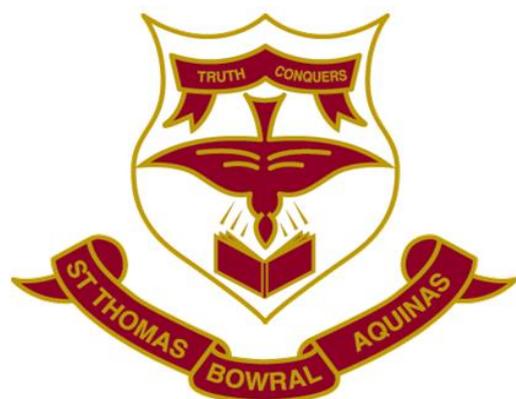


Annual School Report

2015



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

St Thomas Aquinas Catholic Primary School, Bowral 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 the 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:

St Thomas Aquinas Catholic Primary School
Bundaroo Street
Bowral NSW 2576
Ph: (02) 4861 1768
Fax: (02) 4862 1941
Email: info@stabdow.catholic.edu.au
Website: www.stabdow.catholic.edu.au

Parish Priest: Fr Sean Cullen

Principal: Mary-Lynn Lane
Date: 11 December, 2015

Vision Statement

At St Thomas Aquinas Catholic Primary School we strive to provide quality learning and teaching in a welcoming, life-giving and authentic Catholic community.

Message from Key School Bodies

Principal's Message

It is with great pleasure that I present the Annual School Report for St Thomas Aquinas Catholic Primary School, Bowral for the 2015 school year. This has been a very significant year with the retirement of Mr Gary Norris at the end of Term 1, after nearly twelve years as Principal. As the new Principal, I am proud to report that the school is continuing to provide quality learning and teaching in a welcoming, life-giving and authentic Catholic community.

Throughout 2015, St Thomas Aquinas School has continued a very positive relationship with the Parish and Fr Sean Cullen, Parish Priest. The school has enjoyed the many opportunities to celebrate Masses and the Sacraments of Penance, Eucharist and Confirmation as a whole community. I thank Father Cullen for his ongoing support and commitment to the school. Grandparents' Day was celebrated during Catholic Schools Week with a Mass and picnic in the school grounds.

As an educative community, the school has focused on catering for the learning needs of all the schools' students with the introduction of the learning continua in Literacy and Numeracy. The school has identified each child's learning needs and have developed teaching and learning strategies to move them to the next stage of development. The school has achieved a significant improvement in its NAPLAN data, particularly in the learning growth of students.

The Annual School Report provides an opportunity to celebrate the significant achievements throughout the year and to acknowledge the dedication and commitment of the staff, the Parents and Friends' Association (P&F) and all the parents who contribute to the school community in so many ways.

Parent Involvement

This year there were many changes for the School and many new and exciting ideas being rolled out. It is always exciting to have new leadership within the School and the sense of renewal that comes with it and the P&F wishes Mrs Lane the very best in her new role. The P&F has once again made a significant and substantial contribution to the school, namely in a \$35,000 grant to install new playground equipment - including the climbing frame. This is being enjoyed on a daily basis by most children within the school and has been very well received and appreciated.

The P&F have also celebrated the social aspect of being part of a wonderful school community, running many events throughout the year including Welcome Drinks, Mother's Day Stall and Barbecue, Father's Day stall, the Pizza Day, a movie night, mufti days, the end of year drinks and Class Artwork Auction. Special mention must go to the Executive who work tirelessly with great effect.

The P&F are very excited about heading into next year and the new fundraising initiative.

Parents' and Friends' President

Student Leadership

As School Captains we believe that student leadership is very important at St Thomas Aquinas. Throughout this year, the Year 6 students have shown great leadership qualities and have always tried their hardest when working with their committees. These committees include sports, environment, hospitality, social justice, arts and music, technology and library. There are many leadership roles involved with being a Captain. The School Captains and Vice Captains help run the morning school assembly. The most privileged part of running the assembly is handing out the merit awards to the excited students. This job is equally shared with both School and Vice Captains. All the Captains have had the opportunity to welcome special visitors to our school and to read at Masses. As School Captains one responsibility was to help fill in for people who have special jobs when they are away. Every Year 6 student is a leader and are all involved with committees, peacekeeping in the playground and morning assemblies.

