholic tradition; and,
- Recall and identify liturgical seasons and associated key events.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 18.6% of the students were placed in the developing level, 48.8% in the achieving level and 32.6% in the extending level.

For Part B, 24.4% of the students were placed in the developing level, 60.00% in the achieving level and 15.6% in the extending level.

Combining Parts A and B, 25.6% of the students were placed in the developing level, 53.5% in the achieving level and 20.9% in the extending level.

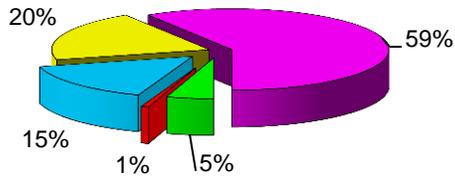
## **Financial Summary**

During the 2012 School Year a considerable amount of money was spent on repairing the gardens and outdoor areas after the building project. A grant of \$10 000 was received from the Catholic Education Office to help replace out-dated computer equipment. This year, although saving for the Covered Outdoor Learning Area (COLA) and sports shed, the Parents and Friends were able to assist the school community in the following projects: Security (\$1600), Computer Loan (\$4 500) and four students received Mackillop Sponsorship (\$300). A major component of school expenditure was spent on providing teaching resources and materials, professional development and technology.

This year it was budgeted to roll over just under \$30 000 to commence the new school year, however extenuating circumstances have not allowed this to happen. A concealed water leak has led to excessive water usage resulting in a water charge of \$22 000. Plumber's expenses to try to locate the source of the leak have amounted to approximately \$3 000 with a leak being located and fixed. It appears that there is still a further leak that is continuing to be investigated. Such funds are later to be reimbursed. December funds of \$1 600 from the Parents and Friends contributions have not yet been transferred and we have an amount of approximately \$2 500 outstanding for sporting programs throughout the year

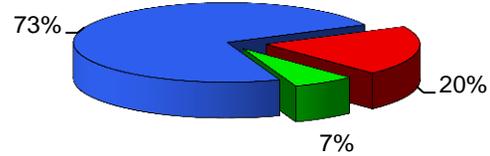
The following graphs reflect the aggregated income and expenditure for Our Lady Help of Christians Catholic Primary School, Rosemeadow for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

## Income



- Fees and Other Private income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

## Expenditure



- Salaries, Allowances and Related Costs
- Non Salary Expenses
- Capital Expenditure

## Student Welfare

### Introduction

The OLHC community continued to use the School-Wide Positive Behaviours for Learning (SPB<sub>4</sub>L) framework to improve academic and behavioural outcomes. Students were explicitly taught the skills required to make the school environment a safe and happy place. Areas of focus were all outdoor areas, church entry and exit and classroom procedures. Behaviours in classrooms were added to the data-base giving more evidence of patterns of behaviour. The behaviour management flowchart was updated and clearly defined procedures for behaviour infringements are in place.

The discipline policy has been finalised, ready for launching at the beginning of the 2013 School Year. Assembly procedures were changed with students now lining up and sitting in house colours. Arrival and dismissal behaviours attract points for house colours, as do uniform checks, which are done on a weekly basis. Points accumulate over the term and the winning house colour is awarded a mufti day and food of their house colour is sold at the canteen. This year the house with the most points at the end of the year were awarded the "OLHC Cup. Raffle tickets are issued to children for positive behaviours, going into a draw for a canteen reward.

## **Pastoral Care**

A CatholicCare Counsellor provided student counselling, when required, to students. Students participated in Life Education, the drug counselling programme. Children understand and fully endorse the school rules of: Be Safe, Be Respectful, Be an Active Learner. A buddy system between Kindergarten and Year 5, assisted the younger students with their introduction to primary schooling and provided them with mentors and a support system.

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**

The delivery of quality learning and teaching at OLHC has continued to be the clear objective and has been pursued in many ways within the context of a rich learning environment.

