About This Report

Stella Maris Catholic Primary School, Shellharbour is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW is the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

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

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

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

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

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

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: Very Rev Bryan Jones PP VG
Principal: Jan Hutton (Acting)
Date: 20 November 2015
Vision Statement

Reverence the Story of All People

Working together in our ministry of Catholic education we strive to foster the potential of each person and our aim is to empower each child to learn as they challenge, discover and explore their world in a positive and supportive environment.

Message from Key School Bodies

Principal’s Message

This year Stella Maris has continued to provide quality Catholic learning and teaching for the students in our care. The Staff are committed to creating an environment that provides a wide range of experiences to foster the growth of each individual student. Through the continued implementation of School Wide Positive Behaviours for Learning (SPB4L), we ensured that our school is a place where students are Safe, Responsible, Respectful and Proactive. As we reverence the story of all people we continue to create a school that is welcoming to all and encourages students to strive to reach their full potential.

The School Leadership Team and all Staff are to be congratulated for the role they have played in ensuring our 2015 school improvement journey has been successful. Staff are committed to ensuring that the Catholic Faith tradition, education and the welfare of our students are foremost in our minds. The Staff are extremely appreciative of the continued support from Father Bryan, Father Geoff, Sr. Kerry and the families and friends who make up our school community. They all contribute in numerous ways to ensure that Stella Maris is a vibrant and encouraging environment for all.

Parent Involvement

It has been a successful year at Stella Maris Catholic Primary School. The Parents and Friends’ Association (P&F) have had the opportunity to host various events and activities throughout the school year, to raise funds for the school and in turn build and strengthen school spirit and community. This year the school held our major fundraising event – our Autumn Fair – which was a great day out for all the children and the school community raised close to $17 000 on the day. Other events included a Welcome Disco, Mother’s & Father’s Day stalls, as well as a Christmas Stall, Spring Disco, BBQ at Bunnings Shellharbour and our card box fundraiser. Planning has also commenced for our first ever Twilight Market in 2016. The 2015 P&F raised over $26 000 for the school and this money was spent directly on technology and resources for the children. The P&F contributed towards the purchase of Religious books, Smartboards and iPads as well as new reading resources for Kinder through to Year 2. It has been a pleasure working with the P&F Executive Committee and I wish to sincerely thank all the parents who have generously volunteered their time to help make this year a great success.

Thank you to the School Leadership Team and the Staff for their ongoing support.

Parents and Friends Association, President 2015
**Student Leadership**

To be awarded the leadership roles of School Captains for 2015 was a privilege and this has been a wonderful and rewarding experience that we will cherish forever. It was very exciting when we received the captain’s badges and shirts. We have had opportunities to attend community functions, such as the morning dawn service on ANZAC Day and the launch of Project Compassion. We have also proudly participated in all liturgies and assemblies at school. It has been a great experience working with our fellow Student Councillors. They have assisted us preparing Friday assemblies and we in turn, have helped them with planning other activities around the school. Being School Captains has been a meaningful and enjoyable experience. We have developed in our schoolwork and our overall leadership skills.

*School Leaders*

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**School Profile**

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**School Context**

Stella Maris is a Catholic systemic co-educational school located in Shellharbour. The school caters for students in years K-6 and has a current enrolment of 354. After Shellharbour Parish was formed in 1953, Father Smyth sought permission to commence a Catholic School. In 1958, Bishop McCabe of Wollongong approached the Superior General of the Sisters of Charity and the Sisters came to Shellharbour to open a new school. Father Ekerick, appointed Parish Priest on the death of Father Smyth, opened Stella Maris School as a memorial to Father Smyth, in May 1958.

When the school began, there were 2 sisters on the staff and 46 students from Kindergarten to Fourth Grade. The first Principal was Sister Regina Munce. School enrolments grew to 200 in 1961, with the introduction of a bus that brought children from Warilla. In 1961, the Mother's Club was formed and their main work was fund raising for the development of the school playground and to maintain the upkeep of the school and its facilities.

