About This Report

St Mary’s Star of the Sea Catholic Primary School, Milton is registered by the Board of Studies NSW and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

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

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

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

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

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

St Mary’s Star of the Sea Catholic Primary School
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Milton NSW 2538
Ph: (02) 4455 2328
Fax: (02) 4454 0425
Email: info@sosmdow.catholic.edu.au
Website: www.sosmdow.catholic.edu.au

Administrator  Fr Davidanthony Davies Adm

Principal: Nicole Van Ingen
Date: 10 December 2013
Vision Statement

St Mary’s Catholic Parish Primary School strives to become more fully a child-centred professional learning community.

Modern classrooms which are well resourced are places where staff, parents, students and the wider community can gather to listen to the word of God, and learn about themselves and the world around them.

Strong links to Parish and the wider community enable staff to appreciate the experiences and culture our students are raised with, in order to better understand and meet our children’s needs.

Technology in classrooms is embedded and purposeful. Devices such as iPads are used to encourage creativity, to allow for diverse learning needs and to develop a culture where learning is celebrated and shared (through platforms such as Google).

Staff shares the responsibility for a collaborative and professional work environment.

Message from Key School Bodies

Principal’s Message

2013 has been a year of intensive learning for staff and students. This learning has involved ongoing Smarter Schools National Partnerships training, the NSW Syllabus for Australian Curriculum, a Cyclic Review for the first time in seven years, moving into classrooms with School Wide Positive Behaviours for Learning (SPB4L) and Action Research Projects undertaken by all teachers.

Staff have collaborated, supported and celebrated the journey of 2013 with enthusiasm and energy. Professional dialogue is common place around the staffroom table and a pastoral attitude towards others clearly present amongst the current staff of St Mary’s. It is with pleasure that the school has been able to retain all of our current staff for 2014.

Parent Involvement

2013 has been a very successful year for St Mary's Parents and Friends Association (P&F). We, as a team, have managed to successfully hold some additional fundraisers that haven't been held at St Mary's for many years. Having such a great team is a testament to the appreciation and pride people feel toward our school.

We have held our traditional fundraisers such as Mother’s & Father’s Day stalls which saw
every child walk away with beautifully wrapped gifts for their loved ones.

A stall was held at the 2013 Anzac Day March in Milton selling Anzac cookies. This was such a wonderful display for our school.

October saw St Mary's hold its first School Fete in approximately 7 years and its first ever on the school grounds. Many months of planning from our committee paid off for our school. The dedication from parents to make this day all that it was is truly appreciated. Everyone banded together like a real team and did whatever was necessary, and it was done with a smile on their face!

Overall, this year the P&F have raised just shy of $10,000 after expenses, again this is a fantastic team effort.

We have approved the schools application to install a jumping pillow in the playground costing approximately $20,000. This will be installed by the end of February 2014.

Parents and Friends Association, President

Student Leadership

As school captains for 2013 we feel that the new Christian Leadership Passport worked well. We had the pleasure of experiencing St Mary’s first school Fete for seven years. A number of Year 6 students had the opportunity to be involved in meeting with visitors from the Catholic Education Office to share our thoughts on the school at the time of St Mary’s Cyclic Review.

Students have been involved in the community by visiting the aged care home to sing, play instruments and read poetry. Students have been very good at supporting community events like the ANZAC Day march and Carols on the Green.

School Leaders 2013

School Profile

School Context

St Mary’s Star of the Sea Catholic Primary School is a Catholic systemic co-educational school located in Milton. The school caters for students in years K-6 and has a current enrolment of 124.

St Mary’s is generously staffed with seven classrooms, class sizes range from 20 students in Kindergarten with up to 24 students in other year levels.

The school is located in the rural township of Milton providing a Catholic Education for children from Jervis Bay in the north to Kioloa in the south.
A single stream school offers a close knit environment where each individual matters and staff know students by name. Spacious and secure school grounds overlook the beautiful beach at Mollymook to the east and the dairy cattle on pasture to the west.

