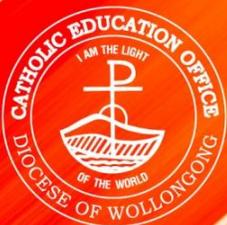
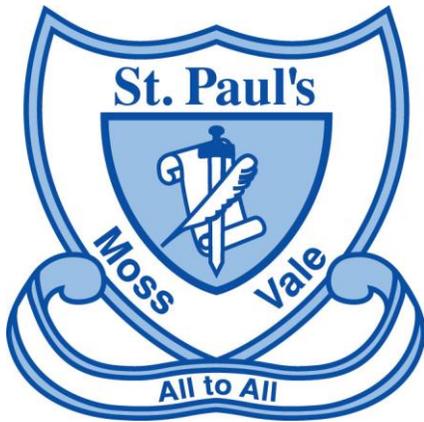


Annual School Report

2014



About This Report

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

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

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

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

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

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

St Paul's Catholic Primary School
PO Box 359
Moss Vale NSW 2577

Ph: (02) 4868 1794
Fax: (02) 4868 1064
Email: info@spmvdow.catholic.edu.au
Website: www.spmvdow.catholic.edu.au

Parish Priest: Fr Jaroslaw Zan

Principal: Anthony Kenna
Date: 16 December 2014

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

The 2014 school year was a successful year for all involved with the school. The Annual School Report provides an opportunity for the community to reflect and also celebrate, the significant achievements that have occurred throughout the school year. The achievements were due to the dedication and commitment of the staff, together in partnership with the students, parents and Parish community. The strong networks contributed to the effective operation and development of St Paul's, providing quality Catholic education for the students at the school. The Annual School Report is recommended reading for all involved in the school.

Parent Involvement

Parental participation is valued and encouraged at St. Paul's. 2014 was a very busy and successful year and this would not have been possible without the support of parents who generously gave of their time, through their involvement in a broad range of activities in the life of the school. The Parents and Friends Association (P&F) played an active role in supporting the school to provide a quality learning environment. Donations to the school of over \$14,000, by the P&F, have resulted in providing additional literacy and numeracy resources, new computer resources, choir microphones, Indonesian drums, chicken coop, utility drama boxes and canteen online ordering equipment. Parents were kept informed through the weekly newsletter and were encouraged to attend P&F activities which 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 Catholic Primary School has played a significant role in the lives of the Year 6 students. The group of Year 6 students have lead the school with pride, displaying strong leadership through actioning the school rules called, 'CODE 5'. 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 a new school banner.

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

2014 enrolments	
Boys	82
Girls	76
Total	158
Indigenous	5
LBOTE	2

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.spmvdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2014.

Student Attendance

2014 Attendance	Male	Female
Kinder	95.5%	94.8%
Year 1	98.6%	96.9%
Year 2	93.0%	95.2%
Year 3	94.0%	93.4%
Year 4	94.6%	95.1%
Year 5	96.0%	94.0%
Year 6	90.8%	94.5%
Whole school	94.5%	94.9%

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.

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. When 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 2 categories for all teaching staff responsible for delivering the curriculum:

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

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2014 was 98.3%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 100 %.

Professional Learning

During 2014 St Paul's Catholic Primary School personnel 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 Catholic Primary School whole school development days involving 18 staff.

These days focused on:

- Adult Spirituality and Faith development;
- School Review and Improvement;
- Cardiopulmonary resuscitation (CPR) Update and Emergency Care training; and
- Australian Curriculum and School compliance information.

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

- Professional Development Planning and Review (PDPR) (17 Staff);
- School Review and Improvement (SRI) group sessions (18 Staff);
- Retreats for Principal, Assistant Principal and Religious Education Coordinator (3 Staff);

- Primary Leaders Australian Curriculum Day (4 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 analysis to improve student outcomes (6 Staff);
- Primary REC induction (1 Staff);
- School Measurement, Assessment and Reporting Toolkit (SMART) (6 Staff ;)
- 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);
- Sentral training (3 Staff);
- Leading Literacy and Numeracy Intervention (2 Staff);
- Setting up and implementing an MSPEC team (2 Staff);
- The successful 1:1 Primary iPad classroom(1 Staff);
- Australian Curriculum Leaders (4 Staff);
- School Administration System (SAS)(2 Staff);
- Religious Literacy Analysis (1 Staff);
- Educational Leadership Conference (2 Staff);
- System Focus Day (1 Staff);
- Oliver training (1 Staff);
- The innovative Primary Classroom (1 Staff); and
- Spotlight on Technology (3 Staff).