School Captains

School Profile

School Context

St Thomas Aquinas is a Catholic systemic co-educational school located in Bowral. The school caters for students from Kindergarten to Year 6. The school was established in 1903 by the Daughters of Our Lady of the Sacred Heart and continues today to be an integral part of the Bowral Parish community as well as the wider community. The school aim is to create an educating community in which students, staff, parents and the Parish Priest support each other in pursuing the highest quality of education and developing life-long learning. The school has two streams and draws enrolments predominantly from the local area.

Student Enrolments as at August 2015 census

2015 enrolments	
Boys	194
Girls	199
Total	393
Indigenous	3
LBOTE	27

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.stabdow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this policy in 2015.

Student Attendance

2015 Attendance	Male	Female
Kinder	92.1%	94.9%
Year 1	93.3%	93.9%
Year 2	94.0%	93.2%
Year 3	92.9%	93.8%
Year 4	94.5%	93.7%
Year 5	90.6%	93.6%
Year 6	93.1%	92.3%
Whole school	92.9%	93.6%

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.

All class rolls are marked each day at 9.15am by the class teachers using Sentral. Sentral is a Catholic Education Office Diocesan-prescribed learning and student management software system. Parents can notify the school of an absence via the school app or by email. If any absence is unexplained a request in writing/email is sent weekly to families to notify them of the absence, so that an explanation can be supplied. Notes can be given either by email, phone or by using the School App.

If students are to be absent for an extended period of time an application must be submitted to the principal for approval of up to 50 days. Any application beyond this time should be submitted to the Catholic Education Office and the Minister of Education for approval.

Staffing Profile

There are a total of 26 teachers and 8 support staff at St Thomas Aquinas Catholic Primary School. This number includes 15 full-time, 11 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 98.1%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 91.7%. Two staff members retired from teaching after a long period of service.

Professional Learning

During 2015 St Thomas Aquinas personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review and Improvement priorities. These included:

- A.** St Thomas Aquinas whole school development days involving 30 staff. These days focused on:
- Spirituality Day - Reflection Day with Brother Bill Tarrant
 - Quality Learning in Mathematics
- B.** Other professional learning activities provided at school level including CEO run courses:
- School-wide Positive Behaviours for Learning (SPB₄L) (5 staff)
 - Quality learning in Mathematics workshops (20 staff)
 - Learning for Leadership Course (2 staff)
 - Shining Lights (2 Staff)
 - Science Facilitator's Course (1 Staff)
 - Australian Curriculum – HSIE Facilitators Day (1 Staff)
 - Australian Curriculum - History and Geography learning sessions (20 Staff)
 - Best Start - Kindergarten (2 Staff)
 - Leadership Days for Principal (1 staff)
 - Sentral training Days (3 staff)
 - CEO Google Mail Course (1 staff)
 - Leading Libraries PD Day (1 staff)
 - Learning Technologies - iPad 1:1 classroom (2 staff)
 - MSPEC course (3 staff)
 - School-based Information and Communication Technologies (ICT) professional learning sessions
 - Growth Coaching course (2 staff)
 - Leading a Digital School Conference (4 staff)
 - ACEL Conference (2 staff)
 - PETTA Literacy course (6 staff)
 - Disability Discrimination Act (DDA) module 2 (30 Staff)

- SALT Training - online training for Child Protection and Discrimination & Bullying Training (30 staff)
- CPR/Anaphylaxis/Asthma Course (30 staff).

The average expenditure by the school on professional learning per staff member was \$750.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$386.

