

Annual School Report

2015



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

St Michael's Catholic Primary School, Mittagong is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW 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 CEDoW. This Report has been approved by CEDoW to ensure compliance with all the 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 2016.

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

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Parish Priest: Father Sean Cullen

Principal: Kayleen Petzer
Date: 11 November 2015

Vision Statement

The school vision, 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, they are aware that learning is a lifelong experience.

Message from Key School Bodies

Principal's Message

St. Michael's Catholic Parish Primary School is proud to present its Annual School Report (ASR) for 2015. The achievements of the school community throughout the year are recognised and celebrated. The opportunity is taken to thank all those who were involved with the school, the Parish Priest for his continued support and the staff who worked tirelessly for the benefit of the students. The Parents and Friends association (P&F) of the school continued to help out in many areas, especially with the highly successful Spring Fair. The year also marked the last for many of the committee members who have been a part of the school community for years but have moved on to the secondary school setting. The focus on improved outcomes for literacy and numeracy continued. The School-wide Positive Behaviours for Learning (SPB4L) 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 with those less fortunate.

Parent Involvement

The Parents and Friends association (P&F) consisted of a small group of parents focused on providing assistance and resources to the school through fundraising activities. It also linked with other parents and friends to assist with particular events. This was evident with the Spring Fair, held in October, which raised \$17 000. Other activities included: the Easter raffle, Mother's and Father's day stalls, a pie drive and catering for the athletics carnival. Combined, these activities raised close to \$20 000. Through these funds the P&F contributed to resources for the library, the annual Year 5 bus trip to Mary MacKillop Place, bus travel for the Year 6 Camp, as well as technology and sporting equipment.

Parents and Friends Association, President

Student Leadership

Every Year 6 student had the opportunity to apply for a leadership role. These included School Captains, Vice Captains, Sport Captains and Representatives in the three leadership groups: Mission, Social and Environment, each role was just as important as the other. The Mission group fundraised for the poor, the Social group organised events, such as talent quests and the sale of soup and ice blocks from the canteen, while the Environment group took care of the school vegetable patch and making sure the school stayed clean. School leaders represented the school at events such as visits to a nursing home, Masses and the Caritas Mass, to name a few. Year 6 leaders have tried to set an example for the young students by acting respectfully and by inspiring confidence.

School Leaders

School Profile

School Context

St Michael's is a Catholic systemic co-educational school located in Mittagong. The school caters for students in years K-6 and has a current enrolment of 178.

St Michael's Catholic Primary School, Mittagong was founded in 1891 by the Sisters of St Joseph of the Sacred Heart. The school 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 both 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 aim is to provide quality catholic education for its students. This aim is clearly emphasised in the Vision and Mission Statements, which acknowledge the inspiration of Mary MacKillop, who is at the heart of all the efforts, endeavours and achievements.

The staff of St Michael's, with the Parish Priest, and under the direction of the Catholic Education Diocese of Wollongong Office, sought 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, was recognised as the shared responsibility of the priest, staff, students and parents of the school.

The school refurbished the majority of its facilities so the staff and students could enjoy modern and functional learning spaces. Religious Education played an integral role in the classroom as well as in the liturgical celebrations that took place. Belief in, and observance of the Gospel values, permeate the school in the way it promotes acceptance of differences and the value and dignity of each person.

Student Enrolments as at August 2015 census

2015 enrolments	
Boys	80
Girls	98
Total	178
Indigenous	6
LBOTE	3

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.smmidow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2015.

Student Attendance

2015 Attendance	Male	Female
Kinder	94.4%	93.2%
Year 1	93.0%	93.8%
Year 2	92.6%	92.5%
Year 3	93.5%	94.2%
Year 4	93.5%	93.5%
Year 5	92.1%	89.7%
Year 6	94.9%	92.9%
Whole school	93.5%	92.9%

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, monitor part or whole day absences.

Class rolls were marked each day before 9.30 am by the class teacher, using the Sentral electronic system. If any absence was unexplained, a request, in writing, was sent to families to notify them of the absence so that an explanation could be provided.

Students who knew that they were going to be absent in advance needed to apply for an exemption certificate if the absence was for three days or longer. If approved a certificate was issued. If the student had previously had such exemptions or had been absent from school regularly, the Principal requested a meeting with the parents. The Principal is able to approve up to fifty days of such leave. Students requiring an absence from school over the fifty days were required to make an application to the Diocese and the Minister for approval. If a student was absent from school for more than three days, without 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 risks. Letters varied depending on the frequency and whether they had received such letters previously. All letters reminded parents of their obligations to educate their children. Leave passes were issued for partial absences.

