

Annual School Report

2015



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

St Francis of Assisi Catholic Primary School, Warrawong 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:

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: John Tubridy (Acting)
Date: 15 December, 2015

Vision Statement

St Francis of Assisi Catholic School 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 Diocesan, Parish and community agencies and groups. This year there have been eight class cohorts from Kindergarten to Year 6 with an enrolment of approximately 194 children representing over thirty nationalities.

Professional learning for staff has centred on State Action Plan (SAP) initiatives specifically focused on using available data to inform learning so as to improve student outcomes in literacy and numeracy, which has achieved extremely positive outcomes. A whole school focus on writing continues to be developed by a nominated project team. Teachers have engaged in a number of in-school development days in collaboration with the school Teacher Educator.

St Francis of Assisi school community is indeed fortunate to have a dedicated and professional staff that is committed to the Catholic Faith tradition, the Franciscan charism, quality education and welfare of all students entrusted to its care. The school continues to be welcoming and strives to enable all students to reach their full potential, as articulated in the school Vision Statement.

Parent Involvement

Again, the commitment and dedication of the Parents and Friends Association (P&F) has been remarkable. This year funds totalling \$15,774 were applied to purchasing Religious Education text books, Bluetooth CD radios for each classroom and the hall, a mini server and extended care plan, classroom readers, music resources and a digital piano. Parental involvement has been a pivotal component to sporting carnivals and gala days, school excursions and the school canteen.

Parents and Friends Association, President

Student Leadership

We have really enjoyed being the 2015 School Captains and having the opportunity to work with the Sports Captains and Student Representative Council (SRC) members to assist in the running of St Francis of Assisi in so many ways. As children, we have been given the opportunity to participate in the school athletics, cross country and swimming carnivals, as well as in regional qualifying events and Diocesan gala days. All classes have attended excursions to many interesting places, including Minnamurra Rainforest, Moreton National Park, Botanic Gardens and the Early Learning Discovery Centre at the University of Wollongong. We have celebrated many Church feast days and special national events, including ANZAC Day and Remembrance Day. It has been another busy, but wonderful year at St Francis of Assisi.

School Leaders

School Profile

School Context

St Francis of Assisi Catholic Primary School is a Catholic systemic co-educational school located in Warrawong. It was founded in 1960. The school caters for students in Years K-6 and has a current enrolment of 195 students. There is a large diversity of needs within the school requiring teachers to develop individual learning plans. Teachers, school support staff, allied with the input of the schools Teacher Educator, provide quality learning and teaching through the schools' involvement in State Action Plan initiatives.

St Francis of Assisi is one of four State Action Plan schools in the Diocese of Wollongong. The school is working towards the key accountabilities developed in the Catholic Education Commission (CEC) NSW Literacy and Numeracy Action Plan Implementation Plan 2015-2016. In partnership with the Diocese, the school is building on current successful strategies and focusing on increasing teaching capacity and improving student learning outcomes in the targeted schools through an ongoing focus on instructional leadership, strengthening of partnerships between home and school, supporting students requiring Tier 2 and 3 intervention through Managing Students Pastoral and Educational Concerns (MSPEC), supporting professional learning for teachers around data-based teaching and learning, using the Class Learning Plan (CLP) tracking tool and the Literacy/Numeracy Continua, providing a focus on the teaching of mathematics and numeracy across all Key Learning Areas (KLAs), inclusive of skilling Numeracy Leaders and increasing professional conversations and learning around contemporary learning, sound pedagogical practice and higher expectations for all learners.

A significant highlight of 2015 was the launch of the transition to Kindergarten program known as the School Readiness Playgroup, which operated twice per week over a six-week period for children enrolled in Kindergarten for 2016 and their parents/carers. Staffing for this significant program was facilitated through the Catholic Education Office and was an outstanding achievement for all involved.

Student Enrolments as at August 2015 Census

2015 enrolments	
Boys	114
Girls	81
Total	195
Indigenous	0
LBOTE	120

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

Student Attendance

2015 Attendance	Male	Female
Kinder	92.2%	91.1%
Year 1	89.5%	94.5%
Year 2	93.5%	94.3%
Year 3	90.4%	93.5%
Year 4	93.1%	89.8%
Year 5	94.1%	95.0%
Year 6	90.4%	89.8%
Whole school	91.7%	92.9%

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximize 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. The Principal additionally addresses trends in absenteeism. The school office keeps a daily record as part of a Diocesan system of online daily and partial absence.