Staff live and work in this community and many of them have either have their own children at the school or will have their children in the school. This personal experience deepens the staff’s commitment to the school and gives each of them a unique insight into the school’s strengths as well as direction in areas that could be further developed.

As a National Partnerships School we have seen significant funds provided for staff to receive intensive training in teaching reading and comprehension to children as well as ensuring the school is exceptionally well resourced in the area of literacy. The Focus on Reading Program (FOR) aims to improve outcomes for students and will continue to guide teaching and learning for a number of years to come.

Staff at St Mary’s communicate regularly with parents when students need extra support in managing their behaviour. There is also regular communication with parents to celebrate when behaviour and learning goals are achieved.

A stroll around the school will find many classroom doors open to parents who are reading, creating and interacting with students. Parents and the wider community are encouraged to share their interests and expertise with students.

We are blessed with a number of retired teachers who volunteer to work with students to meet children’s needs and engage them in areas of special interest.

Small groups of students work on computers and are engaged in hands-on activities to reinforce learning. Bright, colourful, open-style classrooms with modern equipment are welcoming spaces which allow children to work in various arrangements.

Volunteers are found preparing snacks and lunches in the canteen using the eggs laid by our school yard hens.

A beautiful, all natural Steiner Farmyard Playgroup uses space in the school grounds several days a week for morning sessions involving parents, bubs, toddlers and preschool aged children.

Our open spaces, close relationships, individualised learning plans and family values set us apart from the other schools in the district.

Originally staffed by the Sisters of St Joseph, the school embraces the Charism of the Josephites. ‘There, where you are you will find God,’
These words of Mary MacKillop in 1871 and the teaching of Julian Tension Woods ‘for us to have faith in God’s presence in ‘every circumstance’, sums up what Spirituality is for the Sisters of St Joseph. It is an energy that seeks right relationships with God, others, self and the earth. Wherever we are, in town or country, city or across the seas, we trust that we will find God’s meaning, purpose and vitality daily in whatever we do; that we will draw on the strength and resilience of God’s love, live simply, engage with others to meet human needs, be advocates for the voiceless, care for the earth, wonder at nature and create homely communities.

**Student Enrolments**

<table>
<thead>
<tr>
<th>2013 Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Indigenous</td>
</tr>
<tr>
<td>LBOTE</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.sosmdow.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>92.8</td>
<td>95.1</td>
</tr>
<tr>
<td>Year 1</td>
<td>n/a</td>
<td>90.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.0</td>
<td>93.6</td>
</tr>
<tr>
<td>Year 3</td>
<td>88.5</td>
<td>94.6</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.0</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.1</td>
<td>95.7</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.4</td>
<td>93.5</td>
</tr>
<tr>
<td>Whole school</td>
<td>92.6</td>
<td>93.6</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.

In accordance with the school attendance policy and CEO guidelines, student attendance is monitored and recorded daily. Two weeks duration is given for non-attendance to be finalised. All absences require a written note upon the child’s return to school. This is followed up by the school’s SSSO. The Principal contacts parents if absences remain unexplained.

Staffing Profile

There are a total of 14 teachers and 7 support staff at St Mary’s Star of the Sea Catholic Primary School. This number includes 8 full-time, 6 part-time teachers.

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

<table>
<thead>
<tr>
<th>Qualification Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2013 was 96.6%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 70%.
Professional Learning

During 2013, St Mary’s Star of the Sea 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 Mary’s Star of the Sea Catholic Primary School whole school development days involving staff.

These days focused on:
- Focus on Reading Phase Two Presentations on Staff Professional Learning (12 Staff);
- Focus on Reading Phase Two (11 Staff);
- Focus on Reading Phase Three (11 Staff);
- Australian Curriculum (13 Staff); and,
- Indigenous Perspectives Immersion/Retreat Day (18 Staff).

B. Other professional learning activities provided at school level including CEO run courses:
- Focus on Literacy (3 Staff);
- Two Australian Curriculum Leaders Days (2 Staff);
- Collaborative Classrooms (3 Staff);
- School-wide Positive Behaviours for Learning (SPB4L) (4 staff); and,
- Professional Leaders Training (2 Staff).