Staffing Profile

There are a total of 13 teachers and 4 support staff at St Michael's Catholic Primary School. This number included seven full-time and six 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 2015 was 98.2%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 100 %.

Professional Learning

During 2015 St Michael's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- A. St Michael's whole school development days involving 17 staff. These days focused on:
- First Aid;
 - Spirituality Day - Prayer; and
 - Leading a Digital School Conference
- B. Other professional learning activities provided at school level including CEO run courses:
- School-wide Positive Behaviours for Learning (SPB₄L) (4 staff);
 - Exchange to Google (1 staff);
 - Lamplighters (4 staff);
 - Shining Lights (3 staff);
 - Igniting the Fire (1 staff);
 - Teacher Training in Best Start Administration (1 staff);
 - The Successful Primary iPad Classroom (2 staff);
 - Sentral Training (3 staff);
 - Disability Modules 4-8 (17 staff);
 - SALT Training (17 staff);
 - MSPEC Team Training (3 staff);
 - History Leaders' Day (1 staff);
 - Religious Literacy Workshops (2 staff);
 - Leading Indigenous Education Professional Learning (1 staff);
 - Science Leaders' Day (1 staff);
 - English Leaders' Day (1 staff); and
 - Maths Leaders' Day (1 staff);

The average expenditure by the school on professional learning per staff member was \$623.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$655.

Catholic Life & Religious Education

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 2015. Several staff attended the Diocesan Education Mass in Fairy Meadow. Each communication and staff meeting began with a prayer organised, in turn, by staff members. The Diocesan 'Lamplighter' and 'Shining Lights' programs were attended by two different sets of staff members and will be continued in 2016. One staff member participated in the 'Igniting the Fire' program and two staff members continued their course of study in a Masters of Theology. The Religious Education Co-ordinator attended the Mission Conference; 'One Heart Many Voices'. Staff participated in a Spirituality Day on the theme of Prayer. Several staff attended evening 'Highland Gatherings' once a Term for spiritual reflection. A staff meeting was held to reflect upon religious literacy data results from 2015.

In 2015, the School Prayer was said at morning assembly. Classes took turns to prepare a prayer for the commencement of Friday whole school assemblies. A whole school Mass was celebrated to mark the beginning of the New Year and also the end of the school year. Special feast days; Ash Wednesday and St Joseph were also celebrated with a whole school Mass. Other significant days and weeks; particularly 'Catholic Schools' Week, Holy Week, Harmony Day, National Aboriginal and Islander Day Observance Committee (NAIDOC) Week, ANZAC Day, St Mary of the Cross MacKillop, St Michael's Feast Day, Grandparents' Day and Remembrance Day were commemorated with a whole school liturgy. Students in Year 6 attended Mass with the Bishop at Camden.

Three Saturday evening combined School/Parish Masses were celebrated (Catholic Schools' Week, Stage 1, Stage 2/3) at St Michael's Church. These were very well attended. The liturgy group, which comprised students from Year 4 to Year 6, instrumentalists and vocalists, joined successfully with the Parish of St Thomas Aquinas, Bowral liturgy group on two occasions: Confirmation and First Holy Communion Mass. The liturgy group also led the music at all three school-parish Masses and whole school Masses. Senior students of the liturgy group performed at an ecumenical service celebrating a special anniversary for the Mittagong Uniting Church. The Parish Priest also visited the school to participate in liturgies for ANZAC Day and Holy Week. He made visits to classes 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 and attended a Communion Service. The School Captains and/or Vice Captains represented the St Michael's student body at the Project Compassion Launch in Term 1. In a new initiative for 2015, each class held successful fund raising activities in support of the Maubara Orphanage in East Timor. The students in the mission group organised and promoted fundraising and donations for Project Compassion (Caritas) and the St Vincent de Paul Society. 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 community and worldwide experiencing difficult circumstances.

Many children 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. One student's work was selected as a Diocesan finalist for display at St Mary's Cathedral.

Religious Literacy Assessment

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4.

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2015. The school cohort in 2015 consisted of twenty-five Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and twenty-seven completed the Extended Task (Part B). The Extended Task was 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 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 seasonal colours and symbols; and
- knowledge of the key events of the Ascension and Pentecost.

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 meaning and practical applications from Jesus' parables and teachings; and
- sequence parts of the Mass.

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

For Part A, 16% of students were placed in the developing level, 80% in the achieving level and 4% were in the extending level.

For Part B, 18% of students were placed in the developing level, 41% in the achieving level and 41% were in the extending level.

