

***Nazareth
Catholic Primary School
Shellharbour City Centre***



***Annual School Report
2010***

About This Report

Nazareth Catholic Primary School, Shellharbour City Centre 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 Catholic Education Office (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 2010.

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

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Parish Priest: Fr Bryan Jones

Principal: Mr Ken Bryant

Date: 12 December 2010

Vision Statement

Nazareth is a learning community that strives to develop the whole person,
so as to find God in all things.

Message from Key School Bodies

Principal's Message

2010 was the year in which Nazareth Catholic Primary School celebrated its tenth year of existence. Most appropriately there were many festivities to not only mark this most significant of occasions but also to celebrate the fruits of the provision of ten years of quality Catholic Education to the students and families of All Saints Parish, Shellharbour City. In its relatively short life, a rich school culture has been established with the motto 'to find God in all things' imbedded in all school activities. This motto is now emblazoned on the St Francis Xavier Building alongside our school crest. Both these gifts to our school in this year of celebration will remind all who follow that Nazareth School is one which the values of seeking, of wisdom, of knowledge and peace are integral to the school's identity.

Fundamental to the very purpose of the school is a commitment to support families in the formation in faith of the children entrusted to our care. In collaboration with the Parish community, the school is able to provide prayer and liturgical experiences that support the Religious Education Program that is at the heart of the school's work. The school has been able to actively support the Parish Sacramental programs of preparation, most significantly in the programs for the reception of the Sacraments of Penance, First Holy Communion and Confirmation.

Stage Masses are now part of the fabric of school life with the School's library transformed into a liturgical space for Masses presided by Fr Bryan Jones or Assistant Priests, Fr Bede North and Fr Hugh Dowdell. The school looks forward with much anticipation to the completion of the new All Saints Parish Church which is currently being constructed on land adjacent to the school and which will, when completed, become the liturgical focal point for future Parish and School celebrations. A truly significant event in 2010 was the Canonisation of Mary MacKillop and a number of staff and families attended the Diocesan celebration held in Wollongong Entertainment Centre in late October.

It is a source of pride that Nazareth School is recognised as a place that provides outstanding learning opportunities through quality pedagogy. It is our belief that such quality learning is a daily occurrence. Details of the learning and teaching opportunities provided through Nazareth School, including an analysis of the NAPLAN testing, are to be found later in this Report.

The school continued to offer 14 classes from Kindergarten to Year 6 and also offered the continuation of a Learning Centre to students with specific needs. Employed within the school were 27 full and part time teachers and 10 school support officers. The enrolment figure at the start of the year was 380 and this figure grew throughout the year so that at the time of the November census the enrolment base was 384 students, representing 269 families.

The implementation of the Diocesan School Review and Improvement (SRI) Process has continued to be a key initiative of the school and the process has enabled the school to review many current practices and to develop action plans that will allow for improvement within the various dimensions of school life. 2010 saw the completion of a Cyclic Review process, which involved an external validation of the work of the school. Details of this year's SRI are included in this Report.

Extra curricula activities and experiences continue to enhance the fabric of life at Nazareth School. This year saw the school's performance of 'The Ugly Duckling' awarded 2nd place overall in the State final of Wakakirri. Many activities, including our involvement in the Wollongong Eisteddfod, Diocesan Public Speaking and the regional Chess competition as well as a plethora of sporting opportunities, have enriched the culture and dynamism of our school life and have been supported by the team of extremely dedicated staff and generous volunteers.

A most significant benefit to the school this year has been the provision of Federal Government funding in the form of the Building the Education Revolution Program. Through this funding a new school hall has been added to the outstanding facilities of the school and this hall will no doubt be the venue for many future school events. It is anticipated that the hall will be officially opened in the early months of 2011.

As the year draws to a close it would be most appropriate to offer a vote of sincere thanks to the many who contribute to our school community. To our current pastors, Parish Priest Fr Bryan Jones and Assistant Priest Fr High Dowdell, thank you for your pastoral care and guidance and to all within the Parish community whose continued generosity and good will allows our school to maintain its reputation as a place of great faith and educational excellence, a most sincere thanks.

A heartfelt vote of thanks must go to the very dedicated and extremely generous staff of Nazareth School and the many parents and friends who have supported the school in the past year. Finally to the many students who call Nazareth School theirs; it has been a privilege and a pleasure to serve you. You remain in our thoughts and prayers. Thank you.

