

Annual School Report

Primary

2016



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:

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Parish Priest: Fr Sean Cullen
Principal: Mary-Lynn Lane
Date: 20 December 2016

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

This Annual School Report is presented to acknowledge and celebrate the many highlights and achievements of 2016. These included the introductions of a school Open Day, participation in local events, including Tulip Time, highlighting skills and talents of students, as well as Class Expos for parents to be involved in the presentation of the student's learning at the end of a unit of study.

With a strong emphasis on our Vision and Mission, the year has been very focused on enhancing our Catholic life and culture, as well as the improvement in learning for every child. The support of students and their families is key to the work we do and there have been many great achievements throughout this year.

St Thomas Aquinas Catholic Primary School is fortunate to have a very strong connection to our parish and we have celebrated many family Masses together with our parish community. The school actively supports the Parish Sacramental Program and our school's Liturgy Group provides exceptional music to all our liturgical celebrations.

Learning and teaching have been our key work with a significant amount of our focus on the tracking and monitoring of student needs. A new team was established for Managing Support for Pastoral and Educational Concerns (MSPEC) of students. Targeted support was provided and ongoing monitoring to cater for specific students. This has proven to be a very successful model for individual support. Guided groups have been established across the school to ensure teaching is addressing the students at their level of learning.

The school has also offered many opportunities for students across a broad range of areas and the parent community have been actively engaged in many facets of school life. We are very grateful to all who have contributed to the success of the 2016 school year and look forward to continuing to build on this into the future.

Parent Involvement

The Parents & Friends Association (P&F) has had a successful year of supporting the school and the broader community. They have added to the sense of community within the school, so that students and their families feel a sense of belonging to the school. The P&F promotes Mother's Day and Father's Day breakfasts and morning teas in conjunction with official school events to which parents and other family members are welcomed. The children are entertained throughout the year with mufti days, raffles, and other seasonal celebrations. A major improvement project in 2016 was the rejuvenation of our Infant's Playground and Prayer Garden. This was a significant investment which would not have been possible without the fundraising support of our school community. The P&F also refreshed the Canteen and installed air conditioning financed jointly with the school. We appreciate that many working families support the school with our fundraising events. Hosting social events such as our Trivia Night enables families to develop friendships and networks within the school and parish communities. The P&F provide a regular forum for communication and interaction between the school's Leadership Team and the parent

community, by meeting once a Term and via the P&F newsletter. The P&F are representative of all families and welcome help in every aspect of our projects.

Parents and Friends Association, President

Student Leadership

Being School Captain has been a great opportunity. The leadership involved is part of our everyday routine. As Captains we get the great chance to visit other schools and represent our fellow classmates. It has been our pleasure to travel to numerous places and be proud to be a St Thomas Aquinas student. Every year six student has leadership responsibilities such as peacekeeping, doing the morning assemblies, fortnightly assemblies and opening the sport boxes. Year six students are also involved in certain leadership committees, such as art and music, hospitality, social justice, library, technology, sport or the environmental committee. We hope these leadership opportunities will continue in future years.

School Leaders

School Profile

School Context

St Thomas Aquinas Catholic Primary School is a Catholic systemic co-educational school located in Bowral. The school caters for students in Years K-6 and has a current enrolment of 389. 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 and wider community.

Teaching and Learning is based on the inquiry model and this is a whole school approach. Students are introduced to this in Kindergarten and this language is built upon year after year so that the consistent approach becomes a natural part of students' way of learning. We believe that all children, no matter what their abilities, have special needs and as such we have set up a Learning Support Team, whose purpose it is to assist each class teacher to provide a worthwhile and stimulating learning program for all students at all levels. While this program is still in its infancy we have been able to observe measurable improvements in student learning and NAPLAN results

Student Enrolments

2016 enrolments	
Boys	203
Girls	186
Total	389
Indigenous	3
LBOTE	31

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. Changes were made to this Policy in 2016.

