About This Report

St Mary’s Star of the Sea Catholic Primary School, Milton is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) 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 Action Plans.

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 BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2015.

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
PO Box 178
Milton NSW 2538

Ph: (02) 4455 2328
Fax: (02) 4454 0425
Email: info@sosmdow.catholic.edu.au
Website: www.sosmdow.catholic.edu.au

Parish Administrator: Fr Davidanthony Davies

Principal: Nicole Van Ingen
Date: 5 December 2014
Vision Statement

“Help One Another as We Grow in the Love of God”

Our mission is to provide an environment where children, staff and parents are educated in an atmosphere of Catholic traditions while living out Christian values.

Message from Key School Bodies

Principal’s Message

2014 has provided our school community with the final year of the National Partnership Agreement support. Training in Mathematics was intensive during Semester One. Semester Two saw teachers implement their training. In our efforts to commit to sustainable change both teachers and support staff embarked on the Professional Development Planning Review (PDPR) process in earnest. Honest feedback and earnest discussion was had between peers both formally and informally.

Our School Review and Improvement (SRI) process became more deeply embedded in what we do and how we consciously do it. Making us a more strategic and driven community who strives to achieve common goals.

Our school has dedicated itself to an even greater depth of involvement in community service and local events.

Parents positively received the introduction of the new Report Card System.

All Staff have worked keenly to implement the Australian Curriculum in English and Mathematics, with time dedicated to tracking on the continuums and consistency of teacher judgement.

Parent Involvement

St Mary’s Star of the Sea Parents and Friends Association (P&F) organised the following events in 2014:

- Anzac Day biscuits stall on Anzac Day ($445 raised); Easter Egg raffles ($672 raised);
  Mothers’ Day Stall ($370 profit); Curry Drive ($795 profit); Father’s Day Stall ($200 profit);
  and a Clothes Party, which was a huge success (approximately $2000 raised).
Information Sessions presented at P&F Meetings Included:
- National Partnership Agreement Training and Processes at St Mary’s; how a Bullying Survey is conducted and data used; the administration of the AGAT and SLOSSON Assessment Tools and Gifted and Talented Education provisions in the school; NAPLAN results and trends; and RE Literacy Results and Trends.

Thank you to all in helping fundraise and contribute to a great school.

Parents and Friends Association

Student Leadership

We are impressed with our new Yarning Circle as a place to meet and talk with friends each day. The jumping pillow is a great addition to our school and we are proud to be the only school in Australia with one. We are looking forward to our indigenous message sticks with our school rules on them; this will be helpful for younger students to remember the school rules. Having canteen two days a week is a great improvement. Moving swimming lessons to the indoor pool was much more comfortable. Fortnightly newsletters were great and the Skoolbag App is really helpful. We like the 60 Seconds with a Year 6 student in the Newsletter. The vegetable patches are a great addition. We would like new backboards for the basketball court.

School Leaders

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 130. A single stream school, we have a team of teachers and support staff who work together to make your child’s school experience stimulating and rewarding.

A low set facility, St Mary’s is spread on a generous allotment with two ovals, an outdoor basketball court and an enclosed deck which houses table tennis equipment, a climbing fort, sandpit and vegetable gardens. Our resident chickens provide free-range eggs for our canteen. Our new vegetable and traditional bush tucker gardens give our students an experience of recycling, sustainability and cultural diversity.

A National Partnerships Agreement School, St Mary’s has 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 (FOR) Program aims to improve outcomes for students and will continue to guide teaching and learning for a number of years to come. Our training in Taking Off With Numeracy (TOWN) has seen our Maths lessons re-born with enthusiasm for professional
learning and student engagement at the forefront of our minds. 2015 will also see St Mary’s become a Money Smart School, with many hands on real life experiences including a café onsite for students to work and shop in.

With an emphasis on student behaviours for learning, staff at St Mary’s communicates regularly with parents when students need extra support in managing their behaviour. There is also regular communication with parents to celebrate when students are behaving and learning well. A stroll around the school will find many classroom doors open to parents who are reading, drawing and interacting with students. Parents and the wider community are encouraged to share their interests and expertise with students for the benefit of all.

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

Small groups of students working on computers and engaged in hands-on activities to reinforce learning, can been seen buzzing about the visual or aural text they have just explored. In addition Bright, colourful, open-style classrooms with modern equipment are welcoming.