Staffing Profile

There are a total of 14 teachers and 7 support staff at St Francis of Assisi Catholic Primary School. This number includes 6 full-time, 8 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 96.9%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 99%. One Teacher retired end of Term 2 2015.

Professional Learning

During 2015 St Francis of Assisi 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 whole school development days involving staff.
These days focused on:
- Spirituality Day focusing on prayer with CEDoW staff
 - Review of School Wide Positive Behaviours 4 Learning (SPB4L)
 - Mission of the Church and SRI
 - Scope and Sequence, CEO Professional update NAPLAN target setting
- B. Other professional learning activities provided at school level including CEDoW run courses:
- English Running Records
 - Scope and Sequence
 - Writing Projects
 - Religious Education Literacy
 - IT Google
 - Working Memory
 - History
 - PD PR Standards
 - First Aid Certificate
 - SALT Training
 - Disability Modules
 - NAPLAN
 - Mission
 - Road Safety. (One Staff)
 - MSPEC. (4 Staff)
 - History day for leaders. (1 Staff)
 - English day for leaders.(1 Staff)
 - Science day for leaders.(1 Staff)
 - Technology Google docs.(1 Staff)
 - State Action Plan visit to All Saints Primary School Liverpool. (5 Staff)
 - Mission Conference Sydney. (1 Staff)
 - Religious Education Coordinator's Network. (1 Staff)
 - Professional Learning Communities Day. (3 Staff)
 - Hawker Brownlow Leadership Conference Sydney. (2 Staff)
 - Gifted education Network. (1 Staff)
 - Writing Project Team Days. (5 Staff)
 - Sentral pastoral Care Day. (3 Staff)

The average expenditure by the school on professional learning per staff member was \$212. In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$1 612.

Catholic Life & Religious Education

St Francis of Assisi Catholic Primary School seeks to promote its Catholic Identity within the tradition of the Catholic Church and under the influence of the Franciscan Spirituality. The staff, parents and Friars together with the wider community have joined on many occasions to share, pray, work and celebrate together.

The new Vision and Mission Statements were promoted in various ways during 2015. Each week one of the values became part of the class awards with an individual student receiving an award for the way in which they demonstrated that value. Candles were made for each class with the Vision and Mission Statements displayed and each week the Statements are printed on the newsletter.

Staff prayed together every Wednesday with individual staff members sharing the responsibility to prepare and lead the prayer. The staff continued their faith formation through participation in a Spirituality Day focusing on personal prayer and prayer in the classroom.

The staff and school continued to develop strong relationships with the Parish community. The staff and students regularly attend Mass to celebrate feasts and special occasions. Individual classes join with the Parish to celebrate Mass on the other Fridays throughout the year. Teachers from the school also led Sacramental Programs that are Parish based. The Friars visit classes each week and students in Years 3-6 attend Reconciliation each Term.

Staff continued to work towards promoting faith development through the provision of a quality Religious Education curriculum and also beginning to utilise the Understanding Faith Online Resources. During Catholic School's Week parents were invited to join classes and experience a Religion lesson based on the story telling approach. Year 6 joined with other neighbouring schools to participate in the Diocesan Year 6 Mass hosted by St Paul's Albion Park and celebrated by Bishop Peter. Year 4 participated in the Diocesan Religious Literacy Assessment task in Term 3.

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 \$250, Catholic Mission \$1 200, The Franciscan Friars Mission in Sri Lanka \$600, Sr. Anna Warlow's Mission \$50. Minnie Vinnies have also supported the St Vincent De Paul Society through various charitable works. A cupcake day that raised \$300 and donations of books, toiletries, scarves and beanies and also Christmas food for the needy in the community. Four of the Year 5 Minnie Vinnies students represented the school at a gathering of schools at Thirroul in November to share the achievements of St Francis' school group.

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 focused 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 22 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 22 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 in Part A 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:

- identify ways that they continue the ministry of Jesus;
- demonstrate an understanding of the Hail Mary;
- identify the key symbols of Baptism;
- recognise qualities of saints who are models of love and service;
- write prayers of thanksgiving; and
- demonstrate growing familiarity with Scripture Stories.

