About This Report

Stella Maris Catholic Primary School, Shellharbour 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:

Stella Maris Catholic Primary School
PO Box 4126,
Shellharbour NSW 2529
Ph: (02) 4296 4606
Fax: (02) 4295 1885
Email: info@smsdow.catholic.edu.au
Website: www.smsdow.catholic.edu.au

Parish Priest: Fr Bryan Jones

Principal: Mr Paul Brady
Date: 13 December 2013
Vision Statement

‘Reverence the Story of All People’ is our school vision statement. This statement underpins everything we do at Stella Maris Catholic Primary School. By ‘Reverencing the Story’ we believe that we see all members of our school community as being of equal importance. We will care for, support and assist them to the best of our ability.

Principal’s Message

This year through our annual plan we have worked hard to improve our school and what is offered and taught to our students. Evidence suggests that our students are happy and enjoy coming to school. Assessment results suggest that our students’ knowledge and understanding of the Catholic Faith is very good.

As always we are grateful for the support of All Saints Parish, our pastor Fr Bryan Jones and the Assistant Priest, Fr Geoffrey Allen. Once again our Year 6 students received the Sacrament of Confirmation and Year 3 students the Sacraments of Penance and Eucharist. Regular Masses and Liturgies were held during the year.

As well as the usual school subjects and activities, students also had the opportunity to experience many extra and co-curricular activities including a large number of sporting activities, competitions and also enrichment days organised by local Catholic primary schools.

We are very grateful for the support that the staff and students received from parents. We especially thank our Parents’ and Friends’ Association (P&F) who worked hard for our school supporting initiatives, raising funds and helping with the general upkeep of the school.

Parent Involvement

It has been a successful year for Stella Maris Catholic Primary School. We have held various events and activities throughout the year to raise funds for our school and in turn build and strengthen our school spirit and community. These included a Welcome Disco, Trivia Night, Fashion Parade, Mother’s Day and Father’s Day stalls, Roo Theatre Night, Gift Card Box fundraiser and our Autumn Fair. We had a fantastic day for our Autumn Fair with lots of children entering our first ever Creative Kids competition.

This year the P&F raised just over $22 000 and this money was spent directly on technology and resources for our children. We contributed towards the purchase of three Smartboards, 12 Apple Macbooks, five iPads as well as new reading resources.

We also contributed towards an upgrade of the playground equipment and made two donations to charity, the Vinnies Bushfire Appeal and another donation to Camp Quality.
It has been a pleasure working with the Parents’ and Friends’ Executive Committee and I wish to sincerely thank all the parents who have generously volunteered their time to help make this year a success. Thank you to our principal and the staff for their support.

Parents and Friends Association, President

Student Leadership

To be given the leadership roles of School Captains for 2013 was a privilege and has been a wonderful and rewarding experience. It was very exciting when we received our Captains’ badges and shirts. We have had many opportunities to attend community functions such as the morning dawn service on ANZAC Day, the memorable launch of Project Compassion and the Indigenous Walk. We have also proudly participated in all liturgies and assemblies at school.

It has been a special experience to work with our fellow Student Councillors on fundraising days. It has been very helpful to have the full support of the school staff behind us in all our activities around the school.

Being School Captain has been a meaningful and enjoyable experience. We have developed in our schoolwork and in our leadership skills.

School Captains

School Profile

School Context

Stella Maris Catholic Primary School is a Catholic systemic co-educational school located in Shellharbour Village. The school caters for students in Years K-6 and has a current enrolment of 325 students.

Classes began at Stella Maris Catholic Primary School in May, 1958. For fifty years the school was lead by the Sisters of Charity and a number of lay staff. In 2009, the last Sister of Charity, Sr Colleen Mills, resigned from the principalship. After four years of lay leadership, Mr Paul Brady retired at the end of the school year and Mr Frank Wafer has been appointed the new principal.

The school's motto is Faith, Hope and Love. Our school’s vision Statement is Reverence the Story of All People. Sixteen core values underpin the teaching and ethos of our school. All children are encouraged and supported in striving to reach their full potential. This occurs in a caring and safe environment where children can enjoy learning, interact with others and develop suitable knowledge, skills, attitudes and values. As well as a quality teaching program, the students at Stella Maris are offered a wide range of extra curricula activities.
such as an annual school camp for Year 6, sports Gala Days, Public Speaking, Chess Competition and many other activities.