The average expenditure by the school on professional learning per staff member was $263.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of $2,992.

Catholic Life & Religious Education

St Mary’s Star of the Sea Catholic Primary School has continued to develop as an integral part of the Milton, Ulladulla and Sussex Inlet Parish, under the pastoral leadership of Father Davidanthony Davies. The school continues to support families in the faith development of the children entrusted to its care. Central to this work is a promotion of Parish life including the weekly and seasonal liturgies of the Parish. The school supports a significant number of Parish initiatives throughout the year including the three Shoalhaven Catholic Schools combined Mass and dinner, which was held at St Michael’s Catholic Primary School, Nowra this year. Students from St. Mary’s had the opportunity to celebrate the Sacraments of Confirmation in Term 2 and the Sacraments of Penance and Eucharist in Term 3.

Students have the opportunities for liturgical celebration to complement the Religious Education syllabus taught in all classrooms. During the opening school liturgy we asked for God’s blessing on the school community and presented leadership badges. St. Mary’s Star of the Sea plays a key role in the Parish Liturgical celebrations. The Ash Wednesday Liturgy and
the Easter Passion play are celebrated as a whole school. Students of St Mary’s participate in the re-enactment of the Stations of the Cross, a community event held at St Mary’s Milton on Good Friday.

In Term 3, the Year 6 students of St. Mary’s attended the Year 6 Gathering and Prayer with Bishop Peter Ingham at Nazareth Catholic Primary School, Shellharbour City.

St Mary’s Feast Day, the Feast of the Assumption, was celebrated with a whole school liturgy. In Term 4 a Graduation Liturgy was held for the outgoing Year 6 students. An end of year Mass was celebrated by the whole school to give thanks for all the blessings received during the year.

Other significant events celebrated include: ANZAC Day, St. Mary of the Cross MacKillop Feast Day and Remembrance Day.

The school has a rich prayer life. Each day starts with the whole school joining together to say our school prayer. On Tuesday morning the staff joins together for prayer. At the end of Term 4 our staff spirituality day was led by the Indigenous Elders of our local community with a focus on Indigenous educational and cultural perspectives.

Two staff members attended ‘Berekah’, one of the spirituality courses offered through the Catholic Education Office. The Religious Education Coordinator attended the REC and Liturgy Coordinators Conference at The Hermitage, Mittagong. One of our beginning teachers attended ‘A light for the World for Early Career Teachers in their first year of teaching.’ Three male teachers were enrolled to attend the Men’s Retreat.

The school has a strong culture of social justice. All classes have Mission boxes and St Vincent de Paul boxes. The students’ generosity is evident when these are collected. Students learned about the work of Caritas and raised money for Project Compassion by having a ‘Chikatatas Theme’. Donations included:

- Caritas Australia (Project Compassion) - $419;
- Catholic Mission - $213;
- St. Vincent de Paul Winter Appeal - $247;
- Bushfire Appeal (St. Thomas Aquinas, Springwood) - $450;
- “Movember” - $1 170;
- Week without words (St. Lucy’s, Wahroona) - $1 693; and,
- Christmas Winter Appeal – Numerous ‘Back to School Bags’ full of supplies and William Campbell Foundation (Foster children) ‘Care Bags’ full of personal hygiene supplies and gifts.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2013. The school cohort in 2013 consisted of 15 Year 4
students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and 15 completed the Extended Task (Part B). The Extended Task was based on the Unit: One with God’s Creation and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their ability to:

- demonstrate an understanding of Lenten practices that bring us closer to Jesus;
- describe how they respond to Jesus’ command to love God and others; and,
- recall and sequence the events of Advent and Christmas.

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 the events of Pentecost;
- recall details from the life of St Peter; and,
- identify and match scripture references to the days of Holy Week.

For Part A, 6.70% of students were placed in the developing level, 73.30% in the achieving level and 20.00% were in the extending level.

For Part B, 13.30% of students were placed in the developing level, 80.00% in the achieving level and 6.70% were in the extending level.

Combining Parts A and B, 6.70% of students were placed in the developing level, 86.70% in the achieving level and 6.70% were in the extending level for Religious Literacy.