Catholic Life & Religious Education

Saint Thomas Aquinas Primary School is committed to its role as a Catholic educational community, where staff, parents and students work in partnership to promote and live the Gospel values. This is evidenced by the close relationship between Father Sean Cullen, the Parish Priest, the school community and Parish organisations. These Gospel values underpin everything we do. The school's Mission and Vision Statement challenges staff to inspire excellence in learning, leading and living our Faith. The Catholic values upheld in our Vision and Mission are integrated across the curriculum, with the teaching of the Religious Education Curriculum being the focal point.

Staff work together to promote the Catholic identity within the school. Prayer and celebration is a key component of our school life. The school community comes together each morning at assembly to pray the school prayer. Each Grade takes responsibility for leading prayer at fortnightly school assemblies. The school Liturgy Group under the guidance of our Music Teacher leads the musical component of all School Liturgies and Masses and some Parish occasions. This component deepens the children's and parishioners' experience of the Liturgy. Many memorable liturgies were celebrated in 2015. These included the opening school Mass, Ash Wednesday Liturgy, Mass to commemorate the retirement of our Principal and the 'G' Day Mass where the Grandparents and Good Friends of our children were acknowledged. Each Stage celebrated Mass with the Parish Community at a Sunday Mass during the year, strengthening the school and Parish links. Year 6 marked their graduation with a memorable Mass. An end of year whole school Mass of Thanksgiving was an opportunity to formally close the year and farewell those members leaving the community. Other special whole school celebrations took place to mark Lent, Easter and ANZAC Day.

Caring for those less fortunate has continued to be a focus for the Saint Thomas Aquinas Community. Locally the school has supported the Saint Vincent De Paul Chapter through their Winter Appeal, collecting a large quantity of warm clothing and blankets. At Christmas, hampers were made through donations of goods and Gift Cards purchased for needy families. Globally, Caritas was actively supported through 'The Project Compassion Appeal' and Catholic Missions through a Crazy Sock Day. These initiatives have helped develop a strong sense of social justice amongst our student body.

Teachers were committed to their individual faith formation throughout the year as well as contributing to fortnightly focus on Staff Prayer. A highlight of this personal growth was evident during the Spirituality day led by Brother Bill Tarrant. Three Highland gatherings were also held as evening sessions led by Brother Bill where staff from Highland's schools were given the opportunity to further explore their spiritual growth and share a meal.

The school played a key role in the Parish Sacramental Program. All Sacramental Associates were teachers from the school who prepared students for the first reception of the Sacraments of Initiation.

The reception of the Sacrament of Penance took place in Term 1, The Sacrament of Confirmation was celebrated in Term 2 and the Sacrament of Eucharist was celebrated in Term 4.

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 42 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 50 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:

- 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, 9.5% of students were placed in the developing level, 73.8% in the achieving level and 16.7% were in the extending level.

For Part B, 0% of students were placed in the developing level, 66% in the achieving level and 34% were in the extending level.

Combining Parts A and B, 0% of students were placed in the developing level, 73.8% in the achieving level and 26.2% 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 Learning Area 2 Students and their Learning**

- 2.2 Rights & Responsibilities

- Goal: To implement SPB4L framework so that the school culture promotes and sustains a safe and supportive environment for all.

- 2.5 Pastoral Care

- Goal: Implement SPB4L and BART as a sustained and consistent approach towards a positive environment of support, which fosters social competence and academic achievement.

- **Key Learning Area 3 Pedagogy**

- 3.1 Curriculum Provision

- Goal: To introduce innovative and sustainable approaches to the organisation of learning and timetabling to optimise teaching and learning time.

- 3.3 Teaching Practices

- Goal: To prepare the whole school staff for the implementation of the Australian Curriculum in English, Maths, Science and History.

- 3.5 Assessment

- Goal: To develop a whole school approach to gathering and using data effectively to inform teaching and learning.

- 3.7 Professional Learning

- Goal: To develop an effective professional learning culture characterised by team learning, utilisation of the skills on staff and through accessing appropriate external PD to improve learning and teaching.