The average expenditure by the school on professional learning per staff member was \$635

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$821.

Catholic Life & Religious Education

The school community was actively involved in Parish and school life. Classes were rostered on to participate in the Children's Masses on the second Sunday of the month. The staff met to pray weekly. During the middle week of term, the staff shared breakfast at school. A Staff Retreat was held on Monday 14 July on the theme "Ritual". Members of the Lamplighters and Shining Lights group, and the Religious Education Coordinator facilitated the retreat day at Callala. In weekly school newsletters families were kept informed of Parish, school and the broader Catholic Church events and statements.

Significant Highlights

- Combined beginning of the year barbeque with school and Parish held in the hall;
- St Paul's Feast Day on Sunday 29 June. A combined school and Parish event beginning with a children's mass at 9:30am. Morning tea followed in the hall, entertained by the school children. The day concluded with a formal lunch;
- Grandparent's Mass on Sunday 27 July. Mass was held at 9:30am in the hall and followed with morning tea; and
- Ordination of Bishop Columba on July 3 at Parkes. Bishop Columba was the former Parish Priest of St Paul's Moss Vale. The P&F and the School gave Bishop Columba a gift to celebrate the occasion.

Donations

This year, all Year 5 elected to be part of the junior St Vincent de Paul team known as Mini Vinnies. Throughout the year money was raised through; Project compassion: \$193. Pancake Day: \$255, Fun Olympics: \$488, Mini Vinnies Hands: \$22. as well as non perishable food items for the Winter and Christmas Hamper Appeals. Year 6 held a 'red' day for Red Cross raising \$201 and supported the work of Palms Australia during October Mission month, raising over \$1000. The total raised in 2014 was approximately \$2159.

Involvement

Year 6 travelled to the Co-Cathedral, Fairy Meadow for the Year 6 Mass with Bishop Peter. St Paul's played drums to welcome the congregation to Mass.

- Students were involved in Reconciliation, class masses and liturgies throughout the year.
- **Sacraments:** This year, parents were invited to Adult Faith Formation evenings prior to the commencement of the sacramental programs. Parents then decide on a group preparation or an at home preparation with a mentor from the Parish assisting them.
- **Eucharist** was held on Sunday June 22, Feast of Corpus Christi.
- **Confirmation** was held on Saturday 6 September in the school hall with Bishop Peter.
- **Reconciliation** was held Friday November 21.
- The Parish Sacramental team held an evaluation meeting on 3 December.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2014. The school cohort in 2014 consisted of **29** Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and **30** completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary Mother of God: First Among the Saints* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of Mary;
- knowledge of the commandments;
- identification of Saints and their service to others;
- recall of the events of the Resurrection;
- description of God's presence in Creation;
- recall of Moses and the Burning Bush; and
- recall of the Prodigal Son.

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:

- identify ways that show they care for God's creation;
- describe and explain an image of God from Scripture;
- identify key times of the Liturgical Year; and
- identify a prayer of sorrow.

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

For Part A, 7% of students were placed in the developing level, 75% in the achieving level and 18% were in the extending level.

For Part B, 13% of students were placed in the developing level, 44% in the achieving level and 43% were in the extending level.

Combining Parts A and B, 14% of students were placed in the developing level, 47% in the achieving level and 39% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement (SRI) 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 2014:

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

- 1.3 Catholic Life and Culture

- Goal: 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 in 2015.

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

- 2.2 Rights and Responsibilities

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

- 2.4 Integration of Information and Communication Technology (ICT)

- Goal: To develop practices that will facilitate and reflect an innovative approach to the use of ICT to improve student learning. In 2014 iPads were used in all classes to support the learning and teaching of reading and Mathematics. The use of iPad in classes will be extended in 2015.

