

# Annual School Report

## Primary

2016



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

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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 the CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the parent body and be available on the school's website by 30 June 2016.

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

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**Website:** [www.sfawdow.catholic.edu.au](http://www.sfawdow.catholic.edu.au)  
**Parish Priest:** Fr Martin Mai

**Principal:** Margaret Foldes  
**Date:** 14 December 2016

## **Vision Statement**

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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**

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

It is my great pleasure to present this Annual Report for St Francis of Assisi School, Warrawong, for 2016. As the new Principal, I am proud to report that the school continues to be welcoming and strives to enable all students to reach their full potential, as articulated in the school Vision Statement. The school is an integral part of the Parish community and 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 has been an enrolment of approximately 195 children representing over thirty nationalities.

This year we have celebrated, the contribution of five staff members who have moved into retirement. We have also bid farewell to the Franciscan Sisters of the Sacred Heart who will move out of the Parish in January. In December, we celebrated the instalment of Fr Martin Mai as Parish Priest and we gave thanks for Fr Emanuel Gatt for his ongoing support and guidance to the school community.

### ***Parent Involvement***

Again, the commitment and dedication of the Parents and Friends Association (P&F) has been remarkable. This year we saw a change of president and welcomed many new members to the P&F committee. Funds totalling \$17 000 were applied to purchasing televisions, Apple televisions and computers, to support learning and teaching. Parental involvement continued to be a pivotal component to sporting carnivals and gala days, classroom learning and the school Canteen. I would also like to acknowledge the assistance received in supporting many social and fundraising events, including the Welcome Barbecue, Celebrations of Cultures, Launch of Catholic Mission Month and Farewell for the Franciscan Sisters of the Sacred Heart and Fr Emanuel Gatt.

*Parents and Friends Association, President*

### ***Student Leadership***

As the school captains for St Francis of Assisi we have been fortunate to have had the opportunity to represent the school at formal events and to be involved with school staff and our Principal in making the functioning of the school as effective as possible. As students at St Francis of Assisi, we are blessed to be cared for by a staff that knows us so well and provides a wide range of academic, sporting and cultural experiences that make school life both educationally challenging and socially enriching. The Franciscan Friars, the Sisters of the Heart of Jesus and the Presentation Sisters all have a real presence in our school and play a major role in making St Francis of Assisi a truly Catholic environment that consistently strives to live our motto, *an engaged Catholic community inspired by the Franciscan spirit, inspiring all students to reach their full potential.*

*School Leaders*

## School Profile

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### **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 195.

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 school's Teacher Educator, provide quality learning and teaching through the school's 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 2016 was the continuation of the Transition to School Program that operated twice per week over a five-week period for children enrolled in Kindergarten for 2017 and their parents/carers. Staffing for this significant program was supported by the Catholic Education Office and was an outstanding achievement for all involved.

### **Student Enrolments**

2016 enrolments	
Boys	99
Girls	96
Total	195
Indigenous	0
LBOTE	125

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](http://www.sfawdow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). Changes were made to this Policy in 2016.

## **Student Attendance**

<b>2016 Attendance</b>	<b>Male</b>	<b>Female</b>
Kinder	94.0%	89.8%
Year 1	93.0%	91.5%
Year 2	92.2%	92.8%
Year 3	95.0%	93.7%
Year 4	94.6%	92.8%
Year 5	89.8%	87.6%
Year 6	94.5%	87.2%
Whole school	93.1%	91.5%

### ***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. 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

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There are a total of 15 teachers and 7 support staff at St Francis of Assisi Catholic Primary School. This number includes 7 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 2016 was 92%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 93%.

### **Professional Learning**

During 2016 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 22 staff.

These days focused on:

- CEDoW Policies, SAP priorities, School Review and Improvement
- First Aid Training -Cardiopulmonary Resuscitation (CPR)
- Spirituality Day focusing on Ladauto Si
  
- Other professional learning activities provided at school level including CEDoW run courses:
  - Principal Induction Day: One staff member
  - Best Start Training: Two staff members
  - REC Conference: One staff member
  - Religious Literacy - Diocesan marking Day: One staff member
  - AP/REC Day: Two staff members
  - Lamplighters: Six staff members
  - Shining Lights: Three staff members
  - Principals' Retreat: One staff member
  - Assistant Principals' Retreat: One staff member
  - School-wide Positive Behaviours for Learning: Two staff members
  - Understanding and Supporting Behaviour: One staff member
  - Come Away and Rest a While (Silent Retreat): One staff member

- Oliver Training: One staff member
- Anaphylaxis Training: 21 staff members
- SALT Training: Online Modules (21 staff members)
- Writing Professional Learning Team: Four staff members
- SPB4L: Two staff members
- Growth Coaching: One staff member
- Leadership Training: Five staff members
- Leading Indigenous Education: One staff member
- Laudato Si Colloquium: Three staff members
- EAL/D Training Meeting: Three staff members
- Phonics and Phonemic Awareness Workshop: Two staff members
- Stage Two System Focus Day: One staff member
- Mental Health First Aid Training: Two staff members
- Assessment and Reporting Workshop: Two staff members
- Spotlight on IT: Two staff members
- MiniLit: One staff member

The average expenditure by the school on professional learning per staff member was \$224

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$1,497.