Student Attendance

2016 Attendance	Male	Female
Kinder	94.0%	92.0%
Year 1	92.9%	95.6%
Year 2	93.4%	95.0%
Year 3	91.7%	93.9%
Year 4	93.6%	94.2%
Year 5	93.9%	94.4%
Year 6	92.4%	92.9%
Whole school	93.2%	94.2%

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.

All student attendance records are maintained on a CEO approved electronic storage and management system. Absences are recorded daily by 10.30am. Unexplained absences are monitored daily and parents are advised of unexplained absences by email. If no reply is received, the SSSO contacts the parent to request an explanation.

The process for following up students with frequent absences or who is refusing to attend school is for the Class teacher to discuss with parents/ student. If there is no improvement the matter is referred to the Principal. The Principal meets with parents to discuss concerns and develops an intervention strategy (School counsellor, part time program etc.) and may use *Managing Student Pastoral and Educational Concerns* (MSPEC) tool to seek assistance from the Catholic Education Office.

Staffing Profile

There are a total of 23 teachers and 8 support staff at St Thomas Aquinas Catholic Primary School. This number includes 16 full-time, 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 2016 was 95%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 100 %.

Professional Learning

During 2016 St Thomas Aquinas 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 Thomas Aquinas Catholic Primary School whole school development days involving all staff.

These days focused on:

- Curriculum – Literacy & Numeracy Continuums
- Spirituality Day, The Year of Mercy'
- Surf Life Saving - First Aid

B. Other professional learning activities provided at school level including CEDoW run courses:

- School-wide Positive Behaviours for Learning (SPB4L) (5 staff)
- Learning Technologies (2 staff)
- Lamplighters (5 staff)
- Leading Libraries PD Day (1 staff)
- Teacher Librarian Professional Learning Community Conference (1 staff)
- Spotlight on Technology (5 staff)
- Oliver Introduction Training (2 staff)
- New Oliver Features PD (2 staff)
- Indigenous Education Day (1 staff)
- Kath Murdoch Inquiry Conference (7 staff)

- Best Start Kindergarten (1 staff)
- Growth Coaching Course (1 staff)
- REC Liturgy & Coordinators Conference (1 staff)
- Apple Conference - What's next? Transforming Learning (3 staff)
- Spliced Art Day (1 staff)
- Maths Conference (MANSA) (8 staff)
- Gifted Education Network meeting (1 staff)
- DOW HARS excursion (1 staff)
- SALT Training - CEO Wollongong Work Health and Safety for Schools and Offices (31 staff)
- First Aid (31 staff)
- Assessment cadre (1 staff)

The average expenditure by the school on professional learning per staff member was \$414.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$970.

Catholic Life & Religious Education

St Thomas Aquinas Catholic Parish Primary School is proud to proclaim its Catholic identity to the community. 2016 has been a liturgically rich year. We have celebrated many Masses and liturgies as a school community. Parish weekend Stage Masses continued throughout the year with the involvement of the Parish, parents and staff. Our Catholic Schools Week celebrations involved the Parish, school and local community acknowledging, with gratitude, the support each gives to Catholic Education. Each day began with the school prayer in the tradition of the Daughters of Our Lady of the Sacred Heart. During Lent each class were given the opportunity to attend a weekly Parish Mass as well as a Parish Mass before school. Non-Sacramental liturgies experienced by the school community have included: Holy Week, ANZAC Day, Remembrance Day as well as fortnightly liturgies at each assembly lead by the children. The Saint Thomas Aquinas Liturgy group is a great strength of the school, providing sacred music to the school and Parish. The school has been represented during the Parish Holy Week liturgies as well as the 30th anniversary Mass.

Twice a week, the staff gathered to pray. The staff participated in a Spirituality Day in Term 3 focusing the Year of Mercy; our Parish Priest facilitated the day. The staff also gathered with other Catholic schools in the Highlands for prayer and a meal to refresh their commitment to Catholic Education and the mission of the Church. The Lamplighter and Shining Lights Team continue to develop confidence and capacity in the area of spiritual formation. Staff met and discussed *Laudato Si* and the implications for our school community, developing a Mission Matrix.