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 different types of prayer and their usage;
- demonstrate an understanding of Jesus' teaching on forgiveness;
- identify the key times of the Liturgical year; and
- identify and sequence the parts of the Mass.

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

For Part A, 0% of students were placed in the developing level, 59% in the achieving level and 41% were in the extending level.

For Part B, 0% of students were placed in the developing level, 86% in the achieving level and 14% were in the extending level.

Combining Parts A and B, 0% of students were placed in the developing level, 77% in the achieving level and 23% 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 1: Catholic Life and Religious Education**
1.2: Religious Education

Goal: To increase awareness and understanding of the newly developed school Vision and Mission Statements and to provide varied and meaningful prayer experiences for students and to engage them in rich assessment tasks.

- **Key Area 2: Students and Their Learning**
2.5: Pastoral Care

Goal: To improve student supervision and to better meet the needs of individual students.

- **Key Area 3: Pedagogy**

3.1: Curriculum Provision

Goal: To implement the NSW Science Syllabus for the Australian Curriculum, to create a whole school focus on writing and the use of comprehension strategies to improve problem solving in Mathematics.

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

4.1: Recruitment, selection and retention of staff

Goal: To ensure that recruitment processes are clearly articulated, equitable and transparent.

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

5.3: Environmental Stewardship

Goal: To increase awareness that we are stewards of God's creation and to further reduce the school's landfill waste

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

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

1.3: Catholic Life and Culture

Goal: To develop and deepen personal and community spirituality in staff.

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

2.4: Integration of Information and Communication Technology (ICT)

Goal: To increase the availability of quality ICT resources to improve student access.

- **Key Area 3: Pedagogy**

3.1 Curriculum Provision

Goal: To create whole schools focus on the teaching of writing and to continue the emphasis on using comprehension strategies to improve student capability in effective problem solving.

- **Key Area 3: Pedagogy**

3.5: Assessment

Goal: To ensure that whole-school assessment practices for learning, of learning and as learning are consistently implemented so that educational priorities are informed by meaningful student data.

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

5.4: Financial Management

Goal: To provide equitable budgets for each KLA and classroom resources

- **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.

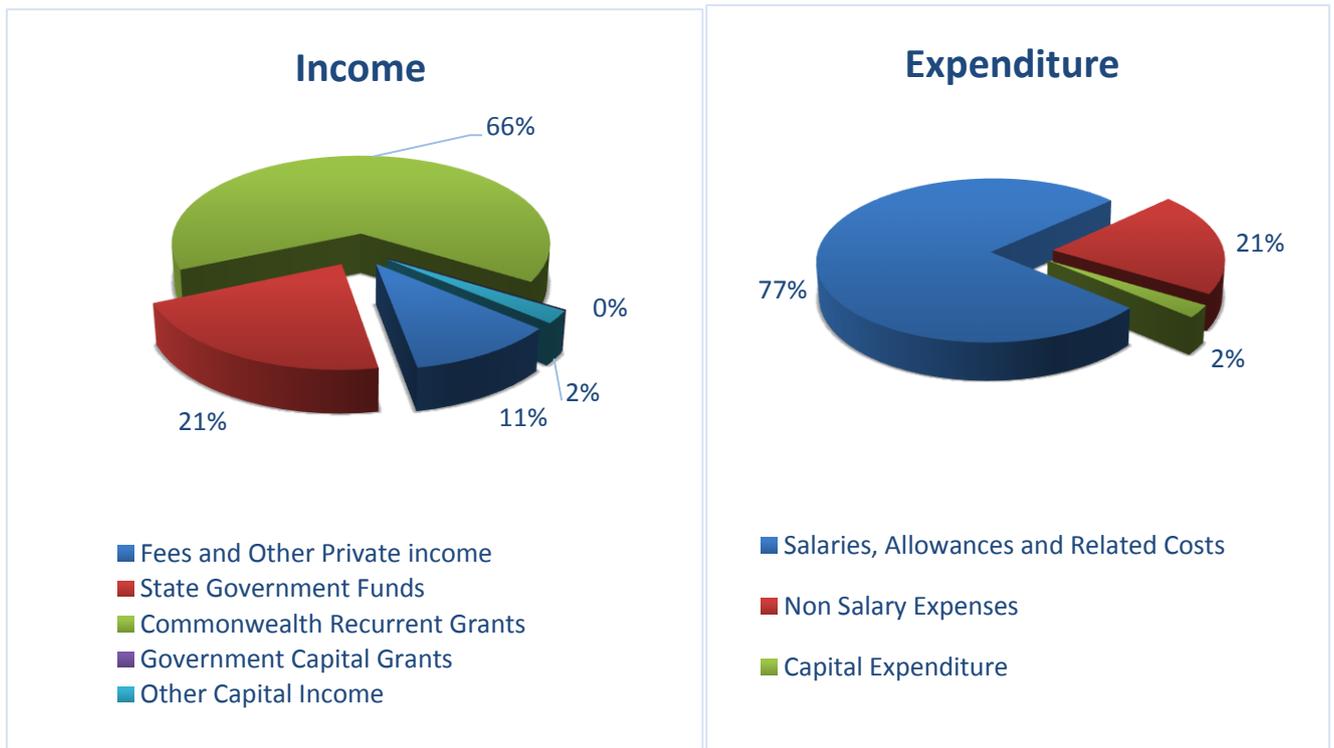
- **Key Area 7: Strategic Leadership and Management**

