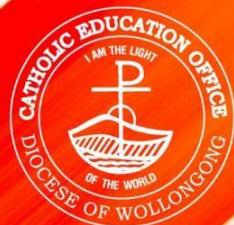


Annual School Report

2014



About This Report

St Francis of Assisi Catholic Primary School, Warrawong 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 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

Principal: Michael Connelly
Date: 25 November 2014

Vision Statement

St Francis of Assisi is *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 serves the communities of Warrawong, Lake Heights, Cringila and Berkeley that encompass the Parishes of Warrawong and Berkeley. The primary school is an integrated, active and essential service of the Parish. The school works closely with the administrators of the Parish, the Conventual Franciscan Friars, the Franciscan Sisters of the Heart of Jesus, the Visitation Sisters (recently arrived from Vietnam), Diocesan, Parish and community agencies and groups.

This year there have been 8 class cohorts from Kindergarten to Year 6 with an enrolment of 206 children representing 30 nationalities. Professional learning for staff has again centred around the State Literacy & Numeracy Action Plan "Focus on Reading" and Taking Off With Numeracy (TOWN) which has revolutionised learning and teaching of Literacy and Numeracy achieving extremely positive outcomes.

This year we celebrated 50 years of Religious Profession in the Franciscan Order for Fr. Emanuel, our Parish Priest and Sr. Grace Cini who has served this Parish and school for almost 50 years.

Parent Involvement

Again, the commitment and dedication of our core parent group has been exceptional. Gross funds raised for 2014 have been \$36,177 to purchase technology, literacy, numeracy and physical education resources for the children of our school.

The P&F Association has also been a forum for input for parents on key issues such as Anxiety in Children and Adults, Bullying, Anti bullying and Cyber bullying, Storytelling in Religious Education with input from personnel of the Catholic Education Office.

Parents and Friends Association, President

Student Leadership

St Francis of Assisi has enjoyed another wonderful year in 2014. As students, we have once again participated in sporting carnivals and gala days for basketball, soccer and netball. Year 6 completed the In2Uni program, and a marvellous DVD that was launched at an official function as part of the *You, Me and Us* project that commenced in 2013 with residents from the Multicultural Aged Care Village. Students enjoyed educational excursions to Darling Harbour, Shoalhaven Zoo, Taronga Zoo and Homebush. Once again 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 with a day of fun with our friends and families.

School Leaders

School Profile

School Context

St Francis of Assisi Catholic Primary School is a Catholic systemic co-educational school founded in 1960 and located in Warrawong. The school caters for students in Years K-6 and has a current enrolment of 206 students.

There is a large diversity of needs within the school requiring teachers to develop individual learning plans. Teachers, school support staff and the work of our Teacher Educator provide quality learning and teaching through our State Literacy & Numeracy Action Plan, Focus on Reading program and the numeracy program TOWN (Take off with Numeracy).

Sustainability of initiatives from the National Partnerships Agreement has been a strong focus for 2014. There needs to be sustainability of quality staff professional learning, analysis of the gains in learning through data collection, continuing implementation of School Wide Positive Behaviours for Learning (SPB₄L), development of leadership and community engagement.

A significant highlight of 2014 was the launch of our community engagement project, Me, You and Us, an initiative of the school, the Catholic Education Office, Smith Family Partnership Brokers and the Illawarra Multicultural Aged Care Facility.

Principal and Religious Educator Coordinator Appraisal was facilitated through the Catholic Education Office and was a significant achievement for those involved.

Student Enrolments

2014 enrolments	
Boys	113
Girls	93
Total	206
Indigenous	0
LBOTE	116

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.sfawdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2014.

Student Attendance

2014 Attendance	Male	Female
Kinder	94.1%	95.7%
Year 1	94.1%	96.3%
Year 2	96.6%	96.3%
Year 3	93.1%	91.8%
Year 4	96.5%	97.4%
Year 5	96.2%	92.2%
Year 6	93.6%	95.2%
Whole school	95.0%	95.2%

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.

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 the adverse effects of repeated absences, typically learning and social implications. Trends in absenteeism 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.

In accordance with the Diocesan Student Attendance Policy, parents must complete a request for exemption and have Principal approval, prior to any planned leave from school.