In the spirit of Mary Aikenhead, the founder of the Sisters of Charity, social justice activities continue to be a priority. Regular activities include the support of Catholic Mission, Caritas, St Vincent de Paul and other local charities. Our outreach program supports the work of St Vincent de Paul, the Parish Care group and Warilla RSL Sub Branch.

Student Enrolments

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<th>2013 Enrolments</th>
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<td>Boys</td>
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<td>Girls</td>
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<td>Indigenous</td>
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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.smsdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2013.

Student Attendance

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<td>Kinder</td>
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<td>Year 6</td>
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<td>Whole school</td>
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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.

A School Support Officer (SSO) manages the Attendance Register. The Attendance Register is kept on School Administration System (SAS 2000). Student and family contact numbers are updated each term. Teachers mark a hard copy of the roll each morning that is then sent to the school office by 9:30am. Parents take children who arrive late to the school office to collect a late note. The roll data is verified by inspection by the Senior School Support Officer twice per Term.

Parents are expected to provide an explanation of their child’s absence by providing a handwritten note, a letter faxed to the school or an email sent to the school office. Explanations of absence are received and verified by teachers who keep a record of each note. If a student is absent from school for more than three days a School Support Officer will phone the child’s parents to ascertain why they are absent. A School Support Officer monitors the frequency of student absences and informs the principal if any student is absent regularly from school. Parents who know their child will be absent from school are requested to apply in writing for a Leave of Absence or School Exemption form from the Principal.

Staffing Profile

There are a total of 20 teachers and 7 support staff at Stella Maris Catholic Primary School. This number includes 14 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:

| 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 96%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 100%.

Professional Learning

During 2013, Stella Maris 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. Stella Maris Catholic Primary School whole school development days involving 21 staff.
   These days focused on:
   • Teaching Comprehension; and
   • Staff Spirituality.

B. Other professional learning activities provided at school level including CEO run courses:
   • School Review & Improvement – 27 staff;
   • Regular staff meetings on Numeracy, Literacy and Information Technology – 20 staff;
   • Leading Literacy and Numeracy – 2 teachers;
   • Religious Education Literacy – 1 teacher;
   • Physical Education and Health – 1 teacher;
   • Information Technology – 2 teachers;
   • Community Languages (Indonesian) – 1 teacher;
   • Catholic Principals’ Conference;
   • Numeracy Course – 3 teachers;
   • Spirituality Course – 2 teachers;
   • Student Behaviour Management Course – 27 staff;
   • First Aid Refresher Course – 25 staff;
   • General Pedagogy courses – 20 teachers;
   • Oral Language courses – 15 teachers;
   • Pastoral Care Course – 2 teachers; and,
   • School Wide Positive Behaviour For Learning (SPB4L) – 4 teachers.

The average expenditure by the school on professional learning per staff member was $468.

In addition, the Catholic Education Office provided professional learning opportunities with an additional average expenditure per staff Member of $741.
Catholic Life & Religious Education

Stella Maris Catholic School promoted and provided opportunities for the school community to actively participate in the life of the Parish and the wider church. There have been opportunities for celebration of Mass on a weekly basis with Parishioners. Children in Sacramental programs participated in Thanksgiving Masses with Nazareth School. Years 3-6 joined with Nazareth and Corpus Christi for our Feast Day Parish Mass at our new church. There was a strong commitment to live out our vision statement Reverence the Story of All People with several outreach programs continuing through 2013. These include the Bass and Flinders Day Care centre in Warilla, All Saints Parish Care Group and supporting the local St Vincent de Paul Chapter.

Children had opportunities to pray daily. The school prayer was recited daily at the school morning assembly. Reflective prayer continued across the school with children experiencing varying forms of formal and informal prayer. The Rosary was recited in all classes during October and the school participated in National Rosary Day. Liturgies were held for special occasions. Guest speakers from Catholic Mission attended our Mission Liturgy. Other liturgies this year included ANZAC Day, Catholic Schools’ Week, Kinder Transition, Easter, Beginning of School Year and End of Year Thanksgiving Liturgy.

The school continued to give witness to our Catholic faith. Every class has a prayer space that portrays the liturgical seasons and colours. A sacred space displayed in the school foyer and in the staffroom depicted special occasions and feast days such as First Communion, Lent and Advent.

The students at Stella Maris are committed to social justice issues. Every class had their own Mission Box on their prayer table. $980 was raised during Lent for the Project Compassion appeal. This year our school raised $3 020 in funds for the Church in Mongolia by means of a Spellathon.