- 7.1 Planning for Improvement

- Goal: To form task teams to implement and report on the School Review and Improvement components to be reviewed and rated in 2016.

Financial Summary

The school received \$31,278 from SEDSO to supply exit and emergency lighting in the hall, install aluminium double doors in level two classrooms, replaced the doors from school building to the playground and the installation of a digital school sign. The Parents and Friends Association contributed \$15 774 for the supply of Religious Education text books, installation of a sandpit, supply of 9 CD radios for classrooms, the supply of classroom readers, supply of music resources and the purchase of a Yamaha digital piano. The following graphs reflect the aggregated income and expenditure for St Francis of Assisi Catholic Primary School, Warrawong 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

The well-being of all of the schools' students is central to all that is undertaken within St Francis of Assisi. There is a continuous focus on students being respectful, responsible and safe in all that they undertake. These principles underpin the schools behaviour management program, School Wide Positive Behaviours for Learning (SPB4L). In 2015, the recording of both affirmations and incidents has been successfully transferred from the previous Behaviour Reporting and Analysis tool (BART) to Sentral. Teachers have been entrusted with the responsibility of entering data that specifically pertains to students within their classrooms. The appropriate Stage supervisor is made aware of this information, along with that gathered from playgrounds, by email as soon as incident or affirmation is recorded, thus improving communication between teachers and supervisors regarding student wellbeing.

The school provides a clear approach to the response and management of student welfare through the Managing Student Pastoral and Education Concerns (MSPEC) process. Regular MSPEC meetings are conducted to address concerns raised by teachers, and/or parents/guardians, about any aspect of student academic, emotional, social or home welfare. The school collaborates with CatholicCare Family Welfare Services in providing a school counseling service for students. The counselor is available one day per week to support students and their families.

The entire school focuses on one of the four Core Values each fortnight. The aim of this practice is to promote positive behaviour with the school community and to highlight the schools Core Values of Acceptance, Peace, Faith and respect. The Core Value is acknowledged during assemblies as a reminder to all students. One student identified as displaying the particular value receives a special Core Value merit award at the Friday award assembly. The school merit system also acknowledges positive student behaviour and student achievement across the KLAs and behaviour in general.

Year 6 participated in Embracing the Transition to High School program in Term 4, together with students from the neighbouring of St Pius X, Unanderra, and St Patrick's, Port Kembla. CatholicCare counsellors facilitated the day, supported by staff from each of the schools. During the day, the school Diocesan Youth Liaison Officer presented a session to the children that focused on social media, cyber bullying, student leadership, peer group influence and developing a positive self-image.

St Francis of Assisi once again offered a transition to Kindergarten program, but in 2015 this was a much broader and more intensive undertaking known as the School Readiness Playgroup. Sessions were conducted for prospective 2016 Kindergarten students and their parents/guardians each Tuesday and Friday from 9:00 to 10:30am for a six week period. The children were provided with opportunities to engage in fun activities, to meet their prospective 2016 peers, to engage in classroom activities with the current Kindergarten cohort, to familiarise themselves with the school layout and with staff, including their actual classroom teachers for next year.