Seven Sisters of Charity have guided Stella Maris in faith, hope and love as educational leaders since the school's foundation. The last Sister of Charity Principal retired in 2009.

Today Stella Maris School has an enrolment of 354 students and 30 staff members.

**Student Enrolments as at August 2015 Census**

<table>
<thead>
<tr>
<th>2015 enrolments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>164</td>
</tr>
<tr>
<td>Girls</td>
<td>190</td>
</tr>
<tr>
<td>Total</td>
<td>354</td>
</tr>
<tr>
<td>Indigenous</td>
<td>14</td>
</tr>
<tr>
<td>LBOTE</td>
<td>4</td>
</tr>
</tbody>
</table>
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.smsdow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2015.

**Student Attendance**

<table>
<thead>
<tr>
<th>2015 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>93.6%</td>
<td>94.8%</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.1%</td>
<td>92.6%</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.5%</td>
<td>93.2%</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.1%</td>
<td>93.4%</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.6%</td>
<td>94.1%</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.2%</td>
<td>92.4%</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.4%</td>
<td>93.8%</td>
</tr>
<tr>
<td>Whole school</td>
<td>92.9%</td>
<td>93.5%</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, monitor part or whole day absences. The Attendance Register is maintained through the system Sentral and is managed by a School Support Officer. A Sentral report on student absentees is generated twice a term and presented to the Principal. Unexplained absences are followed up through letters (generated by Sentral) to parents/carers.

Teachers mark the roll electronically each morning by 9.30am. Children who arrive late are taken by parents/carers to the school office to collect a ‘Late Note’. A ‘Leave Pass’, completed by parents/carers, is collected at the school office when children leave the school grounds during school hours. Parents are expected to provide an explanation either in writing or by phone of their child’s absence. This information is entered into Sentral and records are filed for archiving. If a student is absent from school for more than 3 days the teacher will phone the child’s parents/carers to ascertain the reason. The teacher monitors the frequency of student absences and informs the Principal if any student is absent regularly from school. Where students are frequently absent the Principal telephones the parent/carer requesting an explanation.
Staffing Profile

There are a total of 22 teachers and 8 support staff at Stella Maris Catholic Primary School. This number includes 15 full-time and 7 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 2015 was 98.3%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 84%.

Professional Learning
During 2015 Stella Maris personnel undertook a range of professional learning activities related to improving student outcomes particularly through School Review & Improvement priorities.

These included:
A. Stella Maris whole school development days involving 20 staff.
   These days focused on:
   ● Professional Learning Communities
   ● Staff Spirituality
   ● Data Analysis
   ● Numeracy

B. Other professional learning activities provided at school level including CEDoW run courses:
   ● School Review & Improvement – 26 staff
   ● Regular staff meetings on Numeracy, Literacy and Information Technology – 20 staff
   ● Leading Literacy and Numeracy – 2 staff
   ● Religious Education Literacy – 2 staff
   ● Information Technology – 2 staff
   ● Catholic Principals’ Conference – 2 staff
   ● Numeracy Course – 1 staff
   ● Spirituality Course – 5 staff
   ● First Aid Refresher Course – 25 staff
   ● Science Course - 1 staff
● History Course - 1 staff  
● School-wide Positive Behaviour for Learning (SPB4L) – 4 staff  
● Coaching/Mentoring – 2 staff  
● SENTRAL training – 3 staff

The average expenditure by the school on professional learning per staff member was $280.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of $1,224.

**Catholic Life & Religious Education**

Stella Maris Catholic School continues to promote and provide opportunities for the school community to actively participate in the life of the Parish and the wider church. There are opportunities for celebration of Mass on a weekly basis with the Parishioners. Students in Sacramental programs participated in Thanksgiving Masses with Nazareth school. Years 3-6 students joined with students from Nazareth for All Saints’ Parish Mass at the All Saints Church. There is a strong commitment to live out our Vision Statement ‘Reverence the Story of all People,’ with links to several outreach programs being implemented. These include the All Saints Parish Care Group and the local St Vincent de Paul.

