

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



**Shellharbour
City Centre**

***Annual School Report
2009***

About This Report

Nazareth Catholic Primary School, Shellharbour City, 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 and Training.

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.

Nazareth Catholic Primary School

3 Glider Avenue

Shellharbour City NSW 2529

Ph: (02) 4295 7303

Fax: (02) 4295 7651

Email: info@nscdow.catholic.edu.au

Website: www.nscdow.catholic.edu.au

Parish Priest: Fr Bryan Jones

Principal: Mr Ken Bryant

Date: 12 December 2009

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

To continue in the role of Principal of Nazareth Catholic Primary School is an enormous privilege. Nazareth is a school that has strong foundations and in its relatively short life, a rich and varied school culture has been established. Central to this culture is our shared Catholic faith and underpinning all aspects of life at school is the desire and will to 'find God in all things'. Fundamental to the very purpose of the school is a commitment to support families in the formation in faith of the children in our care. In collaboration with the Parish community, the school is able to provide a multitude of prayer and liturgical experiences that support the Religious Education Program that is at the heart of the school's work.

Through the Religious Education Program, 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. A most significant addition to the liturgical life of the school has been the introduction of Stage Masses, which have been celebrated in the School library by both Fr Bryan Jones and Fr Honorio Hincapie. These Masses have provided an immeasurable support to the students in their understanding of the Mass and in their communal celebration of the Eucharist.

For a school to be recognised as a school of quality, high calibre learning and teaching experiences must abound. At Nazareth, the staff is fully committed to the ongoing development of every child in its care. Through the provision of the NSW Board of Studies Curriculum, it is our belief that such quality learning is a daily occurrence. Details of the learning and teaching opportunities provided through Nazareth, including an analysis of the NAPLAN testing, are to be found later in this report.

Throughout the year the student population has continued to grow, with the enrolment of an additional 10 students on last year's numbers. The school continues to offer 14 classes from Kindergarten to Year 6 and also offers the continuation of a learning centre to students with specific needs. The implementation of the Diocesan School Review and Improvement (SRI) Process has been a key initiative of the school and the Diocese this year and the process has enabled the school to review current practices and to develop action plans that will allow for improvement within the various dimensions of school life. Details of this year's SRI are included in this Report.

A wide variety of extra curricula activities and experiences have enhanced the fabric of life at Nazareth School this year. Activities such as the extraordinary Christmas Concert, involvement in the Wollongong Eisteddfod, Tournament of Minds, and Chess competition as well as a multitude of sporting opportunities have enriched the culture and dynamism of our school life and have been supported by the team of extremely dedicated and committed staff.

We are indeed blessed to be able to offer our students the diversity of experiences outlined in this Report.

A most significant benefit to the school this year has been the provision of Federal Government funding in the form of the National School Pride Program. Through this funding the school has been able to refurbish the staff room, administration area and a number of classrooms. We have been able to purchase additional Interactive Whiteboards, enclose the undercroft area and provide for the construction of an external shade structure at the entrance to the school. It is anticipated that the construction of the new school hall will commence early in 2010 and we look forward with much anticipation to the commencement of our new Parish Church.

Now in its tenth year of operation, Nazareth Catholic Primary School continues to be an important educational community within the wider mission of our church. A sincere thanks must go to our Parish Priest and Pastor, Fr Bryan Jones for his continued support of Nazareth school, to Father Honorio Hincapie for his 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.

To the many parents and friends who have supported the school in the past year, I offer my most sincere thanks. Without your extensive and most generous support, our school would not be the wonderful place it is. Thank you.

Parent Involvement

2009 commenced with the Parents and Friends Association (P&F) inviting all the families, new and old, to the school for a welcome back barbeque. This is the second year this has been held and the school community looks forward to coming together for this event. It is proving to be a great success.

At our swimming carnival the P&F held a sausage sizzle and all proceeds raised were donated to the Bush Fire victims in Melbourne. We raised \$1,340, an extremely good effort for the day.