## Catholic Life & Religious Education

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St Francis of Assisi is a Catholic Primary School committed to the education in faith of students and the school community. Staff and parents, together with the Friars and Franciscan Sisters of the Heart of Jesus, have continued to share the responsibility for the spiritual growth and faith development of the students. It is with sadness that we will also farewell our Franciscan Sisters as the order is moving communities together. The Sisters began the school in 1960 and have been an integral part of the Parish and school since then. We may farewell the community but the traditions and Franciscan Spirituality they have instilled will be part of us always.

Throughout the year we have continued to focus on the Vision and Mission Statements and particularly empowering all learners to reach their full potential. Twice a term we have awarded individuals with Principal Awards and a Values Award chosen from-Faith, Peace, Respect and Acceptance.

Staff continued to focus on quality learning and teaching through the Religious Education Curriculum supported by the 'To Know, Worship and Love' series and the 'Understanding Faith Online Resources.' Year 4 participated in the Diocesan Literacy Assessment and Year 6 participated in the Christmas Story Art Competition.

The school continued to celebrate its Catholic identity through prayer and liturgies, commencing each day with school prayer and special prayers for feast days, liturgical seasons and other events. This year the students prayed for the Year of Mercy each Tuesday, led by Year 5.

Many staff were fortunate to begin Lamplighters as a part of a three year program of Spiritual Formation, and then were able to lead the staff using various prayer forms and rituals for staff prayer. Others are involved in personal spiritual development in Shining Lights.

Staff also attended a Staff Formation Day with St Patrick's Port Kembla around the theme of the Pope's Encyclical 'Laudato Si' and how we as schools can fulfil our mission to be stewards of creation.

As a Catholic school we were fortunate to join with the Parish for Masses on Fridays. We also invited the Parish community to share school Masses and Liturgies for feasts and opening and closing Masses. The Friars visit classes each week and students who have made their Reconciliation were given the opportunity to attend the Sacrament each Term. Our school celebrated many feasts and special occasions such as St Francis of Assisi Feast Day, St Mary of the Cross, Easter Liturgy, All Saints Day, Anzac Day, Sorry Day and Remembrance Day. Year 6 and other neighbouring schools also attended Mass with the Bishop at Nazareth Catholic Primary School.

The school has continued to support the Parish in the preparation of children for the reception of the Sacraments of Baptism, Penance, Eucharist and Confirmation through the Parish-based Sacramental Programs.

We were privileged to host the Diocesan Mission Launch for 2016 where many of our staff and students were involved with the liturgy, music, and dramatization of the gospel to promote Catholic Mission. The Principal and REC also attended the launch of Project Compassion at Bellambi.

During the year, staff has assisted on the Vinnies Van and the Minnie Vinnies Team have worked hard fundraising and collecting items for the less fortunate. Amounts donated to various organisations this year were:

Caritas- \$400, Catholic Mission-\$1 179, St Vincent De Paul- \$1 531, Franciscan Charities-\$500.

### **Religious Literacy Assessment**

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

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2016. The school cohort in 2016 consisted of 28 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and 28 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 five weeks 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:

- understanding of the Eucharist
- knowledge of the Trinity
- identifying key symbols of Easter
- responding to Jesus' command to love God and others.

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 parables such as The Good Samaritan
- demonstrate a basic understanding of the Sacrament of Penance
- identify Sacraments of initiation.

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, 36% in the achieving level and 64% were in the extending level.

For Part B, 4% of students were placed in the developing level, 79% in the achieving level and 18% were in the extending level.

Combining Parts, A and B, 0% of students were placed in the developing level, 82% in the achieving level and 18% were in the extending level for Religious Literacy.

## **School Review and Improvement**

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School Review and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

### **School Review and Improvement components reviewed and rated in 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

Goal: To increase the availability of quality software and hardware to improve student ability to utilise ICT to improve their learning outcomes.

#### **Key Area 3: Pedagogy**

3.5: Assessment

Goal: To expand and enhance the focus of diagnostic assessment K-6.

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

5.4: Financial Management

Goal: To engage staff in deciding upon the priorities for Key Learning Areas and general school 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.

