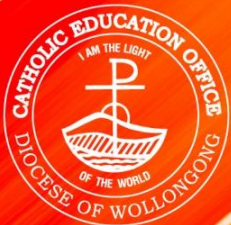


# *Annual School Report*

## *2014*



## About This Report

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St Michael's Catholic Primary School, Mittagong is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) NSW and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's 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 BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2015.

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

St Michael's Catholic Primary School  
PO Box 219  
Mittagong NSW 2575  
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Fax: (02) 4871 3494  
Email: [info@smmdow.catholic.edu.au](mailto:info@smmdow.catholic.edu.au)  
Website: [www.smmdow.catholic.edu.au](http://www.smmdow.catholic.edu.au)

**Parish Priest:** Fr Sean Cullen

**Principal:** Kayleen Petzer  
**Date:** 12 December 2014

## **Vision Statement**

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The Vision Statement, inspired by St Mary of the Cross MacKillop, is that all children have a positive sense of community, have an appreciation of, and respect for themselves as valuable people, have respect for other people and the world in which they live, have been given the opportunity to attain their academic potential, and are aware that learning is a life-long experience.

## **Message from Key School Bodies**

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### ***Principal's Message***

St Michael's Catholic Parish Primary School takes pride in presenting its Annual School Report for 2014. It is an opportunity for this community to recognise and celebrate the achievements that have occurred throughout the year and a chance to thank all those involved with this school. The Parish Priest is to be thanked for his continued support, as is the staff who worked tirelessly for the benefit of the students. Parents and friends continued to help out in many areas across the school and are greatly appreciated. This year the school has been able to reflect on its School Review and Improvement (SRI) journey and set the direction for the next five years during the school cyclic review. The focus on improved outcomes for literacy and numeracy has continued. The School-wide Positive Behaviours for Learning (SPB<sub>4</sub>L) framework reinforced the positive relationships throughout the school and provided clear guidelines for behaviour expectations and support. Throughout the year the school community came together through prayer, service and fundraising to work for those who are less fortunate.

### ***Parent Involvement***

The Parents and Friends Association (P&F) had another very successful year in 2014. The Executive would like to thank the many volunteer parents and caregivers who contribute to the school community through various commitments such as membership on the P&F committee, canteen duties, parent class representatives and various other school initiatives. The P&F were able to fund numerous initiatives from the money raised this year. These include purchasing a \$2400 defibrillator and training for the school, a new oven for the canteen plus regular annual contributions for bus transport for Year 5 to visit the Mary MacKillop Centre and Year 6 for their end of year camp, as well as \$4000 for the Library to purchase books.

This year the P&F raised funds through the Walkathon, a Trivia Night, Mother's & Father's Day stalls, Pie Drive, Disco, Grandparents Day and several others activities, raising over \$10,000 for the year. The P&F continue to work for the betterment of the student's education

and will always welcome any new parents interested in being involved in any capacity. The Annual General Meeting for the P&F will be the first meeting in February 2015, and will be advertised in the school newsletter.

*Parents and Friends Association, President*

### ***Student Leadership***

Every student in Year 6 has had a leadership role and participated as a member of one of the leadership groups. As well as looking after the garden beds, the Mission, Social, Sport and Environment Groups actively worked to provide the school with interesting and exciting initiatives.

As School Captains it was an honour to have the opportunity to represent the school with pride at many celebrations, including; the launch of Project Compassion, the Bishop's 50<sup>th</sup> year of priesthood and Caritas' 50<sup>th</sup> year. The two Vice Captains offered assistance at every opportunity and the sport captains organised athletic events. St Michael's provided a loving school community and it assisted students to achieve things thought impossible and, for this, the students and families were very grateful.

*School Leaders*

## **School Profile**

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### ***School Context***

St Michael's Catholic Primary School is a Catholic systemic co-educational school located in Mittagong that caters for students from Kindergarten to Year 6 and has a current enrolment of 171. It was founded in 1891 by the Sisters of St Joseph of the Sacred Heart and was originally called St Joseph's School. The name was changed in the mid-1970s to reflect the link with the local Parish. During its long history the school has catered for primary and secondary education and at one stage, included boarders. The Sisters of St Joseph withdrew from the school at the conclusion of 2004. As a Catholic school that has solid foundations in the charism of the Sisters of St Joseph and their motto 'Pray and Labour', the school's aim is to provide quality Catholic education for its students. This aim, clearly emphasised in the Vision and Mission Statements, acknowledges the inspiration of Mary MacKillop who is at the heart of all the efforts, endeavors and achievements of the school.