The school prayer is prayed daily at the morning assembly. Reflective prayer continues throughout the school, with students experiencing varying forms of formal and informal prayer. The Rosary is prayed in all classes during October and the school participated in National Rosary Day. Students in Kindergarten had the opportunity to take home specially made Rosary bag resources to pray the Rosary with their families. Liturgies were held for special occasions, including beginning of School year, Easter, ANZAC, Mother, Father and Grandparents’ Days, NAIDOC, Mission Week, Remembrance Day and Thanksgiving Liturgies. The school continues to give witness to our Catholic faith. Every class has a Prayer Space that portrays the colours of the Liturgical seasons. Sacred spaces displayed in the school foyer and staff room depict 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 has its own Mission Box on their prayer table. This year our school has been involved in several fundraisers including, Mission Month, where we held a skip-a-thon to raise money for Madagascar, raising $4082.

Stella Maris students are also involved in the St Vincent De Paul’s Christmas luncheon, which is held each year for the needy people in our area. Our Year 6 students serve food and provide entertainment at this function.

The school has involved itself in Parish celebrations such as Penance, Confirmation and First Holy Communion Sacramental Programs. This year 38 students received their First Eucharist. The Year 6 Confirmation Sacramental Program involved 31 students. Students preparing for each new Sacrament are welcomed in groups to other classrooms during Reflective Prayer in the weeks leading up to each Sacrament, becoming the special prayer focus. The Year 6 Mass with Bishop Peter held at St John’s Albion Park with ten cluster schools, assisted in supporting this program.

The Staff continued their faith formation through weekly prayer. In Term 3, the staff participated in a Staff Spiritual Retreat day facilitated by CEDoW Officers. During Lent and Advent, the Staff
used reflection booklets from the Diocese of Wollongong - ‘Arise and Beloved’ to focus on preparing for this special season.

**Religious Literacy Assessment**

The Religious Literacy Assessment framework of Knowing, Working with, Applying and Valuing the Tradition informs and shapes assessment in RE, across K-6 with a focussed system collection of data in Year 4. The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2015. The school cohort in 2015 consisted of 43 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 47 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 in Part A showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- responses to open ended questions applying the faith knowledge to their own life.

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:

- know the colours for seasons of the Church
- knowledge of the 3 people in the Holy Trinity
- matching the Act of contrition to the sacrament of Penance.

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

For Part A, 11.60% of students were placed in the developing level, 48.80% in the achieving level and 39.50% were in the extending level.

For Part B, 17% of students were placed in the developing level, 74.50% in the achieving level and 8.50% were in the extending level.

Combining Parts A and B, 11.60% of students were placed in the developing level, 67.40% in the achieving level and 20.90% 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 2015:

- **Key Area 1: Parents, Parishes and the Broader Community**
  1.4 Parents, Parishes and the Broader Church

  Goal: To have greater involvement of parents in Liturgies and School Liturgical celebrations. To strengthen links with the local Parish, our Parish Priests and the broader Church.

- **Key Area 2: Students and their Learning**
  2.3 Reporting Student Achievement

  Goal: To develop a whole-school approach to reporting to stakeholders, student achievement in academic, spiritual, social and personal growth.

  2.4 Integration of Information and Communication Technology (ICT)

  Goal: To enhance learning and teaching, through highly effective management and integration of Information and Communication Technologies across KLAs.

- **Key Area 3: Pedagogy**
  3.3 Teaching Practices

  Goal: To develop a coherent and effective whole-school approach to delivering purposeful and engaging pedagogy which meets the diverse needs of all students.

- **Key Area 4: Leadership and Management**
  4.5 Overall Compliance with Legislative Requirements

  Goal: To set up documented structures and procedures to review and improve the recording and reporting of school compliance processes.

- **Key Area 7: Strategic Leadership and Management**
  7.1 Planning for Improvement

  Goal: To effectively review and implement the evidence-based School Review and Improvement Process.