Parent Involvement

This year the Parents and Friends Association (P&F) has reached new heights with its fundraising. This has been the result of a lot of hard work from everyone involved including the committee members and helpers. Additional funds were also contributed from BHP. I would also like to thank many others who help the P&F and the school in many other areas

including the Diocesan Delegate, the Care Committee, the Grounds Committee, the Social Committee, the Treasurer and the Secretary.

A total of \$30,118 was raised this year. Outgoings by the P&F totalled \$34,995 and included expenditure on: enclosing the undercover area, 2009 Christmas Concert, donation to St Jude, 4 Marquees, garden landscaping and maintenance and Literacy and Numeracy Resources.

It has been a pleasure working with the Executive and all parents this year as it is the students and the school that benefit in the long run. Sincere thanks to Mr Bryant and the staff of Nazareth School for their support and supply of information. Thank you.

Parents and Friends Association, President

Student Leadership

At Nazareth we have a different way of forming leadership groups to take care of different areas in the school community. Every student in Stage Three is given an opportunity to be a part of one of the thirteen leadership groups. Some examples of these teams are: the Sport Leadership Team, who take care of the sport equipment; the Environment Leadership Team, who take care of the gardens and plants in our school; and our Social Justice Leadership Team, who take care of the flags and raising money for the school.

Nazareth students show their leadership by being good role models to our younger students and following the example and traditions of St Ignatius. As Leaders we respect our teachers and the school environment. We respect our teachers by listening to their instructions and being cooperative with both fellow classmates and teachers. We respect the school environment by not leaving rubbish on the floor (littering) and by taking care of things such as vegetable gardens and trees.

Leadership at Nazareth has prepared us for challenges ahead in different ways. By having confidence we can challenge ourselves to greater heights and take pride in whatever we do. Leadership at Nazareth has helped us to be better individuals.

School Student Leadership

School Profile

School Context

Nazareth Catholic Primary School is a Catholic Systemic co-educational school located in Shellharbour City Centre. The school caters for students in years K-6 and has a current enrolment of 384.

The school was established in the year 2000 at the instigation of the Parish Priest Fr Bryan Jones in liaison with the Catholic Education Office of the Diocese of Wollongong. Sister Anne Taylor SRC was appointed as the foundation Principal. In 2008 the school's first permanent lay Principal, Mr Ken Bryant was appointed.

Along with Stella Maris School, Shellharbour, Nazareth School serves the families of the Parish of All Saints, Shellharbour City. Approximately 89% of enrolled students have been Baptised in the Catholic faith and the bulk of the remaining students are of one of the Orthodox faiths.

The Parish Priest, the staff and parents share a common responsibility for all students in their care. The school is supported by the Catholic Education Office of the Diocese of Wollongong and operates under the authority of Bishop Peter Ingham.

The school is located on approximately on 3 hectares of land bounded by Glider and College Avenues Shellharbour City and lies in close proximity to the rapidly developing Shellharbour City Centre.

Student Enrolments

2010	Boys	Girls	Total	Indigenous	LBOTE
	200	184	384	4	83

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.nscdow.catholic.edu.au and the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2010.

Student Attendance

2010	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	95.6%	93.9%	93.4%	92.7%	91.1%	90.8%

Management of Student Non Attendance

Student attendance records are maintained electronically. Each morning the roll for each class is marked by the class teacher and is forwarded to the school office for electronic entry. Parents are required to notify the school in writing of any absence. If an absence remains unexplained, parents are notified by letter with a request to inform the school of the reason for a child's absence.

Staffing Profile

There are a total of 24 teachers and 11 support staff at Nazareth Catholic Primary School. This number includes 14 full-time and 10 part-time teachers.

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 2010 was 98.02%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2009 to 2010 was 90%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of Nazareth Catholic Primary School staff. During 2010 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:

- Focus on Literacy (4 day intensive – all teaching staff);
- Multi Lit Training;
- International Reading congress (New Zealand);
- Anaphylaxis and First Aid Training;
- School Review and Improvement Processes and Planning;
- Diocesan Quality Learning and Teaching Framework;
- ACEL National Conference – Hosting and Harvesting – Creating Change in the World;
- Learning for Leadership – Diocesan Professional Development Course; and
- Analysis of NAPLAN Data.

School based expenditure on professional learning in 2009 was \$6,740. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office. Average cost of professional learning per staff member is \$280.