**School Review and Improvement**

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

**School Review and Improvement components reviewed and rated in 2013:**

- **Key Area 1: Catholic Life and Religious Education**
  1.4 Parents, Parishes and the broader Church

  Parents would be actively involved in the prayer and Sacramental life of the school and Parish.
• **Key Area 3: Pedagogy**

  3.2 Provision for the diverse needs of learners
  St Mary's makes informed decisions about the diverse needs of individual learners based on current evidence and data.

  3.3 Teaching practices
  A collaborative and efficient staff uses a whole school approach to effectively meet the needs of students.

  3.7 Professional learning
  Staff is aware of their own professional strengths and needs. Staff members are able to formulate a plan to address the needs they have for professional development.

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

  4.2 Professional development of staff
  Staff is identifiable as a Professional Learning Community

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

  6.3 Linkages with the wider community
  Staff members have a clear understanding of the community values and attitudes that shape our students lives. Staff members have a respect for the culture and experiences that students bring with them to school.

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

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

  1.3 Catholic Life and Culture
  The school has a renewed connection to its Foundational Order, the Sisters of St Joseph’s.

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

  2.4 Integration of Information and Communication Technology (ICT)
  The school has sufficient human and technological resources to maximise student participation and engagement in the curriculum.

• **Key Area 3: Pedagogy**

  3.1 Curriculum Provision
  Class groupings, rooms and timetables are used effectively to maximise teaching and learning.

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

  4.1 Recruitment, Selection and Retention of Staff
The Leadership team and wider staff body shows an ongoing commitment to enhancing a culture of staff well-being and collegiality.

- **Key Area 5: Resources, Finance and Facilities**
  5.2 Use of resources and space
  Physical and human resources are identified and used effectively. Accurate budgets are formed which will provide resources in areas of need.

- **Key Area 6: Parents, Partnership, Consultation and Communication**
  6.3 Linkages with the wider community
  Staff has a clear understanding of the community values and attitudes that shape our students lives. Staff has a respect for the culture and experiences that students bring with them to school.
Financial Summary

The major expenses incurred by the school this year were:
- purchase and installation of 3D Smart Televisions in 3 classrooms;
- purchase of 3 iPads, 2 new admin computers, REC Laptop continuing our three year cycle of purchase, maintain, upgrade of technology;
- refurbishment of the library, with new shelving throughout and soft furnishings;
- purchase of classroom furniture of Kindergarten and Year 1; and,
- purchase of group learning conundrum tables and stools for each classroom.

The following graphs reflect the aggregated income and expenditure for St Mary’s Star of the Sea Catholic Primary School, Milton 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

The Student Welfare Policy is based on the Pastoral Care and Wellbeing Framework for Systemic Catholic Schools in the Diocese of Wollongong. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and respect. An ongoing focus at St Mary’s Primary School is the promotion of respect and responsibility. This is reinforced through School Wide Positive Behaviours for Learning (SBP4L) which clearly states the rights, rules and responsibilities of all members of our school community and is discussed at school gatherings. The aim is to increase appropriate student behaviour and build a continuum of support for all students. This includes all staff and students knowing our school rules:

- Care For Ourselves;
- Care For Others;
- Care For Our School; and,
- Care For Our Learning.

All students have a positive behaviour sticker book. This book will be kept until students complete Year 6. There are four levels of achievement in recognition of positive behaviours. Students are awarded stickers to recognise their achievements in following the school rules. Students are acknowledged for their achievements with awards at school assemblies.

Promotion of respect and responsibility is further enhanced by leadership and Life Education Programs as well as class Personal Development programs.

St Mary’s Primary School has access to a CatholicCare counsellor every fortnight for those students in need. The Diocesan policy MSPEC (Managing Students Pastoral and Educational Concerns) provides a clearly articulated approach to the response and management of concerns pertaining to students that manifest themselves in any or all of the following:

- behaviours of concern, extreme or persistent problem behaviour;
- poor or underestimated educational outcomes;
- Identified or emerging special needs;
- known or suspected pastoral needs;
- indicators or disclosures of harm, abuse or ill treatment;
- indicators of lack of inappropriate physical, social or psychological development;
- risks to self, peers, staff or others.

