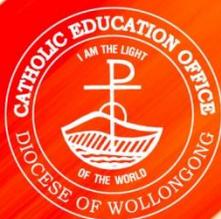


Annual School Report

2013



About This Report

St Francis of Assisi Catholic Primary School, Warrawong is registered by the Board of Studies 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 Annual Action Plan.

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 Board of Studies NSW 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 2014.

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

St Francis of Assisi Catholic Primary School
95 Flagstaff Road
Warrawong NSW 2502
Ph: (02) 4274 3386
Fax: (02) 4276 2937
Email: info@sfawdow.catholic.edu.au
Website: www.sfawdow.catholic.edu.au

Parish Priest: Fr Emanuel Gatt (ofm.Conv.)

Principal: Mr Michael Connelly

Date: 9 December 2013

Vision Statement

“An engaged Catholic community, inspired by the Franciscan spirit, empowering all learners to reach their full potential”

Message from Key School Bodies

Principal’s Message

St. Francis of Assisi Catholic Primary School has served the largely multicultural Parish and community of Warrawong for over fifty years. For all of those years the Principal, staffs, Franciscan Friars and the Franciscan Sisters of the Heart of Jesus have endeavoured to live the Charism of St Francis of Assisi as they minister to the spiritual, educational and pastoral needs of families. Central to this ministry is the provision of quality Catholic education to children in our primary school. This year there are eight class groupings from Kindergarten to Year 6, with an enrolment of 207 children. Again, this year teachers and school support officers have been involved in the Smarter Schools National Partnerships’ Focus on Reading (FOR) initiative which has revolutionised learning and teaching of literacy across all Grades resulting in extremely positive outcomes, as well as being trained in the implementation of the Taking Off With Numeracy (TOWN) program. Data collected indicates that both programs have been successful in improving student achievement in both literacy and numeracy.

Parent Involvement

It has been a privilege to have been a member of the St Francis of Assisi Parents and Friends Association (P&F) throughout 2013. I would like to extend my thanks for the dedication of many parents in assisting our committee to organise and run a number of social and fund raising events, including stalls for Mothers’ Day and Fathers’ Day, morning teas for Grandparents’ Day and to thank volunteers, sausage sizzles and raffles. Once again, a highlight was our Food Fiesta, where we had a variety of stalls providing traditional food from many nations, lucky dips, a number wheel and entertainment provided a nationally recognised singing star. I would also like to acknowledge the assistance received from all school staff when we conduct any type of event.

Parents and Friends Association, President

Student Leadership

2013 has been a wonderful year at St Francis of Assisi. The children have been given many opportunities to participate in sporting carnivals and gala days for basketball, soccer and netball, the In2Uni program for Year 6, the Aged Care Project for Year 5 and skill sessions with the St George-Illawarra Dragons and Vikings Rugby Union club. Stage 3 students participated in an overnight excursion to The TOPS Conference Centre. We enjoyed learning new skipping skills for the Jump Rope for Heart day. This year we celebrated the feast day of St Francis with

a special Mass and then spent the day at Stuart Park enjoying rotational activities and a sausage sizzle. It was a great way to honour our patron saint.

School Leaders

School Profile

School Context

St Francis of Assisi Catholic Primary School is a Catholic systemic co-educational school located in Warrawong. The school caters for students in years K-6 and has a current enrolment of 207 children who reside in Warrawong, Berkeley, Lake Heights and Cringila.

There is a large diversity of needs within the school requiring individual learning plans.

Teachers, school support staff and the work of our teacher educator provide quality learning and teaching through our National Partnerships Focus on Reading and Taking Off With Numeracy (TOWN) programs.

The National Partnership educational reforms continue to be in a process of ongoing implementation. Much focus in 2013 has been invested into community engagement with professional learning and initiatives, including the In2Uni Year 6 engagement with Wollongong University, the Year 5 Aged Care Project in conjunction with Year 11 students from Corpus Christi and the Multicultural Village, and Stage 1 children participating in the Links to Learning program with Stage 5 students from local high schools.