- 2.5 Pastoral Care and 3.6 School Climate, Learning Environment and Relationships

- Goal: To fully implement the SPB₄L Program in all school settings.

- In 2014 the focus was on the classroom. These two components were linked with the above goal.

- **Key Area 3:** Pedagogy

- 3.1 Curriculum Provision

- Goal: Implement the New Australian Curriculum in areas of English and Mathematics. These curriculum areas were examined and scope and sequences implemented in 2014.

- 3.3 Teaching Practices

- 3.4 Planning, Programming and Evaluation

- 3.5 Assessment and Professional Learning

Goal: Improve student performance in numeracy, and update pedagogies in the teaching of Mathematics across the school. In 2014 improvement continued with the teaching of Mathematics, the gathering and analysis of data, use of analysis to plan and implement relevant student learning experiences and professional networking within school and with colleagues from other schools. These four components were linked with the above goal.

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

- 4.2 Professional Development of Staff

- Goal: 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 and will be ongoing.

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

- 5.1 ICT Resources

- Goal: Embed the use of the Google Docs system into the communication system of the school. In 2014, the above components were reviewed and strategies developed to improve the dimensions of the components identified.

School Review and Improvement components to be reviewed and rated in 2015:

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

- 2.4 Integration of Information and Communication Technology (ICT)

- Goal: The 'Bring Your own iPad' (BYOi) program will be introduced in Years 3 to 6 in 2015.

- **Key Area 3:** Pedagogy

- 3.2 Provision for the Diverse Needs of Learners

- 3.3 Teaching Practices

- 3.4 Planning Programming and Evaluation

- Goal: These components will focus on differentiation of learning, whole school approach to spelling and grammar, and teacher assessment, programing and evaluation.

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

- 4.2 Professional Development of Staff

- Goal: This component will link with the other components listed, through the professional development activities of staff.

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

- 5.2 Use of Space and Management

- The school facilities will be reviewed for future upgrading.

- **Key Area 7: Strategic Leadership and Management**

7.1 Planning for Improvement

A marketing plan for the school will be developed.

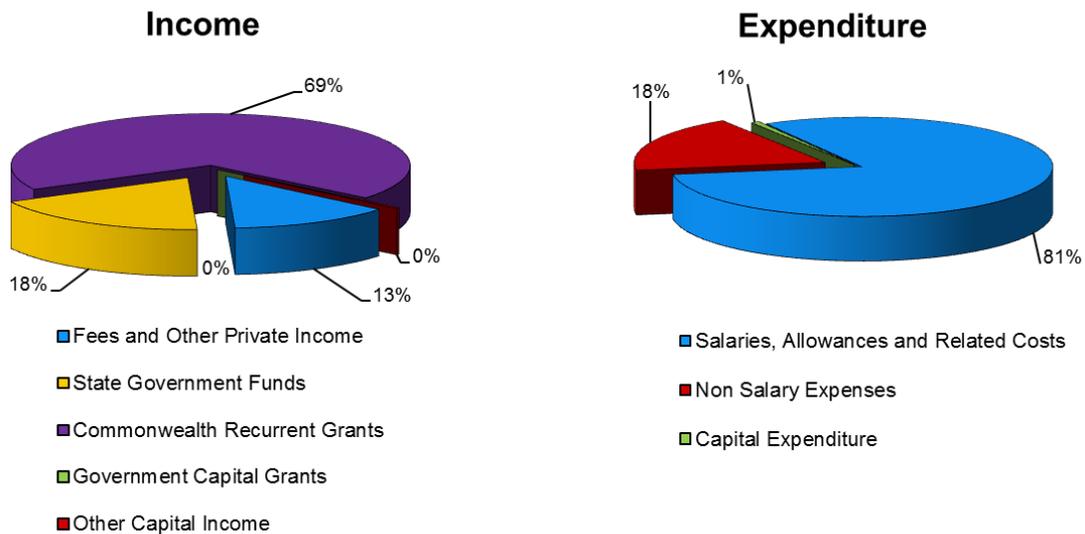
Financial Summary

In 2014 the main source of income to support the maintenance and improvements at the school came from the Catholic Education School allowance, the P&F Association and Parish School Enhancement and Debt Servicing Obligation (SEDSO) account.