Combining Parts A and B, 24% of students were placed in the developing level, 52% in the achieving level and 24% were in the extending level for Religious Literacy.

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 2015

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

- 2.1 Educational Potential

- Goal: For teachers to cater for student needs through the use and analysis of data in order for students to reach their educational potential.

- 2.4 Integration of Information and Communication Technology (ICT)

- Goal: For all students to engage in a wide range of learning experiences which utilise ICT as a tool to improve their learning outcomes.

- **Key Area 3: Pedagogy**

- 3.1 Educational Provision

- Goal: For the staff to familiarise and become competent in the use of the Australian Curriculum in Science and History and Geography (2015)

- 3.2 Provision for the diverse needs of learners

- Goal: For the teachers to focus on the specific needs of their students and to provide processes and practices that ensure all children's needs are met.

- 3.5 Assessment

- Goal: To develop a proactive whole-school approach to using data effectively to inform the teaching and learning process.

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

- 4.2 Professional Development of Staff

- Goal: For the staff to focus on PD experiences linked to the school's implementation of the Australian Curriculum and improved teaching practices that will raise educational outcomes for all students.

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

- 5.1 ICT Resources

- Goal: To develop an effective approach to ICT which addresses the pedagogical needs of the school and the learning needs of students.

School Review and Improvement components to be reviewed and rated in 2016:

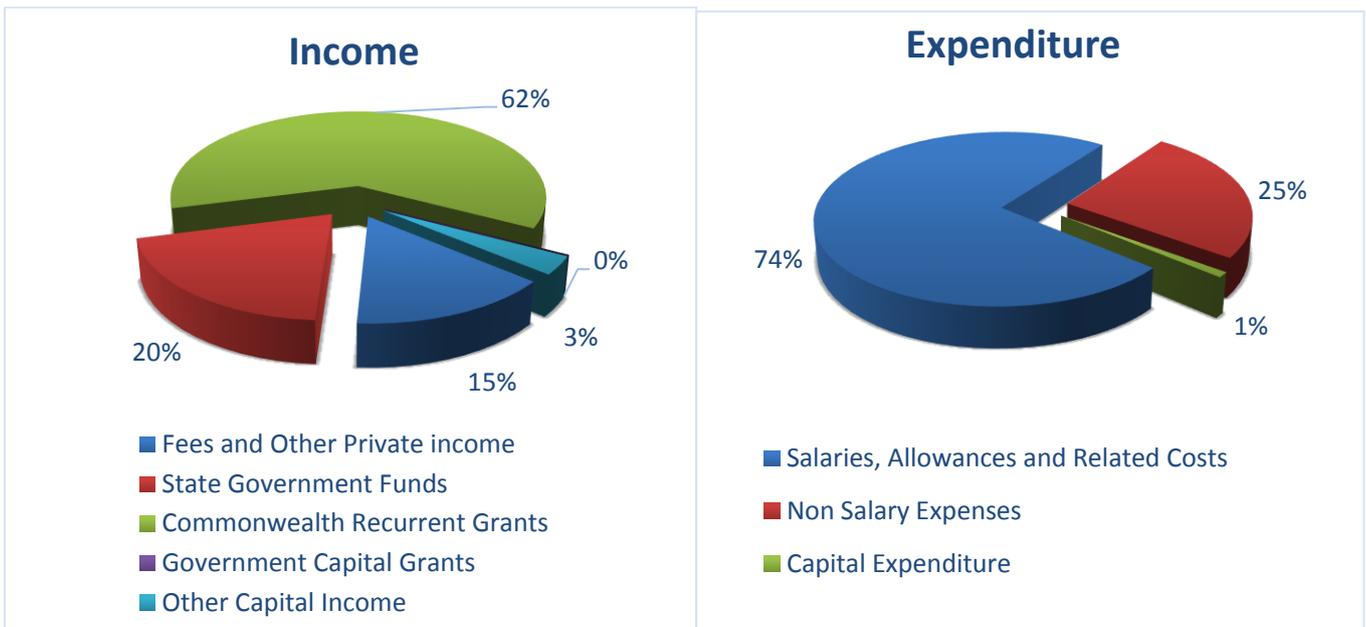
A major focus for 2016 will be to sustain and deepen the initiatives which began in 2015. There are many ongoing components, all interconnected, and have deliberately been given staggered dates of duration. Students and their learning will continue to be a priority as the school aims to provide a richer and higher quality of pedagogy to meet the needs of all learners. The components to continue into 2016 are:

- **Key Area 1: Catholic Life and Religious Education**
1.2 Religious Education
- **Key Area 2: Students and Their Learning**
2.3 Reporting and Student Achievement
- **Key Area 4: Human Resources Leadership and Management**
4.5 Overall compliance with legislation and other requirements
- **Key Area 5: Resources, Finance and Facilities**
5.4 Financial management
- **Key Area 7: Strategic Leadership and Management**
7.2 Innovation, development and change.