We have also had many fundraisers this year - chocolate drives, Mother's Day/Father's Day stalls, Donut Drive, Discos, and a shopping trip to the factory outlet warehouses. Unfortunately our Spring Fair was cancelled due to rain and is rescheduled for autumn next year. A school Fun Day was quickly planned and it proved a great success.

This year a number of families from our school hosted children who came to Australia from Thailand. The P&F gave a small keepsake to the children to remind them of Australia and their time at Nazareth. A similar keepsake was given to the students of the 2009 graduating class.

During the year we have pledged to the school funds for various initiatives, which enable our children to have better opportunities. Some of these are:

Mathematics Resources	\$1,500
English Resources	\$3,000
Christmas Concert	\$1,200
School Maintenance	\$2,500
Enhanced Security	\$14,000

(This involved enclosing the undercroft area of the St Francis Xavier Building).

This year there has been fantastic support from many families, teachers and students. Everyone has worked so hard and I would like to thank each and every one of you. I would like to thank everyone on the P&F and the families that have helped out this year. Your work at the school is very much appreciated.

P&F President

Student Leadership

At Nazareth we have a unique system of leadership. Everyone in Stage 3 is a leader in his or her own way. In Stage 3 we try to be the best role models we can and teach others to do the same. We aim to help the younger kids strive to act responsibly.

Everyone in Stage 3 has their own responsibilities, whether it's putting out the sports equipment, helping out in the canteen or fundraising for charity. We have leadership groups that individually have their own jobs to help out the school whenever possible.

Being a leader at Nazareth involves co-operation, teamwork, and most of all, fun!

Stage 3 Students

School Profile

School Context

Nazareth Catholic Primary School is a Catholic Systemic co-educational school located in Shellharbour City Centre. The school is a two stream, coeducational school catering for children in the primary years of education (K-6) and has a current enrolment of 372 students

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 in the Diocese of Wollongong. Sister Anne Taylor SRC was appointed as the foundation Principal and the school, which commenced with one Year 2 class, one Year 1 Class and two kindergarten classes quickly grew to encompass 14

classes and a Learning Centre. In 2008 the school's first permanent lay Principal, Mr Ken Bryant was appointed.

Along with Stella Maris Catholic Primary School, Shellharbour, Nazareth School serves the families of the Parish of All Saints, Shellharbour City. Approximately 91% 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 in the Diocese of Wollongong and operates under the authority of Bishop Peter Ingham.

The school is located on approximately 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

2009	Boys	Girls	Total	Indigenous	LBOTE
	186	186	372	5	29

The Diocesan Enrolment Policy and Procedures exist 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 the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

Student Attendance

2009	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	93.9%	93.6%	96.7%	92.7%	94.4%	91.8%

Student attendance records are maintained electronically. Every morning the roll for each class is marked by the class teacher and is forward 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 26 teachers and 10 support staff at Nazareth Catholic Primary School. This number includes 14 full-time, 12 part-time teachers.

School Leadership

The Leadership Team of the school comprises the Principal, an Assistant Principal, the Religious Education Coordinator, three Coordinators and the Senior School Support Officer. Weekly meetings of the Leadership Team are held each Tuesday morning. Together this team is responsible for the leadership of the school.

Specialist Teachers

Specialist teachers support the work of the general classroom teachers. Support is provided in the areas of Special Education, Reading Recovery, Literacy Support, Music, Drama and Physical Education.

Administrative Staff

The Senior School Support Officer in liaison with the Principal of the school is responsible for the general administration of the school. Operating in the School Administrative Office, the Senior School Support Officer is assisted by a part time School Support Officer.

Nine School Support Officers are employed to assist the students in the classrooms with one of these officers allocated specifically to the support of students in the Learning Centre. A School Support Officer also supports the administration and organisation of the School Library.

Teaching Staff Experience

There is a mix of age and experience on staff. Five teachers have over twenty years of teaching experience, two teachers were in the first five years of their teaching careers and the majority of the remainder have over eight years of experience in the teaching profession. The staff retention rate among permanent staff is 100%, however a significant number of permanent staff remain on maternity leave. There has been some movement among temporary appointments and one such appointment will not return in 2009.