The staff of St Michael's, with the Parish Priest, seek to continue to meet the educational and spiritual needs of students from the Parish of Mittagong and the surrounding villages. The welfare of each child and their family, as well as the development of a deep sense of community, is recognised as the shared responsibility of the priest, staff, students and parents of the school.

The school recently refurbished the majority of its facilities, with the staff and students now able to enjoy modern and functional learning spaces.

Religious Education continued to play an integral role in the classroom, as well as in the liturgical celebrations that took place throughout the year. Belief in, and observance of Gospel values, permeated the school in the way it promoted acceptance of differences and the value and dignity of each person.

### ***Student Enrolments***

<b>2014 enrolments</b>	
Boys	74
Girls	97
Total	171
Indigenous	6
LBOTE	1

The Diocesan Primary 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.smmmdow.catholic.edu.au](http://www.smmmdow.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 2014.

### ***Student Attendance***

<b>2014 Attendance</b>	<b>Male</b>	<b>Female</b>
Kinder	96.1%	97.5%
Year 1	91.3%	95.9%
Year 2	94.8%	96.3%
Year 3	95.6%	97.1%
Year 4	93.8%	94.8%
Year 5	96.8%	96.6%
Year 6	96.3%	94.6%
Whole school	95.0%	96.2%

### ***Management of Student Non Attendance***

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

Class rolls are marked each day before 9.30am by the class teacher, using the Real Time Roll electronic system. This information is linked directly to the main database on the School's Administration System (SAS). If any absence is unexplained a request, in writing, is sent to families requesting the absence be explained.

Families who know that their child is going to be absent in advance need to apply for an exemption certificate if the absence is going to be for three days or longer. A certificate will be issued if approved. If the student has previously had such an exemption or has been absent from school regularly, the parents need to meet with the principal. The Principal is able to approve up to fifty days leave. Students requiring an absence from school over fifty days make an application to the Diocese and the minister for approval.

When a student was absent from school for more than three days, without having received notification from the parents, the classroom teacher made contact with the parent. In the event of frequent absences the classroom teacher discussed this with the parents. If there was no improvement, the matter was referred to the Principal who made contact with the parent. Absences were monitored regularly and letters sent to parents of students identified as risk. Letters varied, depending on the frequency and whether such letters had been received previously. All letters reminded parents of their obligations to educate their children. Leave passes were issued for partial absences.

## Staffing Profile

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There were a total of thirteen teachers and five support staff at St Michael's Catholic Primary School. This number included nine full-time and four part-time teachers.

### **Teacher Standards**

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

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

### **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2014 was 94.7%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 100%.

### **Professional Learning**

During 2014 St Michael's Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through SRI priorities. These included:

A. St Michael's Catholic Primary School whole school development days involving 18 staff.

These days focused on:

- Australian Curriculum – English; and
- Spirituality Day – Advent.

B. Other professional learning activities provided at school level including CEO run courses:

- School-wide Positive Behaviours for Learning (SPB<sub>4</sub>L) (4 staff);
- Mini-Lit (2 staff);
- Anaphylaxis training (18 staff);
- Science Leader's Day (1 staff);
- Maths Leader's Day (2 staff);

- English Leader's Day (1 staff);
- Australian Institute for Teaching and School Leadership (AITSL) standards (10 staff);
- 13<sup>th</sup> International Conference on Educational Leadership, Effective Leaders: Leading Sustainable and Positive Change (1 staff);
- Disability modules (18 staff);
- Australian Curriculum 'Catch-Up' Professional Development ( 1 staff);
- SchoolsTechOZ Conference (3 staff);
- Primary English Teaching Association Conference (3 staff); and
- Slide2Learn Conference (2 staff).

The average expenditure by the school on professional learning per staff member was \$607.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$621.

## **Catholic Life & Religious Education**

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Prayer and liturgical celebrations were a significant part of the life of the school community. Many opportunities were offered to staff to pray together during 2014. Several staff attended the Diocesan Education Mass in Shellharbour. Each communication and staff meeting began with a prayer and one afternoon per week, staff gathered purely to share a prayer experience, taking organisation turns. Staff attended a wonderful Spirituality Day on the theme of Advent. Two staff meetings were held to reflect upon religious literacy data results from 2013 and 2014.