School Review and Improvement components to be reviewed and rated in 2016:

The above SRI components will be reviewed and rated in 2016 as per the School’s Strategic Plan. A wide-ranging process of consultation and collaboration will again be used to develop evidence based action plans for improvement. The key areas targeted in 2016 are reflective of the school’s intent to further build teacher capacity within a positive school climate, engaging widely with the parents, Parish and the broader Church and with deepening understanding of our stewardship responsibilities.

- **Key Area 1 Catholic Life and Religious Education**
  - 1.2 Religious Education
- **Key Area 2 Students and their Learning**  
  2.2 Rights and Responsibilities

- **Key Area 3 Pedagogy**  
  3.5 Assessment

- **Key Area 4 Leadership and Management**  
  4.2 Professional development of staff

- **Key Area 5 Resources, Finances and Facilities**  
  5.4 Financial management

- **Key Area 6 Parents, Partnership, Consultation and Communication**  
  6.3 Linkages with the wider community.

### Financial Summary

Major expenditure consisted of a new compactus for the Library $12,510, classroom chairs and desks $5,890 and furniture $1,127, IT Equipment - iPad Minis $12,965, printers $1,722, Projector and Smartboard expenses $11,892, Playground expenses $4,570.

It is anticipated that the P&F will contribute a total of $15,000.

The following graphs reflect the aggregated income and expenditure for Stella Maris Catholic Primary School, Shellharbour for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.
Student Welfare

Stella Maris has a strong culture of pastoral care. This is reflected in the partnership with CatholicCare and the services available through the School Counsellor and Pastoral Support Worker. A child’s well-being links to a life lived to the fullest and a quest for lifelong learning. Staff support the Principal with the welfare of all students by advising of the pastoral, behavioural and emotional needs of the students.

A Pastoral Support Worker was employed two days per week with a focus on Social Justice issues and initiatives, and to provide family support. Students were led through a structured program called ‘Mini Vinnies’. Our ‘Mini Vinnies’ Program supported the local chapter of the St Vincent de Paul Society.

The ‘Seasons for Growth’ program was run in 2015 by the Pastoral Support Worker targeted at children who have experienced grief through loss of a relative or family breakup.

A ‘Mindfulness’ group was facilitated by the School Counsellor and the Pastoral Support Worker for students from Year 4 to Year 5. A ‘Rollercoaster’ counselling program was also facilitated to support the pastoral needs of students and their families.

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 students’ participation in the Year 6 Young Leaders’ Day and regular meetings of the Student Leadership Team.

All student’s successes and achievements were recognised and celebrated at assemblies by using the School Affirmation system.

The School Wide Positive Behaviours for Learning (SPB4L) Program continued to be developed and implemented to ensure that all students learnt in a safe and supportive environment. Behaviour Analysis Reporting Tool (BART) data collection was used to monitor playground behaviours and enabled areas of concern to be addressed. This also allowed staff to work more closely with those students with behaviour needs. In Term 4 the introduction of the Sentral computer student administration system across the Diocese has made it much easier for recording and analysing student behaviours and just as with learning, provide support to either enhance or remediate behavioural issues, as required.

School evacuation and lockdown procedures were practised each Term.

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 Diocesan 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 2015.

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**

Stella Maris Catholic Primary at Shellharbour is an educational community where individuals are valued and encouraged to achieve their optimum potential. During 2015, the 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 6 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 cycle at Stella Maris. The A-E reporting system for Years 1 – 6 has been used this year. The reporting format used in 2014, was continued for Mid-Year and End of Year Reports. This format reflects more accurately the aspects and requirements of the New South Wales Syllabi for the Australian Curriculum. 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 and throughout the year. The data collected was a starting point for ongoing monitoring of student progress and to formulate learning plans for Kindergarten and Year 1 students.

Teachers used the Learning Continua in the areas of Literacy and Numeracy to monitor student progress and assist teachers in setting learning and teaching plans for all students.
The long-term monitoring of discontinued Reading Recovery students continued to be a priority in Years 2 to Year 6 during 2015.