Through fundraising activities, the P&F Association provided over \$14,000 for additional literacy and numeracy resources, new computer resources, choir microphones, Indonesian drums, chicken coop, utility drama boxes and canteen online ordering equipment. The Spring Ball was a success and the funds were put towards the purchase of resources and equipment for the school.

The balance carried forward in the 2014 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 2015.

The following graphs reflect the aggregated income and expenditure for St Paul’s Catholic Primary School, Moss Vale for the year ended 31 December 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

The Review Committee met with teachers to assess, analyse and initiate pastoral, educational or emotional support for intervention. Individual Behaviour Support Plans (IBSP) were designed in consultation with Catholic Education Office advisors, individual students and teachers to support the student while learning appropriate behaviours. Personal Learning Plans (PLP) were created as text and graphics in conversation with Indigenous and Torres Islander parents, teachers and students. Personalised Plans (PPs) were negotiated and implemented with parents, students and teachers. These Plans were designed for students with disability funding to provide differentiation and cater to specific teaching and learning needs. Restorative Justice meetings were held as required. These meetings gave students the opportunity to discuss problems, issues and with assistance, resolve the problems through this cooperative process.

SPB4L evidence-based framework continued to establish the social culture at St Paul's school. SPB4L enabled all students to experience a positive and supportive school learning and play environment. The SPB4L framework identified, evidence based practices that were adopted and applied for building and supporting academic and social success for all. An Anti-bullying Day was facilitated by Year 6. The day was based on the concept and song 'Brave', by Sara Bareilles. Community guests were present and Year 5 created and displayed posters to promote the concepts.

The Country Women's Association (CWA) invited student involvement in a research task. This year was Botswana. Students presented their research to the CWA and took part in a morning tea of Botswanian flavour at the CWA rooms.

Student leadership capacity was developed in Year 5 through Mini-Vinnies. These initiatives strengthened links between Parish, School and local community. Year 6 facilitated whole school weekly assemblies, Code 5 colour house awards, sporting carnivals and Mission month activities. All students showed leadership by following the Code 5 school rules.

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

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

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

Learning and Teaching

Introduction

At St. Paul's Catholic Primary each student is provided with quality Catholic learning and teaching. Students develop the social and emotional skills needed to succeed in school and beyond by explicitly teaching expected social behaviours in the classroom, playground and in all learning areas. Through creativity and a focus on positive behaviour, students learn to think outside the square, bringing talents to the problems they face.

Curriculum and Pedagogy

Syllabus implementation

The Australian Curriculum in English and Mathematics was implemented in 2014 and the learning and teaching of Mathematics was a main focus. Teachers planned learning experiences based on student assessments and the Numeracy continuum. The baseline was what students could do. From this point the teaching was explicit and the learning differentiated. The learning emphasis was on word mathematics problems. Using Newman (1977) data, teachers found that language-based errors occurred during the reading, comprehension and transformation stages. Students were taught that part of being able to do mathematics successfully requires an ability to: read and comprehend a problem, identify that, "maths can help here", work out what needs to be done, make some choices about how they might do it, do it, and decide whether the solution they arrived at makes sense in the context. These skills are part of working mathematically in the Australian Curriculum. Teaching these skills developed a toolbox of strategies, which made it possible for students to have success and be numerate as a result of schooling. Data was used to determine the numeracy focus to be whole number and word problems. The implementation of the Australian Curriculum and the sustaining of the Taking Off With Mathematics (TOWN) Program, a Teacher Educator role was instigated and merged with the role of the Assistant Principal. Over a two week cycle, the Teacher Educator worked with all classroom teachers in a mentoring capacity.

Assessment and reporting

School and Student Management Software (Sentral) was used for the first time by teachers to generate formal, summative, student reports. Sentral was also used to track student progress on the English and Mathematics continuum linked to the National Curriculum. Teachers maintained ongoing assessment of, at and for learning as required by the Catholic Education Office.