Stella Maris children were also involved in the St Vincent de Paul Christmas luncheon, which is held each year for the needy people in our area. Year 6 children served, cleared and provided entertainment at this function.

The school was involved in Parish celebrations such the Parish Expo and the Reconciliation and First Holy Communion Sacramental Programs. This year 36 children received their First Eucharist. Our Year 6 Confirmation program was school-based and 36 children received the Sacrament of Confirmation. This program was supported by the Confirmation Reflection Day and Year 6 Mass with Bishop Peter Ingham held at All Saints Parish Church. The Staff continued their faith formation through weekly prayer. In Term 4, the staff participated in a Spiritual Retreat Day.
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 42 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and 42 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:
- knowledge of Mary; and
- knowledge of the commandments.

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:
- demonstrate an awareness of how they experience the presence of Jesus in their lives.

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

For Part A, 12.5% of students were placed in the developing level, 72.5% in the achieving level and 15% were in the extending level.
For Part B, 2.4% of students were placed in the developing level, 33.3% in the achieving level and 64.3% were in the extending level.

Combining Parts A and B, 7.5% of students were placed in the developing level, 57.5% in the achieving level and 35% 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
  1.1 Vision and Mission.
Evaluate our current Vision and Mission Statements and our Core Values and to re-establish a strong commitment to these throughout our school community.

- **Key Area 2: Students and Their Learning**
  2.5 Pastoral Care
  To develop a whole school approach to recognising and catering for the pastoral care needs and wellbeing of students, staff and families.

- **Key Area 3: Pedagogy**
  3.1 Curriculum Provision
  Continue developing a whole school pedagogical approach to improving literacy and numeracy outcomes for students.
  3.3 Teaching Practices
  Develop a coherent and effective whole school approach to delivering purposeful and engaging pedagogy that meets the diverse needs of students.

- **Key Area 5: Resources, Finance and Facilities**
  5.1 ICT Resources
  To enhance the teaching and learning for staff and students by providing increased access to a range of ICT resources.
  5.3 Environmental Stewardship
  Increase student and staff awareness and understanding of the need to improve and look after our school environment.

**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

- **Key Area 3: Pedagogy**
  3.4 Planning, Programming and Evaluation

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

- **Key Area 5: Resources, Finance and Facilities**
  5.2 Use of Resources and Space

- **Key Area 6: Parents, Partnership, Consultation and Communication**
  6.1 Parent Involvement
- **Key Area 7: Strategic Leadership and Management**
  
  7.2 Innovation, Development and Change

We will plan and implement our SRI Plans to fully implement the Australian Curriculum in English and Mathematics in 2014.

**Financial Summary**

Our major expenditure this year included the purchase of more laptops and iPads for classroom use by students. We also purchased three Smartboards for classroom use. The total expenditure for these purchases totalled $44 783.

In September we received a grant of $500 from South Eastern Sydney and Illawarra Area Health Service to upgrade our school Canteen facilities and to increase the number of healthy food options on the canteen menu.

Unspent school funds from 2013 are being held over for the replacement of the school playground equipment.

The following graphs reflect the aggregated income and expenditure for Stella Maris Catholic Primary School, Shellharbour 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

"Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these.” (John 10:10)

Staff supported the Principal with the welfare of all students by advising him of the pastoral, behavioural and emotional needs of the children. A Pastoral Care committee met during the year to discuss school pastoral concerns.

A Pastoral Support Worker was employed two days per week with a focus on Social Justice issues and initiatives. He also provided some family support. Students were led through a structured program called “MiniVinnies”. Our MiniVinnies program was supported the local chapter of the St Vincent de Paul Society.

The ‘Seasons for Growth’ program was run this year by the Pastoral Support Worker targeted at children who have experienced grief through loss of a relative or family breakup.

A CatholicCare Counsellor provided counselling for children and supported the running of social skills programs such as “Everyday Peacemakers” (Kindergarten and Yr 1) and “Embracing Transition to High School” (Year 6).

Kindergarten, Year 1, Year 5 and Year 6 students participated in a regular “Buddies” program where older students befriended younger students providing support and assistance to them. Student leadership was encouraged and improved through the children’s participation in the Year 6 Young Leaders’ Day and regular meetings of the Student Leadership Team.

All children’s successes and achievements were recognised and celebrated at assemblies by using our school award system.

