About This Report

Our Lady Help of Christians Catholic Primary School, Rosemeadow is registered by the Board of Studies NSW and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement (SRI) initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school’s Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2014.

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

Our Lady Help of Christians Catholic Primary School
PO Box 508
Campbelltown NSW 2560
Ph: (02) 4626 5655
Fax: (02) 4626 7227
Email: info@olhcdow.catholic.edu.au
Website: www.olhcdow.catholic.edu.au

Parish Priest: Fr Christopher G Sarkis

Principal: Mrs Kayleen Petzer
Date: 13 December 2013
Vision Statement

“A Catholic school community of faith, love and learning”.

Message from Key School Bodies

Principal’s Message

Our Lady Help of Christians Catholic Primary School (OLHC) takes pride in presenting its Annual School Report (ASR) for the 2013 School Year. The requirements of children with varying needs and backgrounds continued to be supported with great commitment from staff and the Catholic Education Office. The students performed particularly well in many areas and are to be congratulated on their achievements in the classroom and on the sporting fields. Participation in gala days, public speaking and university competitions was very high with some outstanding results. The teaching of English this year was supported by the National Partnership program which provided professional development and support for teachers via the “Focus on Reading’ and ‘Focus on Literacy’ programs. The strong relationship with the Parish allowed for high level involvement in the school community which participated in liturgies and celebrations within the Parish community. Thank you to Our Lady Help of Christian’s Parish Priest and staff for their commitment, support and dedication.

Parent Involvement

The Parents and Friends Association (P&F) continued to raise funds for a Covered Outdoor Learning Area (COLA). A sports shed was purchased so that all the school sporting equipment could be housed in one area. Father’s Day and Mother’s Day Stalls were held for students to purchase gifts at affordable prices. Several families had the cost of their child’s sporting achievements, at MacKillop level and beyond, subsidised. An initiative in 2013 was the organisation of a prominent speaker to talk to families on nutrition to aid their child’s “wellness”. It was an evening session so as many families as possible could attend. The P&F continued to assist the school with contributions to the cost of security.

Student Leadership

School leaders participated in High School Beginning of the Year Masses and the Campbelltown Catholic Club Annual Mass. They also assisted at assemblies, liturgies and sporting carnivals. The Student Representative Council (SRC) also took a high profile and organised fundraising activities, which included the Juvenile Diabetes Foundation. The House Leaders created a positive climate for sportsmanship and participation in all of the school carnivals. The Student Leadership also acted as a “Welcoming Committee” at school functions.

School Leaders
School Profile

School Context

Opened in 1989, Our Lady Help of Christians Catholic Primary School is a Catholic systemic co-educational school located in Rosemeadow. The school caters for students in Years Kindergarten (K) to Year 6 (K-6) and has a current enrolment of 303. This community has many diversified nationalities that contributed to its rich cultural base. The school is an integral part of the Parish and of the wider church community. Along with sound educational practices, the spiritual growth and welfare of every student is fostered and developed and is a responsibility shared with the Parish Priest, Principal, staff and parents. Quality learning and teaching programming met the diverse needs of students. The school has thirteen mixed ability classrooms, whilst the Learning Centre caters for the needs of students with an identified learning disability. The school provided learning environments that incorporated the use of technology, inquiry learning and a strong literacy focus.

Student Enrolments

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2013 Enrolments</strong></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>167</td>
</tr>
<tr>
<td>Girls</td>
<td>136</td>
</tr>
<tr>
<td>Total</td>
<td>303</td>
</tr>
<tr>
<td>Indigenous</td>
<td>2</td>
</tr>
<tr>
<td>LBOTE</td>
<td>116</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2013 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>94.3</td>
<td>95.1</td>
</tr>
<tr>
<td>Year 1</td>
<td>96.0</td>
<td>93.5</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.9</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 3</td>
<td>97.4</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.6</td>
<td>96.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.5</td>
<td>96.1</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.0</td>
<td>95.1</td>
</tr>
<tr>
<td>Whole school</td>
<td>95.5</td>
<td>95.1</td>
</tr>
</tbody>
</table>

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.