Staffing Profile

There are a total of 14 teachers and 7 support staff at St Francis of Assisi Catholic Primary School. This number includes 7 full-time, 7 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 96.0%. 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 Francis of Assisi Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Francis of Assisi Catholic Primary School whole school development days involving 21 staff. These days focused on:

- Spelling in the writing curriculum; and
- Our Journey through Music and Prayer.

- B.** Other professional learning activities provided at school level including CEO run courses:
- Australian Curriculum English (2 staff);
 - Australian Curriculum Numeracy (2 staff);
 - Australian Curriculum Science (1 staff);
 - Managing Student Pastoral and Emotional Concerns (MSPEC) Facilitators Days (3 staff);
 - Senior School Support Officer (SSSO) Network days (2 staff);
 - CENTRAL Reporting (2 staff);
 - Understanding Work Health and Safety (WHS) and Risk Management (2 staff);
 - Understanding Anxiety in Children (20 staff); and
 - School Review and Improvement (20 staff).

The average expenditure by the school on professional learning per staff member was \$270. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$1535.

Catholic Life & Religious Education

During 2014 staff and parents of St Francis of Assisi, with the Franciscan Friars have continued to share the responsibility for the spiritual growth and faith development of the students. This year we focused on the school's Vision Statement, "An engaged Catholic community, inspired by the Franciscan spirit, empowering all learners to reach their full potential." This statement focuses on the rich Franciscan tradition of our school.

The new Vision and Mission statements were launched at a special Mass celebrated for the feast of St Francis of Assisi. Each child received a bookmark with the Vision Statement to commemorate this special occasion.

The school continues to celebrate its Catholic Identity through prayer; liturgies and Masses for feast days, liturgical seasons and other important events. Each Friday either the whole school or an individual class joins the Parish for Mass. The Friars visit a class each week and support the work of the teachers. Each Term Reconciliation is available for the primary classes. The Friars regularly join the staff for morning tea and special occasions building strong links between the Parish and school.

The school continues to support the Parish in the preparation and formation of children for the reception of the sacraments of Baptism, Penance, Eucharist and Confirmation through the Parish-based Sacramental programs.

During Catholic School's Week parents were invited to join classes and experience a Religion lesson based on the story telling approach. This was followed up by a demonstration and explanation of the concept by a representative of the Catholic Life and Religious

Education (CLARE) team at a P & F meeting in Term 4. Year 6 students joined with their peers for a special Mass with Bishop Peter hosted by the Good Samaritan School at Fairy Meadow.

Year 6 also completed a community project this year where they were part of a documentary that was produced called 'Me You and Us.' This was a project that lasted two years and the students were involved in visiting the multicultural village and engaging with the residents and their stories. This was a valuable lesson in breaking down the barriers between young and old and learning about respect and understanding of others, especially the elderly.

This year the staff, students and the wider community have supported various fundraising opportunities to assist those in need. The school has donated the following: Caritas \$100, Catholic Mission \$500, The Franciscan Friars Mission in Sri Lanka \$400, Sr Anna Warlow's Mission \$200, Buy a Bale for drought stricken Farmers \$200, and Jeans for Genes Day \$281.

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 26 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 26 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 ability to:

- recall the events of Lent, Holy Week and the Stations of the Cross;
- identify the concept of the Trinity;
- identify ways of how to care for God's creation;
- understand the Sacrament of Penance; and
- understand their need to act in service to others, like Jesus did.

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:

- recall and sequence the events of Advent and Christmas; and
- demonstrate knowledge of the Bible.

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

For Part A, 4% of students were placed in the developing level, 77% in the achieving level and 19% were in the extending level.

For Part B, 15% of students were placed in the developing level, 77% in the achieving level and 8% were in the extending level.

Combining Parts A and B, 8% of students were placed in the developing level, 89% in the achieving level and 4% 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 2014:

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

- 1.1: Vision and Mission

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

- 1.4: Parents, parishes and the Broader Church

- Goal: To involve parents more actively and meaningfully in the faith lives of their children at school and within the Parish.

- **Key Area 3: Pedagogy**

- 3.2: Provision for the diverse needs of learners

- Goal: To cater more explicitly and effectively for the educational needs of individual learners.

- 3.4: Planning, programming and evaluation

- Goal: To implement the NSW syllabuses based on the Australian Curriculum for English and Mathematics through effective planning, programming and evaluation.

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

6.2 Reporting to the Community

Goal: To increase parental and community awareness and understanding of school initiatives.