School Wide Positive Behaviours for Learning (SPB4L) program continued to be developed and implemented to ensure that all children learn in a safe and supportive environment. Staff monitored student behaviour by using a data recording system.

School evacuation and lockdown procedures were practised each Term.

Anti-Bullying Programs were taught in classrooms and a school Anti-Bullying Procedure was implemented.

The Life Education program was presented this year with a focus on healthy living.

Staff received training in Anaphylaxis management and Asthma First Aid treatment.
The Live Life Well@ School Program promoted the benefits of an active lifestyle and healthy eating across each grade.

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. 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**

**Introduction**

Stella Maris Primary at Shellharbour is an educational community where individuals are valued and encouraged to achieve their optimum potential. During 2013 Stella Maris school motto ‘Reverence the Story of all People’ underpinned all that students learned. Staff members are dedicated and committed to providing each student with quality Catholic learning and teaching while inspiring them to be lifelong-learners. Learning and teaching at Stella Maris complied with all NSW Board of Studies requirements.

**Curriculum and Pedagogy**

*Syllabus Implementation*

At Stella Maris, all Board of Studies Syllabus documents in each of the six Key Learning Areas (KLAs) were implemented. Religious Education was taught using the Diocese of Wollongong Religious Education Syllabus in conjunction with the To Know, Worship and Love Textbook Series.

*Assessment and Reporting*

Assessment and Reporting has been an integral part of the teaching and learning process at Stella Maris. The A-E reporting system for Years 1 – 6 has been used again this year. Parent and Teacher Interviews were held after the first semester reports were sent home. Stage 3 students were invited to participate in the interview process. In the first semester, the achievements of students in Kindergarten were reported to parents at parent and teacher
interviews. A formal Kindergarten Report was sent home at the end of the year. Throughout the year, there have been opportunities for parents and grandparents to visit classrooms and observe their children’s work.

The Best Start Assessment Program was used to assess and monitor Kindergarten students in the areas of Numeracy and Literacy at throughout the year. The data collected was used to monitor the progress and formulate learning plans for Kindergarten students.

The Schedule for Early Numeracy Assessment (SENA 1 and 2) continued to be used for the assessment of students throughout the year. The SENA 1 and SENA 2 are implemented to monitor the numeracy progress of all students from Years 1 to 4.

The long-term monitoring of discontinued Reading Recovery students continued to be a priority in Year 2 to Year 4 during 2013.

The results of National Assessment Plan for Literacy and Numeracy (NAPLAN) were analysed by staff and used for planning future learning experiences for students in literacy and numeracy.

Integration
At Stella Maris, integration across a variety of KLAs has been encouraged in order to effectively achieve student outcomes. Whenever possible, activities were planned to enhance classroom learning e.g. excursions, incursions and guest speakers.

Technology Supporting Learning
The use of Information, Communication and Learning Technologies (ICLT) was embedded within classroom practice from K-6. The school continued to use Skwirk, blogs and Study Ladder interactive programs to support learning and teaching.

Cross Curriculum
Literacy Strategies
The importance of literacy learning continued to be highly valued. The elements of the daily English Block provided the framework for literacy development from Kindergarten to Year 6. The literacy needs of students were met in the classroom through a variety of strategies. Class teachers and School Support Officers worked together to support student learning. All students were involved in the Premier’s Reading Challenge promoting the importance of reading. New reading materials were purchased for a number of classes throughout the school. A Literacy Support Teacher provided extra assistance in reading and writing.
Numeracy Strategies

Improvement in student numeracy learning continued to be a high priority. The school continued to develop the skills of mathematical thinking, understanding, competence and confidence of all students. The daily Mathematics Block provided opportunities to encourage student engagement and enjoyment in the development of numeracy skills. Maintaining and improving classroom resources was a priority.

Indigenous Perspective

Indigenous Education was integrated within the teaching of Human Society and Its Environment (HSIE) throughout the school. An Indigenous Education Officer worked with teachers and classes to emphasis Indigenous perspectives across the curriculum.

Other

To promote the appreciation of different cultures within our Australian society, Indonesian language and culture was taught to all students in Years 1 to 6.

Meeting the Needs of all Students

Diversifying Learning

As part of the School Review and Improvement (SRI) process, improvement in pedagogical practice has been a priority. Staff continued to develop a better understanding of student learning needs. Teachers collaboratively planned their learning and teaching programs to ensure maximum benefit for students.