Catholic Life & Religious Education

Nazareth Catholic Primary School has continued to develop as an integral part of the community of All Saints Parish, Shellharbour City under the pastoral leadership of Fr Bryan Jones, Parish Priest and with the additional support of Assistant Priest Fr Hugh Dowdell. The school continues to support families in the faith development of the children entrusted to its care. Central to this work is a promotion of Parish life including the weekly and seasonal liturgies of the Parish. The school supported a significant number of Parish initiatives throughout the year including the Parish Mass celebrating the Year of the Priest and the Parish Expo. Students from Nazareth had the opportunity to celebrate the reception of the Sacraments of Penance, Eucharist and Confirmation and then joined with students from Stella Maris for celebratory Masses after these Sacraments.

Students have opportunities for liturgical celebration to complement the Religious Education Syllabus taught in all classrooms. During the opening school liturgy we asked for God's blessing on the school community, presented leadership badges and conducted a commitment ceremony for leadership teams. The School Feast Day, the Feast of the Annunciation, was celebrated with a Mass. On All Saints Day, the Parish Feast Day, students from Stage 2 and Stage 3 joined with students from Stella Maris for the weekday celebration of Mass at Sacred Heart Church. In Term 3, Year 6 joined with students from other local Catholic schools for Prayer and Conversation with Bishop Peter Ingham. In Term 4 a Ten Year Anniversary Mass was celebrated and a Graduation Mass was held for the outgoing Year 6 students. The Ash Wednesday liturgy, Easter Passion Play, Pentecost liturgy, Feast of St Ignatius celebration, Advent liturgies, ANZAC Day and Remembrance Day were also significant liturgical celebrations during the year. Each term, this year, Fr Bryan and Fr Hugh Dowdell have celebrated Mass with each Stage.

The school has a rich prayer life. Each week starts with the whole school joining together to say the Prayer of St Ignatius. The school's Ignatian Examen prayer, a structured review of each day, is used daily in our classrooms and, once a week, as a whole school, we pause and reflect on the action of God in our lives. On Thursday mornings the staff join together for prayer and each term one staff meeting is dedicated to prayer and reflection.

This year saw three new staff members completed the school's induction program in Ignatian Spirituality. In Term 3 staff attended a Spirituality Day based on the Spiritual Exercises of St Ignatius; this was the third year of a five-year program developed by the school's Ignatian Committee. A school song was written incorporating the Vision, Mission and Core Values of the school, and reflecting the School's Ignatian charism.

The school has a strong culture of social justice. All classes have mission boxes and the children's generosity is evident when these are collected. Students learned about the work of Caritas and raised money for Project Compassion. The school also raised funds to support the work of St Vincent de Paul, Catholic Mission and to sponsor a student from the School of St

Jude in Tanzania. Almost \$2,000 was donated to these organisations. During Advent fifteen food and toy hampers were donated to the St Vincent de Paul Christmas Appeal.

Religious Literacy Assessment

The Religious Literacy Assessment program for Year 4 students was successfully implemented within schools across the diocese in 2010. In 2010 the school cohort consisted of 61 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) and the Extended Task (Part B). The Extended Task is based on the Unit: *One With God's Creation* 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 evident in their knowledge of:

- key aspects of the story of Noah and the Ark; and
- the Ten Commandments and their guiding principles.

The students also displayed a high level of performance in their capacity to work with and apply the religious tradition. This was evident in their ability to:

- identify Christian ways of relating to others (100%);
- describe and explain an image of God from the Scriptures (100%);
- recognise that they are made in God's image (100%);
- describe a time when they have placed their trust in God (100%); and
- demonstrate an understanding of a prayer of thanksgiving.

The students' responses showed a need for them to develop their knowledge of the religious tradition in some areas, especially in their ability to:

- recall the process of canonization in the Catholic Church.

The responses also showed a need for the students to develop their ability to work with and apply the religious tradition. This was most notable in their ability to:

- identify and match images of God used in parables.