### **Curriculum and Pedagogy / Syllabus Implementation**

Many staff members have explored the National Curriculum whilst still using the existing syllabus documents. The school participated in Diocesan professional development opportunities to help enable a smooth transition into the new curriculum. A number of staff members have explored the new syllabus online and two staff have been appointed Middle Leader 1 positions. Their role will be to lead staff in the implementation of the English and Mathematics syllabuses. The new documents will be used for programming and planning in 2014.

### **Assessment and Reporting**

This was a major focus for SRI this year with plans made to write a new school report. It is hoped that this will be implemented in 2013. The area of assessment was explored through staff members attending professional learning workshops provided by international educators Lane Clark and John Hattie. A number of staff members are using these new strategies, and due to their success, it is planned to continue the direction taken in these initiatives within the school over the next three years.

## **Integration**

An inquiry based pedagogy has continued to assist teachers to integrate appropriate Key Learning Areas. This occurs through careful planning on a whole term level or in smaller time frames of a lesson or a week.

## **Technology Supporting Learning**

More effective use of technology has been a focus of this year. Different types of shared devices were used throughout the school on a rotational basis which gave staff and students the opportunity to become familiar with devices for different purposes. This has been well received by staff and will continue.

The school began a one to one iPad programme for Stage 3. Year 5 were the first grade to participate this year and will carry the programme through to Year 6. Staff and students report increased levels of engagement and significant learning gains, particularly in the area of writing. Assessment tasks are showing a deeper level of understanding of concepts because students have the opportunity to draw on more resources and be more creative.

Staff knowledge and skill level has increased through a shared responsibility model of managing technology.

## **Cross-Curriculum**

### **Literacy**

Reading has been a big focus area this year with all staff attending professional development to explicitly teach comprehension strategies. All staff members were experimenting with various strategies across Key Learning Areas and students were engaging with the new skills.

The focus on graphemes and phonemes was of use to the students, with 2012 Year 5 NAPLAN results for spelling being particularly strong when compared to both the Diocese and the State. Other significant improvements in Year 5 results showed the focus on literacy was increasing student knowledge and skills.

### **Numeracy**

Over the last two years OLHC has focused on literacy within numeracy, and NAPLAN results showed an increased level of comprehension when working with word problems. An inventory was conducted of numeracy resources in readiness for targeting specific numeracy skills over the next couple of years.

## **Indigenous**

Indigenous studies were integrated into units of work with relevant content. This included Australian history and environmental studies, as well as the Arts. New resources were purchased by the school and through the Catholic Education Office (CEO) to further enrich student knowledge and appreciation of Indigenous culture. Also, students participated in ceremonies and activities to mark national events such as National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, and Sorry Day.

## **Multicultural**

The Olympic Extravaganza concert provided a whole school focus on different cultures and the impact they have on Australia. Students engaged in the study of a continent and focused on a particular country to put together a cultural and sporting demonstration celebrating the region through dance. The integration of these activities with Human Society and Its Environment (HSIE) provided very rich and in-depth learning in a meaningful way.

## **Environmental**

Environmental Stewardship was an SRI area this year. The Student Representative Council (SRC) became involved with environmental audits, Earth Hour, recycling and no lunch-wrapper days. A teacher attended the Assisi Formation Programme and as a result is developing practices and programmes to ensure this environmental focus is sustainable.

## **Meeting the Needs of All Students**

### **Diversifying Learning**

An inquiry based pedagogy continued to bring diverse learning opportunities to the classroom. The school has begun to explore different models of inquiry and to branch out this approach into all Key Learning Areas. This pedagogy was extended into assessment and assessment criteria and these areas will continue to be focused on over the next two to three years.