Student Enrolments

2013 Enrolments	
Boys	109
Girls	98
Total	207
Indigenous	2
LBOTE	116

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.sfawdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2013.

Student Attendance

2013 Attendance	Male	Female
Kinder	91.8	94.6
Year 1	96.2	93.8
Year 2	89.1	92.3
Year 3	94.0	96.3
Year 4	95.4	91.4
Year 5	92.8	95.4
Year 6	96.5	95.9
Whole school	93.6	94.3

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.

The class teacher manages non-attendance, in the first instance. Notes from parents are required explaining daily and partial absences. Depending on circumstances, the teacher liaises with parents and students in terms of adverse effects of repeated absences, typically learning and social implications. Trends of absenteeism, or that of a prolific nature, are additionally addressed by the Principal. The office keeps a daily record as part of a Diocesan system of online daily and partial absence entry.

Staffing Profile

There are a total of 16 teachers and 8 support staff at St Francis of Assisi Catholic Primary School. This number includes 8 full-time, 8 part-time teachers, with a high percentage of these having more than 25 years experience in teaching.

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 2013 was 96.09%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 100%.

Professional Learning

During 2013, St Francis of Assisi Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

- A. St Francis of Assisi Catholic Primary School whole school development days involving 24 staff. These days focused on:
 - developing new Mission Statements;
 - Learning Technologies: using Google docs and iPads;
 - School Review and Improvement; and
 - implementation of the Australian Curriculum.

- B. Other professional learning activities provided at school level, including CEO run Courses:
 - Taking Off With Numeracy (TOWN) (12 staff);
 - Focus on Reading (FOR) (1 staff member);
 - Australian National Curriculum (12 staff);
 - Australian National Curriculum Implementation (2 staff);
 - Australian National Curriculum Leaders' Days (3 staff);

- Leading Effective Teaching (2 staff);
- Best Start (1 staff); and,
- 7 Habits of Highly Effective People (3 staff).

The average expenditure by the school on professional learning per staff member was \$300.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$2,659.

Catholic Life & Religious Education

St Francis of Assisi Catholic Primary School is a faith filled Catholic community inspired by the Franciscan Friars and the Franciscan Sisters of the Heart of Jesus. The staff, students and parents together with the wider community have joined on many occasions to share, work and celebrate. We are fortunate to have the Friars who visit the school weekly to meet the children and share in the religious life of each class. We begin each day with prayer and celebrate the Sacrament of the Eucharist regularly with parents and friends and the wider Parish community. The children also participate in Reconciliation once a Term. Other significant liturgies that have been celebrated by the school community are Holy Week, Catholic Schools' Week, Grandparents' Day, Remembrance Day, Opening and Closing School Liturgies, Mission Week and St Francis of Assisi, our patron, as well as many others.

The school continues to ensure that all children are being taught the Diocesan Religious Education program that contains a strong focus on storytelling. We are proactive in ensuring that the Catholic faith, tradition and culture are authentic and evident in the school and in class programs.

The School supports the Parish Sacramental programs for the Sacraments of Penance, Eucharist and Confirmation. Teachers from our school are leaders in these important programs and the beautiful celebrations are testament to the close relationship of Parish and school.

The children possess a great sense of social justice and are given many opportunities to reach out to the wider community, especially from being involved in Minnie Vinnies. They have contributed to Project Compassion (\$300), Children's Mission (\$400), the Saint Vincent De Paul Bushfire Appeal (\$400) and Christmas Appeal, the Visitation Sisters disabled children community in Vietnam (\$400) and the Caritas appeal for victims of Typhoon Haiyan (\$274).

The staff gathers for prayer each Wednesday, with the responsibility for leading prayer being shared throughout the year. The focus is on feasts or special intentions. This year staff journeyed to Berry for their spirituality day and was able to complete the task of renewing

the Vision and Mission Statements for the school. A leader from the Catholic Life and Religious Education (CLARE) Team from the Catholic Education Office facilitated this day.