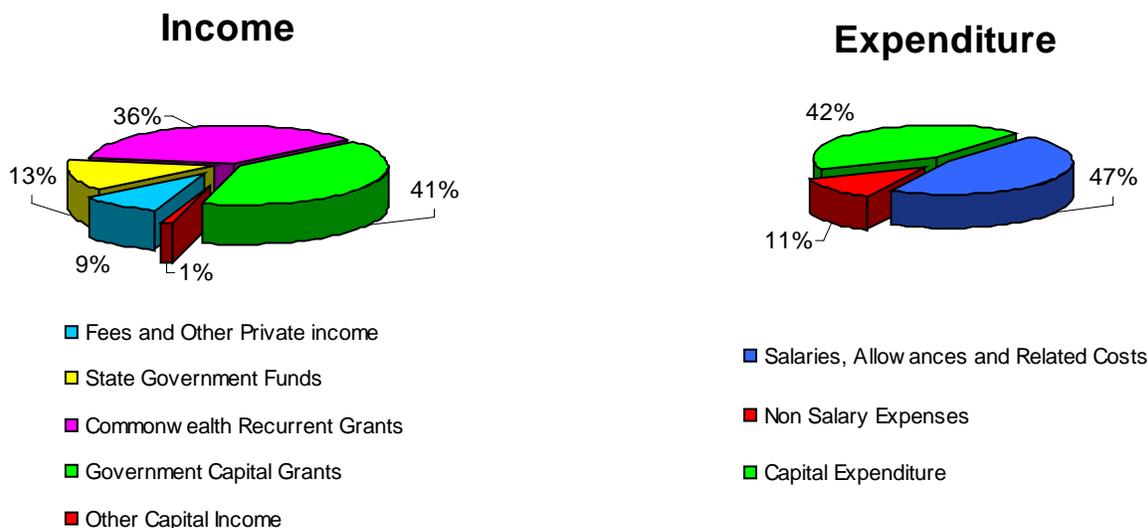
For Part A 33.3% of students were placed in the developing level, 60% in the achieving level and 6.7% were in the extending level.

For Part B 8.2% of students were placed in the developing level, 54.1% in the achieving level and 37.3% were in the extending level.

Combining Parts A and B, 16.7% of students were placed in the developing level, 66.7% in the achieving level and 16.7% were in the extending level for Religious Literacy.

Financial Summary

The following graphs reflect the aggregated income and expenditure for Nazareth Catholic Primary School Catholic Primary School for the year ended 31 December 2010. This data is taken from the 2010 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

Introduction

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 our 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 2010.

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.

Pastoral Care

Pastoral Care refers to everything the school community does to meet the needs of its students and community. At Nazareth we aim to nurture our children, as Jesus was nurtured at Nazareth, and thereby develop the whole child. The Pastoral Care Policy at Nazareth School is based on the dignity of the person and provides witness to Gospel Values as a means to living out daily life. Nazareth School uses a restorative approach to behaviours and relationships.

A key pastoral initiative of the school this year was the implementation of a 'Calm Room' to support students with specific social and emotional needs. The Calm Room operates during lunchtime periods and provides targeted students with a supportive social network of teachers and peers, structured play activities and guidance for reintegration to normal playground activities.

Social skills were developed across the school using the PALS program (Playing and Learning to Socialise) and the Buddies Program was fostered between Year 5 and Kindergarten students. Small social skills groups were formed on student needs across Stage 2 and 3 in order to target specific social skills development needs. A Counsellor, provided by CatholicCare for one day each week, provided a service for students and families in need.

The 'Seasons For Growth' Program operated this year for students in Stage 1. The Seasons for Growth program is designed for children, young people and adults to assist them in managing and understanding the effects of significant change, loss and grief in their lives. Using a set of well crafted resources, and a teacher who facilitates small peer groups, the program provides a safe and creative way to explore feelings, memories, loss and grief.

Nazareth Year 6 students joined with the Year 6 students from Stella Maris Shellharbour, St. Paul's Albion Park and Ss Peter and Paul Kiama, to participate in the "Hit the Ground Running" Program. School Counsellors and members of staff from all the schools involved conducted this transition to high school program.

Personal Development including human sexuality components formed an integral part of the educational program. This year two Stage Three teachers attended the human sexuality staff development day "Education in Love".

As part of our whole school approach to providing a safe and friendly school environment, regular class meetings took place. These class meetings, which utilise De Bono's paradigm of Six Thinking Hats, provide a safe forum for the students to discuss issues and the strategies needed to solve problems. Student leadership continued to be shared among all Stage Three students and students are divided into thirteen distinct leadership teams, each with its own particular focus. They were able to nominate for the leadership team of their choice and teams were able to form and set their own goals.

The school's Pastoral Care, Behaviour Management and Anti-bullying Policies were reviewed this year and modifications to these policies were made. The revised policies can be accessed through the school's web site.

Learning and Teaching

Nazareth Catholic School is continually developing new ways of educating students and assisting them to develop the skills of life-long learners. At Nazareth we have a K-6 approach and teachers are working across Grades and Stages in order to focus on how to continue to improve and maximise the learning outcomes for all students.