### **Gifted Education**

The identification process and intervention strategies for gifted and talented students were refined. The Diocesan document in this area has been reviewed and the process of implementing it in the school began. Identification procedures were formalised and students are being to be tracked across all grades. Teachers began writing individual programmes for those requiring significant alterations to class experiences and this was supported by the Review Committee. Students had the opportunity to participate in Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) Program, and collaborative projects with schools in America. In consultation with the CEO and to meet the learning needs of one student, that student was successfully accelerated to more advanced studies.

## **Special Education Needs**

The Learning Centre continued to cater for students diagnosed with an intellectual disability in a mainstream setting. In addition to this, OLHC catered for students with a disability with funding in such areas as autism, working memory and language delays. This was done through an Individual Plan (IP) and twice yearly meetings with parents. A third layer of support was provided through the Review Committee. This committee met to support students requiring extra help to improve their learning, but who do not have the diagnosis of a particular learning need. Specific plans were written for these students to outline the support they received and the outcomes they were working towards.

## **Self-Directed Learning**

A number of staff implemented criteria, in some areas of learning, that significantly contributed to students becoming more self-directed learners. Students showed an increased eagerness to strive to do better when they saw where the next step in their learning was heading.

## **Expanded Learning Opportunities**

### **Competitions**

Students in Years 3-6 had the opportunity to enter NSW University Competitions in English, Maths and Science. Stage 3 students entered the Christmas Art Competition. Six students had work displayed at the Wollongong City Art Gallery and one student received a Highly Commended award.

### **Sport**

Students competed in school based events such as the swimming and athletics carnivals. A number of students went on to compete at Diocesan level with four students selected for MacKillop. One student received a Primary Sports Medallion. In addition, students in Infants undertook a swimming programme over nine days whilst Primary students participated in a Surf Programme.

Students also had the opportunity to participate in various gala days hosted by schools in the Diocese. This gave a large number of students the opportunity to try different sports in a non competitive environment.

### **The Arts**

Visual Arts was a major focus in Stage 3 with the purchase of resources and explicit teaching of staff and students. We have seen an increase in engagement and attainment of skills and these should move down through the rest of the school next year.

The talent quest was run during lunchtimes and this culminated in a grand final at an assembly. This provided opportunities for students to share their talents with the wider

community. It was an excellent chance to celebrate the skills the students learn outside the school setting.

## **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 Programme Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programmes. 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 Programme 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 38 Year 3 students and 51 Year 5 students who sat the 2012 NAPLAN testing. There were few students who did not meet the National Minimum Standard. The testing indicated areas of priority, particularly writing for Year 3 boys, and students whose language is from a non-English speaking background. The latter had already been identified. Learning gains of students from Year 3 to Year 5 has continued to remain high; numeracy was a higher gain than expected. Overall the Year 5 cohort performed well across all areas. Spelling has shown a significant improvement from previous results. A larger percentage of students have achieved the top bands, especially Year 5 spelling and reading.

## 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		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	21%	45%	34%	10%	47%	43%
	National	14%	37%	47%	18%	49%	31%
Writing	School	8%	53%	40%	14%	49%	37%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	16%	40%	45%	6%	47%	47%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	11%	42%	47%	20%	47%	33%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	19%	57%	24%	16%	61%	24%
	National	16%	49%	33%	18%	53%	27%

## 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.

NAPLAN 2012: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	90%	96%
	National	94%	92%
Writing	School	88%	96%
	National	95%	92%
Spelling	School	90%	98%
	National	94%	93%
Grammar & Punctuation	School	88%	94%
	National	93%	90%
Numeracy	School	90%	94%
	National	94%	93%

## **Parent, Student and Staff Satisfaction**

From information taken from the School Review and Improvement Cyclic Review and interviews taken from parents and students, the following can be reported.