**Student Enrolments**

<table>
<thead>
<tr>
<th>2014 enrolments</th>
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</thead>
<tbody>
<tr>
<td>Boys</td>
<td>64</td>
</tr>
<tr>
<td>Girls</td>
<td>63</td>
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<tr>
<td>Total</td>
<td>127</td>
</tr>
<tr>
<td>Indigenous</td>
<td>5</td>
</tr>
<tr>
<td>LBOTE</td>
<td>19</td>
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The Diocesan Primary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website [www.sosmdow.catholic.edu.au](http://www.sosmdow.catholic.edu.au) and the CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2014.
**Student Attendance**

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<thead>
<tr>
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<th>Female</th>
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<tr>
<td>Year 1</td>
<td>93.9%</td>
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<tr>
<td>Year 2</td>
<td>88.7%</td>
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<tr>
<td>Year 4</td>
<td>90.9%</td>
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</tr>
<tr>
<td>Year 5</td>
<td>92.6%</td>
<td>93.7%</td>
</tr>
<tr>
<td>Year 6</td>
<td>96.4%</td>
<td>94.7%</td>
</tr>
<tr>
<td>Whole school</td>
<td>92.9%</td>
<td>92.7%</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 Senior School Support Officer (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 9 full-time, 5 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

| Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines | 100% |
| A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education | 0% |

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2014 was 95.5%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 93%.

Professional Learning

During 2014 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 day involving (21) staff.

These days focused on:
- SPB4L (School Wide Positive Behaviours for Learning);
- Shoalhaven Schools Ecological Conversion Day, UOW Nowra Campus;
- CPR/Anaphylaxis/Asthma Update;
- School Measurement, Assessment and Reporting Toolkit (SMART) Data; and
- Australian Curriculum – Spelling & Science.
B. Other professional learning activities provided at school level including CEO run courses:

- School-wide Positive Behaviours for Learning (SPB4L) (5 staff);
- Learning Technologies (2 staff);
- Positive Partnerships (2 staff);
- RE Literacy & Marking (1 staff);
- Sentral (2 staff);
- TOWN - Taking Off With Numeracy (14 staff);
- Australian Curriculum, Maths (1 staff);
- Australian Curriculum, Science (1 staff); and
- Australian Curriculum, English (1 staff).

The average expenditure by the school on professional learning per staff member was $152.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $2675.

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 David Anthony 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 Sacraments of Penance, Eucharist and Confirmation. This year students have also had the opportunity to lead fortnightly school Masses throughout the year; this has been an excellent opportunity to link the students’ class learning with the life of the church.

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 plays are celebrated as a whole school.

In Term 3, the Year 6 students of St. Mary’s attended the Year 6 Gathering and Prayer with Bishop Peter Ingham at Ss. Peter and Paul Catholic Primary School in Kiama.

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. This was coupled with a candle ceremony in which the Year 6 students passed the ‘light of leadership’ onto the Year 5 students who will lead the school in 2015.
Other significant events celebrated include: Grandparents’ Day, Mothers’ Day, Fathers’ Day, 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 mornings the staff join together for prayer. On Friday 27 June the Staff of St Mary’s joined with staff from St Michael’s Primary School and St John the Evangelist to take part in a combined staff spirituality day entitled “Called to Ecological Conversion”. This was an opportunity for staff to meet with teachers from Nowra and discuss their role as Catholic educators, particularly in terms of stewardship. In March, the Religious Education Coordinator attended the REC and Liturgy Coordinators Conference at The Hermitage, Mittagong.

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. Various students have taken leading roles to raise funds for a cause of their choice.

Donations included:
Caritas Australia (Project Compassion) - $394; Catholic Mission - $117; Camp Quality - $360; Genes for genes - $96; St Vincent de Paul winter appeal - $113; and Ronald McDonald House - $115.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2014. The school cohort in 2014 consisted of 17 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 17 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary Mother of God: First Among the Saints* and was completed during the first 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:
- identify ways that show they care for God’s creation;
- identify the concept of Trinity;
- recollect and sequence the story of the Prodigal Son; and
- recollect 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:
- demonstrate a basic understanding of the Sacrament of Penance; and
- identify and match items in the Church.
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.

- **Key Area 1: Catholic Life and Religious Education**
  
  1.3 Catholic Life and Culture
  Goal: Students know the values that their sports house represents.

- **Key Area 2: Students and Their Learning**
  
  2.4 Integration of Information and Communication Technology
  Goal: School based practices maximise student participation and engagement in the curriculum.

- **Key Area 3: Pedagogy**
  
  3.1 Curriculum Provision
  Goal: Class groupings, classrooms, timetables and programs are used effectively to maximise teaching and learning.

- **Key Area 4: Human Resources, Leadership and Management**
  
  4.1 Recruitment, Selection and Retention of Staff
  Goal: A culture of staff well being and collegiality should be evident to DOW staff, parents and the wider community.

- **Key Area 5: Resources Finance and Facilities**
  
  5.2 Use of Resources and Space
  Goal: Physical and human resources are identified, adequately provided and used effectively.
• **Key Area 6: Parents, Partnerships, Consultation and Communication**

  6.3 Linkages with the Wider Community
  Goal: Staff has a clear understanding of the community values and attitudes that shape our students' lives and 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 2015:**

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

  1.1 Vision and Mission
  Goal: The prayer experience for staff, students and parents of St Mary's school is rich, deep and diverse.