In 2014 the school prayer was said at morning assembly. Classes took turns to prepare a prayer for the commencement of Friday whole school assemblies. Special feast days; St Joseph, St Mary of the Cross MacKillop and St Michael were celebrated with a whole school liturgy or Mass. Other significant days and weeks; particularly Catholic Schools Week, Holy Week, National Aboriginal and Islander Day Observance Committee (NAIDOC) Week, ANZAC Day and Grandparents' Day were commemorated with a whole school liturgy. Students in Year 6 attended Mass with the Bishop at Fairy Meadow and helped prepare the thanksgiving reflection.

Three Saturday evening School Masses were celebrated (Stage 1, Stage 2 and Stage 3) at St Michael's Church. These were very well attended. The students also travelled to St Thomas Aquinas School, Bowral to participate in a Mass that celebrated the Parish Priest's 30th ordination anniversary. The liturgy group, which comprised students from Year 3 to Year 6, instrumentalists and vocalists, joined successfully with the Parish of St Thomas Aquinas, Bowral's liturgy group on two occasions - Confirmation and the ordination anniversary. The liturgy group also led the music at all three school-parish Masses, whole school Masses and



First Holy Communion Mass. The Parish Priest also visited the school to participate in 'Question and Answer' sessions during Catholic Schools' Week and made class visits to Kindergarten and Year 5 to supplement the curriculum units being covered.

Students in Year 6 visited The Abbey Nursing Home each month to spend time with the elderly residents. The School Captains and/or Vice Captains represented the St Michael's student body at the Project Compassion Launch in Term 1 and Caritas Anniversary Mass in Term 4. They also attended, along with some indigenous students, a Mass that celebrated NAIDOC Week at Picton. The students in the mission group organised and promoted fund raising and donations for Project Compassion (Caritas) and St Vincent de Paul Society. At the conclusion of Lent \$500 was donated to Caritas. Students in Year 5 organised a mini fete to raise money for an indigenous mission in Western Australia. They also visited Mary MacKillop Place in North Sydney to learn more about the person to whom the school is so closely linked. As a whole school community, and within individual classrooms, prayers were offered for those in the local and world community experiencing difficult circumstances.

Students participated in Parish-based sacramental programs for Penance, Eucharist and Confirmation. The school supported the sacramental programs with three staff members involved as sacramental associates. Grades within the school completed the related curriculum units at the same time to supplement the Parish program. All Stage 3 students participated in the Diocesan Christmas Art Competition.

### **Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2014. The school cohort in 2014 consisted of twenty-three Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and twenty-three completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary Mother of God: First Among the Saints* and was completed during the first half of Term 3.

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

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

- knowledge of the Seasons of Lent and Easter; and
- knowledge of the life of Mary MacKillop.

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

- identify how to care for God's creation.

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

For Part A, 8.7% of students were placed in the developing level, 69.6% in the achieving level and 21.7% were in the extending level.

For Part B, 26.1% of students were placed in the developing level, 56.5% in the achieving level and 17.4% were in the extending level.

Combining Parts A and B, 34.8% of students were placed in the developing level, 52.2% in the achieving level and 13% in the extending level for Religious Literacy.

## **School Review and Improvement**

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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 2014:**

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

- 2.5 Pastoral Care

- Goal: St Michael's to have a just and consistent approach to student learning, support and management across all areas of the school.

- **Key Area 3: Pedagogy**

- 3.7 Professional Learning

- Goal: The focus of professional learning to be on key school priorities.

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

- 6.1 Parent Involvement

- Goal: For the school to plan and implement structures which encouraged the engagement of parents/caregivers in the learning of their children and involvement in the school community.

## **School Review and Improvement components to be reviewed and rated in 2015:**

A major focus for 2015 will be to sustain and deepen the initiatives which began in 2014. There are many ongoing components, all interconnected, and have deliberately been given staggered dates of duration. Students and their learning will continue to be a priority as the school aims to provide a richer and higher quality of pedagogy. The plan to trial one on one technology within Stage 3 will also impact across all Key Learning Areas.