Teachers implemented a range of strategies and technologies in order to cater for the individual learning styles of students. Staff used visual cues, social stories and schedules to help provide scaffolding for students.

In order to enhance learning throughout the school, teachers explicitly taught expected student behaviours. The focus for these School Wide Positive Behaviours this year was on areas outside the classroom.

Year 1 students identified as needing extra support with reading and writing participated in the Reading Recovery Program.

Gifted Education

Some of our gifted students were given an opportunity to participate in an enrichment morning as the Southern Illawarra Catholic Schools (SICS) each took a turn in hosting student extension mornings.
Special Education Needs

Individual Plans were designed and maintained for students who have specific learning needs. These plans are developmental and involve setting individualised goals and learning targets to meet the needs of the student. Each semester, parents met with the class teacher to develop goals, which met the specific needs of each student. School Support Officers assisted in implementing activities to achieve planned goals.

Other

A Transition to School Program was provided for Kindergarten students commencing school in 2014. Students participated in a three-day program to help them become familiar with the demands and routines of school life. One of these days included a Speech Therapist speaking to all parents about oral language development.

Parent nights helped to support parents who wished to understand how and what their children were learning at school. Meetings took place in Terms 1, 2 and 3. These meetings provided opportunities for parents to learn about the approach that the teachers use when teaching English and Mathematics. This enhanced learning experiences at home, as parents were more confident when working with their child.

Expanding Learning Opportunities

Competitions
The following opportunities were offered to students: Premier’s Reading Challenge, Diocesan ‘Christmas Story’ Art Exhibition, University of New South Wales International Competitions and Assessments for Schools (in English, Writing, Spelling, Mathematics, Computer Skills and Science). Students in Stage 3 participated in the University of Wollongong Science Competition.

Many students also participated in weekly Chess games, with a school team being chosen to represent Stella Maris at a Southern Illawarra Catholic Schools Chess Competition, which Stella Maris also hosted.

Sport

The school conducted three major sports carnivals during the school year. These carnivals were Swimming, Cross-Country and Athletics. Students, staff and parents were actively involved in these carnivals. Student representation was achieved at Diocesan, MacKillop and State levels. At the Diocesan Sports Awards Ceremony, one student was recognised for his special sporting achievements. Many students eagerly participated in Gala Days in AFL, Rugby League, Netball and Soccer. Children also participated in the NSW Catholic Schools Basketball Challenge this year held in Sydney.
Public Speaking

Many students participated in class Public Speaking. Stage 3 students competed in a school competition. Winning students were selected to represent the school at the Regional and then the Diocese of Wollongong Public Speaking Competition.

Student Achievement

The school used a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participated 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 was communicated to parents and students on a regular basis and external assessment results were discussed with parents as needed.

NAPLAN

Students completed NAPLAN assessments in Years 3 and 5 and the results provided valuable information about student achievement in Literacy and Numeracy. Analysis of the results was used at school level to support the enhancement of literacy and numeracy outcomes for all students.

Overall students performed better in Literacy than Numeracy. Year 5 students performed well in reading, spelling, grammar and punctuation. Year 3 students performed well in writing, spelling, grammar and punctuation. The small percentage of students who were identified as not meeting the NMS had already been identified by the school and those students are being targeted for extra support.

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.
## NAPLAN 2013: % in Bands

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### 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.
Parent, Student and Staff Satisfaction

All families in the school received a parent survey. A total of 215 were issued and 64 were returned completed. The vast majority of survey responses for all questions fell in the Strongly Agree and Agree categories. This was especially the case in relation to teaching about the Catholic tradition, opportunities for parent involvement and recognising that teachers are genuinely interested in the welfare of students. Parents responded that students are being challenged to maximise their learning outcomes, that the school strives to meet individual learning needs and that the school provides a safe and supportive environment. Parents also indicated that the school effectively communicates information about activities and events.

175 Student surveys were returned from Years K-6 and again the overwhelming majority of responses were in the Strongly Agree and Agree categories. These responses indicate students feel they understand their rights and responsibilities, recognise that teachers encourage them to learn to the best of their ability and help them understand their Catholic faith more fully. Students see staff as being approachable, feel safe at school and believe there are sporting and other activities readily available to them.

15 staff surveys were returned with almost all responses in the Strongly Agree and Agree categories. This was especially so with respect to Catholic tradition, students understanding of their rights and responsibilities, and providing information to parents about student progress. They also indicated that the staff feels that the school provides a safe and supportive environment and strives to meet the individual needs of students well.