Curriculum & Pedagogy

The 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 the school's curriculum. The Key Learning Area's (KLA's) are implemented across the four Stages of learning by classroom teachers and supported by specialist teachers who work with students in areas of Music, Dance, Drama and Physical Education. The Diocese of Wollongong Religious Education Curriculum is given priority and is implemented in all Stages.

Assessment and Reporting continues to be given priority at Nazareth. Our reporting process reflects Australian Government requirements whereby parents are provided with two written Reports annually. Each Report provided information about student progress relative to the specific standards labelled A-E. Staff, as part of their professional development, continued to devote an important part of their Stage meeting planning time to developing consistent judgement in using the common grade scale. The assessment that informs this reporting process is both for learning and of learning, and is based on syllabus outcomes. A wide range of assessment tools are used to guide and plan for future learning and teaching. Such assessment tools include the National Assessment Program Literacy and Numeracy (NAPLAN) Tests for Years 3 and 5, Early Literacy Assessments in Kindergarten and SENA Assessments for students from Kindergarten to Year Four.

Use of NAPLAN data was an area of priority this year. A leadership team member was assigned the specific role of analysing results to better inform learning and teaching programs and to be used to guide learning and teaching experiences. These results also formed the basis for school target setting in the areas of reading, spelling and numeracy.

Information and Communication and Learning Technology (ICLT) continued to be used to promote learning opportunities for students. Each Stage and the Learning Centre have access to Smartboards, a pod of laptops and Infants classes also have access to a desktop computer in their classrooms. An initiative this year was the purchase of four iPod touches and eight iPads to be used in the Learning Centre to assist in the students with their learning.

Cross Curriculum

Several aspects of learning are critical to all Key Learning Areas (KLA). Literacy and Numeracy are seen as vital to success in other KLAs and so are considered a high priority. Within each KLA, Literacy and Numeracy skills are embedded in learning programs and skills are taught in a variety of contexts. Literacy & Numeracy Support teachers also assist in classrooms.

Cross-curricular perspectives including indigenous and environmental education are included in KLA such as Religious Education, Personal Development, as well as Human Society and Its Environment and Science & Technology.

Meeting the needs of all students

The responsibility of meeting the needs of all students belongs to all staff and is supported by the school's Learning Needs Team. The role of the Team is to meet with individual teachers in developing strategies and individual educational programs that support the ongoing learning of both staff and students. Individual Plans (IPs) were developed using the Diocesan planning tool for students who receive additional funding to support their learning.

Regular meetings were held with parents to inform and discuss progress. IPs were also developed for those students who do not attract funding but are in need of more specific support. The class teachers, in conjunction with the School Support Officers, provide 1 to 1 learning support and small group assistance as needed.

A number of students were withdrawn daily from their roll class to attend the school's Learning Centre. The Learning Centre provides specific Literacy, Numeracy and Social Skills Programs. The cohort of students in the Learning Centre varies throughout the day, reflecting the school's response to meeting the educational needs of all students. Particular support is given in the Learning Centre environment to students recognised as possessing a mild or moderate learning delay. Additional support from the Catholic Education Office personnel was also provided for sight and hearing impaired students. The students of the school had access to the services of a CatholicCare Counsellor for one day a week.

The Reading Recovery Program continued to support students with an intensive 1 on 1 daily reading program. In 2010 14 students took part in the program and 13 were successfully discontinued.

Expanding Learning Opportunities

Throughout the year the students have been given the opportunity to attend excursions as a Grade or Stage and have incursions come to the school. They were planned as extended learning opportunities to support an area of study within the classroom. Stage 3 had the opportunity to explore Canberra on a three day overnight excursion, as well as exploring the BHP Steelworks. Year 4 was given the opportunity to visit the Rocks area of Sydney as part of integrated studies about early Australian History. Year 3 attended a walking tour of

Shellharbour and a tour of Tongarra Museum, Year 2 and 1 went to Symbio Animal Park while Kindergarten students visited Minnamurra Rainforest.

Students have had many and varied opportunities to enter competitions, activities and competitions. These include: public speaking; Chess Tournaments with our SICS Schools; Art/Craft Exhibitions and the University of NSW International English and Mathematics Competitions. From a musical perspective the Junior and Senior choirs performed at the Wollongong Eisteddfod, with our Junior Choir receiving a Second Place Award. A highlight of the school year was the involvement of the school in the Wakakirri story and dance competition, with Nazareth obtaining a runner up award at the State Finals at the Sydney Entertainment Centre. Our SRC helped in coordinating our School's Talent Quest, which is always a highlight of end of year celebrations.