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

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

1.2: Religious Education

Goal: Increasing awareness and understanding of the newly developed school Vision and Mission Statements will be a priority for 2015. They will be incorporated within classrooms, assemblies and our merit award system.

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

2.2: Rights and Responsibilities

Goal: The rights of all members of the school community are valued and encouraged. A renewed emphasis will be placed on the core concepts of being responsible, respectful and safe.

2.5: Pastoral Care

Goal: There will a continuing focus on the role of SPB₄L within the school and upon continuing to provide equipment and processes to keep students engaged and safe.

- **Key Area 3: Pedagogy**

3.1: Curriculum Provision

Goal: The implementation of the NSW Board of Studies (BOS) syllabuses based on the Australian Curriculum for English and Mathematics will continue, and the Science syllabus will be introduced.

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

4.2: Professional Development of Staff

Goal: Staff will be encouraged to assume greater responsibility for their professional development, in collaboration with the Principal, through more effective use of the Professional Development Planning Review (PDPR) process.

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

5.2: Use of Resources and Space

Goal: Physical classroom allocation and storage of resources to be reviewed to maximise effectiveness.

5.3: Environmental Stewardship

Goal: The *Green Connect* student team will increase their involvement and raise their profile in regard to efficient recycling and environmental awareness.

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

6.1: Parental Involvement

Goal: The school will continue to pursue the active involvement of parents in the education of their children by providing opportunities for information sessions and classroom visits.

6.3: Linkages with the Wider Community

Goal: The association with the Multicultural Aged Care Village will be maintained and further links to community groups will be explored.

Financial Summary

The school received \$16,259 from the SEDSO account to enable the purchase of classroom furniture, four air-conditioning units for classrooms and administration area, a new compressor for the canteen fridge, the establishment of a storeroom for sporting equipment, and removal of a tree.

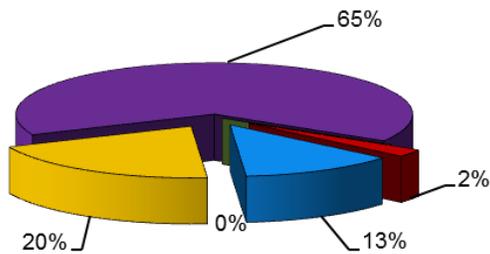
Our P&F contributed \$6410 for the purchase of literacy resources for classrooms. In addition they supplied funds for playground equipment in Kinder/Year 1 playground. Other P&F funds raised in 2014 will be used to purchase technology in 2015.

School funds purchased a new microphone system to comply with government regulations and contributed to the air conditioner for the administration area. Funds will also be used to purchase one laptop for teacher use in each class to enable real time roll marking and use of Sentral.

As well, the school received a grant of \$2000 from the Department of Education & Training Live, Life Well program to purchase sports and playground equipment for the Kinder/Year 1 playground.

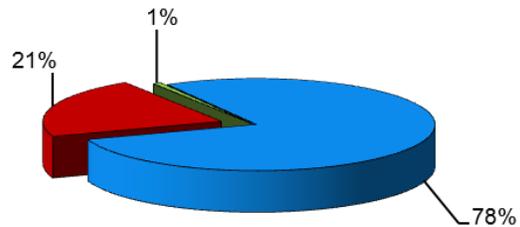
The following graphs reflect the aggregated income and expenditure for St Francis of Assisi Catholic Primary School, Warrawong for the year ended 31 December 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

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

Throughout 2014 St Francis of Assisi has continued to maintain a focus on actively supporting and maintaining positive student behaviour, underpinned by the principles provided by the *School Wide Positive Behaviours for Learning (SPB₄L)* program. The rights and responsibilities of all members of the school community are stressed on a regular basis through assemblies, positive award recognition and classroom initiatives. Staff undertaking duties are provided with a playground bag that contains basic first aid supplies, office referral forms and playground incident reporting forms. The SPB₄L team records all incidents using the Behaviour Reporting and Analysis Tool (BART). This data is monitored and is used to identify behavioural trends in terms of individual students, small groups, Grade cohorts, incident areas and timing. Year 6 students continue to organise playground equipment purchased for 2014. New procedures aimed at maximising the utilisation of the large play equipment in Bruce Park have been modelled and introduced to Stage 2 and Stage 3 classes.