Integrated Programs

Students participated in English and Human Society and its Environment (HSIE) excursions to local National Parks, Kiama and Shellharbour beaches. Three teachers were trained as drumming facilitators. All students participated in African Drumming Circles and creative movement, which was integrated with Creative and Arts and Health Mindfulness. Students

performed a Creative Arts theatre event entitled, 'The Pirate Play'. All students were involved in acting, singing and organising for this performance. Year 4, Year 5 and Year 6 students were invited as an interactive audience to the Chevalier Orchestral Performance. Students enjoyed weekly Library and Music lessons. Cyber-safety, critical literacy and research skills were a focus in Library lessons. Year 4 students researched the concept of Creation and Environmental Stewardship, which was integrated with the Religious Literacy Assessment. Year 5 and Year 2 worked the school vegetable gardens, composting and chicken coop area. This was achieved using a buddy system. Students have learnt the importance of composting food scraps and maintaining sustainable, organic gardening. Students share the harvest with family and the school community. Students regularly had cooking lessons creating and sharing bolognaise sauce. Following these activities, students record and evaluate their work. SPB4L was integrated with Pastoral Care and Religious Education.

Indigenous and Torres Straight Island Programs

Personalised Plans (PPs) were developed through consultation and conversation with the Indigenous and Torres Straight Island community. Two training days were held to develop PPs. The Indigenous and Torres Straight Island community shared afternoon tea, conversations with teachers, students and the Catholic Education Office Indigenous and Torres Island Education Officer representative. Stories and plans were shared and National Aboriginal Islander Day Observance Committee (NAIDOC) 2015 celebrations were initiated. Students articulated and drew dreams and goals for the future, and shared among peers. All students experienced the, "yarning circle", in different forms, such as, a prayer, links to community and continuing story.

Technology Support

Students in Kindergarten to Year 6 experienced supported learning in all curriculum areas particularly Mathematics. Smartboards, MacBooks and iPads were used as tools in a guided group approach.

Expanded Learning Opportunities

Live life well at School (LLW@S) was a Department of School Communities (DEC) initiative that two teachers participated in from the school. From the course the trained teachers researched and planned for the building of creative, active play areas in the school playground. A \$2000 grant was presented to the school from DEC to assist with the implementation of the plan in 2015.

Moss Vale Ex-Services re-dedication to the soldiers' memorial and ANZAC day were celebrated with community singing of *Abide with Me* and *God of Our Fathers*. St Paul's Primary School sang with Moss Vale Primary School to enhance the events. Many students participated in the ANZAC march down the main street to the cenotaph. The students participated in the liturgy at the cenotaph.

During the Moss Vale Community Show, students exhibited numerous artworks. Artworks were created using inspirational literature: *Big Fat Hen* by Keith Baker, *A Perfect Day* by Carin Berger and *Apple* by Nikki McClure. Students received certificates for a variety of Show categories. They achieved six First Prizes, numerous Second Prizes and Highly Commended awards.

Christmas Artwork was created by Years 5 and 6. Students researched the scripture that matched their artwork. These were displayed and admired in the school hall during Advent. Students participated in the NSW University Competitions in English, Maths and Science. During Term 3, Year 5 and Year 6 students participated in debates against local non-government primary schools.

Meeting the needs of all students

Diversified Learning

Teachers offered diversified learning and teaching in Religious Education, Mathematics, English, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. Gifted Education was inclusive of the diversification offered to students. Ronald McDonald House offered one student tutoring on missed learning while in hospital.

Special Education Needs

Managing Student Pastoral and Educations Concerns (MSPEC) was used to provide Professional Learning Support, Case Management, Intervention Referral, School Processes, Scaffolds, Screeners and Assessments to the school community. The Review Committee provided all of the above support for students, parents and staff. Individual Plans (IPs) are negotiated between parents, students, teachers and Review Committee Manager. The IPs are acted upon throughout the year. After due consultation with all stakeholders and outside agencies, IPs were created digitally using an online tool linked to the Catholic Education Commission (CEC). IP meetings were held twice yearly. IPs were developed for students with a disability. Individual Behaviour Support plans were developed with parents, students, teachers and Assistant Principal or Principal, creating conditions for students to learn appropriate behaviour in a supportive environment.