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 2009 was 96.31%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2008 to 2009 was 88%. A significant number of positions are filled with temporary staff as we await the return of 5 permanent staff from various forms of leave to their full time teaching position.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of Nazareth Catholic Primary School staff. During 2009 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:

- Anaphylaxis and First Aid Training;
- School Review and Improvement Processes and Planning;
- Diocesan Quality Learning and Teaching Framework;
- Embracing Successful Strategies in Maths – University of Wollongong Conference;
- Professional Training in the use of Interactive Whiteboards;
- ACEL National Conference – Tipping Points – Courageous Action, Powerful Stories;
- Learning for Leadership – Diocesan Professional Development Course;
- Teaching for Learning - Diocesan Professional Development Course; and
- Analysis of NAPLAN Data.

School based expenditure on professional learning in 2009 was \$4,500. This was in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

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. Our school has also enjoyed the support of Assistant Priest Fr Honorio Hincapie. 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 Expo. Students from Nazareth School had the opportunity to celebrate the reception of the Sacraments of Penance, Eucharist and Confirmation and then joined with students from Stella Maris for Mass, as a celebration, 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 had a commitment ceremony for leadership teams. The School Feast Day, the Feast of the Annunciation, was celebrated with a Mass. 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 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 and ANZAC Day were also significant liturgical celebrations during the year. Each Term, this year, Fr Bryan and Fr Honorio have celebrated Mass with each Stage. Classroom and Morning Assembly prayer, led by students, continue to be a daily practice. The school has developed an Ignatian Examen prayer, which is a structured review of each day. This 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.

The school has further developed its Ignatian traditions, endeavouring to faithfully reflect the spiritual and educational vision of St Ignatius. The school has maintained links with other schools throughout Australia that have also adopted the Ignatian tradition. This year the school implemented a staff induction program, introducing three new staff members to Ignatian Spirituality. In Term 3 staff attended a Spirituality Day based on the Spiritual Exercises of St Ignatius. The day was developed and facilitated by the school's Ignatian Committee. The school has also reviewed its Vision and Mission statements and developed a statement of its core values, ensuring they reflect the Ignatian charism of the school.

The school has continued to promote a 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. A total of \$1,394 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 2009. In 2009 the school cohort consisted of 53 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 7 September 2009 and 57 completed 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 symbols, signs and rituals of the Catholic Tradition;
- knowledge of Jesus and His teachings;
- the role of Mary in the life of Jesus;
- qualities of Saints who are models of love and service;
- key aspects of the story of creation; and
- the Ten Commandments and their guiding principles (100%).

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:

- explore the meaning of key symbols, signs and rituals of the Catholic Tradition (100%);
- explain the importance of the celebration of the Eucharist in the Catholic Community (100%);
- recognise that they are made in God's image;
- identify how individuals and organizations in the Church show love (100%);
- respond in wonder and praise and give thanks to God for the gift of life (100%); and
- describe and explain an image of God from the Scriptures.

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 events of Holy Week.

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:

- demonstrate a basic understanding of the Sacrament of Baptism.