When a student was absent from school for more than three days, without having received notification from the parents, the classroom teacher made contact with the parent. In the event of frequent absences, the classroom teacher discussed this with the parents, copied the attendance sheet, signed and dated it and recorded who was spoken to and the reasons given for the absences. If there was no improvement, the matter was referred to the Principal who made contact with the parent. At the end of each term absences were monitored and letters sent to parents of students identified as having too many absences. Letters varied depending on the frequency and whether the family had received such letters previously. All letters reminded parents of their obligations to educate their children. Families with students, who knew that they were going to be absent in advance, needed to apply for an exemption certificate if the absence was for three days or longer. A certificate was issued, if approved. If the student had previously had such exemptions, or was absent from school regularly, the parents met with the principal. Common leave passes were issued for partial absences.

Staffing Profile

There were a total of nineteen teachers and eight support staff at Our Lady Help of Christians Catholic Primary School. This number included fourteen full-time and five part-time teachers.
Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Teacher Attendance and Retention

The average daily teacher attendance rate for 2013 was 98.6%. This did not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 79%.

One teacher that left was on secondment for 2013 and one part-time teacher only held a temporary contract for 2013, whilst another part-time teacher retired.

Professional Learning

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

These included:

A. Our Lady Help of Christians Catholic Primary School whole school development days. These days focused on:
   - Lane Clark - Two day workshop (30 staff);
   - A Marian Spirituality of the Eucharist (27 staff);
   - Australian Curriculum Implementation (19 staff); and,
   - Spirituality day for school support staff (8 staff).

B. Other professional learning activities provided at school level, including CEO run courses:
   - Focus on Reading (9 staff);
   - Focus on Literacy (5 staff);
   - English and Maths Curriculum days (3 staff);
   - Cardiopulmonary Resuscitation (CPR) and First Aid Training (27 staff);
   - Collaborative Classrooms (4 staff);
• Alight For The World (2 staff);
• Australian Institute for Teaching and School Leadership (AITSL) standards (19 staff);
• Training to support students with special needs (9 staff);
• Effective Integration of iPads (1 staff); and,
• Engaged Learning (1 staff).

The average expenditure by the school on professional learning per staff member was $308.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of $1,989.

**Catholic Life & Religious Education**

Catholic Life and Religious Education continued to play a prominent role in the school. The new storytelling kits for Years 3 to 6 were completed and were available for teachers to use in their classrooms. Through the Religious Education Curriculum and all areas of school life, staff embraced the Vision and Mission of the school and went further to draw explicit links to the school community as a place of *faith, love and learning*. Environmental Stewardship continued to be integrated into aspects of the Religious Education curriculum by way of the programming proforma established in 2012. In 2013 the school marked a number of significant events with liturgical celebrations that included Catholic Schools’ Week, a Beginning and End of Year Mass, Welcome Mass for Kindergarten and New Families, Ash Wednesday, Lent and Holy Week prayer liturgies, Stations of the Cross, Our Lady Help of Christians Feast Day and Year 6 graduation. The St. Mary of the Cross Feast Day Liturgy and Walk-A-Thon drew a large number of parents and friends to the school. Students and teachers from Year 6 also came together with schools in the Macarthur precinct for the Gathering and Prayer with the Bishop, which was held at Mount Carmel High School. This was a most blessed Mass and was appreciated by all who attended.

In October the whole school participated in National Rosary Day, where staff and students gathered in the Church to pray together. Father Sarkis addressed the school with an explanation of the importance and relevance of the Rosary.