- **Key Learning Area 5 Resources, Finances and Facilities**

- 5.1 ICT Resources

- Goal: To develop a culture of sharing knowledge and skills, which will contribute to a whole school culture of effective pedagogy with ICT embedded into student learning.

- 5.2 Use of Resources & Space

- Goal: Develop staff understanding of curriculum needs to inform the appropriate acquisition of a range of quality resources which are aligned with the Australian Curriculum and are embedded in the principles of the DLTF.

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

The Cyclic Review recommendations from August 2014 will be the key framework for the school's ongoing improvement journey. The school will continue to focus on the implementation of the Australian Curriculum and the NSW syllabuses. The development of a common language and process around the effective use of data to drive learning and teaching through the DLTF has been implemented as well as a more focused school approach to the learning gains of students in Literacy and Numeracy. The schools' Vision and Mission statements continue to provide the key direction of the school and permeates every policy and procedure. The components to be developed in 2016 will be:

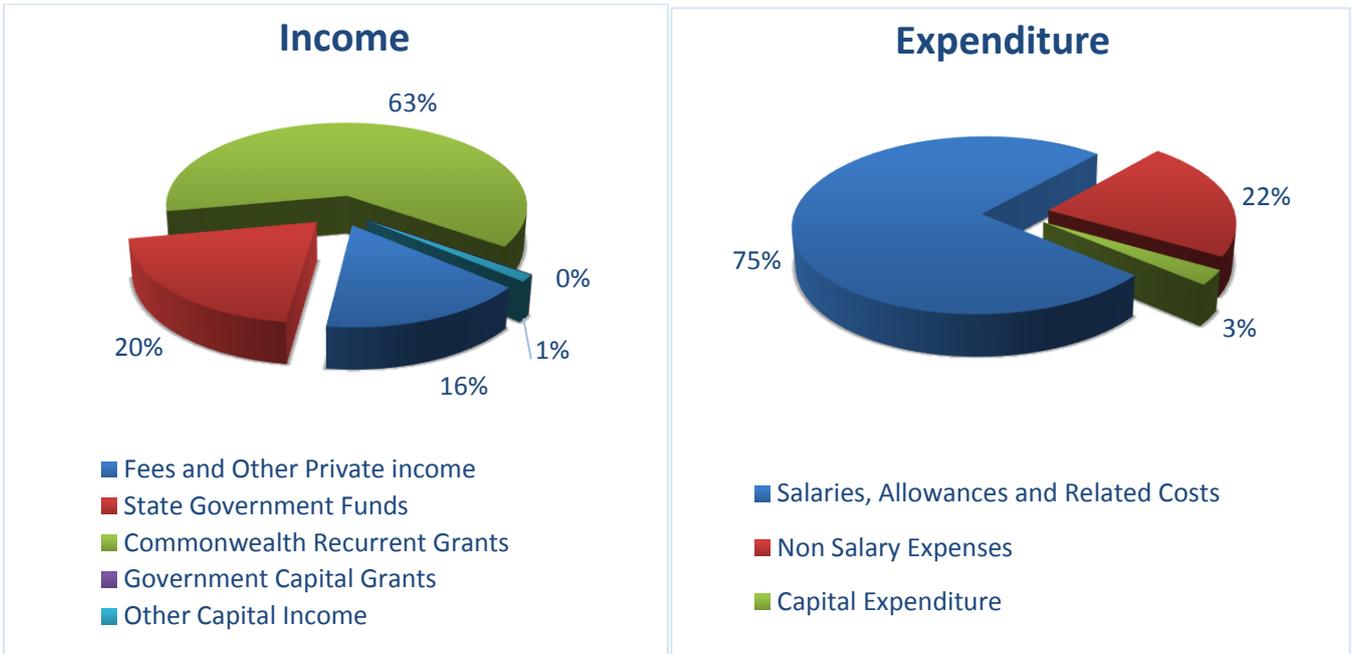
- **Key Area 1: Catholic Life and Religious Education**
1.2 Religious Education
- **Key Area 2: Students and their Potential**
2.1 Educational Potential
- **Key Area 3: Pedagogy**
3.2 Provision for the diverse needs of learners
- **Key Area 4: Human Resources Leadership and Management**
4.1 Recruitment, selection and retention of staff
4.5 Overall compliance with legislation and other requirements
- **Key Area 5: Resources, Finance and Facilities**
5.3 Environmental Stewardship
- **Key Area 6: Parents, Partnership, consultation and Communication**
6.2 Reporting to the community