The components to continue into 2015 are:

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

- 2.1 Educational Potential

- 2.4 Integration of Information and Communication Technology (ICT)

- **Key Area 3: Pedagogy**

- 3.1 Curriculum provision

- 3.2 Provision for the diverse needs of learners

- 3.3 Teaching practices

- 3.4 Planning, programming and evaluation

- 3.5 Assessment

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

- 4.2 Professional development of staff

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

- 5.1 Resources

## **Financial Summary**

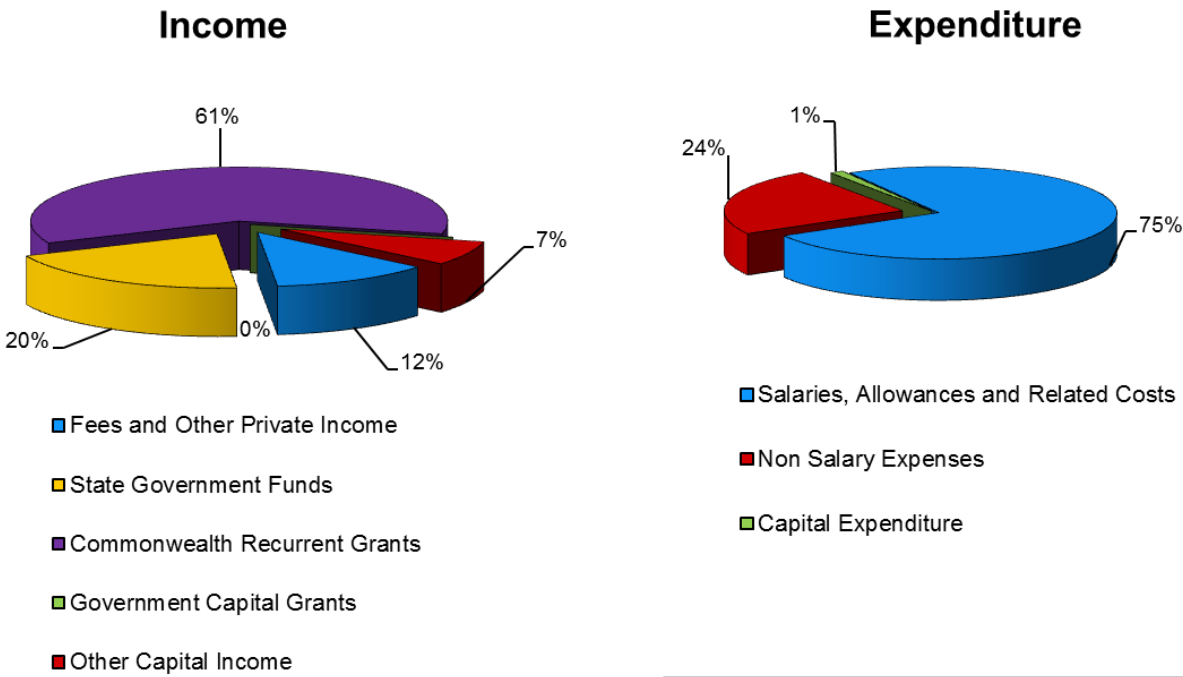
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St Michael's has continued to improve the streetscape of the school using the School Enhancement and Debt Servicing Obligation (SEDSO). The front entry stairs, footpath and area around the noticeboard were given a facelift and made safer. Work will continue to be done to render and paint the administration building and hall to marry it with the other buildings and provide some consistency. Gardens were heavily pruned and mulched.

Funds were spent on servicing and repairing gas heaters. The decision was made that it was safer and more cost effective to replace the older style gas heaters with reverse cycle air conditioning. The Stage 3 learning spaces benefited from this changeover.

The P&F donated funds to support the school. Purchases included a defibrillator (\$2400) and associated training for staff and a new canteen oven. It also provided \$4000 to the Library for purchase of books and resources.

The following graphs reflect the aggregated income and expenditure for St Michael’s Catholic Primary School, Mittagong for the year ended 31 December 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



### Student Welfare

Catholic Schools are places based on the dignity of the whole person and provide witness to the Gospel Values of respect, justice and hope. These values are captured in the Diocesan and School’s Pastoral Care Policy. The school-based policy provides information on programs to support students and families, approaches to discipline, creating a safe school environment, codes of conduct and suspension/expulsion guidelines.

During the year St Michael’s has continued to implement the School Wide Positive Behaviours For Learning (SPB4L) framework. It provided a consistent approach to behaviour management and support, which created a very positive school climate with students, staff and families all having clear expectations. The SPB4L Policy was launched during the year.