### **School Review and Improvement components to be reviewed and rated in 2017:**

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

2.2: Rights and Responsibilities

Goal: To maintain and reinforce SPB4L practices with students, parents and staff

2.3: Reporting Student Achievement

Goal: To gather student data to meet LNAP accountabilities.

#### **Key Area 3: Pedagogy**

3.6: School Climate, Learning Environment and Relationships

Goal: To continue building the capacity of staff to improve student outcomes in the targeted areas of literacy, numeracy and ICT through professional learning opportunities and as part of LNAP.

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

4.4: Succession Planning

Goal: All staff will be members of two project teams and will be responsible for contributing to the achievement of identified SMART goals.

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

5.2: Use of Resources and Space

Goal: To review the location of learning spaces and resources to facilitate more effective use of existing infrastructure.

**Key Area Strategic Leadership and Management**

7.1: Planning for Improvement

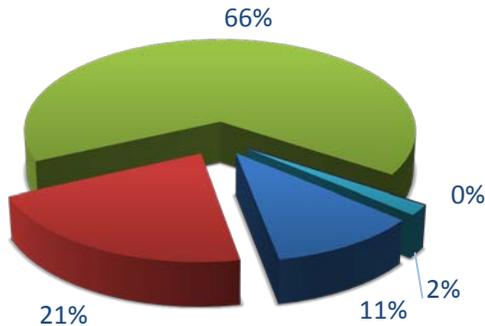
Goal: To form project teams to implement and report on the School Review and Improvement components to be reviewed and rated in 2017.

## Financial Summary

The school received \$9 650 from SEDSO to fund the fire detection and alarm system works. The school received financial support from SEDSO and CEO to repair damage for emergency electrical repairs to the main switchboard in the school hall. There were also various maintenance repairs around the school, including railings for stairways, Crimsafe security screens and painting. The Parents and Friends Association contributed \$17 000 for the supply of televisions, Apple TV component and computers for classrooms.

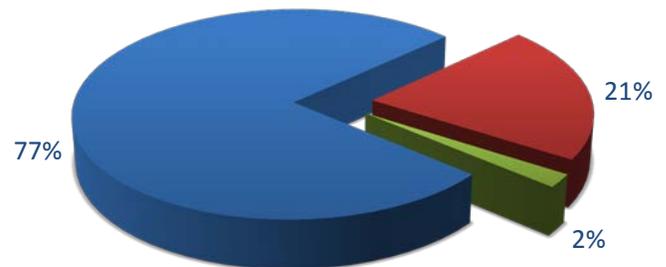
The following graphs reflect the aggregated income and expenditure for St Francis of Assisi Catholic Primary School, Warrawong for the year ended 31 December 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education and Training.

### Income



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

### Expenditure



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

## Student Welfare

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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 understanding and practising the three key principles of being respectful, responsible and safe in all that they undertake. These principles underpin the school's behaviour management program, School Wide Positive Behaviours for Learning (SPB4L). Affirmations and incidents are centrally recorded on the online Sentral database. Teachers are responsible for entering data that specifically pertains to student behaviour within their classrooms. The appropriate Stage supervisor is made aware of this information, along with that gathered from playgrounds, by automated email as soon as a student has been reported for three minor incidents or one major. 2016 data confirms that incidents involving inappropriate conduct have continued to decline over the past several years. Duty staff award playground tokens to students engaging in positive behaviours. These are recorded and children receive certificates and progressive medallions as they accumulate tokens during their progress through the Grades at St Francis of Assisi.

Under the mantle of SPB4L, new procedures for afternoon dismissal were introduced to streamline the procedure and to minimise the movement and congestion within the assembly area. Students engage in a prayer of blessing to mark the completion of their school day and are then directed to their parents or waiting areas in a controlled manner.

The school provides a clear approach to the response and management of student welfare through the continued use of Managing Student Pastoral and Education Concerns (MSPEC). The process for managing and conducting MSPEC was revamped during 2016 so that a regular team was formed and each member was assigned a specific role, thus clarifying tasks and enabling a more efficient response to student needs. Meetings are conducted fortnightly 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 counselling service to support students and their families. Additionally, as part of the NSW National School Chaplaincy and Student Welfare Program (NSCSWP), St Francis of Assisi offers the services of a pastoral support worker who conducts Kids' Club, facilitates the support programs, Bucket Fillers and Seasons for Growth, and offers individual and class assistance as required.

Positive behaviour and student achievement is promoted and acknowledged within the school during weekly award assemblies, where students from each class are rewarded for their efforts in their general learning, religious education and behaviour. This year has seen the introduction of special Principal and Values assemblies that take place in the fifth and tenth week of each Term. At these assemblies, one student from each class is presented with a Principal's Award for academic endeavours and a second student is awarded with a Values Award that recognises children who display the adoption of the identified Core Values of St Francis of Assisi, namely acceptance, peace, faith and respect.