Financial Summary

The school has once again focused spending on resources for the new Australian Curriculum so that staff have up-to-date teaching materials available. Professional development was also an important part of the school spending to enable staff to competently and confidently implement the new curriculum.

There were further improvements in the playground in the form of a climbing frame to complement the SPB4L program. The majority of the funds were donated from the P&F with extra spending for synthetic turf financed by SEDSO (School Enhancement & Debt Servicing Obligation) income.

The following graphs reflect the aggregated income and expenditure for St Thomas Aquinas Catholic Primary School, Bowral 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

Saint Thomas Aquinas is a Catholic school which shares a specific, recognisable, Catholic identity that reflects the life, work and teachings of Jesus Christ and the evangelising mission of the Catholic Church. St Thomas Aquinas is committed to providing the highest quality Catholic education for all students, spiritually, academically, physically, socially and emotionally. The wellbeing of all who learn and work is central to all that is undertaken within the school.

Implementation of the SPB4L framework at St Thomas Aquinas has focused on building a positive school environment by establishing clear expectations of behaviour for all staff and students, and explicitly teaching, modelling and reinforcing these across all school settings. In 2015 a greater focus has been to implement consistent practices in each classroom. Clear rules, routines and procedures were established early in the school year and reviewed regularly. All staff received in-servicing on the classroom implementation of SPB4L.

The provision of more streamlined methods for documenting and reporting student behaviour has been a focus with the introduction of Sentral which gives all staff access to current behaviour data. CatholicCare continue to provide the school with a counsellor five days per month, being very beneficial both to the students accessing the service as well as their parents.

The analysis of playground behaviour data resulted in the Anti-Bullying Program 'Friendly Schools' being purchased for trialling across all classrooms (K-6) in 2015. The program is recognised nationally and internationally as a comprehensive, evidence-based framework that can effectively reduce bullying behaviour. The Friendly Schools initiative has been designed to align with both the Australian Curriculum and the National Safe Schools Framework.

The Kindergarten and Year 6 buddy system has continued during 2015 which has assisted kindergarten students to settle into their new school environment. Year 6 students were also involved in their selected leadership groups, which has seen them involved in both in school and outside community activities including supporting fellow students, environmental initiatives and visits to local aged care

facilities. All students have been involved in fundraising for the local chapter of St Vincent De Paul which gives all students knowledge of the needs of those less fortunate than themselves and the satisfaction of being able to help others.

A Kindergarten Orientation/Transition Program took place to familiarise the 2016 Kindergarten students and their parents with school life in order to assist a smooth entry into the school environment. The Orientation Program was designed to help children and parents become familiar with the school setting. 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 CEDoW 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

St Thomas Aquinas, Bowral is committed to providing a quality learning and teaching environment catering for the needs of all students. The Diocesan Learning and Teaching Framework (DLTF) has provided a clear direction for the school to focus on during the ongoing implementation of the Australian Curriculum.

Curriculum and Pedagogy

The school teaches the Key Learning Areas (KLAs) as required by the NSW BOSTES. In addition Religious Education is taught in line with the Diocese of Wollongong Religious Education Program. This year the school has continued to implement the new Australian curriculum in English and Mathematics using the New South Wales syllabuses as well as introducing the new Science Syllabus. The staff has been introduced to the History and Geography syllabus of Human Society and its Environment (HSIE) and have collaborated on possible units and a scope and sequence ready to be implemented in 2016. In English there has been a focus on the explicit teaching of comprehension strategies, and the development of differentiated guided reading groups in order to improve reading skills. Writing has also had an increased emphasis, with the whole school explicitly teaching sentence structure, paragraphing and punctuation. Daily writing has ensured a significant improvement in the quality of texts. The establishment of guided writing groups based on assessment and data, will be a focus for the future.