Project Compassion and Mission Week initiatives raised $2,553.85, and $1,462.15 was raised through the Mary MacKillop Walk-A-Thon. Fundraising initiatives for Peace Eggs and Juvenile Diabetes also helped to raise $417.50. A highlight of the year was the Christmas concert, which saw the John Therry Hall packed with parents and friends who enthusiastically watched their child’s performance. From this event $615 was raised for the St Vincent de Paul Christmas Appeal.
The Religious Education Blog helped to share the Catholic life and culture of the school with the wider community. Sacred Music and Community Singing successfully continued in 2013 and helped promote joyful participation in the Mass through song and prayer.

Ties with the Parish continued to be very strong. Students attended Parish Masses at least twice a term, the Sacrament of Penance once a term and Benediction twice a year. Students in Years 3 and 6 participated in the Sacrament of Penance for the first time, First Communion and Confirmation. Preparation for these sacraments were all Parish based and an increasing number of staff helped to prepare the students to make these sacraments. The Our Lady Help of Christians Feast Day Mass was held with John Therry Catholic High School, which continued the deepening of ties between both schools.

In Term 2, interested parents attended a presentation on ‘Storytelling Pedagogy’ in Religious Education. This was presented by an employee of the CEO. Classrooms were opened for parents to visit and see storytelling in action. A large group of parents volunteered to help make storytelling kits for Years 3 – 6 at a working bee, and with the help of the Religious Education Committee, these kits have now been completed and are ready to be used to support the Religious Education curriculum throughout the whole school.

**Religious Literacy Assessment**

The Religious Literacy Assessment Programme for Year 4 students was successfully completed within schools across the Diocese in 2013. The school cohort in 2013 consisted of thirty six Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on August 26th and forty one students 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. On Wednesday 28th August, Year 4 held their showcase that featured engaging displays of students’ learning on creation while also celebrating the completed Religious Literacy Assessment Part B. This was a great opportunity for the students to share their deep understandings with students and teachers from K-6, as well as parents and visitors.

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 in Part A. This high level of performance was particularly noticeable in their:
- Understanding of Jesus' mission; and
- Knowledge of scripture.

The students’ responses showed a steady improvement in relation to their knowledge and understanding of the Sacraments of Initiation and Penance. The results showed a need for students to develop their capacity to work with and apply the religious tradition, especially in their ability to:
- Recall and identify Liturgical Seasons and associated key events, particularly around Easter and Advent.
Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 8.3% of the students were placed in the developing level, 80.6% in the achieving level and 11.10% in the extending level.

For Part B, 22.5% of the students were placed in the developing level, 60.00% in the achieving level and 17.50% in the extending level. This showed a slight improvement upon last year’s results.

Combining Parts A and B, 25.0% of the students were placed in the developing level, 61.1% in the achieving level and 13.9% in the extending level.

**School Review and Improvement**

School Review and Improvement (SRI) 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 2013:**

- **Key Area 1: Catholic Life and Religious Education**
  
  1.1 Vision and Mission
  
  For our vision and mission to be explicit in all of our frameworks, policies and procedures.
  
  This goal was achieved in the Discipline Policy in 2013. The school will continue to move towards meeting this goal as it reviews policies and procedures over the next two years.

- **Key Area 2: Students and Their Learning**
  
  2.2 Rights and Responsibilities
  
  For students to value their right to learn and fulfill their responsibility to allow others to learn.
  
  Rights and responsibilities were explicit in the new Discipline Policy. Staff, students and parents understand them but they are yet to become embedded in school culture and part of all conversations about behaviour. This will form a major part of our Schoolwide Positive Behaviours for Learning (SPB4L) maintenance plan for 2014.
2.5 Pastoral Care

For a new pastoral care philosophy, reflecting the school's vision and mission and the needs of the school, to be written and implemented.

Rather than write a policy, the Catholic Education Office’s ‘Path to Life’ Framework was used to guide the school when making decisions about pastoral needs of students, staff and parents. The framework was also used as a tool to measure how well the school was catering for pastoral needs in the school community.

- **Key Area 3: Pedagogy**

  3.2 Provision for the Diverse Needs of Learners

  The school to have highly effective approaches in place to cater for the diverse learning needs of students and for the monitoring of individual students.