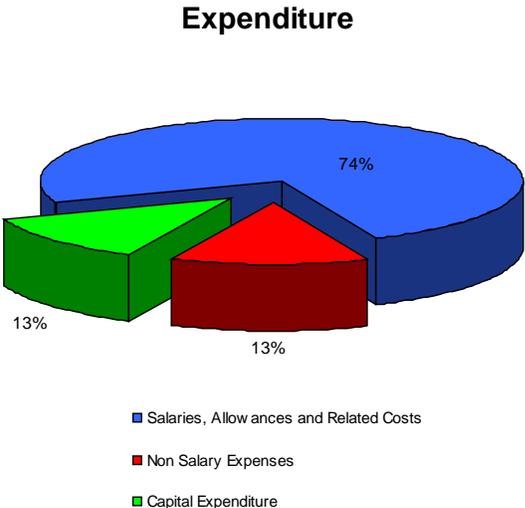
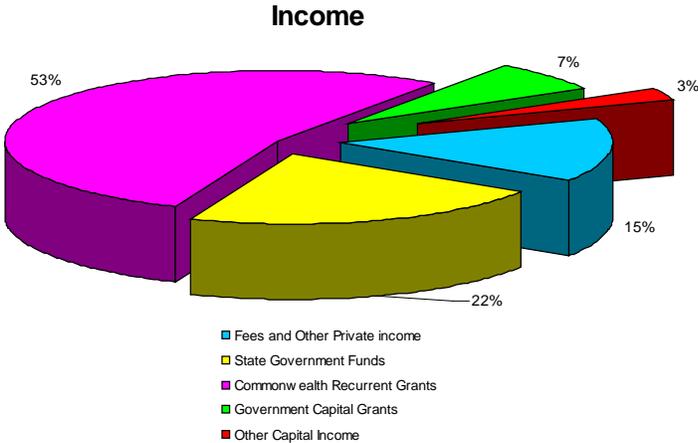
For Part A 11.1% of students were placed in the developing level, 79.6% in the achieving level and 9.3% were in the extending level.

For Part B 20.7% of students were placed in the developing level, 63.8% in the achieving level and 15.5% were in the extending level.

Combining Parts A and B, 24.5% of students were placed in the developing level, 66% in the achieving level and 9.4% were in the extending level for Religious Literacy.

Financial Summary

The following graphs reflect the aggregated income and expenditure for Nazareth Catholic Primary School for the year ended 31 December 2009. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

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 then go to the link Policies. No changes were made to these Diocesan documents in 2009.

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 to 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.

The Peer Support Program continued again this year with implementation of the module "Being Positive", which focussed on optimism. This particular module supported students in developing positive self-talk and resilience. Students learned to approach life with a positive attitude. Stage Three students were the leaders of the Peer Support Program and were trained for this task. Each week they were supported and briefed by Stage Three teachers. Parents/Carers were informed of each week's activities through the school newsletter. They were encouraged to discuss the activities with their children at home.

Social skills were developed across the school using the PALS program (Playing and Learning to Socialise) and the Buddies Program was fostered between Year Five and Kindergarten students. Small social skills groups were formed on student needs across Stage Two and Stage Three 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.

Nazareth Year Six students joined with the Year Six 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 are based on De Bono's Six Thinking Hats and 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. The students were divided into thirteen leadership teams. They were able to nominate for the leadership team of their choice. Teams were able to form and set their own goals.

To promote healthy eating habits the school canteen ran a "Healthy Eating" fruit promotion.

The Pastoral Care, Behaviour Management and Anti-bullying Policies were reviewed, this year, by the Leadership Team. They can be accessed through the school web site.

Learning and Teaching

Introduction

Nazareth Catholic Primary School is an educational community where individuals are valued and encouraged to achieve their optimum potential. Learning and Teaching at Nazareth is in compliance with NSW Board of Studies requirements with the syllabus documents of each of the Key Learning Areas (KLA's) followed. The Diocese of Wollongong Religious Education Curriculum is given priority and is implemented in all Stages.

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. The 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.

As part of our School Review and Improvement process, Nazareth has implemented a number of specific strategies this year that are linked to improving our pedagogical practice. One important strategy has been to develop a whole school approach to the assessment of writing using consistent rubric proformas that are linked to our reporting process and provide teachers, students and parents with honest and reliable feedback about the progress of a student's writing.

At Nazareth we continue to appreciate the importance of Information, Communication and Learning Technologies (ICLT) as an effective tool for the support of learning and teaching. Each Stage has access to a pod of laptops and our Infants classes also have access to a classroom desktop computer. As part of our ICLT Plan and with the generous support of the Parents & Friends Association and the Federal Governments BER, the school purchased seven Smartboard Interactive Whiteboards and an additional Pod of laptop computers.