The students at St Francis of Assisi receive encouragement to engage in positive and safe behaviour through the implementation of a series of award systems that provide suitable recognition of such endeavours. Points are allocated to classes during each school assembly that accumulate and result in a class of the week award. Merit certificates are awarded each Friday to students from each class to recognise general academic and/or behavioural achievement, as well as significant effort in the Key Learning Area of Religious Education. Principal awards are

also distributed for positive classroom performance. SPB₄L data is used to identify and reward students who have consistently conducted themselves appropriately on the playground.

Year 6 students joined their Grade peers from St Patrick's, Port Kembla, and St Pius X, Unanderra, in undertaking the *Embracing the Transition to High School* program, an initiative of CatholicCare, designed to assist children in making the most effective step from primary to secondary education as possible. Year 1 girls have participated in a multi-session peer relationship program, MPower Girls (Adapted version), also facilitated by CatholicCare. CatholicCare continued to provide counselling support for students and families throughout 2014. In addition, the Managing Student Pastoral and Educational Concerns (MSPEC) tool was used as a means to providing a clear platform for a carefully planned approach to responding to, and managing, the needs of children with specific needs, and of explicitly involving their parents in this process. Teachers formulate Individual Learning Plans (ILPs) to cater for the academic needs of individual students within the classroom arena.

An orientation program was offered to the 2015 Kindergarten cohort as a means of assisting them and their parents in becoming familiar with school routines and expectations at St Francis of Assisi.

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. 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

State Literacy and Numeracy Action Plan

St Francis of Assisi Catholic Primary School participates in the State Literacy and Numeracy Action Plan. 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 initiatives will build teaching skills and focus on literacy and numeracy outcomes for all students in years K-2.

St Francis of Assisi Catholic Primary School has implemented the following initiatives under the State Literacy and Numeracy Action Plan.

- appointment of a Teacher Educator;
- building teacher capacity around tiered intervention by establishment of a school team to respond to intervention;
- development and use of mathematics data wall; and
- continuing to build parent and school partnerships.

Curriculum and Pedagogy

The Learning and Teaching Programs implemented at St Francis of Assisi fulfil Federal Government Initiatives, BOSTES NSW and Diocese of Wollongong requirements. The Key Learning Areas (KLAs) of English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts, and Personal Development, Health and Physical Education are used to guide the teaching, learning and assessment experiences. All classes followed the Diocese of Wollongong Religious Education curriculum. Information and Communication Technologies (ICT) are integrated across most Key Learning Areas in all stages of learning. In 2014 specialist teachers delivered instruction in Physical Education (PE) and Drama.

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 teachers met with parents in Term 1 to discuss the results of the BEST Start program. Kindergarten parents were provided with a verbal report in Term 2 and a written Report in Term 4 based on indicators of competency labelled thorough, sound or basic. Throughout the year teachers and/or parents requested interviews on a needs basis to discuss student needs and progress.

Baseline data for Literacy collected at the beginning and end of the year, data from the Literacy and Numeracy Continuums, combined with data collected in long-term Reading Recovery monitoring, BEST Start, Diocesan Religious Literacy Assessment and the National Assessment Program – Literacy and Numeracy (NAPLAN) results provided valuable insights into student learning gains and needs and informed teaching practices throughout the year.

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

Literacy has continued to be a major focus with teachers continuing to implement Focus on Reading (FOR) and to integrate them across Key Learning Areas, to improve students' comprehension skills. The P&F allocated funds to each Grade for the purchase of resources to

assist in the development of students' literacy development.

Numeracy has been a major focus across the school. Class teachers have continued to focus on the implementation of quality Mathematics lessons that have incorporated specific elements of: Number Sense, Introduction, Consolidation and Reflection, Guided Groups and Individual Intervention. Teachers in each Stage have taken part in peer observation and mentoring sessions with colleagues from other schools to evaluate and reflect on quality practice during Mathematics lessons. The school has purchased resources to assist in the development of students' numeracy development.

Indigenous perspectives have been integrated across Human Society and Its Environment (HSIE), Creative Arts, Religious Education and English lessons. The school community recognises the Indigenous people as the traditional owners of the land through the Acknowledgement of Country Statement at school assemblies.