Year 5 girls undertook the “M-power” program with a CatholicCare Counsellor, whilst the boys completed an “Anti-bullying – Not Being a Bystander” program. A group of boys from Year 2, who were identified through the analysis of BART data, undertook “Friends Program.” A social skills program called “Let’s Play Games” was implemented with a group of Year 1 students. The school had participants in the “Learning Assistance Program” (LAP) who were mentored by community members. Kindergarten and Year 6 did the “MindUP” Program which taught mindfulness and optimism. Stage’s 2 and 3 and Early Stage 1 and Stage 1 trialed a “St Michael’s Support” group which identified and offered daily support to children who had social issues and anxiety. All of the Pastoral Care programs and initiatives fostered a positive, nurturing environment for the whole school.

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** is 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 2014.

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

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### ***Introduction***

St Michael’s Catholic Primary School is a learning community committed to providing quality Catholic learning and teaching, aimed to meet the needs of all students.

### ***Curriculum and Pedagogy***

All Key Learning Areas (KLAs) English, Mathematics, Human Society and Its Environment (HSIE), Science & Technology, Personal Development & Health (PDHPE), and Creative Arts are taught as required by the BOSTES, along with the Diocese of Wollongong Religious Education curriculum.

Throughout 2014 teaching staff were engaged in professional development to help with the effective implementation and programming of the Australian Curriculum for English and Mathematics. Staff also undertook professional development that introduced the Australian Curriculum for Science in preparation for implementation in 2015. The teaching and learning

focus throughout the school was student-centered and individual achievements continued to be mapped on the learning continuums for literacy and numeracy.

An integral part of the learning cycle at St Michael's was assessment. A range of assessment strategies was utilised on a daily basis within each class to monitor and drive student progress. The data was used to cater for individual student learning needs. A consistent approach of formal assessment from Kindergarten to Year 6 provided ongoing information of student growth. Updated assessment folders are passed from year to year, so that ongoing records are maintained. Learning progress was reported to parents formally and informally during the course of the year. Parent/teacher interviews were conducted at the end of Term 1 followed by a Semester 1 written report at the end of Term 2 for Years 1 - 6. Kindergarten had an additional parent/teacher interview at the end of Term 2. Parents were encouraged to meet with teachers throughout the year to discuss their child's progress or to raise any concerns. A Semester 2 written Report was sent to parents at the end of Term 4. The parents of Years 3 and 5 students also received the National Assessment Plan - Literacy and Numeracy (NAPLAN) results in Term 3 and Year 4 parents received the Religious Assessment results during Term 4.

Integration across the KLAs enabled teachers to provide a variety of quality learning experiences whilst explicitly making connections with students' learning. Authentic integration was implemented across the grades, particularly in Science and Technology, HSIE and Creative Arts.

All classes were well resourced with information learning technology. Students had access to computers, iPads and digital cameras, as well as an interactive whiteboard. Stage 3 trialed the use of one to one iPads in semester 2, with the intention being for students to provide and use their own device in 2015. Students, parents and teachers were invited to participate in a survey, that provided all stakeholders with a voice about the one to one implementation and an information session was then held for parents.

Guest speakers from the CEO provided input on cyber bullying and responsible use of Information, Communication Learning Technologies (ICLT). Gifted and Talented students in Stage 3 participated in an online enrichment program and classes continue to use Google Docs for sharing their work.

The staff continued to be involved in professional development to enhance a more effective use of information technology as a tool for learning.

### ***Cross Curriculum***

Teachers remained committed to daily two hour uninterrupted English blocks in the morning and Mathematics for an hour after the first break. An agreed practice for Mathematics and literacy (K-2) was put in place across the school that ensured a consistent approach to the teaching of English and Mathematics. Strategies used included explicit teaching, modeled, shared and guided activities, intervention focus for individual needs and phonological

programs for those with specific needs. Teachers used a wide variety of cross curriculum strategies so that the students had many opportunities to improve their literacy and numeracy skills across all KLAs. All classes had access to rich, high quality resources to support their learning.

Indigenous education was a focus throughout 2014 which created a greater awareness of the rich history and culture of the first Australians. The CEO Indigenous Education Officer and a team of indigenous support staff worked with the whole school and provided all classes with additional support. Members of the school community enjoyed an indigenous cultural day in Term 4.

### ***Meeting the needs of all students***

Student needs were met in a variety of ways. Additional funding supported nine children who qualified for Students with Disabilities from the CEO. As part of this funding and with the support of outside agencies, as well as specialist staff from the CEO, programs were devised and implemented to ensure these children received support with their learning. Other students were well catered for with a differentiated curriculum and School Support Officers (SSOs) supported particular learning needs of some students in classes.