St Mary’s Primary School has designed and implemented a school based Anti-Bullying Policy which is reviewed annually. Students are instructed in the use of strategies that identify instances of unacceptable bullying behaviours. They are encouraged to seek support and assistance that enables them to be safe at all times. The integration of knowledge that
highlights issues related to cyber safety further highlights the school’s commitment to promoting respect and responsibility at our school.

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**

St Mary’s Primary School is a learning community where each child is valued and encouraged to reach their full potential. At St Mary’s we continually focus on and encourage each child to live our motto ‘Help One Another’. Learning is viewed as a lifelong process and is seen as the core business of the school.

**National Partnerships**

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

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

St Mary’s Star of the Sea Catholic Primary School has implemented the following initiatives under the National Partnership Agreement:

- School Wide Positive Behaviours For learning (SPB4L);
- Focus on Reading Phase 2 and 3; and,
- Focus on Literacy K-2.
Curriculum and Pedagogy

The school provides an educational program based on, and taught in accordance with the Board of Studies Syllabuses Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office Wollongong. The curriculum and the learning and teaching processes are informed by the document How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools in particular: Key Area 2 (Students and their Learning) and Key Area 3 (Pedagogy). Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The assessment and reporting process at St Mary’s Primary School reflects the Australian Government requirements whereby parents are provided with two written reports annually. Each report provides information about student progress relative to the specific standards labelled A-E, from Year 1 to Year 6. Kindergarten reports on all Key Learning Areas to the specific standards labelled limited, sound and extensive. At St Mary’s Primary School, staff uses a variety of formal and informal assessments to support the reporting process. The National Assessment Program Literacy and Numeracy (NAPLAN) Tests for Year 3 and Year 5, Best Start in Kindergarten, Schedule for Early Number Assessment (SENA) assessments and Year 4 Religious Literacy Assessment are tools used to provide feedback and guide teaching. Each class also completes Baseline Data for Literacy as part of the National Partnerships Agreement. This data is tracked for each student as they move through the Stages.

An important aspect of our Catholic identity is that we provide tuition for the students who are ready to prepare for the Sacramental programs of Penance, First Eucharist and Confirmation.

St Mary’s Primary School is committed to using technology in supporting learning. All classrooms, hall and library have either a smart board or a data projector. Classrooms have access to computers and iPads with Kindergarten implementing an iPad roll out for every student.

Cross Curriculum

Literacy continues to be a high priority at St Mary’s School. The staff is committed to explicitly teaching the ‘Super Six’ comprehension strategies through the National Partnership Agreement Focus on Reading, which improves comprehension skills of students through reading opportunities.

Upgrading of classroom reading resources continued with the focus on home readers and guided readers in Early Stage One and Stage One and big books for all Stages.

Harmony Day was celebrated at St Mary’s Primary School to recognise to importance of multiculturalism in Australia.
St Mary’s Primary School recognised our Indigenous community at assemblies with ‘Welcome to Country’ performed by Indigenous students. The Leadership Team meet with the local Aboriginal Elders and newly appointed Aboriginal Education Assistant (AEA). An Indigenous Emergent Program was developed and will be implemented over the next three years.

**Meeting the needs of all students**

The responsibility of meeting the diverse needs of students belongs to all staff and is supported by the School’s Review Committee. The role of the Committee is to meet with the class teacher each term and develop strategies and individuals programs that support the ongoing learning of the student. Individual Plans (IP) are developed using the Diocesan Planning tool for students who receive additional funding to support their learning. Meetings were held in Term 1 and Term 3 with parents to inform and discuss progress.

As part of the National Partnership ‘Focus on Reading’ Program, personalised learning plans (PLP) are written for students at risk and not funded or Indigenous students. Assessments are carried out on all students to compile the Baseline Data for the National Partnerships Agreement.