School Wide Positive Behaviour for Learning (SPB4L)

St Michael's completed the third year of SPB4L 2014. The SPB4L Team received four days of training in facilitating classroom features into positive behaviour for learning. The Team and staff regularly referred to data generated by teacher records. The data determined changes that needed to be made to the school systems. New behaviours were taught, practiced, evaluated and taught again until the desired behaviours were achieved. Service Learning was facilitated so that students learned to be reconciliatory about their behaviour. Service Learning was not a consequence of negative behaviour, rather, an opportunity for the students to restore relationships through a positive experience, while completing a supervised community activity.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These included teacher observation, projects and presentations. The school also participated in 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 was implemented for students in Years 3 and 5 and the results provided valuable information about student achievements in Literacy and Numeracy. Analysis of the results was used at school level to support the enhancement of literacy and numeracy outcomes for all students.

Year 3

In literacy the results indicated that the strongest performance was in reading and spelling with 96% of students achieving the National Minimum Standard (NMS). The NAPLAN achievement bands indicated that 59% of students in writing and 50% in reading and grammar and punctuation, were better than 10% above the national average in Bands 3 and 4. In numeracy 95% of students achieved the National Minimum Standard (NMS). The NAPLAN achievement bands indicated that 53% of students were in Bands 5 and 6, which was 16% above the national average.

Year 5

In literacy the results indicated that the strongest performance was in spelling, with 96% of students achieving above the National Minimum Standard (NMS). The NAPLAN achievement bands indicated the school performed strongest in Bands 5 and 6 for all areas tested, achieving 12% or better above the national average. In numeracy 96% of students achieved the National Minimum Standard (NMS). The NAPLAN achievement bands indicated that 78% of students were in the Bands 5 and 6, which is 24% above the national average.

Student Achievement in Bands

Year 3 results were reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results were 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 2014: % 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	14%	50%	36%	17%	57%	26%
	National	15%	39%	46%	15%	39%	46%
Writing	School	5%	59%	36%	17%	66%	17%
	National	13%	48%	39%	13%	48%	39%
Spelling	School	23%	45%	32%	22%	57%	22%
	National	17%	40%	44%	17%	40%	44%
Grammar & Punctuation	School	5%	50%	45%	30%	48%	22%
	National	14%	36%	50%	14%	36%	50%
Numeracy	School	14%	34%	53%	13%	78%	9%
	National	15%	48%	37%	20%	54%	26%

Student Achievement of National Minimum Standard

Students were considered to be achieving BELOW the National Minimum Standard (NMS) if they were in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they were exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) were achieving AT the NMS. Students in all other Bands were achieving ABOVE the NMS.

NAPLAN 2014: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	96%	91%
	National	94%	93%
Writing	School	91%	83%
	National	94%	90%
Spelling	School	96%	96%
	National	93%	93%
Grammar & Punctuation	School	91%	91%
	National	94%	93%
Numeracy	School	95%	96%
	National	95%	93%

Parent, Student and Staff Satisfaction

During the year parents, staff and students completed surveys, providing opportunity for comment on the education of students and the general functioning of the school. In 2014, parents, staff and students were surveyed on the SPB4L program operating at the school.

There were 14% completed surveys from Parents, 83% from staff and 96% from students in Years 4, 5 and 6. The survey asked eight questions covering the themes of, knowledge of school rules, visibility of school rules, clearly defined expectations and consequences, safe and supportive environment, rewards and acclamation for students, welfare and assistance for students and the impact of the program. A summary of the survey results follows.

From the student survey the areas of strength identified were; knowledge of school rules, visibility of school rules, clearly defined expectations and consequences, safe and supportive environment, welfare of students, rewards and acclamation for students and the impact of the program. The areas for continued development were; assistance for students with school rules.

From the parent survey the areas of strength identified were; knowledge of school rules, visibility of school rules, clearly defined expectations and consequences, safe and supportive environment, welfare of students, assistance for students with school rules and the impact of the program. The areas for continued development identified were; rewards and acclamation for students.

From the staff survey the areas of strength identified were; knowledge of school rules, visibility of school rules, clearly defined expectations and consequences, safe and supportive environment, rewards and acclamation for students, welfare and assistance for students and the impact of the program.