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. Stage 3 students were able to bring their own iPad/device to use for learning in classes. The school continued to use Skwirk, apps, blogs and Study Ladder interactive programs to support learning and teaching. New resources were purchased for teachers and students, while all Staff received relevant Professional Development in the use of iPads to support student learning.

Cross Curriculum

Literacy Strategies

The importance of literacy learning continued to be highly valued, especially as teachers worked on implementing the New South Wales Syllabus for the Australian Curriculum - English. The elements of the daily English session 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, with teachers implementing the New South Wales Syllabus for the Australian Curriculum: Mathematics. A Curriculum Support teacher worked with staff and students to further develop their skills in Numeracy. The school continued to develop the skills of mathematical thinking, understanding, competence and confidence of all students. The daily Mathematics session 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. Early in the year, 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

Within each classroom, teachers continued to diversify the curriculum to meet the individual needs of students. In English, guided reading enabled the curriculum to be differentiated. The Numeracy Curriculum Support person assisted teachers to develop a better understanding of the Mathematics Curriculum. Staff continued to develop a better understanding of student learning needs. Teachers collaboratively planned their learning and teaching programs with Literacy and Numeracy Co-ordinators 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 SPB4L 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

This year our Gifted and Talented program had a focus on aesthetically gifted students. CEDoW staff provided some workshops to best support the identified students. 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 were developmental and involved 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. Student needs were met in a variety of ways. Additional funding supported children who qualified for Students with Disabilities funding from the CEDoW. As part of this funding and with the support of outside agencies, as well as specialist staff from the CEDoW, programs were devised and implemented to ensure these students received support with their learning. Other students were well catered for with a differentiated curriculum and School Support Officers (SSOs) supporting particular learning needs of some students in classes.

Personalised Learning Plans (PLPs) were developed for Aboriginal students in collaboration with parents and teachers to support a deeper understanding of Aboriginal culture.

A Transition to School Program was provided for Kindergarten students commencing school in 2016. Students participated in a three-day program to help them become familiar with the demands and routines of school life.
Students in Year 6 participated in a Transition to High school program.

**Expanding Learning Opportunities**

*Competitions*

The following opportunities were offered to students: Premier’s Reading Challenge, Diocesan ‘Christmas Story’ Art Exhibition, Diocesan Public Speaking Competition, 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.

*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 and MacKillop levels. At the Diocesan Sports Awards Ceremony, 4 students were recognised for their special sporting achievements. Many students eagerly participated in Gala Days in AFL, Rugby League, Netball and Soccer. Students also participated in the NSW Catholic Schools Basketball Challenge, which this year was held in the Albury area.

*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 Public Speaking Competition.

**Student Achievement**

The school used a variety of assessment strategies at key points along the learning continuum. These include teacher observation, student work samples, 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 on a regular basis and external assessment results were discussed with parents on an individual basis.

**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.

Overall students performed better in Numeracy than Literacy. Year 5 students performed better in reading, spelling, grammar and punctuation. Year 3 students performed better in writing, reading, 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 continue to be targeted for extra support.
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.

<table>
<thead>
<tr>
<th>NAPLAN 2015: % 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>Reading</td>
<td>School</td>
<td>5%</td>
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<td>National</td>
<td>16%</td>
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<td>Grammar &amp; Punctuation</td>
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<td></td>
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<td>13%</td>
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<tr>
<td>Numeracy</td>
<td>School</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>17%</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 2015: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading School</td>
<td>93%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>Writing School</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td>Spelling School</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation School</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy School</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

Parents

A parent satisfaction survey was conducted electronically this year, however, only 10 surveys were completed. While this response rate was significantly low, the majority of returned 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.
**Students**

One hundred and eighty eight student surveys were returned from Years 3-6 and again the overwhelming majority of responses were in the Strongly Agree and Agree categories. These responses indicated that students felt proud of their school, recognised that teachers encouraged them to learn to the best of their ability and helped 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.

**Staff**

Twenty two 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 Staff felt the school provides a safe and supportive environment, challenges students to maximise their learning and strives to meet the individual needs of students.