Managing Student Pastoral and Educational Concerns (MSPEC) meetings took place regularly to support students who may have needed some additional support.

Individual Educational Plans (IEPs) were developed for children with particular learning needs, to design curriculum and individual learning goals and learning outcomes. Interviews were held regarding these IEPs with the students' parents twice in the year and as the need arose.

Personalised Learning Plans (PLPs) were developed for Aboriginal students in collaboration with parents and teachers to support a deeper understanding of Aboriginal culture.

Gifted students were catered for through classroom programming, planning and in some classes, using the enquiry approach. Four Stage 3 students participated in the Gifted Education initiative for students in Primary Schools. Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) provided an opportunity for learners identified as intellectually gifted to access challenging units of work in purpose-built online environments.

### ***Expanding Learning Opportunities***

St Michael's continued to provide a variety of expanded learning opportunities for students. Students from Years 3 to 6 formed the St Michael's liturgy group, as either choir members or instrumentalists. The liturgy group led the music for many school and Parish Masses and sacramental celebrations throughout the year.

A wide range of activities with guest speakers and incursions, supplemented the children's experiences. These included; Life Education, that provided personal development input,

Musica Viva, music concerts at local schools, the Regional Public Speaking competition, Book Week celebrations and a Christmas concert.

Other opportunities offered to students were the Premier's Reading Challenge, Diocesan 'Christmas Story' Art Exhibition and the University of New South Wales International Competitions and Assessments for Schools in English, Mathematics and Science.

There were also a wide variety of opportunities for students to participate in sporting activities. Students took part in various gala sport days, swimming carnivals, athletic days, cross country, basketball and football competitions. Students were able to compete at school, local, Diocesan and State level, so that those with sporting talent had numerous opportunities to be involved. One student received a medallion at Diocesan Sports Awards in November.

## **Student Achievement**

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

The 2014 NAPLAN results highlighted the significant growth in literacy and numeracy, particularly from Year 3 to Year 5. Many students achieved a higher growth than expected. The average school growth for numeracy from Year 3 to Year 5 was an outstanding 126 points. There were twenty-eight Year 3 students and thirty Year 5 students who sat the 2014 NAPLAN testing. Only one Year 5 student did not meet the National Minimum Standard (NMS) in grammar and punctuation. The minimum standard was met across all other areas in both grades. Overall, the Year 5 cohort performed very well across all areas.

### **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 2014: % 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	7%	54%	39%	10%	47%	43%
	National	15%	39%	46%	15%	39%	46%
Writing	School	0%	50%	50%	3%	63%	33%
	National	13%	48%	39%	13%	48%	39%
Spelling	School	32%	29%	39%	3%	50%	47%
	National	17%	40%	44%	17%	40%	44%
Grammar & Punctuation	School	7%	50%	43%	10%	40%	50%
	National	14%	36%	50%	14%	36%	50%
Numeracy	School	14%	57%	29%	7%	50%	43%
	National	15%	48%	37%	20%	54%	26%

### Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the 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 2014: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	100%
	National	94%	93%
Writing	School	100%	100%
	National	94%	90%
Spelling	School	100%	100%
	National	93%	93%
Grammar & Punctuation	School	100%	97%
	National	94%	93%
Numeracy	School	100%	100%
	National	95%	93%

## Parent, Student and Staff Satisfaction

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Satisfaction data was gathered via a number of sources; the School Review and Improvement Cyclic Review, Year 5 and Year 6 student surveys and a staff survey.

From the School Review and Improvement Cyclic Review report it was noted that student, parent and teacher satisfaction had grown and the school had improved student outcomes in the areas of literacy and numeracy.

A number of parents responded to a survey in which they were asked for their overall impressions of the school and how it catered for their children. The majority indicated their support in all areas of school life. There were a very small number who felt the school could communicate more effectively in regard to information about activities and events.

Staff and students in Year 5 and Year 6 responded to a survey in which they were asked how the school provided for, and catered to student needs. The majority of students agreed that they were proud of their school and that it helped them understand their Catholic faith. Staff and students also agreed that students were encouraged to learn, understood their rights and responsibilities and felt they were in a safe and supporting environment. Some students thought there could be more sporting and ancillary activities in which they could become involved.