Cross Curriculum

The structures that support learning at Nazareth School encourage the integration of curriculum outcomes across a number of the Key Learning Areas. Literacy and Numeracy are seen as vital to success in all KLA's 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 to better enable students to develop skills which they can apply to their lives.

Other cross-curricular content, including indigenous and environmental education perspectives, are included in Religious Education, Personal Development, Human Society and Its Environment and Science & Technology.

Meeting the needs of all students

Staff are committed to ensuring that all students' needs are met. Students with diverse needs are identified early through a variety of assessments and teacher observations. Teachers employ a range of learning and teaching experiences and methodologies, taking into account the individual learning styles of the students in their class in order to meet the needs of individual students. Differentiating the curriculum supports those students in most need while allowing for more challenging experiences for those students who are more able.

The Reading Recovery Program continued to support students with an intensive 1-1 daily reading program. In 2009, 18 Year One students took part in the program and 17 were successfully discontinued.

The responsibility of meeting the needs of all students belongs to all staff and this responsibility 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 Education Plans (IEPs) were developed using the Diocesan planning tool for students who receive additional funding to support their learning. Regular meetings are held with parents to inform and discuss progress. IEPs are 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 1-1 and small group assistance as needed.

Fourteen students were withdrawn daily from their roll class to attend the Learning Centre. The Learning Centre provides specific Literacy, Numeracy and Social Skills programs for students with specific needs. 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. Additional support from the Catholic Education Office personnel was provided for hearing impaired students. The school also had the support of a CatholicCare Counsellor for one day a week.

Expanding Learning Opportunities

Throughout the year the students have been given the opportunity to attend excursions as a Grade or Stage. These were planned as extended learning opportunities to support an area of study within the classroom. The Stage Three students were given the opportunity to attend a three day camp at Waterlsea near Nowra. The focus of this camp was for the students to engage in challenging activities that developed their leadership skills. Year Four were given the opportunity to visit the Rocks area of Sydney as part of their integrated studies about early Australian History. Year Three attended a historical tour of Albion Park, Year Two visited the Wollongong Botanical Gardens, Year One went to the Sydney Aquarium and Symbio Animal Park, and our Kindergarten students visited the Minnamurra Rainforest.

In the sporting arena, Nazareth has been actively involved and well represented in a vast number of sports. Students have participated in swimming, cross country, equestrian and athletics carnivals at school, regional 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 Albion Park, with our Senior Boys team winning the Division Three Final, Senior Girls Semi-finalists in Division One and Junior (Year 3) Girls Grand-Finalists in Division Four. Staff members from Nazareth convened the Diocesan Rugby League, Basketball and Cricket Gala Days which were also attended by our students.

As has been the case in previous years, students in Years Three, Four, Five and Six were given the opportunity to test their skills and knowledge in the International Competitions and Assessments for Schools (ICAS) in English, Writing and Mathematics. Senior students were given the opportunity to participate in the Diocesan Public Speaking Competition held during Term 4. Nazareth School was represented at the Wollongong Eisteddfod by the Junior and Senior choirs, with both obtaining Highly Commended Awards. Our Performance Choir performed at a range of public events, and the school entered a number of teams in Tournament of Minds. We celebrated the success of our Social Sciences Tournament of the Minds team who won the Regional final and competed at the State Finals.

Professional Learning

During 2009 the school implemented the second year of its Learning Communities Project. This professional learning opportunity involved staff members using their understanding of Ignatian Pedagogy to work and learn together to implement the Quality Learning Teaching Framework. The major focus area of the Framework linked with our Strategic Plan to improve quality learning across the school in the key area of the students' understanding of Measurement and Space outcomes. A significant aspect of this professional learning was the involvement by all the teaching staff in the Origo Mathematics at the University of Wollongong. Following this Saturday Conference all staff were involved in a Professional Development Day led by Alan Turton that focused on improving our pedagogical practices when implementing quality space and measurement lessons.