Children from Years 5 and 6 participated in the Christmas Story Competition for the first time. Year 6 students also gathered with the southern schools at Nazareth to celebrate Mass with Bishop Peter. Year 5 are involved in an Aged Care Project that has involved our school, Corpus Christi Students and various agencies with the Multicultural Village in Warrawong.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2013. The school cohort in 2013 consisted of 31 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and 33 who 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 Lenten practices;
- understanding of the Ten Commandments and their guiding principles;
- recall of The Good Samaritan Parable;
- understanding of the Creation story;
- understanding of the Sacrament of Penance; and
- understanding of the gifts of the Holy Spirit.

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:

- understand Jesus' teaching on forgiveness;
- recall and sequence the events of Advent and Christmas;
- recall the events of Easter; and
- identify the key symbols of Baptism.

For Part A, 3% of students were placed in the developing level, 61% in the achieving level and 36% were in the extending level.

For Part B, 45% of students were placed in the developing level, 54% in the achieving level and 0% were in the extending level.

Combining Parts A and B, 23% of students were placed in the developing level, 77% in the achieving level and 0% 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 2013:

- **Key Area 1: Catholic Life and Religious Education**

- 1.1 Vision and Mission

- To involve the staff, school community and Parish in developing new vision and mission statements.

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

- 2.1 Educational Potential

- To sustain recognised improvements in student learning gains across the school.

- **Key Area 3: Pedagogy**

- 3.3 Teaching Practices

- To consolidate whole-school pedagogical practices in literacy and numeracy.

- 3.7 Professional Learning

- To improve student outcomes in literacy and numeracy from Kindergarten to Year 6.

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

- 5.1 ICT Resources

- To provide professional learning and new hardware to improve provision of, and access to, Information Communication technology (ICT).

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

- 6.1 Parent Involvement

- To increase parent involvement as partners in their children's school lives.

- 6.3 Linkages with the Wider Community

- To provide opportunities for students to engage with various groups in initiatives pertinent to them and the local community.

School Review and Improvement components to be reviewed and rated in 2014:

- **Key Area 1: Catholic Life and Religious Education**

- 1.1 Vision and Mission (continued from 2013)

- 1.4 Parents, Parishes and the broader Church

- Our new Vision and Mission Statements will form a clearly articulated basis for how our school conducts its business and will become familiar to the school and local communities.

- **Key Area 3: Pedagogy**

- 3.2 Provision for the diverse needs of learners

- 3.4 Planning, programming and evaluation

- We will continue to develop and nurture whole school approaches to pedagogy and a spirit of collaboration that will benefit the needs of all learners through highly effective approaches and the implementation of the Australian Curriculum for English and Mathematics.

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

- 4.1 Recruitment, selection and retention of staff

- 4.3 An ethical workplace culture

- 4.4 Succession planning

- 4.5 Overall compliance with legislation and other requirements

- Strategic planning taking place will ensure that initiatives will be maintained through the appropriate appointment of staff and that St Francis of Assisi will be compliant in all areas as required by the government and Diocese of Wollongong.

- **Key Area 6: Strategic Leadership and Management**

- 6.2 Reporting to the community

- We will be reporting to the local and wider communities regarding our National Partnership activities and through accountability reports to the government.

- **Key Area 7 strategic Leadership and Management**

- 7.2 Innovation, development and change

- The school leadership team will continue to engage in professional development focused on building capacity to lead creatively and effectively.

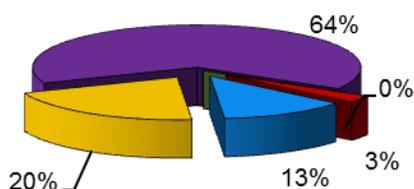
Financial Summary

Major school expenditure throughout the year, included the following grants:

- \$3 350: Dyson Airblade hand dryers for students toilets (reimbursed School Enhancement and Debt Servicing Obligation (SEDSO));
- \$983: New flag pole and Australian flag (reimbursed SEDSO);
- \$3 323: Refurbishment of Student Sick Bay, including secure storage unit for student medication and 1st aid supplies (reimbursed SEDSO);
- \$20 250: 18 x Macbook MD101X/A & Apps (reimbursed by P&F Association); and,
- \$10 000: Sports equipment (received from Westfield Warrawong for purchase of equipment from Rebel Sports).