Students have participated in swimming, cross country and athletics carnivals at school, Regional, Diocesan and State levels. Children have participated in gala days for netball, basketball, soccer and cricket. Teams attended the NSW Catholic Primary Schools Basketball Championships in Sydney.

Professional Learning

As a learning community Nazareth places great emphasis on the importance of professional learning for all staff. During 2010 a Learning Communities project was undertaken which involved teachers completing the four day Literacy In Focus Course - Improving Reading Strategies. This course was led by Education Officers from the Catholic Education Office and our Literacy Coordinator.

The focus for this course came from the setting of targets by the staff, after analysing school learning data, which showed the need for the school to improve the students' reading comprehension skills.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

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. NAPLAN was introduced for students in Years 3 and 5 in May 2008. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

Students who participated in NAPLAN in 2010 have shown higher than expected growth in spelling for Year 3 and Numeracy for Year 5. The Measurement and Space areas of Numeracy have been targeted by the school for a number of years (particularly for these children between Years 3 and 5). The number of children performing in the top bands in Year 3 has increased in all areas.

An analysis of results from this year’s NAPLAN results indicates a lower than anticipated result in reading. The school has targeted reading comprehension as an area of concern. In response to this ,all staff have undergone professional development opportunities that aim to change the pedagogical approach of staff to the teaching of comprehension to children.

Student Achievement in Bands

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 so totals may not equal 100%.**

NAPLAN 2010: % 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	6%	41%	54%	12%	66%	21%
	National	14%	40%	44%	21%	48%	28%
Writing	School	0%	28%	72%	4%	79%	18%
	National	7%	43%	47%	16%	58%	24%
Spelling	School	7%	42%	50%	22%	58%	21%
	National	17%	42%	38%	18%	52%	27%
Grammar & Punctuation	School	6%	44%	50%	13%	55%	34%
	National	15%	36%	47%	17%	46%	35%
Numeracy	School	11%	48%	41%	11%	62%	27%
	National	15%	51%	32%	18%	54%	26%

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) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2010: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	98%	93%
	National	94%	91%
Writing	School	100%	98%
	National	95%	93%
Spelling	School	100%	95%
	National	91%	92%
Grammar & Punctuation	School	100%	95%
	National	92%	92%
Numeracy	School	98%	95%
	National	94%	94%

Parent, Student and Staff Satisfaction

During 2010 staff, parents and Stage 3 students were invited to complete a survey to provide each group the opportunity for input in areas affecting learning and teaching and the general functioning of the school. The information provided by the survey will be used to assist the school with future planning.

100% of surveyed staff members agreed that the school helps students to develop a knowledge and understanding about Catholic tradition. 100% of staff agreed that the school provided a safe and supportive learning environment and provided appropriate information to parents about student progress. The results indicated that 10% strongly agreed that the school develops ways to strive to meet individual learning needs.

This year 43% of our parent population responded to the survey representing the following results. 98% identified the schools support in developing the children's faith in a safe and supportive environment whilst offering opportunities for parent participation. 93% of families believe Nazareth offers a varied range of co-curricular activities for their children to participate in 4% indicated that they believe the school needs to continue developing effective ways to meet individual learning needs.

The student survey showed that the majority of the students agreed that they were proud of their school and felt that the school helped them in their understanding of the Catholic faith. 100% of students felt that there are sporting and other activities in which they can be involved. 97% responded positively indicating that their teacher encourages them to learn to the best of their ability and 98% indicated that they understood their rights and responsibilities. 10% of students indicated they did not feel safe at school and 12% stated if they had a problem there were not people they could approach for help.

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 2010:

- **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 ICT
 - 2.5 Pastoral Care
- **Key Area 3: Pedagogy**
 - 3.2 Provision for the Diverse Needs of Learners
- **Key Area 4: Human Resources, Leadership and Management**
 - 4.2 Professional Development of Staff
- **Key Area 5: Resources, Finance and Facilities**
 - 5.1 ICT Resources
- **Key Area 6: Parents, Partnership, Consultation and Communication**
 - 6.2 Reporting to the Community

School Review and Improvement components to be reviewed and rated in 2011

- **Key Area 1: Catholic Life and Religious Education**
 - 1.2 Religious Education
- **Key Area 2: Students and their Learning**

2.2 Rights and Responsibilities

- **Key Area 3: Pedagogy**

3.7 Professional Learning

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

4.3 An Ethical Workplace Culture

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

5.3 Environmental Stewardship

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

6.1 Parent Involvement

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

7.2 Innovation, Development and Change