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

  2.1 Educational Potential
  Goal: Diverse learning needs of highly achieving students are acknowledged and catered for by staff at the school.

  2.3 Reporting Student Achievement
  Goal: Sentral Data Management and Reporting System is updated quarterly based on evidence of student's achievement.

• **Key Area 3: Pedagogy**

  3.4 Planning, Programming and Evaluation
  Goal: Regular Stage meetings are held, with Leadership Team members supporting collaborative planning and developing a culture of a professional learning community.

  3.5 Assessment
  Goal: A comprehensive Assessment Schedule is agreed practice amongst staff. This information is stored in student files to allow seamless transition from year to year.

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

  4.5 Overall Compliance with Legislation and Other Requirements
  Goal: All staff are aware of their individual and collective accountability for meeting compliance. Matters of compliance are reviewed and outcomes recorded.
Key Area 5: Resources Finance and Facilities

5.1 ICT Resources
Goal: A three year cycle of purchase, maintain, audit and replace will enter its second cycle. The school budgets effectively for sufficient Information Communication Technology (ICT) resources for our 2015 whole class ICT lessons with a specialist teacher.

Key Area 6: Parents, Partnerships, Consultation and Communication

6.1 Parent Involvement
Goal: An Orientation Program is given to parents and volunteers outlining codes of conduct, arena of safety and general WHS issues.

Key Area 7: Strategic Leadership and Management

7.1 Planning for Improvement
Goal: St Mary's Leadership Team shares clearly articulated goals for the strategic development of teaching, learning and faith with staff, students, parents, parish and the wider community.
Financial Summary

The major expenses incurred by the school this year were:

- installation of dividing walls & doors in the main GLA block;
- installation of dividing wall & door in the Administration area to create office space for school executive;
- installation of a Jumping Pillow in the school playground;
- purchase of 1 laptop, 2 classroom printers, 1 administration printer & 1 classroom computer; and
- purchase of classroom furniture for Years 4 & 6.

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 2014. This data is taken from the 2014 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) that 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
- 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.

Leadership and Life Education Programs as well as class Personal Development programs further enhance promotion of respect and responsibility.

St Mary’s Primary School has access to a CatholicCare counsellor every fortnight for those students in need. The Diocesan MSPEC (Managing Students Pastoral and Educational Concerns) policy 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; and
- 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.

To assist with student welfare at St Mary’s a generous donation of $2000 per year is made from St Vincent de Paul. This money is used for families in need to assist with the costs of school uniforms, excursions, plays/performances and other school expenses.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents *Maintaining Right Relationships* is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2014.

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

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

**Learning and Teaching**

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**Introduction**

St Mary’s Star of the Sea Catholic 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 participated in our fourth year of the Smarter Schools National Partnership Agreement in 2014. This provided the school with the opportunity to focus on numeracy 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 has built teaching skills and literacy and numeracy outcomes for all students.

The National Partnership Agreement has achieved this through better use of data, strengthening school leadership and partnership agreements 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 in 2014:

- School Wide Positive Behaviours For Learning (SPB4L);
- Taking OFF With Numeracy (TOWN) 3-6; and
- Focus on Numeracy K-2.

**Curriculum and Pedagogy**

The school provides an educational program based on, and taught in accordance with the BOSTES NSW syllabuses for primary education. The Key Learning Areas (KLA’s) 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 Religious Education curriculum requirements of the Catholic Education office Wollongong.

The assessment and reporting process at St Mary’s Star of the Sea reflects the Australian Government requirements whereby parents are provided with two written reports annually. Each report provides information about student progress relative to specific standards labelled A-E, from Year 1 to Year 6. Kindergarten reports on all KLA’s to the specific standards labelled Basic, Sound and Thorough. The Wollongong Diocese adopted a new reporting system Sentral in 2014. One of its many features is a continuum tracker. At St Mary’s all staff have used the continuum tracker to show students achievements K-6 in literacy and numeracy. The National Assessment Program Literacy and Numeracy (NAPLAN) Tests for Year 3 and Year 5, Best Start in Kindergarten, National Partnerships TOWN assessments and Year 4 Religious literacy Assessments are important tools used to provide feedback and guide teaching. An important aspect of our Catholic identity is that we provide tuition for the students who are ready to prepare for the Sacraments of Penance, First Eucharist and Confirmation.

St Mary’s Star of the Sea Catholic Primary School is committed to using technology in supporting learning. All classrooms, music room, library and hall have either a smart board or a data projector. All classrooms have access to computers and laptops. One to one iPads is evident in Year 1 and Kindergarten.