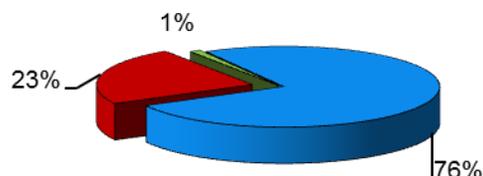
The following graphs reflect the aggregated income and expenditure for St Francis of Assisi Catholic Primary School, Warrawong for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Income



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

Expenditure



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

Student Welfare

St Francis of Assisi has focused on supporting and maintaining positive behaviours for all of our students throughout 2013 by continuing to follow the principles of the behaviour support framework provided by the School Wide Positive Behaviours for Learning (SPB₄L) program. There is a consistent emphasis on promoting the rights and responsibilities of all members of the school community in providing a safe environment for everyone. An SPB₄L team, which includes a parent representative, monitors data and uses this to identify behavioural trends that require specific intervention. New playground equipment has been purchased and handball competitions, organised and conducted by Year 6 students, have been introduced to increase student engagement in activity during school breaks. Playground areas have also been revised to better accommodate student numbers during rostered lunch play.

A number of reward systems operate within St Francis of Assisi to encourage and acknowledge positive behaviours amongst students. Points are allocated at each assembly to individual classes, with those achieving the highest number of points during each week being presented with a classroom award. A formal whole school assembly is conducted every Friday where merit certificates are presented in the areas of Religious Education and general achievement. Principal awards are also distributed for positive classroom behaviour. SPB₄L data is used to identify students to be rewarded for excellent behaviour at the end of each Term.

A Kindergarten Orientation program was offered to assist in familiarising 2014 Kindergarten students and their parents with school life at St Francis of Assisi.

CatholicCare continued to provide counselling support for students and families throughout 2013. In addition, MSPEC (Managing Student Pastoral and Educational Concerns) tool is used to provide a clear platform for a carefully planned approach to responding and managing concerns relating to students.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** and ***Safe Work Environment*** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2013. 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

National Partnerships

St Francis of Assisi Catholic Primary School participates in the National Partnership Agreement. This provides the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. As a participating school we are strengthening successful practices and developing innovative responses to meet the needs of all students especially those most in need of additional support. Our partnership will build teaching skills and focus on literacy and numeracy outcomes for all students.

The National Partnership will achieve this through better use of data, strengthening school leadership and partnership arrangements between school and parents and local communities.

St Francis of Assisi Catholic Primary School has implemented the following initiatives under the National Partnership Agreement:

- School professional learning opportunities in TOWN (Taking off with Numeracy) for Stage 2 and 3 teachers and in Numeracy for Early Stage 1 and Stage 1 teachers leading to improved student outcomes in Numeracy;
- continuance of Focus on Reading (FOR);
- continuance of School Wide Positive Behaviours for Learning (SPB₄L);
- identification, planning and implementation of intervention programs which address the individual needs of students in Reading and in Numeracy;
- community engagement through the Aged Care Project (Me, You and Us), In2Uni project and Green Connect environmental project; and
- development of Leadership.

Curriculum and Pedagogy

The Teaching and Learning Programs implemented at St Francis of Assisi fulfil Federal Government Initiatives, Board of Studies (BOS) NSW and Diocese of Wollongong requirements. The Key Learning Areas (KLAs) of English, Mathematics, Science and Technology, Human Society and its Environment (HSIE), Creative Arts, and Personal Development, Health and Physical Education (PDHPE) are used to guide the teaching, learning and assessment experiences. All classes followed the Diocese of Wollongong Religious Education Syllabus. Information and Communication Technologies (ICT) are integrated across most KLAs in all Stages of Learning. In 2013 specialist teachers delivered instruction in Physical Education (PE) and Music.

Student progress is formally presented to parents twice a year in the form of a written A to E graded report with opportunities for parent/teacher meetings before the distribution of the Half Yearly Report and after the distribution of both the Half Yearly and Yearly Reports.