School support of the Parish Sacramental programme continued with six teachers involved as Sacramental Associates to implement the three programmes. Staff also supported Children's Liturgy at the Sunday morning Mass with ten staff facilitating the groups.

Year 6 students participated in the Gathering and Prayer with Bishop Peter celebrating the Year of Mercy. This year St Thomas Aquinas hosted which gave the students the opportunity to celebrate Mass together as well as meet with Bishop Peter. Our Liturgy group combined with St Michael's, Mittagong and provided the music and led the singing.

Students from Stage 3 entered the annual Christmas Story Art Competition. Four students, out of the six school entries, had their work commended and two progressed to the final judging, having their artwork displayed in the crypt at St Mary's Cathedral, Sydney.

Our School, through the leadership of Year 6 Social Justice Team, have continued to support Catholic charitable organisations including Caritas, Catholic Missions, St Vincent de Paul Winter and Christmas Appeals and as well as making donations to many needy families within our own school community. Year 6 students also visit Harbison Nursing Home sharing their talents with the residents. Year 5 organised a Market Day in term 2 to raise funds for Maubara Orphanage, East Timor totalling \$1 579.

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 2016. The school cohort in 2016 consisted of 61 Year 4 students who sat the

Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and 61 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 five weeks 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:

- understanding of the Eucharist
- understanding of Jesus' teaching on forgiveness
- descriptions of how to respond to Jesus' command to love God and others
- knowledge of the Lord's Prayer

All scoring 100%

The students' responses showed a need for them to further develop their capacity to work with, and apply the religious tradition, especially in their ability to:

- know of how the Church prepares for the birth of Christ during Advent
- identify key scripture of the Liturgical year
- recognise the quality of saints.

For Part A, 5.30% of students were placed in the developing level, 63.20% in the achieving level and 31.6% were in the extending level.

For Part B, 0% of students were placed in the developing level, 49.20% in the achieving level 50.80% were in the extending level.

Combining Parts A and B, 0% of students were placed in the developing level, 66.70% in the achieving level and 33.30% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement is an on-going 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 2016:

Key Area 1: Catholic Life and Religious Education

1.2: Religious Education

Goal: To review the Religious Education programs, so that they reflect a clear understanding of the curriculum and address all Diocesan requirements.

Key Area 2: Students and Their Learning

2.1: Educational Potential

Goal: Every class teacher will use data to provide differentiated learning and targeted intervention for all students in their class.

Key Area 3: Pedagogy

3.2: Provision for the diverse needs of learners

Goal: To further develop a whole school, student-centred approach to catering for the diverse needs of learners.

Key Area 4: Recruitment, Selection & Retention of Staff

4.1: Recruitment, selection and retention of staff

Goal: The school reviews all processes of the recruitment process to ensure all stages are in accordance with the CEO requirements.

4.5: Overall compliance with legislation and other requirements

Goal: The school will have a clear understanding of all compliance requirements with processes and structures in place to ensure all staff comply.

Key Area 5: Resources, Finance and Facilities

5.3: Environmental stewardship

Goal: The school will have a greater awareness of the importance and implications of environmental stewardship.

Key Area 6: Parents, Partnership, Consultation & Communication

6.2: Reporting to the community

Goal: The school will improve and streamline all forms of communication with our parent body and the community.

School Review and Improvement components to be reviewed and rated in 2017:

The Cyclic Review framework for 2017 will focus on the school's ongoing improvement journey. During 2016 a research and innovation project was undertaken by *Jane Bezzina Consultancy "Inspiring Change"*. This strategic research project was undertaken to plan the improvement of the school and lead St Thomas Aquinas into the future. At the heart of this research project are the interests of students and an exploration of educational culture. The strategic recommendations and priorities to support conditions of high quality teaching and learning, leading to maximised student outcomes will help form the basis of SRI Key Areas 3, 4 and 5 throughout 2017.

Key Area1: Catholic Life and Religious Education

1.3: Catholic Life and Culture

Goal: To enhance the current culture with an effort to support the Mission aspect of the Church.

1.4: Parents, Parishes and the Broader Church

Goal: Provide opportunities for parents to deepen their understanding of their faith as the Primary Educators of their children.

Key Area 2: Students and their Learning

2.1: Educational Potential

Goal: Every class teacher will use data to provide differentiated learning and targeted intervention for all students in their class.

2.3: Reporting Student Achievement

Goal: Consistency across the School when providing feedback to Parents.

Key Area 3: Pedagogy

3.6: School Climate, Learning Environment and relationships

Goal: To implement appropriate recommendations from the Jane Bezzina Report.

Key Area 4: Humans Resources Leadership and Management

4.2: Professional Development of Staff

Goal: To implement appropriate recommendations from the Jane Bezzina Report.

4.3: An Ethical Workplace Culture

Goal: To implement appropriate recommendations from the Jane Bezzina Report.

Key Area 5: Resources, Finance and Facilities

5.4: Financial Management

Goal: The School will comply with recommendations from all Financial Audits.

Key Area 6: Parents, Partnership, Consultation and Communication

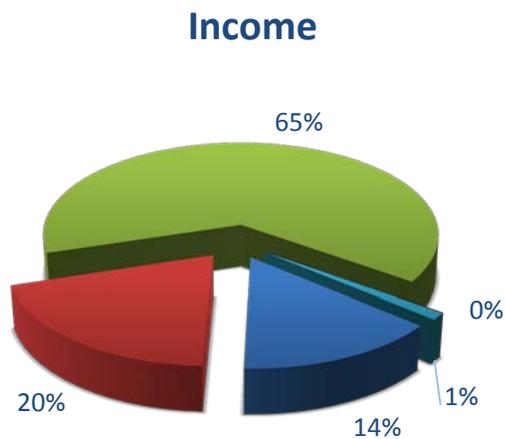
6.3: Linkages with the Wider Community

Goal: The school will continue to be actively involved in the parish and wider community

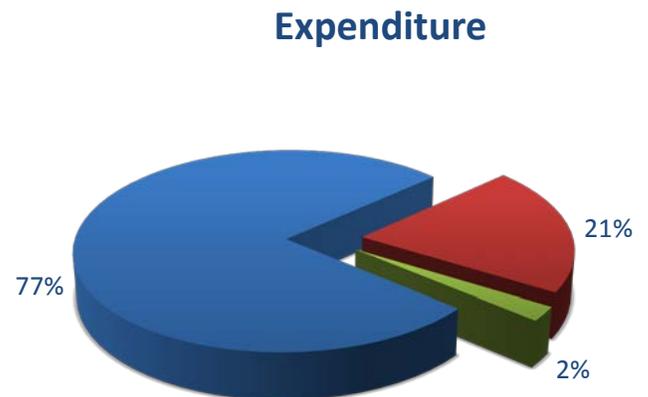
Financial Summary

The school has focused expenditure on the resources to ensure that teaching materials were available as required. Maintenance continues to be a significant financial commitment, as the buildings and facilities require repair and improvement. General maintenance of facilities, have been financed by the school and the School Enhancement and Debt Servicing Obligation (SEDSO) funding.

The following graphs reflect the aggregated income and expenditure for St Thomas Aquinas Catholic Primary School, Bowral for the year ended 31 December 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education and Training.



- Fees and Private Income
- State Recurrent Grants
- Commonwealth Recurrent Grants
- Government Capital Grants



- Salaries, Allowances and Related Expenses
- Non-Salary Expenses
- Capital Expenditure

Student Welfare

St Thomas Aquinas is committed to the Catholic education of all students who are supported at all times spiritually, academically, physically, socially and emotionally. The wellbeing of all who work and learn at our school is central to the school's ethos.

We continued to implement the SPB4L Framework at St Thomas Aquinas, which focuses on building a positive school environment by establishing and maintaining clear expectations of behaviour from both students and staff. The three school rules, which have been established, are continually reinforced through our playground reward system and the focus of school assemblies. SENTRAL playground data was updated weekly and any areas of concern were addressed by the committee and discussed with the staff. The *Friendly Schools* Program was taught across all Grades K-6 weekly throughout the year.

CatholicCare continued to provide the school with a counsellor, which has been very beneficial to students and parents who have accessed the service.

Kindergarten and Year 6 buddy system helped the Kindergarten students throughout the year with the various activities and programs. Year 6 were all members of leadership groups, which they nominated themselves for. These groups involved students in a variety of activities throughout the year, which included visits to a local aged care facility, school sporting activities, environmental initiatives and assisted with school events. Kindergarten Orientation/Transition program took place for 2017 Kindergarten intake. New parents attended an information meeting and were given a social morning tea. All students were involved in St Vincent De Paul and school mission fund-raising days.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures are 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 Diocesan 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 2016. 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.

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Learning and Teaching

St Thomas Aquinas, Bowral is committed to providing a quality learning and teaching environment catering for the needs of all students. Staff members are dedicated and committed to providing each student with quality Catholic learning and teaching. 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. Individuals are valued and encouraged to achieve their optimum potential.

Curriculum and Pedagogy

The implementation of the NSW Syllabus for the Australian Curriculum in English, Mathematics History and Geography syllabus of Human Society and Its Environment (HSIE) and Science was a continued focus throughout 2016. This is reflected in the school's scope and sequence for these Key Learning Areas (KLAs). The BOSTES syllabus documents in Creative Arts, Personal Development, Health and Physical Education (PDHPE) along with the Diocese of Wollongong Religious Education curriculum were the basis for the School's curriculum. In addition Religious Education is taught in line with the Diocese of Wollongong Religious Education Program.

Assessment plays a pivotal role in collecting data about student achievement, and teachers continued to use the cycle of assessment to inform the learning and teaching process in classrooms. A range of assessments for, of and as learning are utilised in all classes to monitor learning gains and provide direction for planning and programming.

The teaching and learning focus throughout the school was student-centred and individual achievements have continued to be mapped on the learning continuums for literacy and numeracy. This enabled teachers to differentiate and adjust their learning programs to meet the needs of their students.

The use of Information, Communication and Learning Technologies (ICLT) was embedded within classroom practice from K-6. Staff are committed to the use of technology as a tool to enhance student learning and knowledge. Kindergarten to Year 6 all participate in a Digital Citizenship program and classrooms are well equipped with interactive whiteboards, smart T.V.'s, laptops and had access to iPads. Stage 3 students had 1:1 Pads for learning in classes.

Cross Curriculum

Literacy continued to be a priority at St Thomas Aquinas in 2016, ensuring quality daily practice across all Stages. 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 an emphasis on the guided writing within classrooms to cater for the individual abilities of the students. Teachers used the Literacy Continuum to monitor and track student progress in literacy.

St Thomas Aquinas 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. Teachers used the Numeracy Continuum to monitor and track student progress in numeracy.

A data wall was established with the focus on place value and monitoring student progress. Intervention plans and learning plans were designed to address the needs of the students that were identified from the data.

Indigenous Education was integrated within the teaching of Human Society and Its Environment (HSIE) throughout the school. All students participated in an Indigenous Education Day where they attended a variety of workshops highlighting Aboriginal culture.

Meeting the needs of all students

Student needs were met in a variety of ways. Additional funding supported 11 children who qualified for Students with Disabilities (SWD) from the CEDoW office. As part of this funding, and with the support of outside agencies, as well as specialist staff, programs were devised and implemented to ensure these children received support with their learning. Other students were well catered for with a differentiated curriculum, and School Support Officers (SSO) supported class teachers with particular learning needs of some students in classes.

Managing Student Pastoral and Educational Concerns (MSPEC) meetings were established and took place regularly to support students who may need some additional support. Individual Educational Plans (IEPs) were developed for children with particular learning needs to design curriculum and individual learning goals and learning outcomes. Interviews were held regarding these IEPs with the students' parents twice in the year, and as the need arose. Personalised Learning Plans (PLPs) continued to be developed for Aboriginal students, in collaboration with parents and teachers, to support a deeper understanding of Aboriginal culture.

Students requiring academic challenges, were catered for through classroom programming, planning and in some classes, using the enquiry approach. Some students from Stage 2 & 3 participated in a program initiated and developed from the Catholic Education Office for students in Primary Schools. This program was called Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICE) provided an opportunity for learners to access challenging units of work in a purpose-built online environment and attend workshop days with other like-minded students in the Southern Highlands.

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.

During Book Week this year, all the students attended an educational performance of "Book Week 2016-Fair Dinkum." The whole school also participated in our annual Book Character Parade.

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 2016 including 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 2016 NAPLAN results highlighted many areas of strength for the students in Years 3 and Year 5. In Year 3, over 55% of students were placed in Bands 5 and 6 in all areas with Reading as high as 72.4% of students. Spelling is the lowest with 55.1% of students achieving in the top two bands. In Year 5, over 50% of students were placed in Bands 7 and 8 in Reading and Grammar and Punctuation. In Numeracy there were 40% of students in the top two bands, which is an improvement on previous NAPLAN results. Writing and Spelling are both areas that the school need to continue to focus on. Student Growth from Years 5 to 7 showed a 70.5% greater than or equal to expected growth in Numeracy and Grammar and Punctuation was 60%. From Year 3 to Year 5 Student Growth in all areas was over 54% for all areas except Spelling with Reading had 67.4% greater than or equal to expected growth.

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 2016: % 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	7%	21%	72%	6%	36%	58%
	National	12%	37%	49%	16%	47%	35%
Writing	School	2%	33%	66%	6%	70%	24%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	5%	40%	55%	8%	70%	22%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	3%	24%	72%	4%	44%	52%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	10%	33%	57%	2%	58%	40%
	National	13%	49%	36%	17%	53%	28%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

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 2016: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	92%	96%
	National	95%	93%
Writing	School	95%	96%
	National	96%	93%
Spelling	School	93%	96%
	National	94%	93%
Grammar & Punctuation	School	92%	98%
	National	96%	94%
Numeracy	School	93%	98%
	National	96%	94%

Parent, Student and Staff Satisfaction

Parents

Throughout this year the school has held a number of parent surveys to allow for feedback in regard to our School Review and Improvement agenda and Strategic Plan. Parents have acknowledged the Catholic Life and Religious Education of St Thomas Aquinas and the strong connection between the school and parish. Parents believe the school provides a safe and secure environment for their students and teachers are very committed to providing a nurturing, learning environment for their child.

The survey has provided feedback that parents would like greater parent engagement in the educational agenda of the school, with more involvement in the curriculum delivery. With so many parents with a broad range of skills and talents, there is an opportunity to extend the range of educational experiences to improve student learning.

The school has been very committed to continually improving the communication channels between teachers and parents. Feedback regarding more opportunities to meet formally in Parent/Teacher interviews has been acknowledged and an additional meeting organised for the commencement of each school year. Parents will have formal Parent/Teacher interviews at the beginning of Term 1 to share information regarding the student.

Surveys and meetings were organised throughout the year to plan for the use of technology and 21st century learning. A proposed 1:1 iPad program in Year 4 was considered and a survey, as well as a parent meeting, offered opportunities for feedback. As there were so many concerns, the school accepted the feedback from parents and this did not proceed.

Staff

Staff were given many opportunities to provide feedback throughout the year, through various surveys and meetings, using a variety of brainstorming activities. As the school worked on the School Review and Improvement plans, the staff were able to provide invaluable feedback to assist in setting the direction for professional development and strategic focus.

The work on the Literacy and Numeracy continuums impacted significantly on teachers and their feedback assisted with setting the focus for the school. The Catholic Education Office provided professional development and support with technical difficulties, so that the continuums were used more effectively to support teaching and learning.

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: the staff who were helpful; the buddy system; the iPad program; the excursions and experiences that they have at school and the sporting opportunities.

Students also identified areas for improvement including: the rules of games and everyone following them; having more play equipment and more opportunities to work on their interest areas.



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