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 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

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. The schools' initiatives will build teaching skills and focus on literacy and numeracy outcomes for all students in years K-2.

St Francis of Assisi has implemented the following initiatives under the State Literacy and Numeracy Action Plan:

- Ongoing focus on instructional leadership;
- continuing to strengthen partnerships between home and school;
- continuing to support students requiring Tier 2 and 3 intervention through managing Students Pastoral and Educational Concerns (MSPEC processes);
- ongoing support and professional learning for teachers around data-based teaching and learning using the Class Learning Plan (CLP) tracking tool and the Literacy/ Numeracy Continua;
- providing a stronger focus on the teaching of Mathematics and numeracy across all KLAs inclusive of skilling Numeracy Leaders in targeted schools;
- increasing professional conversations and learning around contemporary learning, sound pedagogical practice and higher expectations for all learners;
- A copy of the full plan is available from the school website under the link – State Action Plan.

Curriculum and Pedagogy

Syllabus Implementation

At St Francis of Assisi, the implemented teaching and learning programs in the Key Learning Areas (KLAs) fulfill Federal Government Initiatives, BOSTES and Diocese of Wollongong requirements. All classes follow the Diocese of Wollongong Religious Education Syllabus. Specialist teachers delivered instruction in Physical Education (PE), Drama and Music. In 2015 the staff began professional development in the new NSW Syllabus for the Australian Curriculum in History and Geography.

Assessment and Reporting

Assessment and Reporting is an integral part of the teaching and learning process at St Francis of Assisi. Staff continued to implement the new reporting format for both Semester 1 and Semester 2. Parents are given opportunities for parent/teacher meetings before the distribution of the Semester 1 and after Semester 2 reports. Kindergarten teachers met with parents in Term 1 to discuss the results of Best Start Assessment Program. Kindergarten parents were provided with a verbal report in Semester 1 and a written report in Semester 2. Throughout the year teachers and/or parents requested interviews to discuss student needs and progress.

Teachers continue to use data to track student progress. This involves use of the Literacy and Numeracy Continua; baseline data collected twice yearly, data collected in long-term Reading Recovery monitoring and the Best Start Assessment Program.

Year 3 and Year 5 students participated in 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.

Integration

Integration is encouraged across a variety of KLAs to make learning purposeful. A number of excursions, incursions and guest speakers were planned to support classroom learning.

Technology Supporting Learning

Information and Communication Technologies (ICT) are used across most KLAs to support learning and teaching. A laptop was given to each class teacher for teaching and learning purposes. Students continue to use iPads and laptops. Early Stage One and Stage One use electronic Smartboards.

Cross Curriculum

Literacy

Focus on Reading (FOR) strategies to improve students' comprehension skills continues to be implemented across KLAs. Members of staff from each Stage engaged in professional development in the Writing strand of the English Syllabus. This Writing focus will continue across the school in 2016. The Parents and Friends Committee continued an allocation of funds to each Grade for the purchase of resources to assist in the development of students' literacy development.

Numeracy

Class teachers have continued to focus on the implementation of quality Mathematics lessons to build understanding, skills, mathematical thinking, confidence and enjoyment. In Numeracy, problem solving in Years 2-6 has been a major focus across the school and this will continue in 2016.

Indigenous

Indigenous perspectives have been integrated across Human Society and Its Environment (HSIE), Creative Arts, Religious Education and English lessons. Stage 2 students were given an opportunity to attend an excursion to a national park, which gave them the opportunity to experience Aboriginal culture with Aboriginal Discovery rangers, and to develop an understanding of the importance of protecting and respecting culture.

Meeting the needs of all students

Diversifying Learning

Teachers have continued to show evidence of diversification of learning in order to cater for the range of student learning needs in their classes. Students at risk of underachieving or requiring greater challenge have worked in small guided groups or been given individual support in English and Mathematics by teachers, School Support Officers and the Teacher Educator. Individual plans have been developed and implemented when required. Students in Year 1 identified as needing extra support in reading and writing were selected to participate in Reading Recovery. This program provides daily individually designed lessons from a specialist teacher to assist children to accelerate their literacy learning.