Kindergarten parents were provided with a verbal report in Term 2 and a written Report based on indicators of competency in Term 4. Throughout the year teachers and/or parents request interviews on a needs basis to discuss student needs and progress.

Year 3 and Year 5 students participated in the National Assessment Program Literacy and Numeracy (NAPLAN) and Year 4 students participated in the Diocesan Religious Assessment Part A and Part B. Results of these assessments were provided to parents as a written Report.

Data collected through National Partnerships Focus on Reading program, National Partnerships TOWN and Numeracy programs, combined with data collected in long-term Reading Recovery monitoring, BEST Start, Numeracy (SENA), Diocesan Religious Assessment and NAPLAN results provided valuable insights into student learning gains and needs and informed teaching practices throughout the year.

Cross Curriculum

During 2013 literacy has continued to be a high priority where the whole school approach to Focus on Reading (FOR) has continued to be further refined and consolidated. As part of their daily practice teachers have continued to teach the six comprehension strategies and integrate them across all Key Learning Areas.

The further development of Numeracy skills has been a major focus across the school during 2013 with teachers attending professional development in TOWN for Years 3-6 and in Numeracy in Early Stage 1 and in Stage 1. Class teachers focused on the implementation of quality Mathematics sessions that incorporated specific elements of: Number Sense, Introduction, Consolidation and Reflection. Teachers have evaluated and reflected on their practice as well as developed units of work during stage planning days and have participated in peer observation and mentoring sessions with colleagues.

Indigenous perspectives have been integrated across Human Society and Its Environment (HSIE), Creative Arts, Religious Education and English lessons. At the beginning of morning prayer and assemblies the school community acknowledges the Indigenous people as the traditional owners of the land.

Meeting the needs of all students

Baseline Data was collected in reading and comprehension as well as in numeracy and used to develop Individual Plans (IPs) for students requiring additional support or extension. Teachers planned specific learning experiences that were implemented in the classroom by teachers and School Support Officers (SSO) to meet the individual needs of students and achieve learning outcomes. These Individual Plans were developed and evaluated each Term as part of ongoing student monitoring.

Additionally, Individual Education Plans (IEPs) were developed for 9 students who attracted Student with a Disability [SWD] funding from the Commonwealth Government. The Individual

plans recorded adjustments to the curriculum and individual goals in relevant areas. Meetings were held with parents to discuss their child's progress.

There were 11 students who participated in Reading Recovery in 2013. Reading Recovery provides early literacy intervention from a specialist teacher to assist children to accelerate their literacy learning with daily one-to-one individually designed lessons.

In the area of Gifted and Talented, 5 students were tested using the Slosson Intelligence Test. Individual plans were developed for the students with 'very superior' and 'superior' cognitive ability.

Expanding Learning Opportunities

Students were provided with opportunities to engage in a range of extra-curricula activities. These included sporting experiences in Regional Gala Days for AFL, netball, soccer and basketball. Some students progressed through to the Regional and Diocesan Carnivals for Athletics, Cross Country and Swimming. Two students progressed to Primary Schools Sports Association (PSSA) level in swimming and athletics. Representatives from basketball, rugby union and rugby league held skill development sessions with primary students. All students participated in the Jump Rope for Heart fitness experience at school. Senior students were given the opportunity to participate in Public Speaking at a school and Diocesan level. Students in primary classes were offered the opportunity to participate in the University of New South Wales competitions for English, Writing, Spelling, Computer skills, Mathematics and Science. An opportunity to join the school choir was also afforded to students in primary classes.

Stage 3 students entered the Diocesan Christmas Art Competition. Year 5 students participated in the Aged Care Project (Me, You and Us) with a local Catholic college. Year 6 students and parents were part of In2Uni project. Year 4 students participated in a community art initiative organised by the Wollongong City Council to provide art ideas for the local park as well as an environmental project Green Connect. Kindergarten, Year 1, Year 2 and Year 3 students were involved in a literacy project with University of Wollongong Faculty of Education students who shared books they had written with this young audience. Stage 1 students were part of a Links to Learning project with local high school students. A Talent Show in Term 4 allowed students to present their creative skills individually or in groups. All classes attended excursions that complemented the class teaching and learning programs. These included day visits to Symbio Wildlife Park, Wollondilly Heritage Centre, Morton National Park, and a 2-day/1-night camp at The Tops Conference Centre in Stanwell Tops for Stage 3.