Staff also attended a variety of professional learning courses including RE Literacy, Anaphylaxis Training, Mentoring for Beginning Teachers and School Review and

Improvement. At a school level there has been substantial staff professional learning including: goal setting for teachers and students, the Learning and Teaching Framework, School Review and Improvement processes and the analysis of results from the National Assessment Program Literacy and Numeracy (NAPLAN). Significant ICLT professional development in the use of Interactive Smartboards was undertaken by both teaching and support staff. This development has involved each Stage been released for two hours per Term to work with staff from Electroboard in developing their understanding in using the Smartboards.

Student Achievement

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

NAPLAN

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test 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.

Significant positive observations from an analysis of the school's NAPLAN results include the pleasing learning gain shown in Writing in both Year 3 and Year 5 and the continued positive trend in results in Space and Measurement, an area of learning that has been specifically targeted over the past two years.

An analysis of results from this year's NAPLAN results indicates a lower than anticipated result in reading, particularly in the Year 3 results. Spelling results for both Year 3 and Year 4 fell into a statistically noticeable range below the state average. The school has begun processes to both explore and develop a pedagogical response to these results.

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 2009: % 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	13%	54%	33%	15%	59%	26%
	National	15%	40%	42%	20%	46%	34%
Writing	School	10%	37%	53%	13%	59%	29%
	National	9%	45%	45%	18%	58%	24%
Spelling	School	21%	52%	28%	15%	64%	21%
	National	15%	44%	39%	19%	52%	28%
Grammar & Punctuation	School	8%	35%	58%	14%	61%	27%
	National	15%	35%	49%	17%	46%	36%
Numeracy	School	13%	50%	37%	10%	68%	23%
	National	16%	50%	32%	18%	55%	25%

Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2009: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	98%	96%
	National	96%	93%
Writing	School	96%	98%
	National	97%	94%
Spelling	School	94%	96%
	National	94%	94%
Grammar & Punctuation	School	98%	94%
	National	94%	94%
Numeracy	School	96%	96%
	National	96%	96%

Parent, Student and Staff Satisfaction

During 2009 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 these surveys will be evaluated and used to assist with future planning of the school.

All staff members agreed that the school helps to develop a knowledge and understanding about Catholic tradition. They also agreed that the students understand their rights and responsibilities and are challenged to maximise their student outcomes. A small number of staff indicated that the school needs to continue striving to meet the individual needs of students.

The survey results from the Stage 3 students indicated that they are proud of their school. They feel strongly that the school helps them develop their understanding of the Catholic faith. The results showed that they have a strong understanding of their rights and responsibilities at school and strongly agree that they are provided with opportunities to be involved in sporting and other activities. The results indicated that a small minority do not feel safe at school or feel there are people they could approach if they need help.

Approximately 30% of the families within the school completed the parent satisfaction survey. The results indicated that parents strongly agreed or agreed that the school was a safe and supportive environment in which teachers are genuinely interested in the welfare of students. A small number of parents disagreed that the school provides appropriate information about their child's progress and that the school was meeting the individual learning needs of their child.

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 2009:

- Key Area 1: Catholic Life and Religious Education
 - 1.1 Vision and Mission
- Key Area 2: Students and Their Learning

- 2.3 Reporting Student Achievement
- Key Area 3: Pedagogy
 - 3.4 Planning, Programming and Evaluation
- Key Area 4: Human Resources Leadership and Management
 - 4.4 Succession Planning
 - 4.5 Overall compliance with legislation and other requirements
- Key Area 5: Resources, Finances and Facilities
 - 5.2 Use of Resources and Space
- Key Area 6: Parents, Partnership, Consultation and Communication
 - 6.3 Linkages with the wider Community

School Review and Improvement Components to be 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 & their Learning
 - 2.4 – Integration of Information & Communication Technology (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, Finances and Facilities
 - 5.1 – ICT Resources
- Key Area 6: Parents, Partnerships, and Communication
 - 6.2 – Reporting to the community