Financial Summary

St Michael’s continued to improve the streetscape of the school using the School Enhancement and Debt Servicing Obligation (SEDSO). This year saw the completion of the rendering and painting of the Administration Building and Hall to marry it with the other buildings and provide some consistency. New chairs were purchased for classrooms and the hall and desks for Year 6. Funds have been set aside to replace air conditioners and lay carpet tiles in the hall early next year.

The following graphs reflect the aggregated income and expenditure for St Michael’s Catholic Primary School, Mittagong for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.



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 provided information on programs to support students and families, approach to discipline, creating a safe school environment, codes of conduct and suspension/expulsion guidelines.

During the year St Michael's 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 school implemented its own Personal Development program, "The Best Me I Can Be!" This program looked at the five Social Emotional Learning (SEL) competencies: Self-awareness, Self-management, Social Awareness, Relationship Skills and Responsible Decision Making. It was taught in Stages at 1.40pm each Wednesday and used themes which taught associated skills such as resilience, relating, emotions, courage, goal setting, etc. Part of this program is the principle of Mindfulness, its core practice being mindful breathing. Each day, after lunch and afternoon tea, all classes undertook this core practice. At the conclusion of each day each class had a 'Gratitude Circle' to express their thankfulness and reflect on its day. As part of the program, to instil the concept of giving and supporting others, the school chose a charity, The Maubara Children's Orphanage in East Timor, to support and each class undertook a fundraising activity throughout the year. The school has continued to provide a "St Michael's Support" (SMS) Group for children from Stages 2 and 3 who were identified as requiring assistance with anxiety or social/friendship issues. Mentors were chosen for these children to provide additional support in the classroom and playground. The school had participants in the "Learning Assistance Program" (LAP) who were mentored by community members. All 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 commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2015.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Introduction

St Michael's Catholic Primary School is a learning community committed to providing quality Catholic learning and teaching, aiming to meet the diverse 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 Board of Studies (BOS), along with the Diocese of Wollongong's Religious Education Curriculum.

Throughout 2015, teaching staff were engaged in professional development to help with the effective implementation and programming of the Australian Curriculum for Science. Staff also undertook professional development introducing the Australian Curriculum for History and Geography in preparation for implementation in 2016. The teaching and learning focus throughout the school was student-centred and individual achievements continued to be mapped on the learning continuums for literacy and numeracy.

All teaching staff were involved in professional development on Focus on Reading. A teacher educator worked with individual teachers on developing richer reading comprehension strategies to better address individual student needs and build a more consistent approach to comprehension across the school.

An integral part of the learning cycle at St Michael's was assessment. A range of assessment strategies were utilised daily 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 results were recorded in a central location online for all teaching staff to access. Ongoing records were maintained and monitored throughout the year. 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 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 for Literacy and Numeracy (NAPLAN) results in Term 3 and Year 4 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 at St Michael's was implemented across the Grades, particularly in Science and Technology, Human Society and Its Environment (HSIE) and Creative Arts.

Classes were well resourced with Information and Communication Learning Technology (ICLT). All students had access to computers, iPads and digital cameras, as well as an interactive whiteboard in each classroom. Stage 3 implemented one to one iPads which will continue in 2016. All staff have participated in professional development throughout the year on how to use technology as an effective learning tool. Experts from the Catholic Education Office also worked alongside classroom teachers assisting with the implementation of highly effective technology use.

Guest speakers from the Catholic Education Office provided input on cyber bullying and responsible use of ICLT. Gifted and Talented students in Stage 3 participated in an online enrichment program with great success. One student's work was chosen to be on display at the Mount Carmel Retreat Centre in Varroville. Many classes continued to use Google Docs and Hapara for sharing their work.

Cross Curriculum

Teachers remain committed to daily two hour uninterrupted English blocks in the morning and 1 hour Mathematics blocks after the first break. An Agreed Practice for Mathematics and Literacy (K-2) was in place across the school which ensured a consistent approach to the teaching of English and Mathematics. Strategies used included explicit teaching, modelled, 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 the learning in all KLAs.

Indigenous Education continued to be integrated into the curriculum throughout 2015 creating a deeper understanding of the rich history and culture of the first Australians. The school was actively involved in NAIDOC celebrations and community based events.