**Cross Curriculum**

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

Upgrading of classroom reading resources continued this year with a focus on guided readers and home readers in Stage One.
All staff undertook professional development in numeracy as part of the National Partnership Agreement. Year 3-6 completed ‘Taking Off With Numeracy’ and K-2 Focus on Numeracy. Students are plotted against the continuum so students at risk can be easily identified and extension provided for students at the other end.

St Mary’s Star of the Sea Catholic Primary School welcomed an Aboriginal Education Assistant (AEA) to our staff two days per week in 2014. The leadership team, local Aboriginal Elders and the AEA worked together on the first year of the emergent program. A bush tucker garden was established in the school grounds accompanied with lessons from the AEA in all classes. A sandstone yarning circle is a valuable new addition to the students eating area. Our Aboriginal community is recognised at assemblies with ‘Welcome to Country’ performed by our Aboriginal students. The Aboriginal flag is raised daily with the Australian and School flags.

**Meeting the needs of all students**

The responsibility of meeting the diverse needs of all 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 individual programs that support the ongoing learning of the student.

As part of the National Partnership Agreement ‘Focus on Reading’ and ‘Taking Off With Numeracy’, Personalised Learning Plans (PLP) are written for Indigenous students and students at risk that are not funded. An Individual Plan (IP) is developed using the Diocesan Planning Tool for students who receive additional funding to support their learning. Meetings are held in Term 1 and Term 3 with parents to inform and discuss progress.

In 2014 a Teacher Educator helped with the implementation of ‘TOWN’ and the sustainability of ‘Focus on Reading’. Literacy and numeracy support was provided in Kinder and Year 1. Long Term Monitoring until Year 4 continued with students who have previously participated in the Reading Recovery program. There is 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 (SPLICED), to meet the needs of our accelerated learners from Year 2-6.

The school also had the support of the CatholicCare Counsellor for one day a fortnight.

**Expanding Learning Opportunities**

St Mary’s Star of the Sea Catholic Primary School seeks to provide as many extra curricular activities as possible for our students.

Students were given the opportunity to participate in the following competitions in 2014:
- University of NSW ICAC - in English, Reading, Writing, Spelling, Mathematics, Science and Computers;
- Local Annual Primary School Bush Poetry Competition - written and spoken;
- Local Public Speaking and Debating Competition;
- Diocese of Wollongong Christmas Art Competition;
- First Lego League Competition Wollongong; and
- Shoalhaven Primary School’s Chess Competition.

St Mary’s students participated in the following sporting events in 2014:
- Diocese of Wollongong: Swimming, Athletics, Cross Country, Cricket, Basketball and Rugby League;
- Years K-6 AFL skills program and gala days and St George Illawarra bullying program;
- Years 3-6 Soccer gala day;
- Years 5& 6 Touch Football gala day; and
- Years K-6 Intensive Swimming program.

Other expanding learning opportunities include:
- St Mary’s Junior and Senior Choir: Council Chambers Christmas Carols;
- Years K-2 play ‘The Gruffalo’; and Years 3-6 play ‘Little Red Rocking Hood’.

**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.

Class sizes less than twenty students in both year 3 and year 5 have given us deflated results in a number of areas of NAPLAN. However, it still remains that there is work to be done in teaching and learning at St Mary’s as reflected in our NAPLAN results.

Using the resources of SMART Data, our results show Spelling as the area of greatest need for development.
Staff will look at the latest research on spelling and re-write the school’s Scope and Sequence during term 4 pupil free days. Financial and technological resources will be sources to support the implementation of the new Scope and Sequence.

Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement.

Please Note: Figures have been rounded to the nearest whole number.

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<thead>
<tr>
<th>NAPLAN 2014: % in Bands</th>
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<th>YEAR 5</th>
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<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>6%</td>
<td>59%</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
<td>36%</td>
<td>50%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>24%</td>
<td>59%</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
<td>48%</td>
<td>37%</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 2014: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

Members of the school community generally describe a sense of well being and an understanding of the need to act for the collective good of all.

Parents

Feedback suggests that parental expectation is met in areas of learning, belonging, playground and classroom facilities for students. A pleasing improvement from previous surveys in that staff communication with parents about student behaviour and learning is now considered to be more authentic and honest. Areas for development as seen by parents are laptop computers and the maintenance of the grounds specifically weeds and the oval.

Students

Areas of concern for students being sports equipment availability at lunchtime and ineffective toilet roll holders in student toilets have both been addressed.
Students show an interest and enthusiasm in coming to school each day. A wide variety of extra-curricular opportunities have been initiated by staff this year including an infants play, a senior play, First Lego League, Make and Take, Chess Club, Knitting Circle and Young Farmer’s Club have contributed to this.

**Staff**

Staff members more frequently attend the staff room during breaks and staff functions occur regularly with close to 100% attendance. Feedback from members outside of the school shows that staff are observed to turn up to work early and engage in conversation, as well as taking pride in their students' successes.