  Teachers began using John Hattie’s Visible Learning framework including the use of effect sizes to monitor individual students. They also began using the work of Lane Clark to cater for the diverse learning needs of students. As a National Partnership school this had to put this on hold but these will be revisited in 2014.

  3.3 Teaching Practices

  Improve K-6 student learning outcomes in literacy, in particular reading.

  Teachers’ participation in professional development in Focus on Reading strategies and the subsequent implementation of these strategies in the classroom led to improved literacy outcomes in Years 3-6. Teachers will continue to use this pedagogy and K-2 teachers will participate in Focus on Literacy in 2014.

  3.7 Professional Learning

  For the school to participate in the National Partnerships program of staff development in the area of teaching reading.

  This goal was successfully achieved in 2013. It continues into 2014 with a K-2 focus.

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

  4.2 Professional Development of Staff

  The impact of professional development on whole school achievement is regularly evaluated.

  Whole school achievement was measured before and after professional development in Focus on Reading. It clearly had a positive impact. This model of measuring the effect of professional development will be used in other areas of whole school professional development in the future.
Key Area 6: Parents, Partnership, Consultation and Communication

6.1 Parent Involvement
To educate parents about the policies and procedures of the school and to enhance parents’ trust by following them consistently.

The consistent use of, and referral to school policies, has led to a greater level of understanding of school requirements by parents. This has particularly been true in the case of managing challenging behaviours and the school uniform. The school plans to continue to use this model as it reviews existing policies and procedures over the next two years.

Key Area 7: Strategic Leadership and Management

7.2 Innovation Development and Change
That the school actively demonstrates key characteristics of an effective learning community.

The school has demonstrated key characteristics of an effective learning community through its involvement in the National Partnership initiative. The school readily used the assistance and expertise of the Teacher Educator and all teachers have adopted the new pedagogical ideas into daily practice with data showing benefit to student learning in the area of comprehension. The school plans to use some of the strategies from this initiative in development and change in the future.

School Review and Improvement components to be reviewed and rated in 2014:
The following components will be continued in 2014. They are included because the action plans span more than one year and goals are still to be achieved.

Key Area 1: Catholic Life and Religious Education
1.1 Vision and Mission

Key Area 2: Students and Their Learning
2.2 Rights and Responsibilities
2.5 Pastoral Care

Key Area 3: Pedagogy
3.2 Provision for the Diverse Needs of Learners
3.3 Teaching Practices
3.7 Professional Learning

Key Area 4: Human Resources, Leadership and Management
4.2 Professional Development of Staff
• **Key Area 6: Parents, Partnership, Consultation and Communication**
  
  6.1 Parent Involvement

The following are new areas for 2014:

• **Key Area 2: Students and Their Learning**
  
  2.3 Reporting Student Achievement
  
  That reporting is consistent with a visible learning framework.

• **Key Area 3: Pedagogy**
  
  3.5 Assessment
  
  To develop a whole school approach to assessment that reflects student participation.
  
  2.3 and 3.5 are included because the school wants to develop a new report format for 2014 which is consistent with a visible learning framework and allows for student participation and reflection.

• **Key Area 5: Resources, Finances and Facilities**
  
  5.1 Information and Communication Technology (ICT) Resources
  
  That student learning and achievement achieves a significant benefit from innovative and effective use of ICT.
  
  5.1 is included because of the need to assess technology use K-4 and resource these grades with ICT equipment which best suits the learning needs of the students.
Financial Summary

As reported in the 2012 annual report a concealed water leak led to excessive water charges of $22,000. Plumbing expenses were additional to this. The school was advised these costs would be reimbursed, however, this did not occur in the twelve months, which made the budget extremely tight for 2013. The school continued to have excessive water charges, some $21,000 for the year, which did not appear consistent with a leak, due to the spikes in overnight water usage between 10pm and 4am. This is continuing to be investigated. Major components of the budget this year have been spent on providing literacy resources, pastoral care of families in need so that they are able to participate in programs at school and general maintenance of the buildings and grounds.

This year, whilst saving for the Covered Outdoor Learning Area (COLA), the Parents and Friends were able to assist the school community in the following projects: Security ($1,800), Computer Loan ($4,500), a sports shed ($15,000), and MacKillop Sponsorship ($200).

The following graphs reflect the aggregated income and expenditure for Our Lady Help of Christians Catholic Primary School, Rosemeadow for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Counselling services provided by CatholicCare were increased in the School Year 2013 to one day per week, plus one extra day per month, which allowed the counsellor to access more students and families.

Staff underwent professional development in trauma training, which was delivered by the Assistant Principal over a series of sessions.

On Thursday 14th March, during Catholic Schools Week, the school community promoted anti-bullying, where each student displayed a ‘say no to bullying’ flag that created a colourful backdrop for many visitors.

In May, students in Years 1-4 took part in the self-esteem reinforcement ‘Buckets’ programme with a CatholicCare Counsellor.

School-wide Positive Behaviours for Learning (SPB4L) continues to be the framework on which the school rules are based. The school rules were explicitly taught and reinforced throughout the 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 and Safe Work Environment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedures forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2013.

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

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

National Partnerships

Our Lady Help of Christians Catholic Primary School participated in the National Partnership Agreement. This provided the school with the opportunity to participate in Focus on Reading, Phase One (Years 3 – 6) and Focus on Literacy (Kinder – Year 2) professional development to lift student attainment. Successful teaching practices were strengthened and innovative responses developed to meet the needs of all students. The partnership built teaching skills and aimed to develop a whole school approach to quality literacy teaching to improve the outcomes for all students.

The National Partnership aimed at achieving this through better use of data, strengthening school leadership, and in partnership arrangements between school and parents and local communities.

Teachers closely monitored student progress with the use of the literacy continuum, where they identified student’s needs and continually examined, reflected and refined their pedagogy.

Our Lady Help of Christians Catholic Primary School has implemented the following initiatives under the National Partnership Agreement:

- **Focus On Reading (Years 3-6)**
  Focus on Reading (FOR) Phase 1 provided teachers with professional learning opportunities to explicitly and deliberately teach comprehension. Teachers used the six comprehension strategies and learning goals from the literacy continuum to provide daily modelled, guided and independent learning opportunities for students where they engaged with and comprehended a wide variety of quality texts.

- **Focus On Literacy (Kinder-2)**
  Focus on Literacy (FOL) provided teachers with professional learning opportunities to explicitly plan quality modelled, guided and independent learning experiences in reading, writing, and aural and oral language.

- After each module of professional development, teachers were given half a day release to consolidate their learning with a Teacher Educator.

- The Teacher Educator conducted classroom visits that supported teachers in their implementation of FOR and FOL.
Curriculum and Pedagogy

Syllabus Implementation

Teachers continued to use existing Board of Studies syllabus documents throughout 2013 but had significant professional development in the new English and Mathematics Australian Curriculum documents. Teachers analysed differences in the syllabus documents and programming requirements and thoroughly explored the Diocesan Literacy and Numeracy Strategy, and incorporated these requirements into existing practice.

Assessment and Reporting

Teachers continued using criteria and Hattie’s Visible Learning Formula to track student progress in various areas. In addition, teachers worked with the literacy and numeracy continuums and the Best Start program to plot student progress in some of the components. The school introduced a tracking sheet for student files to provide a summary of reports and various testing and assessments. Due to National Partnership commitments, the school was unable to spend time on a new report format but this is planned for 2014.

Integration

Teachers explored the difference between integration and correlation this year and consequently had more confidence and expertise in integrating work from various Key Learning Areas.

Technology Supporting Learning

On a rotational basis, the school shared different types of devices, which gave teachers and students the opportunity to become familiar with various technologies for differing purposes. Teachers and students became more adept at matching technology to tasks and decided to rotate devices more often in 2014.

Students in Stage 3 had access to an iPad this year. This was through both student and school owned devices. The program continued to be a success and the use of this technology has become part of ordinary school life. During Term 4, an iPad Mini trial was conducted to decide whether this may be a more cost effective option. These devices were found to be suitable and the school will examine possibilities for their use in the lower grades in 2014.

Cross-Curriculum

Literacy

Participation in Focus on Reading and Focus on Literacy professional development this year, led to a significant increase in the ability of teachers to teach literacy effectively. After using these learned strategies, initially in the English Key Learning Area, teachers then integrated these practices across other Key Learning Areas which ensured quality teaching of literacy in many subjects.
Numeracy

Professional development in the new Mathematics syllabus gave teachers the valuable opportunity to revisit the components of an effective maths lesson. Teachers used these components when planning lessons and units of work with the existing syllabus and will continue to do so with the new syllabus in 2014. The new syllabus has also provided opportunities to explore numeracy across the curriculum.

Indigenous

National commemorations such as National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and Sorry Day were marked by whole school ceremonies. A particular focus during 2013 was the exploration of the literature requirements of the Australian Curriculum in the area of indigenous education. In environmental studies, examining and learning from the way the indigenous people cared for the land became an integral part of those units of work.

Multicultural

The diversity of cultures within the school community continued to supply the community with rich experiences in the customs of various cultures, particularly in dance, food, costumes and celebrations. Students and staff benefited from the generosity of parents in taking the time to contribute to cultural units of work, gaining first-hand knowledge from these particular parents.

Environmental

Environmental Stewardship continued to be part of the culture of the school. Actions from various units of work highlighted the need to look after the environment at a local and global level. The SRC focused on recycling and lead the school in this area, as well as in saving electricity and water through ensuring wastage is minimised.

Meeting the Needs of All Students

Diversifying Learning

All teachers attended a two day workshop with Lane Clark who showed staff how to diversify learning through understanding how the brain works. Many teachers started using her strategies before the National Partnership initiative began. It is hoped to revisit and continue the work Lane began with the staff in 2014. The literacy continuum provided all staff with the opportunity to plot students according to learning and therefore to set learning goals relevant for them.

Gifted Education

The school continued to identify students and track their progress through the Review Committee. In addition, students were involved in the Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED)
program where they worked on tasks devised by CEO personnel. One of our students received a special diocesan award for achievement. In the classroom, teachers became more skilful in writing criteria that was one step ahead for all students thus ensuring the gifted students were provided with one step ahead learning.

**Special Education Needs**

This year the school received extra support for the Learning Centre and some additional funding for students through the CEO. Teachers were given support through team teaching, observations of student behaviour, time for planning and the expertise of CEO personnel. This resulted in teachers having a higher level of skill in integrating Learning Centre students into their classroom and finding inclusive strategies for other needy students. Teachers produced individualised learning plans for these students and will continue to do so.

**Self Directed Learning**

Teachers gave students many different opportunities to explore areas of interest. They also provided students with various skills for learning, such as the Focus on Reading teaching ideas and encouraged students to choose various strategies for themselves. Reciprocal Reading also gave students the opportunity for self direction. Students had many choices in the ways they presented their learning which increased the ability of students with lower levels of literacy to show what they knew.

**Expanded Learning Opportunities**

**Competitions**

Stage 3 students entered the Christmas Art Competition. Six students had work displayed at the Wollongong City Art Gallery and one student received a Highly Commended award. Students in Years 3-6 had the opportunity to enter NSW University Competitions in English, Maths and Science.

One student reached the finals of the Diocesan Public Speaking Competition.

**Sport**

Students competed at the school swimming and athletics carnivals. A number of students reached Diocesan level representation with three selected for MacKillop teams. One student received a Wollongong Sports Council Medallion and one student received a Council Red Medallion for having represented the State.

A large number of students had the opportunity to try different sports in non-competitive environments via gala days in netball, soccer, rugby league and basketball.
The Arts

During Term 1, classes had the opportunity for intense instruction in visual arts. This increased the skill and confidence level of staff in teaching this area. Media boxes were purchased for Stage 2 and were well used and cared for with the help of explicit instruction cards.

Sacred Music and Community Singing took place fortnightly. It provided an opportunity to practice hymns and sing songs, which helped create community spirit. The school ran its own version of ‘The Voice’, which was popular and gave students the opportunity to share their singing talents.

The talent quest, run during lunchtimes, provided opportunities for students to share talents with the wider community. Many gifts, that the school was previously unaware of, were displayed.

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

The 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.

There were forty four Year 3 students and forty three Year 5 students who sat the 2013 NAPLAN testing. There were few students who did not meet the National Minimum Standard. An analysis of the results indicated areas of priority that the school needed to work on were reading across the school, and support for students whose language is from a non-English speaking background. These areas had already been identified, hence the focus on reading for 2013 and priority for professional development in line with the National Partnership program. Learning gains of students from Year 3 to Year 5 continued to remain high; reading gain was a higher gain than expected. Overall the Year 5 cohort performed well, especially in grammar and punctuation.
Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of literacy and numeracy in Years 3 and 5. It provides valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>NAPLAN 2013: % in Bands</th>
<th>YEAR 3</th>
<th></th>
<th>YEAR 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>18%</td>
<td>59%</td>
<td>23%</td>
<td>5%</td>
</tr>
<tr>
<td>National</td>
<td>12%</td>
<td>41%</td>
<td>46%</td>
<td>12%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>9%</td>
<td>43%</td>
<td>48%</td>
<td>9%</td>
</tr>
<tr>
<td>National</td>
<td>8%</td>
<td>43%</td>
<td>47%</td>
<td>18%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>16%</td>
<td>39%</td>
<td>46%</td>
<td>9%</td>
</tr>
<tr>
<td>National</td>
<td>13%</td>
<td>42%</td>
<td>43%</td>
<td>17%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>11%</td>
<td>57%</td>
<td>32%</td>
<td>9%</td>
</tr>
<tr>
<td>National</td>
<td>10%</td>
<td>37%</td>
<td>51%</td>
<td>14%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>12%</td>
<td>63%</td>
<td>26%</td>
<td>14%</td>
</tr>
<tr>
<td>National</td>
<td>12%</td>
<td>54%</td>
<td>32%</td>
<td>20%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>NAPLAN 2013: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>89%</td>
<td>89%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>91%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

Satisfaction data was gathered via the use of electronic surveys to staff, students and parents. The parent survey was sent to all users through the Skoolbag application.

Parent Survey

The school helps my child to develop knowledge and understanding about Catholic tradition – 89% of parents agreed.

My child is challenged to maximise his/her learning – 67% of parents agreed.

The school effectively communicates information about my child – 42% of parents disagreed.

The school provides a safe and supportive environment – 86% of parents agreed.

Overall parents were pleased with the way their child was educated and the level of support and safety provided, although they saw a need where communication could be enhanced between parents and staff. Some concerns were raised in regard to the cost of iPads.
Student Survey
The school helps me understand my Catholic faith – 97% of students agreed.

I am encouraged to learn to the best of my ability – 94% of students agreed.

I understand my rights and responsibilities at school – 95% of students agreed.

I enjoy my school life – 94% of students agreed.

The students commented that they would like more interactive and fun learning activities during class blocks.

Staff Survey
Students are challenged to maximise their learning – 91% of staff agreed.

The school is an effective communicator to staff – 50% agreed.

SPB₄L has improved student behaviour and consistency as to how behaviour is reported and managed: 91% of staff agreed.

Staff have many opportunities for professional development and are fully supported in their goals – 63% of staff agreed.

The National Partnerships initiative will provide great benefit to the students – 91% of staff agreed.

Overall, staff were content in their current school environment.