Year 6 participated in Embracing the Transition to High School program in Term 4, together with students from the neighbouring schools 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 offered a comprehensive transition to Kindergarten program for 2016 students, known as the School Readiness Playgroup. Ten sessions were conducted over a five- week period, on a Tuesday and Friday, from 9:00 to 10:30am. The children were provided with opportunities to engage in fun activities, to meet their prospective 2017 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](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2016.

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

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

## **Learning and Teaching**

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### ***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:

- provided professional Learning to School Leadership Team to support improvement initiatives.
- introduced staff to the current PDP process, including a focus on Australian Professional Standards for Teachers.
- a Transition to School Playgroup was held in Term 4, 2016
- teachers met in Stage Groups on a regular basis to discuss and review professional 'data' conversations to inform teaching practices.
- All teachers engaged in collaborative planning meetings for Mathematics and Writing.
- Student intervention plans were implemented based on the analysis of a variety of assessment tools

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

At St Francis of Assisi, the implemented teaching and learning programs in the Key Learning Areas (KLAs) fulfil 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. All teachers timetable the class programs in each KLA according to the minimum time requirements of the Board of Studies and Diocesan Policy. Time allocations are monitored for compliance each Term.

### ***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 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.

### ***Technology Supporting Learning***

Information and Communication Technologies (ICT) are used across most KLAs to support learning and teaching. Students continue to use iPads and laptops. Early Stage One and Stage One use electronic

Smartboards. 65-inch screen televisions and Apple TV's were installed into 4 classrooms, in Term 3, to support students learning.

## **Cross Curriculum**

### ***Literacy***

Focus on Reading (FOR) strategies to improve students' comprehension skills continues to be implemented across KLAS. The Writing focus continued across the school in 2016 and teachers implemented vocabulary building strategies as part of their writing program so that students can increase their field and vocabulary knowledge before writing. Following this, teachers implemented vocabulary building strategies as part of their mathematics program so that students could increase their field and vocabulary knowledge. The staff participated in professional reading and dialogue as awareness raising of EAL/D Learners and pedagogy. This was linked to the vocabulary focus in writing, Literacy and Numeracy.

### ***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 continued as a focus in 2016.

### ***Indigenous Education***

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**

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. One teacher underwent training in MiniLit as an intervention tool to be incorporated into 2017 early intervention as Literacy support.

### ***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 extracurricular 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.

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. Year 1 and Year 2 students were part of a Links to Learning project with local high school students. All classes participated in excursions which extended aspects of the class teaching and learning programs.

## **Student Achievement**

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The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

### **NAPLAN**

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 Reading, Spelling, and Grammar and Punctuation where 55% of the schools' students were in the top two bands - 5 and 6. The school was above the State mean in Spelling. No students were below National Minimum Standards for Grammar and Punctuation. Less than 7% of the school's students were below the National Minimum Standards for Reading, Writing and Spelling.

**Numeracy:** In Numeracy, Data, Measurement, Space and Geometry, Number, Patterns and Algebra, 31% of students were in Bands 5 and 6. The school has 0% of students below the national minimum standards in Numeracy.

#### **Year 5**

**Literacy:** The strongest performances were Writing, Spelling and Grammar and Punctuation with 80% of students in Bands 5, 6, 7 and 8. There are 0% of students below National Minimum Standards in Writing. The school has 0% of students below the National Minimum Standards in Spelling and Grammar and Punctuation. Less than 5% of the school's students were below the National Minimum Standards for Reading and Writing.

**Numeracy:** In Numeracy, Data, Measurement, Space and Geometry, Number, Patterns and Algebra, 72% of students were in Bands 5, 6, 7 and 8. The school has 5% 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 2016: % 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	10%	34%	55%	18%	73%	9%
	National	12%	37%	49%	16%	47%	35%
Writing	School	7%	45%	48%	9%	86%	5%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	7%	38%	55%	17%	70%	13%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	3%	41%	55%	17%	70%	13%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	21%	48%	31%	23%	73%	5%
	National	13%	49%	36%	17%	53%	28%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

## 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 2016: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	90%	88%
	National	95%	93%
Writing	School	93%	88%
	National	96%	93%
Spelling	School	93%	96%
	National	94%	93%
Grammar & Punctuation	School	97%	96%
	National	96%	94%
Numeracy	School	97%	88%
	National	96%	94%

## Parent, Student and Staff Satisfaction

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### Parents

The parents surveyed (100%) 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 students.

### 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.



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