Year 4 students continued to participate in an environmental project Green Connect. The school continued the tradition of the Food Fiesta that celebrated the multicultural identity of our school community. Year 6 students visited the local multicultural aged care facility to sing Christmas carols. Year 6 students also participated in the Aged Care Project (Me, You and Us) with a local Catholic college as part of a community project. This culminated in the launch of a DVD.

Meeting the needs of all students

Teachers have continued to differentiate teaching and learning activities to cater for the diverse learning needs of the students in their classes. Specific learning experiences were implemented in the classroom by teachers, School Support Officers and Teacher Educator to meet the individual needs of students and achieve learning outcomes. This involved designing and implementing intervention plans and delivering instruction to individual students as well as small, guided groups in English and Mathematics.

Additionally, Individual Learning Plans (IPs) were developed for 11 students who attracted Student with a Disability [SWD] funding from the Commonwealth Government. The Individual Plans were developed collaboratively to identify specific, individual goals in relevant areas. Meetings were held with parents twice a year to discuss their child's progress. An MSPEC Committee was developed to meet and discuss the needs of students.

There were 12 students who participated in Reading Recovery in 2014. 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, 4 students were identified through the Slosson Intelligence Test as students with 'very superior' or 'superior' cognitive ability. These students participated in the Strengthening Potential Through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) program.

Expanding Learning Opportunities

Students were given opportunities to engage in a range of extra-curricular activities. These included sporting experiences in carnivals and regional gala days for AFL, netball, soccer and basketball. Some students participated in Regional and Diocesan Carnivals for Athletics, Cross Country and Swimming. 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 competition for Mathematics.

Year 6 students and parents continued to be part of the In2Uni project. Kindergarten, Year One, Year Two and Year Three students were involved in an ongoing literacy project with the University of Wollongong, Faculty of Education students who shared books during a school visit. Stage One 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.

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: In all aspects of Literacy our students performed equally with about 50% in Bands 4, 5 and 6 and 50% in Bands 1, 2 and 3. 4% of students in Reading and Spelling and 13% of students in Grammar and Punctuation are below national minimum standards. The school has no students below national minimum standards in Writing.

Numeracy: In Numeracy, Data, Measurement, Space and Geometry, Number, Patterns and Algebra, 40% of students were in Bands 4 and 5. The school has no students below the national minimum standards in Numeracy.

Year 5

Literacy: The strongest performances were in Grammar and Punctuation and Spelling with 30% of students in Bands 7 and 8 and in Reading 18% of students in Bands 7 and 8. In all aspects of Literacy the majority of students were in Bands 5, 6 and 7. There are less than 10% of students below national minimum standards in Reading, Writing, Grammar and Punctuation and 14% in Spelling.

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	27%	64%	9%	21%	61%	18%
	National	15%	39%	46%	15%	39%	46%
Writing	School	14%	77%	9%	32%	68%	0%
	National	13%	48%	39%	13%	48%	39%
Spelling	School	32%	50%	18%	29%	39%	32%
	National	17%	40%	44%	17%	40%	44%
Grammar & Punctuation	School	23%	68%	9%	29%	43%	29%
	National	14%	36%	50%	14%	36%	50%
Numeracy	School	27%	63%	9%	18%	65%	18%
	National	15%	48%	37%	20%	54%	26%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) 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	91%	90%
	National	94%	93%
Writing	School	96%	83%
	National	94%	90%
Spelling	School	91%	80%
	National	93%	93%
Grammar & Punctuation	School	83%	83%
	National	94%	93%
Numeracy	School	96%	90%
	National	95%	93%

Parent, Student and Staff Satisfaction

Parents

The vast majority of the parents surveyed (98%) strongly agreed or agreed with all of the following 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.

Areas for improvement identified by parents were that the school needs to continue to strive to meet the needs of individual student and continue to provide appropriate information about student progress.

Staff

All staff members were given the opportunity to participate in a Staff Survey. The staff members who responded to the survey 100% strongly agreed or agreed with all statements provided.

Students

Students in Years 3-6 (inclusive) were provided with the opportunity to participate in the student survey. The vast majority of students in this cohort completed the survey and agreed with the following statements:

- I am proud of my school;
- The school helps me in understanding my 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; and
- There are sporting and other activities in which I can become involved.

A very small number of students indicated they did not fully understand their rights and responsibilities or did not feel completely safe at school. There is always need for ongoing focus on these areas within the framework of SPB₄L.