Meeting The Needs of all Students

Student needs were met in a variety of ways. Additional funding supported 6 children who qualified for Students with Disabilities (SWD) from the CEDoW office. As part of this funding and with the support of outside agencies, as well as specialist staff from the CEDoW office, 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 Officer (SSO) supported class teachers with particular learning needs of some students in classes. Social skills programs, for individual classes requiring support in developing positive relationships, were implemented. Some students continued to participate in the Learning Assistant Program (LAP) throughout the year. This successful program continued to be supported by the community. Managing Student Pastoral and Educational Concerns (MSPEC) meetings continued to take place regularly to support students who may need 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) continued to be 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. Six 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 a purpose-built online environment

Expanding Learning Opportunities

St Michael's continued to provide a variety of expanded learning opportunities for students. Students from Years 4 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: World of Maths workshops, Surf Life Saving, which provided input about beach safety,

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

Community events were also well attended by students from St Michael's such as The Wingecarribee Environmental Day, a 'Youth Forum' day where young people from the Southern Highlands have a voice on issues relating to the area, Anzac Day march and a hands-on science day at the local RSL club for local primary schools. Other opportunities offered to students were the Premier's Reading Challenge, Diocesan 'Christmas Story' Art Exhibition, 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

The school used a variety of assessment strategies at key points in the learning framework. These included teacher observation, projects and presentations. The school also participated 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 was communicated on a regular basis and external assessment results were discussed with parents on an individual basis annually.

NAPLAN

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

The 2015 NAPLAN results highlighted the significant growth in literacy and numeracy, particularly from Year 3 to Year 5. There were twenty-four Year 3 students and twenty-two Year 5 students who sat the 2015 NAPLAN testing. The minimum standard was met across all areas in both Grades. Overall, the Year 5 cohort performed very well across all areas.

Many students achieved a higher growth than expected with 86% achieving greater than or equal to expected growth in numeracy. The average school growth for numeracy from Year 3 to Year 5 was an outstanding 119 points and for Grammar and Punctuation 106 points which were significantly above the growth across the State.

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 2015: % 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	4%	50%	46%	14%	41%	45%
	National	13%	39%	48%	20%	47%	33%
Writing	School	4%	46%	50%	5%	68%	27%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	8%	67%	25%	5%	45%	50%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuatio n	School	0%	63%	38%	0%	32%	68%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	13%	50%	38%	5%	41%	55%
	National	17%	49%	34%	18%	55%	28%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2015: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	100%
	National	95%	93%
Writing	School	100%	100%
	National	96%	92%
Spelling	School	100%	100%
	National	93%	93%
Grammar & Punctuation	School	100%	100%
	National	95%	93%
Numeracy	School	100%	100%
	National	94%	95%

Parent, Student and Staff Satisfaction

Parents

Satisfaction data was gathered via surveys. Overwhelmingly parents gave positive comments. Examples included: the wonderful spirit of the community and how that permeated throughout the school, the respectful way teachers and students treated each other and the pride that students and teachers had in the school. Parents commented on the dedication of the teachers and also the multiple communication methods available including: School newsletter, Twitter, Facebook, Skoolbag app, school website, noticeboards, parent/teacher interviews and reports. The parents also enjoyed the many ways that they could contribute to school life through assemblies, classroom involvement, school fair, canteen, sports carnivals, Grandparents day, etc. When asked if they would be interested in attending parent information sessions, the majority said yes. Topics suggested for discussion were: curriculum, parenting, use of technology, raising resilient children, anti-bullying and internet safety. It was also noted that some parents would like to see more physical activities offered to the students during break times and playground embellishments made.

Students

Students were surveyed and positive comments were made regarding the expansive play areas and shaded areas of the school. Other comments included increasing the time spent on sport and physical activity, including basketball into lunch time activities and the installation of playground equipment within the grounds. When asked how the school encouraged them to be “the best me I can be” examples of responses were: *“just by trying my best”*, *“never being pessimistic”*, *“never giving up”*, *“being able to*

express feelings”, “by listening and by being yourself.” The majority of students commented on the respect shown within the school and that they were really happy with their teachers and felt safe.

Staff

Staff acknowledged they were in a caring and nurturing environment and highly valued the school’s dedication and professionalism, where individual needs were catered for. They enjoyed working in a small school environment where students were a pleasure to interact with. Refinement in procedures to achieve best practice was noted as a goal and several members offered suggestions for further professional development in 2016. Staff were extremely happy and satisfied with all areas of school life.



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