Gifted Education

Gifted and Talented identified students have been catered for in the classroom with activities to maximise their potential. During Term 4, all Year 2 students sat the Australian Council for Educational

Research (ACER) General Ability Test (AGAT). Identified students then participated in the Slosson Assessment to further determine learning potential. Results were given to parents and classroom teachers.

Special Education

Individual Plans were collaboratively established and reviewed for students who receive Student with a Disability [SWD] funding from the Commonwealth Government. The Individual Plans identify individual goals and set targets in relevant areas. Parents meet with class teachers twice a year to discuss their child's progress. An MSPEC (Managing Student Pastoral and Educational Concerns) Committee continues to monitor and track behavioural, pastoral and academic needs of the students through scheduled meetings each Term. Staff members have received further professional development in this area.

Expanding Learning Opportunities

St Francis of Assisi has continued to provide a variety of opportunities for students in a range of extra-curricular activities. Students have participated in sporting experiences at carnivals and regional gala days for AFL, netball, soccer and basketball. Some students were able to progress to Regional and Diocesan Carnivals for Athletics, Cross Country and Swimming. Students in Year 5 and Year 6 participated in Public Speaking at a school and Diocesan level.

Year 6 students and parents continued to be part of the In2Uni project. They visited the University of Wollongong (UOW) as part of a project which targets schools and communities to build their awareness and aspirations toward higher education.

Year 3 students participated in the annual Noreen Hay Christmas Card competition, with two students selected as finalists. The school choir provided entertainment at community events. As part of an ongoing community partnership Year 5 students visited the local multicultural aged care facility to sing Christmas carols. Students across the school were also given the opportunity to enter the school talent quest competition, which was held in Term 4.

As part of an ongoing literacy project, students from UOW Faculty of Education visited Kindergarten, Year 1 and Year 2 to share books they had made. Year 1 and Year 2 students were part of a Links to Learning project with local high school students. A group of Japanese students visited to interact and share their culture with students in various classes. All classes participated in excursions which extended aspects of 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: The strongest performances in literacy were in Writing, Spelling, Grammar and Punctuation where 70% of the schools' students were in the top three bands - 4, 5 and 6. The school was above the State and Diocesan mean in writing. 3% of the schools' students were below the national minimum standards in Reading and Spelling. 0% of students were below national minimum standards in Writing, Grammar and Punctuation.

Numeracy: In Numeracy, Data, Measurement, Space and Geometry, Number, Patterns and Algebra, 24% of students were in Bands 5 and 6. The school has 3% of students below the national minimum standards in Numeracy.

Year 5

Literacy: The strongest performances were in Reading and Spelling with 50% of students in Bands 6, 7 and 8. In all aspects of Literacy the majority of students were in Bands 5, 6 and 7. There are 0% of students below national minimum standards in Writing. The school has less than 10% of students below the national minimum standards in Reading and Spelling.

Numeracy: In Numeracy, Data, Measurement, Space and Geometry, Number, Patterns and Algebra, 32% of students were in Bands 6, 7 and 8. The school has 4% of students below the national minimum standards in Numeracy.

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	14%	48%	38%	23%	58%	19%
	National	13%	39%	48%	20%	47%	33%
Writing	School	3%	31%	66%	15%	77%	8%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	10%	48%	41%	31%	54%	15%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuation	School	3%	59%	38%	35%	42%	23%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	21%	55%	24%	36%	56%	8%
	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	97%	96%
	National	95%	93%
Writing	School	100%	100%
	National	96%	92%
Spelling	School	97%	92%
	National	93%	93%
Grammar & Punctuation	School	100%	81%
	National	95%	93%
Numeracy	School	97%	96%
	National	94%	95%

Parent, Student and Staff Satisfaction

The vast majority of the parents surveyed (97%) strongly agreed or agreed with all of the following statements obtained from surveys:

- The school helps my child to develop a knowledge and understanding about Catholic tradition;
- 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 students and continue to provide appropriate information about student progress. Staff members were given the opportunity to participate in a staff survey. Staff members who responded to the survey strongly agreed or agreed with all statements provided.