In implementing the Mathematics syllabus, the staff at St Thomas Aquinas, have focused on two main areas of professional development. Firstly, creating more effective number sense tasks that allow for improved fluency and secondly, creating tasks that encouraged the development of the Working Mathematically skills. The development of the number sense tasks included the use of technology which has assisted in the differentiation the learning for the range of abilities of students. With the assistance of an Education Officer from CEDoW office and another mathematics mentor, the teachers have worked to develop effective assessment strategies to assist with plotting each student on the Mathematics Continuum. This enabled teachers to differentiate and adjust their learning programs to meet the needs of their students.

A K-6 approach to the structure of the daily Mathematics block has been developed following the CEDoW Guidelines for Quality Primary Mathematics Practice. This ensures that all classes are following the aspects of an effective mathematics session. These aspects are: Development of Number Sense, Introduction of New Concepts or Strategy, Consolidation of Concepts or Strategy and Reflection of Learning and Understanding.

This is our second year using the Sentral Student Report that was introduced to cater for the new Australian Curriculum. This provides parents and students with information about learning gains and areas for growth in English and Mathematics. Only learning gains were identified for Religious Education. Assessment has also been adjusted in line with the new curriculum areas.

This year the school continued to make great advances with technology in line with the new Australian Curriculum and 21st Century Learning with the second year of our Bring Your Own Designated Device (BYODD) 1:1 iPad Learning Program. The school has begun the BYODD with our Year 5 and Year 6 cohort in 2015, continuing in 2016 with the Year 5 cohort. The students have successfully used these devices to support their learning across all KLAs. The school's Technology Coordinator worked with all classes and teachers to support learning continuums using iPads in particular, with a range of integrated ICT learning experiences. This included a K-6 Digital Citizenship Program.

The technology levy this year and an additional technology loan has helped to support and sustain the resources across the whole school. This enabled us to purchase six iPads for each classroom (Years 1-4) as well as an installed charging station unit for the iPads and MacBook's in each of these classrooms. The iPads will be shared devices managed by the classroom teachers and used to support learning across all KLAs in the classrooms.

Cross Curriculum

Classes have a two hour literacy block every day and have followed the guidelines for Quality English Practice from the Diocesan Literacy and Numeracy Strategy. There has been a greater focus on the modelled, guided and independent practice within classrooms to cater for the individual abilities of the students.

Numeracy continued to be a high priority throughout 2015. The development of effective numeracy practices was a focus and this was aligned with the guidelines from the CEDoW, *Developing Effective Numeracy Strategies in a Mathematics Session*. Staff have worked extensively with Shirley Brady and a mentor teacher to continue to refine their practice and collaboratively share experiences and strategies to ensure quality learning and teaching across the school. Staff have also developed assessment tools to enable students to be plotted in the mathematics continuum focusing on Aspect 2 and 4.

Meeting the needs of all students

The Enrichment Team has worked with the class teachers in supporting students with additional needs. Personal Plans (PPs) have been developed with parents at the commencement of the school year and evaluation meetings at the end of Term 2. Adjustments are made to the learning and assessments of students, so that they can best access the curriculum. The school has commenced a new process of supporting all students through the new Diocesan framework, Managing Student Pastoral Educational Concerns (MSPEC).

The Learning Support Team has participated in professional learning to assist with establishing a formal process of support. The new MSPEC team includes the Learning Support Team, Classroom teachers, as well as members of the Leadership Team to form a support network around students who experience academic, pastoral or behavioural difficulties. The process for this has started and will be fully

implemented in 2016 with a draft policy and procedures developed for the local context at St Thomas Aquinas.