The Assistant Principal and Religious Education Coordinator provided literacy and numeracy support in Early Stage 1 and Stage 1. Long term monitoring until Year 4 continued with students who have previously participated in the Reading Recovery Program. There is also long term monitoring for our Indigenous students from Kindergarten to Year 6.

The Catholic Education Office Wollongong offered a gifted program, Stretching Potential Through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED), to meet the needs of our accelerated learners. The school also had the support of the CatholicCare Counsellor for one day a fortnight.
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.

AREA OF STRENGTH: Reading

DATA TO SUPPORT THIS:

- Year 5 boys have improved on average 24 scale scores from 2012 data in the area of reading;
- This growth is 19 scale scores above the State average growth in reading; and
- Year 5 boys are 33 scale scores above the state average in Reading.

We rationalise these gains are due to National Partnerships teaching and learning processes in Reading which include Personalised Learning Plans, and the use of a program called Focus on Reading.

Areas in need of improvement are: Grammar & Punctuation, Numeracy

St Mary’s has a plan to address these areas in need of improvement by:

The development of a scope and sequence for both grammar and punctuation. An audit of resources, both physical and intellectual (lesson plans/units of work etc.) will be conducted in the areas of greatest deficit according to SMART data – for 2013 these are mathematics, spelling, punctuation and grammar.

Provision of appropriate budget lines in the areas of mathematics, spelling, grammar and punctuation e.g. a bank of SMART board lessons, Apps for iPads, black line masters books and learning centre resources.

Twelve months of intensive ‘best practise’ immersion for teachers in the area of numeracy provided through the National Partnerships Program.
Staff analysis of NAPLAN data – staff work together (led by the leadership team) to look at student growth, student responses and to identify school strengths and areas for development. Teachers participate in goal setting based on the NAPLAN data, providing opportunities for teachers to be actively engaged in the data discussions and have a clear understanding of the importance and need for focus areas.

**Student Achievement in Bands**

The National Assessment Program Literacy and Numeracy (NAPLAN) assess 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>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>13%</td>
<td>40%</td>
</tr>
<tr>
<td>National</td>
<td>12%</td>
<td>41%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0%</td>
<td>33%</td>
</tr>
<tr>
<td>National</td>
<td>8%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>20%</td>
<td>53%</td>
</tr>
<tr>
<td>National</td>
<td>13%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>7%</td>
<td>53%</td>
</tr>
<tr>
<td>National</td>
<td>10%</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>14%</td>
<td>57%</td>
</tr>
<tr>
<td>National</td>
<td>12%</td>
<td>54%</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>100%</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>100%</td>
<td>100%</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>100%</td>
<td>100%</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>100%</td>
<td>94%</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>100%</td>
<td>88%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

The feedback and satisfaction of parents, students and staff was collected at the beginning of the year and mid-year to be analysed for St Mary’s Cyclic Review.

This information, combined with feedback from the Cyclic Review team is what follows:

**Quoted Directly from Cyclic Review Team’s Report:**

There is now a renewed focus on students’ learning, and the care and welfare of staff, students and parents. This evaluation came through all the discussions held with various stakeholders during the review. Students for example expressed a sense of pride in their school and an appreciation of the leadership and responsibilities provided to them. They also commented on the care and security provided by the school, the quality of learning and teaching and especially how the learning currently taking pace within the school engaged and challenged them. Parents, on the other hand, expressed a willingness of the school to have them involved as partners in their children’s schooling and learning, and the parents gave very positive perceptions of the school and the changes that have taken place in the past couple of years.
The changes that have come about have been supported greatly by the school’s involvement in the Smarter Schools National Partnerships Program, and with the associated adoption of the Teacher Educator model and its application to improving the learning and teaching of English and Mathematics, and the improvement in student’s performance in literacy and numeracy. The support and involvement of the School Leadership Team in these programs has significantly contributed to their success within the school. Resulting from these initiatives, there has been an increase in positive professional dialogue and conversation amongst staff about children’s learning, and a focus on a whole Kindergarten (K) to Year 6 approach to the delivery of the curriculum. This positive outlook has been enhanced by the recently completed new building program and updating of facilities.