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

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.

Year 3

Literacy: The strongest performance was in Reading, with 36% of students in Bands 5 and 6. In Writing, Spelling and Grammar and Punctuation, more than 50% of the students were in the top 3 bands. 10% of students in Reading and 3% of students in Grammar and Punctuation are below national minimum standards. We have no students below national minimum standards in Writing and Spelling.

Numeracy: In Numeracy, Data, Measurement, Space and Geometry, Number, Patterns and Algebra, more than 50% of students were in Bands 4 and 5. We have no students below the national minimum standards.

Year 5

Literacy: The strongest performances were in Grammar and Punctuation with 30% of students in Bands 7 and 8 and in Reading and Spelling 20% of students in Bands 7 and 8. In all aspects of Literacy the majority of students were in Bands 5 and 6. There are no students below national minimum standards except for 1 in Grammar and Punctuation.

Numeracy: In Numeracy, the majority of students were in Bands 5 and 6. In Data, Measurement, Space and Geometry as well as Number, Patterns and Algebra the majority of students were also in Bands 5 and 6.

Analysis of this data has enabled the school to set targets in both Literacy and Numeracy for 2014. There have been extremely good learning gains for Reading, Spelling and Grammar and Punctuation.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. 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 2013: % 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	18%	46%	36%	3%	79%	18%
	National	12%	41%	46%	12%	53%	33%
Writing	School	7%	64%	29%	6%	85%	9%
	National	8%	43%	47%	18%	60%	20%
Spelling	School	14%	64%	21%	0%	79%	21%
	National	13%	42%	43%	17%	51%	30%
Grammar & Punctuation	School	14%	61%	25%	12%	61%	27%
	National	10%	37%	51%	14%	51%	32%
Numeracy	School	4%	82%	14%	39%	58%	3%
	National	12%	54%	32%	20%	53%	25%

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 2013: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	89%	100%
	National	95%	96%
Writing	School	100%	100%
	National	95%	92%
Spelling	School	100%	100%
	National	94%	93%
Grammar & Punctuation	School	96%	97%
	National	95%	95%
Numeracy	School	100%	97%
	National	96%	93%

Parent, Student and Staff Satisfaction

The vast majority of parents surveyed agreed with the statements: The school provides various opportunities for me to become involved; My child is challenged to maximize his/her learning outcomes; The school strives to meet my child's individual learning needs; The school provides appropriate information about my child's progress; The school offers a range of co-curricular activities; The teachers are genuinely interested in the welfare of my child; The school provides a safe and supportive environment; The school effectively communicates information about activities and events. For these statements 95% of parents either selected "Strongly Agree" or "Agree".

Although the vast majority of parents surveyed agreed with the above statements, a small number disagreed with some. As a result of this, the following areas have been identified as requiring further development: Providing a range of learning experiences that challenge all students to maximize learning outcomes and meeting the individual learning needs of all children.

Students

Students in Years 3 to 6 (inclusive) were provided with an opportunity to participate in an anonymous Student Survey. Of the total number of students in these two Stages, 93% of them completed the survey.

The vast majority of students agreed with the following statements: I am proud of my school; The school helps me in understanding of the Catholic faith; My teacher encourages me to learn to the best of my ability; If I had a problem, there are people who I could approach for help; There are sporting and other activities in which I can become involved.

A very small number of students (3%) indicated that they did not fully understand their rights and responsibilities or did not feel completely safe at school. There will be a need to provide a focus on these two aspects at the commencement of 2014.

Staff

All staff members were given an opportunity to participate in the Staff Survey. Of the 24 staff members, 67% responded to the survey.

The staff members who returned the survey agreed with all of the statements in the survey. Based on the results of all three surveys, a focus for the school is to develop more formal avenues to address the diverse needs of learners and to ensure that all students understand their rights at school, particularly the right to feel safe.