Expanding Learning Opportunities

The school offered extensive opportunities for students to participate in extra curricula activities. The school music program was exceptional and offered by a specialist teacher utilising a variety of instruments, including a wide range of African drums. Students from Kindergarten to Year 6 were involved in the Musica Viva Program, which exposed them to a musical experience as a whole school concert.

Sporting opportunities were numerous and covered a wide variety of gala days, carnivals, Super Skippers and Diocesan and State events. Students were able to be involved in competitive and non-competitive sporting events.

There were many different opportunities offered in 2015 including the CEDoW Spliced Program, a Liturgy Group, Public Speaking Competitions, Writing Competitions, Art Competitions, gymnastics and the University of NSW English and Mathematics Competitions.

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.

The 2014 NAPLAN results highlighted many areas of strength for the students in Years 3 and Year 5. In Year 3, over 50% of students were placed in Bands 5 and 6 in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. In Year 5, over 50% of students were placed in Bands 7 and 8 in Reading and Grammar and Punctuation. The Numeracy results for Year 5 were not in line with expectations and this remains a focus for staff professional development.

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.

NAPLAN 2015: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	0%	25%	75%	7%	36%	56%
	National	13%	39%	48%	20%	47%	33%
Writing	School	0%	27%	73%	4%	69%	27%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	6%	37%	58%	4%	53%	44%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuation	School	4%	31%	65%	9%	33%	58%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	2%	57%	42%	11%	60%	29%
	National	17%	49%	34%	18%	55%	28%

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

NAPLAN 2015: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	96%	98%
	National	95%	93%
Writing	School	96%	100%
	National	96%	92%
Spelling	School	96%	98%
	National	93%	93%
Grammar & Punctuation	School	96%	96%
	National	95%	93%
Numeracy	School	96%	98%
	National	94%	95%

Parent, Student and Staff Satisfaction

Parents

Throughout this year the school has held a number of parent forums to allow for 'open conversation' about such topics as the Australian Curriculum, technology and 21st century learning, homework and any other topic parents wanted to discuss in regard to student learning and the school environment. These forums lead to much positive feedback and some ways the school can improve parent satisfaction in regard to communication, meetings and parents wanting more interaction with their child's teacher. Other suggestions that came out of the forum include; teacher parent information evening spread over several nights, an opportunity for each teacher to present their own information evening and not necessarily together as a grade and more chances for parents to have access to some professional readings about 21st century learning.

A survey was sent out to the parents on behalf of the Parents and Friends' Association in regard to the school uniform. Interesting data came out of this survey including a strong desire to keep tradition and allow for much of the current uniform to remain the same. Some minor change options are still to be investigated with the supplier.

Another survey was sent out to the parents of the schools first 1:1 Bring Your Own Designated Device iPad cohort (Year 6 2015) during the last few weeks of this year to establish their satisfaction with the school iPad Learning Program and any issues or comments parents had to share. It is hoped that this data will assist the future direction of the schools' program.

Staff

Staff were given the opportunity to provide feedback throughout the year. They identified the challenges of a change in the leadership team and staffing during the year which saw changes in leadership styles, communication and consistency across some areas of the day to day running of the school. Staff also identified some concerns around a number of pedagogical issues including catering for the diversity of all learners and the demands of 21st century learning.

Staff did feel well supported with the implementation of new syllabuses in the curriculum and the focus area of a consistent K-6 Literacy and Mathematics blocks.

Students

Student focus groups were formed to provide feedback about what they considered to be the strengths of the school and areas for potential improvement. Students identified areas of strength such as; learning spaces; access to resources; the iPad program; playground equipment and facilities as well as feeling safe and secure and enjoying self-directed work.

Students also identified areas for improvement including: having more emphasis on the 'Friendly Schools' Program; more emphasis on the importance of rules; having safer play equipment and the implementation of a playground roster.



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG