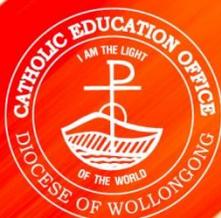


Annual School Report

2013



About This Report

St Paul's Catholic Primary School, Moss Vale is registered by the Board of Studies NSW and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

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

The Report also outlines information regarding School Review & Improvement (SRI) initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2014.

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

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P.O Box 359,
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Parish Priest: Fr Jaroslaw Zan OSPPE

Principal: Mr Anthony Kenna
Date: 13 December 2013

Vision Statement

A Catholic Community that respects the dignity of all and strives to provide a quality learning environment, focused on the life of Jesus.

Message from Key School Bodies

Principal's Message

St. Paul's Catholic Primary School is committed to providing quality Catholic Education for the students at the school. The Annual School Report is an opportunity to share with the school community, Parish and the wider community important programs and events that have taken place throughout the year, and that demonstrate our commitment to the vision statement. The 2013 School Year was a successful year for all involved with the school. The achievements were due to the dedication and commitment of the staff, together in partnership with the students, parents and Parish community. The Annual Report provides significant information of which the school and Parish community can be very proud.

Parent Involvement

St Paul's Primary School has a strong home and school partnership. Parental participation is valued and encouraged. Parents were kept informed through the weekly newsletter and were encouraged to attend Parents and Friends activities, support fundraising activities, assist with class activities, attend special liturgies and respond to surveys. The parent community actively participated in the school through various means. Donations to the school of over \$35 000, by the Parent and Friends Association (P&F), have resulted in providing additional literacy and numeracy resources, playground equipment, laptops and ipads for the school. Continuous consultation with parents helped St Paul's provide a caring and supportive Catholic learning environment where children were given the opportunity to thrive and achieve their best.

Parents and Friends Association, President

Student Leadership

St. Paul's Primary School has played a significant role in the lives of the Year 6 students. Year 6 has participated in a variety of activities this year and these activities include, prayer services, liturgies, celebrations of the Eucharist, classroom learning experiences, excursions, Tallong leadership camp, sporting carnivals, whole school assemblies, fundraising activities and the Year 6 and Kindergarten buddy program. The annual gift to the school by Year 6 was an outdoor clock. Year 6 have lead the school with pride, displaying strong leadership through action and having a significant role in the development of the new school rules called, 'CODE 5'.

School Captains

School Profile

School Context

St Paul's Catholic Primary School is a one stream co-educational Catholic school situated in St Paul's Parish Moss Vale. The school caters for students in Kindergarten to Year 6 and has a current enrolment of 158. Students who attend the school predominantly reside within the township or the southern outlying areas. The Parish covers this area and is presently administered by the Fathers of the Order of St Paul the First Hermit.

The first Catholic Primary School in Moss Vale was started by the Sisters of St Joseph at "Kalurgan", Browley Street Moss Vale, in 1884. In 1891 the Dominican Sisters took over the role as chief educators and St Joseph's School was transferred to the Elm Court property in Moss Vale. In 1947 the school moved to its present Garrett Street site and was renamed St Paul's, with pupils starting classes in January 1948.

The school motto is, "All to All", which reflects the strong faith culture of the school.

Student Enrolments

2013 Enrolments	
Boys	83
Girls	75
Total	158
Indigenous	0
LBOTE	3

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.spmvdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2013.

Student Attendance

2013 Attendance	Male	Female
Kinder	95.9	95.2
Year 1	92.6	89.8
Year 2	91.8	91.8
Year 3	90.4	92.8
Year 4	91.4	88.8
Year 5	93.0	90.2
Year 6	93.6	91.4
Whole school	92.7	91.4

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.

When a student was away from school a note or email was sent to the school. This was kept on the student's file and the absentee recorded on the electronic role file at the school. If a student was away for more than three days, the class teacher informed the school office and a telephone call was made to the family to enquire about the student's welfare. The management of student non attendance was consistent with the Catholic Education Office Student Attendance Guidelines and Procedures (Nov 2012).

Staffing Profile

There are a total of 12 teachers and 6 support staff at St Paul's Catholic Primary School. This number includes 8 full-time, 4 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2013 was 98.9%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 100 %.

Professional Learning

During 2013, St Paul's Staff undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

- A. St Paul's whole School development days involving 18 staff and these days focused on:
- Adult Spirituality and Faith development;
 - Australian Curriculum;
 - School Review and Improvement; and,
 - Cardiopulmonary resuscitation (CPR) Update.

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

- School Review and Improvement group sessions (17 Staff);
- Retreats for Principal, Assistant Principal and REC (3 Staff);
- Professional Development Planning and Review (PDPR) (17 Staff);
- Primary Leaders Australian Curriculum Day (3 Staff);
- Network Meetings for Principal, Assistant Principal (AP), Religious Education Coordinator (REC), Information Communication Learning Technologies (ICLT), Sport, Senior School Support Officers (SSSOs), and Librarian, (8 Staff);
- Using National Assessment Plan for Literacy and Numeracy (NAPLAN) data to improve student outcomes (4 Staff);
- Data Analysis (2 Staff);
- School Measurement, Assessment and Reporting Toolkit (SMART);
- Australian Institute for Teachers and School Leadership (AITSL) (12 Staff);
- Reading Recovery Ongoing Professional Learning (OPL) sessions (1 Staff);
- Reading Recovery support teacher workshop (1 Staff);
- Catholic Education Commission (CEC) Individual Plans (IP) for Students with a Disability (2 Staff);
- School Wide Positive Behaviours for Learning (SPB₄L) framework (4 Staff);
- Mental Health and Well Being for Young People seminar (3 Staff);
- Best Start (1 Staff);
- Lamplighter Spirituality Course (4 Staff);
- Shining Lights Spirituality Course (3 Staff);
- Encountering the word of God (1 Staff);
- Christmas Story information session (1 Staff);
- Lane Clark Learning Framework (4 Staff);
- Collaborative Classrooms (4 Staff);
- Leading Literacy and Numeracy Learning (4 Staff);
- School Administration System (SAS)(2 Staff);
- Religious Literacy Analysis (1 Staff);
- K-2 RE Curriculum Pedagogy (2 Staff);
- Taking Off with Numeracy (TOWN) program (6 Staff);
- Focus on Numeracy (FON) program (4 Staff);
- Educational Leadership Conference (2 Staff);
- System Focus Day (1 Staff); and,
- Responsible digital citizenship (1 Staff).

The average expenditure by the school on professional learning per Staff member was \$310. In addition, professional learning opportunities were provided by the Catholic Education Office, with an additional average expenditure per staff Member of \$1 937.

Catholic Life & Religious Education

The school year began with a Mass for school staff and Parish catechists. In Week 3 a whole school Mass was held to welcome new students and their families to the St Paul's community. During Mass the Year 6 leaders were inducted into their leadership roles.

Staff prayer and spiritual formation continued to be an integral part of school life. Twenty minutes each Wednesday morning was allocated to staff prayer. A number of staff members attended the Highlands Gatherings Spirituality sessions, which were held each term and Brother Bill Tarrant from the Hermitage at Mittagong facilitated some of the sessions.

An ongoing emphasis on building Parish and school relationships continued throughout 2013. The second Sunday of each month a class Mass was held at the 9:30 AM Sunday Parish Mass. Children took on the roles of readers, procession leaders, greeters and ushers for the Parish Mass. Masses and liturgies were also held throughout the year to mark significant events in the life of the school, Parish and Church. These included, Easter Mass, Mass for the Assumption, St. Paul's Feast Day, Reconciliation Liturgies, Grandparents Day, Mothers Day, Fathers Day, All Saint and All Souls Day, Advent liturgies, End of Year Mass and School Christmas Carols performance. The weekly school newsletter included notices of special events for both the school and Parish. The Parish bulletin also contained information regarding school events. The Parish community was invited to participate in all school liturgy events. A Grandparents Day Mass on the Feast Day of St Joachim and Anne was organised by both the Parish and school and was followed by morning tea.

The annual Year 6 Conversation and gathering with Bishop Peter Ingham was held at Mt Carmel Varroville during Term 3.

The school and Parish relationship was also fostered through the Parish-Based Sacramental Programme. Teachers catered for the special needs of the children involved in the programmes. Along with the Parish sacramental coordinator, a number of teachers from the school were involved in preparing groups of children for the Sacraments of Penance, Eucharist and Confirmation. The school also made special provision for teachers to be available for the reflection days held for each sacrament. The reflection days were held on the Thursday before receiving the sacraments of Eucharist and Confirmation. During Confirmation and Eucharist reflection days, students from the local area schools joined with Year 6 and Year 3 St Paul's students in preparation for the Sacraments. The Parish choir and musicians significantly enhanced sacramental liturgies throughout the year. The school and Parish were able to cater for the large congregations attending these celebrations through the use of the school hall.

In 2013 the school began a three year commitment to staff spirituality. The program has two distinctive groups. The 'Lamplighters' staff group and the 'Shining Lights' staff group. This year, the staff spirituality day was based on the lamplighters programme. The focus was on

the element of 'Presence' and involved staff using the Lexio Devina style of prayer and being present in the community by working at our Parish Church, completing some cleaning and maintenance work.

The Mini Vinnies group continued their service to the community through a variety of initiatives, ranging from a gold-coin donation mufti day, to the collection of winter and Christmas items for the local chapter of St Vincent de Paul, to distribute to the needy of the local community. The children of St Paul's responded generously with a large amount of food and other items donated for the St Vincent de Paul hampers. Funds raised and items collected were distributed to a variety of charities.

Other opportunities were provided to build the Catholic Life of the school and the Religious Education experiences. These included: class liturgies, Year 4 Religious Literacy Sharing Day, Catholic Schools Week activities and Devotions to Our Lady.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the Diocese in 2013. The school cohort consisted of twenty three Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) and twenty three completed the Extended Task (Part B). The Extended Task is based on the Unit: Creation, and was completed during Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in their understanding of the religious tradition. This high level of performance was particularly noticeable in their ability to:

- identify key symbols of Baptism;
- demonstrate an understanding of the creation story;
- demonstrate an understanding of the Hail Mary;
- demonstrate basic knowledge of Jesus and his teachings;
- recall the events of the Resurrection;
- recall key aspects from the story Noah and the Ark;
- identify ways that they continue the ministry of Jesus,;
- demonstrate basic understanding of the Sacrament of Penance;
- demonstrate an understanding of the gifts of the Holy Spirit;
- describe how they can respond to Jesus command to love God and others;
- recall and sequence the parts of the Liturgy of the Eucharist; and,
- recall and sequence the story of the Good Samaritan.

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

- recall the key events of Easter;
- identify key symbols, signs and rituals of the Catholic Tradition;
- identify key symbols, signs and rituals of the Season of Advent; and,
- recall and sequence the events of Advent and Christmas.

For Part A 17% of students were placed in the developing level, 52% in the achieving level and 31% were in the extending level.

For Part B 12% of students were placed in the developing level, 48% in the achieving level and 40% were in the extending level.

Overall for Part A and B combined, 4% of students were in the developing level, 61% were placed in the achieving level and 35% were placed in the extending level.

School Review and Improvement

School Review and Improvement (SRI) 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 2013:

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

1.3 Catholic Life and Culture

For selected leaders in the school, to undertake the 'Lamplighters' and 'Shining Lights' personal spiritual formation programs.

The School Leadership Team (SLT) and selected teachers undertook these courses. These courses will continue for the next three years

- **Key Area 2: Students and Their Learning**

2.2 Rights and Responsibilities

For students to consistently demonstrate positive behaviours and relationships in all classroom and non-classroom settings.

2.5 Pastoral Care and 3.6 School Climate, learning environment and relationships. These two components were linked under the following goal.

To fully implement the School Wide Positive Behaviours for Learning (SPB4L) Program in all school settings.

In 2013 the school has implemented the SPB₄L program across the playground and other areas outside the classroom. This program will continue into 2014 and focus on the classroom and other indoor learning areas.

2.4 Integration of Information and Communication Technology (ICT)

To develop practices that will facilitate and reflect an innovative approach to the use of ICT to improve student learning.

In 2013 the use of iPads were introduced to Kindergarten and Year 1 to support the learning and teaching of reading and Mathematics. The use of iPad in classes will be extended in 2014.

- **Key Area 3: Pedagogy**

3.1 Curriculum Provision

Implement the New Australian Curriculum in areas of English and Mathematics.

These curriculum areas were examined and scope and sequences developed ready for implementation in 2014.

3.3 Teaching Practices

3.4 Planning, Programming and Evaluation

3.5 Assessment

These three components were linked the following goal;

Improve student performance in numeracy, and update pedagogies in the teaching of Mathematics across the school.

In 2013 considerable professional learning took place in relation to the teaching of Mathematics, the gathering and analysis of data, and using of this analysis to plan and implement relevant student learning experiences.

3.6 School Climate, learning environment and relationships. This component was linked to component 2.5 above (see outline above).

- **Key Area 4: Human Resources Leadership and Management**

4.2 Professional Development of Staff

Link the Australian Institute for Teaching and School Leadership (AITSL) Standards to the professional learning of staff.

These standards were linked to the ongoing Professional Development Planning and Review (PDPR) process operating within the school.

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

- 5.1 ICT Resources

- Embed the use of the Google Docs system into the communication system of the school.

- In 2013, the above components were reviewed and strategies developed to improve the dimensions of the components identified. The launch of the School Behaviour Rules (Code 5) through the SPB4L has improved the climate of the school and assisted in developing a more positive learning environment. The work carried out on the teaching of Mathematics had improved pedagogy and student performance.

- School Review and Improvement components to be reviewed 2014 through to 2017**

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

- 1.3 Catholic Life and Culture

- To continue the goal set in 2013.

- **Key Area 2 Students and their Learning**

- 2.2 Rights and responsibilities

- 2.5 Pastoral Care

- To continue the work as outlined above.

- 2.4 Integration of Information and Communication Technology (ICT)

- To embed fully, the integration of Information and Communication Technology (ICT) into the learning and teaching process in all classrooms.

- **Key Area 3 Pedagogy**

- To continue the work under these components as identified in 2013.

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

- To more fully apply digital technologies to the management and administration of the school

- During 2014 the school improvement journey will continue with a focus on developing, mentoring and supporting teachers as part of their professional learning, and on using data to inform learning and teaching.

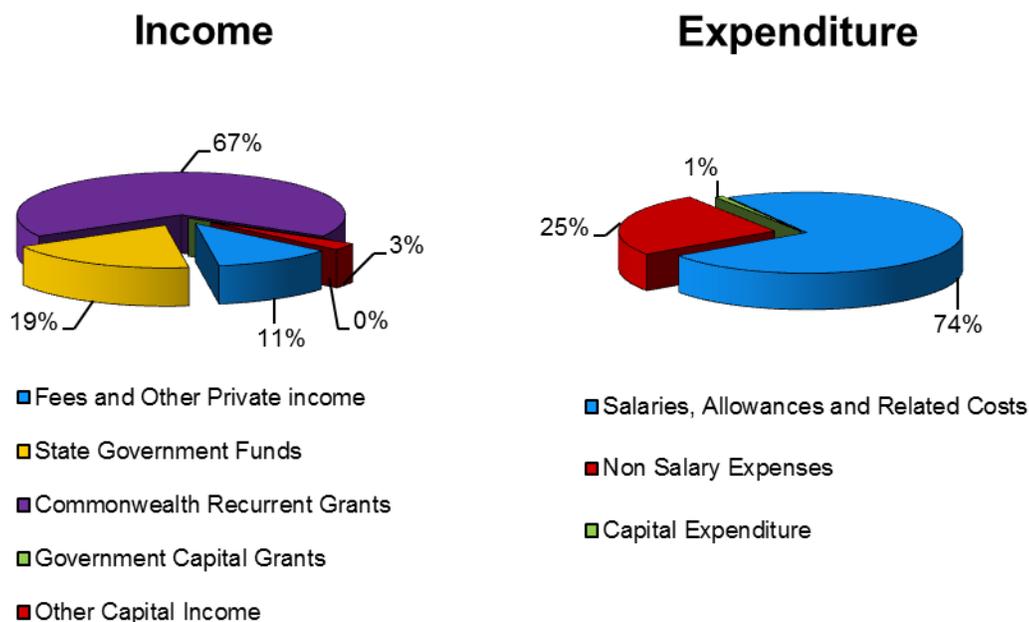
Financial Summary

In 2013 school maintenance, as well as school building and playground improvements continued. The main source of income to support the maintenance and improvements came from the Parents and Friends (P&F) Association and Parish School Enhancement and Debt Servicing Obligation (SEDSO) account.

Through fundraising activities, the P&F Association provided over \$35 000 for laptop computers, playground furniture, school rules banners, resources to the classrooms and school library. The School Fete was a resounding success and the funds were put towards the purchase of resources and equipment for the school. The Australian government provided funds of \$42 000, through the National Solar Schools Program (NSSP) for the purchase of Solar panels.

The balance carried forward in the 2013 budget was required to meet demands for outstanding invoices, teaching resources ordered for the beginning of the school year and learning resources and equipment for 2014.

The following graphs reflect the aggregated income and expenditure for St Paul's Catholic Primary School, Moss Vale for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

Introduction

The school's motto is 'All to All'. This has been a constant reference point for encouraging positive behaviour and support for all people at school as well as in the wider Parish and local community. Currently St. Paul's has a range of programs and initiatives in place to care for the welfare of students, staff and parents.

Pastoral Care

In 2012 the school commenced the School Wide Positive Behaviours for Learning (SPB₄L) Program. The program entered its second year in 2013. Each fortnight a committee of six, which included a parent representative and a team facilitator from the Catholic Education Office Wollongong, met to plan and develop strategies to improve behaviour within the school and the learning outcomes of students. A key component of the process was to collect data to help drive the improvements. The focus for the second year continued to be non-classroom spaces and the school rules. The school awards continued as an example of the commitment to recognising the good behaviour of students and their academic achievement. At each weekly whole school assembly, student achievements were celebrated. Good behaviour was recognised daily during class and break times. Teachers on supervision duty monitored student behaviour and activities, supporting the students as required. Students needing extra support were identified and monitored through recording incidents in playground folders. Information from folders was recorded on a school database. The Seasons for Growth Program was offered to families and provided students with support during times of grief or loss.

The Kindergarten and Year 6 buddy system continued to operate within the school. The Year 6 students supported the transition of the new Kindergarten class into life at 'big school', providing support for them on the playground and in the classrooms during shared activities. CatholicCare continued to provide family counselling support to the school on a fortnightly basis. Community links were again an important part of pastoral care at St. Paul's this year. The school supported families in need, as well as charities through the work of the Mini Vinnies group (Year Five) and the pastoral care parent network group.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** and ***Safe Work Environment*** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2013.

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

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

Learning and Teaching

Introduction

In keeping with the school's Vision and Mission Statement, the Staff at St. Paul's Catholic Primary is dedicated to providing an excellent Catholic School. The readiness of staff to grow and change in the areas of, learning and teaching in a catholic context, spirituality, Religious Education, key curriculum areas, well being and respect for all, is clear evidence of a professional learning community at work focused on improved learning outcomes for students.

National Partnerships

St Paul's Catholic Primary School participated in the National Partnership Agreement. This provided the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. As a participating school the focus in 2013 was to strengthen successful practices and develop innovative responses to meet the needs of all students, especially those most in need of additional support. The partnership built teaching skills and focused on numeracy outcomes for all students.

The National Partnership achieved this through better use of data, strengthening school leadership, and partnership arrangements between school, parents and local communities.

St Paul's Catholic Primary School implemented the following initiatives under the National Partnership Agreement:

- Taking off with Numeracy (TOWN) in the Primary classes and Focus on Numeracy (FON) in the Infant classes.

Curriculum & Pedagogy

Quality Catholic learning and teaching is the school's core business and the school provided this to all students from Kindergarten to Year 6 in a caring learning environment. Teachers followed the NSW Board of Studies documentation and the Wollongong Diocese Religious Education Curriculum. Parent and Teacher formal meetings were held in week three of Term 1 and week nine of Term 2. Written half yearly reports were prepared for parents at the end of Term 2 and yearly written reports were prepared for parents at the end of Term 4. Parents were also invited to meet with teachers to discuss the end of year report. Parents of Year 3 and Year 5 students received the National Assessment Program for Literacy and Numeracy (NAPLAN) results during Term 3 and teachers were available to discuss results. Individual Plans (IPs) were developed for students with disability funding and parent meetings were

held in Term 1 and Term 4. Information Communication Learning Technologies (ICLT) provided access to the curriculum in variety of ways. Students used laptops, ipads and smart boards in classrooms including the library. Students developed their reading, writing, problem solving and research skills through varied use of these technologies. The Teacher Librarian offered the Premier's Reading Challenge and Cyber safety – 'Responsible Digital Citizenship Course,' for students in Years 3 to 6. St Paul's continued to implement Reading Recovery in Year 1. Life Education provided all students with a comprehensive lesson about health and personal safety. The University of New South Wales International Competitions were made available to those students chosen to participate. The Book Week theme was, 'Read Across the Universe.' Dressed as book characters, the students enjoyed the arrival of a very special visitor, 'Tashi.' All students participated in the Creative and Practical Arts (CAPA) Christmas Performance, 'The Star'. The "Count us In" national singing event was facilitated again in 2013. The school choir sang simultaneously with over two thousand school students nationally. The School Choir performed at local school, Parish and community events such as Australian and New Zealand Army Corps (ANZAC) Day and consisted of students from Year 4 to 6. Un-interrupted literacy and numeracy lessons were a whole school focus and staff were regularly reminded of this throughout the year.

Cross Curriculum:

The daily routine for learning was focused on a English Block and Mathematics Block of time with emphasis on un-interrupted learning at these times. Through Mini Vinnies, Year 5 students successfully raised money for the Winter Appeal, Catholic Missions and Christmas Appeal. Let's Play Games Social Skills Program was implemented in Year 2. Year 6 students attended a Leadership Camp at Santa Sabina Outdoors Education Centre Tallong near Goulburn. Year 3 to Year 6 students were invited to Chevalier College for, the Creative and Performing Arts Production, the Chevalier Musical and Band performances and the Chevalier Science and Sports days throughout the year. Year 5 students participated in the Wingecarribee Council Environmental Day at Lake Alexander Park Mittagong. All students enjoyed the Michael Mangan Interactive Liturgical Music Concert in Term 3. Year 4 exhibited the results of their research at the Country Womens Association (CWA) International Day.

Meeting the needs of all students

Through the Taking Off With Numeracy (TOWN) Program, teachers mapped each student on the Numeracy Continuum. The TOWN program focused on what the student knew and could apply. Students developed the fluency of reading and processing word problems. Mathematics concepts were consolidated using concrete materials. Each Mathematics lesson consisted of number sense, extending the concept and reflecting on the learning of the concept. A numeracy learning opportunity was offered to all parents in Term 4. Speech Pathology and Phonological Awareness continued and some students worked 1 to 1 with teachers to improve their sound awareness and their ability to learn to read. Individual Plans (IPs) were designed twice in the year. The IPs were designed to set curriculum, social emotional and personal learning goals that were flexible and achievable. School Support Officer (SSO) timetables enabled teachers to work with students in need. The yearly school calendar was scrutinised to remove interruptions and safeguard optimum teaching and

learning times. External excursions were linked to the curriculum and kept to a minimum to reduce financial burden on parents. Students participated in the CatholicCare Bucket Fillers self-esteem and self-confidence program.

Expanding Learning Opportunities

Students were given the opportunities to participate in a wide range of sports. Students participated in swimming, athletics and cross country carnivals at a school and Diocesan level. Students had an opportunity to participate at Diocesan level at cross country and athletics. Students in Stages 2 and 3 also had opportunities to attend Gala Days for Australian Football League (AFL), netball and basketball. All students participated in, Country Rugby League (CRL) skill sessions and cricket clinics for Years 1 to Year 6. Students in all grades participated in a variety of excursions throughout the year. Two Year 5 students won a place in the Diocesan Art competition. One of these students received an Encouragement Award and the other student had her artwork displayed in the St Mary's Cathedral Crypt during Advent and the Christmas holidays. All Year 5 and 6 students participated in the Diocesan Art Competition. Each week at school assemblies the school prayed together, awarded student excellence, celebrated classroom learning and acknowledged parents and staff. Specific student behaviours for non-classroom settings were explicitly taught to students in 2013. The non-classroom settings included: the church, hallways, stairs, toilet facilities, library, school hall and general movement throughout the school.

For approximately eighteen months, students were actively involved in changing and re-naming the school rules as part of the School Wide Positive Behaviours for Learning (SPB₄L) framework. The new rules became known as Code 5 and include five codes: Care for All, Do Your Best, Hands Off, Rubbish in the Bin, Right Place Right Time. After all students had agreed on the Codes a graphic designer was engaged to fine-tune the students' artwork. In Term 4 the school celebrated the arrival of the Code 5 signage. The signage reminds all students of the school rules. Student Awards and Merit Awards link to Code 5. Stickers and tokens are awarded to students when they are seen to be following Code 5. Tokens are placed in the house colour boxes and Year 6 students record the house points each week and share the results each Friday morning at the whole school assembly.

Professional Learning

The TOWN program provided a unique opportunity for the teachers to gain new knowledge and implement new pedagogies within the classroom. A number of SSOs were trained by the TOWN Teacher Educator in how to help students with Maths. Whole staff participated in Professional Development Planning and Review (PDPR) process, making reference to the Australian Institute for Teaching and School Leadership (AITSL) teaching standards and teaching strategies. After analysing Multi-Lit data, the use of the Multi-Lit Program was reduced to suit the current needs of students. One teacher continues to study Anxiety Disorder externally.

Other Significant Areas

Four teachers at the school were presented with awards at the 2013 Annual Educational

Achievement and Service Awards ceremony. The teachers were recognised for their dedication and commitment to school improvement in the areas of, quality teaching, social justice, pastoral care and music.

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. There were twenty eight Year 3 and twenty Year 5 students who sat the 2013 NAPLAN tests.

Year 3

In literacy the results indicated that the strongest performance was in writing, and grammar and punctuation, with 97% of students achieving the National Minimum Standard, (NMS). The NAPLAN achievement bands indicated that the school performed strongly in Bands 5 and 6 for, reading 61%, writing 57%, and grammar and punctuation 64%. The reading result was 15% above the National average. In numeracy 97% of students achieved the National Minimum Standard, (NMS). The NAPLAN achievement bands indicated that the results for Bands 3 and 4, 61%, and Bands 5 and 6, 39%, were 7% above the National average.

Year 5

In literacy the strongest performance was in writing, with 95% of students achieving above the National Minimum Standard, (NMS). The NAPLAN achievement bands indicated school performed strongly in Bands 7 and 8 for writing 25%, which was 5% above the National average, and in reading where only 5% of students were in Bands 3 and 4. In numeracy 95% of students achieved above the National Minimum Standard, (NMS). The NAPLAN achievement bands indicated that 65% of students were in the Bands 5 and 6, which is 12% above the National average.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assess aspects of literacy and numeracy in Years 3 and 5. It provides valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the

enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2013: % in Bands		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	11%	29%	61%	5%	65%	30%
	National	12%	41%	46%	12%	53%	33%
Writing	School	0%	43%	57%	15%	60%	25%
	National	8%	43%	47%	18%	60%	20%
Spelling	School	11%	43%	46%	15%	65%	20%
	National	13%	42%	43%	17%	51%	30%
Grammar & Punctuation	School	7%	29%	64%	10%	60%	30%
	National	10%	37%	51%	14%	51%	32%
Numeracy	School	0%	61%	39%	20%	65%	15%
	National	12%	54%	32%	20%	53%	25%

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 2013: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	93%	91%
	National	95%	96%
Writing	School	97%	95%
	National	95%	92%
Spelling	School	93%	91%
	National	94%	93%
Grammar & Punctuation	School	97%	95%
	National	95%	95%
Numeracy	School	97%	95%
	National	96%	93%

Parent, Student and Staff Satisfaction

During the year parents, staff and students completed surveys, giving them the opportunity for comment on areas affecting the education of students and the general functioning of the school. Of particular interest in 2013, parents, staff and students were surveyed on the selection process for Student Leadership positions within the school. There were 11% completed surveys returned from Parents, 83% from staff and 95% from students in Years 5 and 6. A summary of the survey results is detailed below.

The survey indicated that 73% of parents and staff felt that the school student leadership structure and processes needed to change. As a result of the survey a new school student leadership process was implemented in 2013 and is as follows.

- Students in Year 5 were invited to nominate for a school leadership role - School Captain and or Colour House Captain;
- Staff and students in Years 5 and Year 6 only voted for the positions;
- No speeches were given by the student nominees;
- Votes were collated and brought to a staff meeting for a decision;
- At the staff meeting two school captains were appointed and one house captain appointed for each Colour House;
- Each of the leadership positions was considered on a gender neutral basis. That was that the Colour House Captains could be either a boy or a girl and the School Captains could be two boys, two girls or a girl and a boy; and,
- The new student leaders were announced at the end of year assembly.