Parents spoke positively about the school. In particular, they referred to the Catholic Life that is enhanced through prayer, the receiving of the Sacrament of Penance, liturgical opportunities and sacramental programme support. Several parents mentioned the strong sense of the school being part of the Parish and the frequent, visible presence of the Parish Priest within the school. Parents also commended the use of a variety of communication methods, especially the use of emails and blogs. They regarded accessibility to teachers as highly satisfactory and meeting their needs. Parents felt the teachers 'knew' their children well. The new buildings greatly improved the facilities and atmosphere within the school. One issue raised generally was that of transition to secondary school in that parents expressed the view that their child struggled initially with the unfamiliar style of assessment tasks and testing regimes in secondary school. Open-plan learning was regarded with mixed feelings by the parents. Parents also raised the issue of teachers being "off class", the frequency their child had a casual teacher and staff turnover.

The students were acknowledged as having great pride in the school. The students talked about their learning and discussions with them and classroom visits indicated the richness and breadth of the curriculum offerings. Students also valued the variety of lunchtime activities offered. The student merit/reward system is valued by the students.

Staff felt their professional view was respected. Staff remain enthusiastic about the opportunities with which they are presented. Staff felt they had an opportunity for input into the future direction of the school. The indication from staff was that the introduction of the School Improvement Framework had provided a genuine journey of learning and created a positive learning community.

## **School Review and Improvement**

School Review and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

## **School Review and Improvement components reviewed and rated in 2012:**

- **Key Area 2: Students and their Learning**

### 2.3 Reporting Student Achievement

Staff are aware of the philosophical basis of the direction we are heading to become a school where learning is highly visible.

Staff have a broad understanding of the work of John Hattie in measuring effect, size and the criteria of Lane Clark.

- **Key Area 4: Human Resources, Leadership and Management**

### 4.1 Recruitment, Selection and Retention of Staff

Wording of advertisements has been reviewed and modified to reflect school culture and practice.

Staff members have been given opportunities to lead areas within the school and attend professional development which has created less staff turnover due to leadership opportunities.

### 4.4 Succession Planning

Staff have been provided with opportunities to take on projects within the school.

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

### 5.2 Use of Resources and Space

Outside areas have been rejuvenated and in some cases the use has changed to reflect a need within the school.

Movable walls have been installed in the Stage 1 classrooms to provide flexibility in the learning space.

Computer equipment has been updated and effectively shared across the school.

A whole staff approach to managing technology has been developed.

Compactors have been installed in the teachers' resource room and equipment reorganised.

Audits have been done on English and Mathematics equipment in each classroom.

New reading resources have been purchased for use across the school.

A new process for the election of student leaders has been implemented.

### 5.3 Environmental Stewardship

There is an increased awareness across the school of the rubbish created by lunch wrapping.

Staff have had professional development on Catholic Social Teaching.

### 5.4 Financial Management

This area was rated but no additional plan implemented.

- **Key Area 7: Strategic Leadership and Management**

- 7.1 Planning for Improvement

- This area was rated but no additional plan implemented.

- 7.2 Innovation, Development and Change

- Better use has been made of data to inform change.

- Staff sharing meetings have been used to ensure that change is taking place in the areas of priority.

**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

- Ensure that the vision and mission are explicit in all of the frameworks, policies and procedures.

- **Key Area 2: Students and their Learning**

- 2.2 Rights and Responsibilities

- Students value their right to learn and fulfill their responsibility to allow others to learn.

- 2.3 Reporting Student Achievement

- Develop a reporting system that is consistent with a visible learning framework.

- 2.5 Pastoral Care

- Write and implement a new pastoral care policy that reflects the school's vision and mission as well as the needs of the school community.

- **Key Area 3: Pedagogy**

- 3.2 Provision for The Diverse Needs of Learners.

- Ensure that the school has highly effective processes in place to cater for the diverse learning needs of individual students and that these processes are effectively monitored.

- 3.5 Assessment

- Develop a whole school approach to assessment that reflects student input and participation.

- **Key Area 6: Parents, Partnership, Consultation and Communication**

- 6.1 Parent Involvement

- Educate parents about the policies and procedures of the school.

- Enhance the trust of parents by consistently following and referring to the policies.

