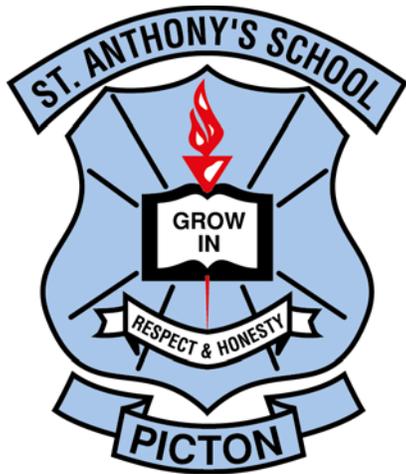


Annual School Report

Primary

2016



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

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

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

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

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

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

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

St Anthony's Catholic Primary School
PO Box 26
Picton NSW 2571

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Fax: (02) 46772141
Email: info@sapdow.catholic.edu.au
Website: www.sapdow.catholic.edu.au

Parish Priest: Father John Ho

Principal: Don O'Brien
Date: 16 December, 2016

Vision Statement

With Christ as our model,
we the school community of St Anthony of Padua,
in partnership with the Parish,
strive to provide quality Catholic education in the spirit and charism of St Mary MacKillop,
whilst living by our school motto 'Grow in Respect and Honesty'
in order to extend the Kingdom of God.

Message from Key School Bodies

Principal's Message

At the conclusion of the 2016 school year, I am happy to report that our community stands firmly and resolutely together. In June, the school was flooded and eight of our nine buildings were extensively damaged necessitating the closure of the Picton school site whilst the buildings were remediated. This was an unprecedented event having never occurred before in the schools one hundred and thirty six year history. During this time, our children were transported to our colleague Catholic schools at Rosemeadow where the children were taught by their own teachers on the alternative campuses. This arrangement was in place until the beginning of Term 4 when all classes returned to our newly refurbished Picton school buildings. As challenging as these circumstances were, the response by our entire community was nothing short of magnificent. The dedication and commitment of the staff, the cooperation and patience of the children as well as the active support and appreciation from the parents reaffirmed what is important in a Catholic community. We are indeed blessed to have such a cohesive community who demonstrated great resilience in the face of enormous challenge. It is with pride that I present to you the Annual School Report for St Anthony's Parish School Picton for 2016.

Parent Involvement

The P&F worked very hard in 2016 to support the school during at time of great difficulty following the June storm and school re-location. The P&F conducted a fun day barbeque for the staff and children whilst the school was at Rosemeadow. It was great to see how well the community banded together and worked together to get through a tough time. The community forums were well attended and greatly appreciated. The celebration held in Term 4 to mark our return to our Picton school site was a great community event. The events of 2016 made us all reconsider what is important at our school. The care, learning and development of the children should always be the starting point for all our activities. In 2016 the P&F was proud to be part of just this.

Parents and Friends Association, President

Student Leadership

When we were elected School Captains for 2016 we did not know the sort of year we were going to have! For part of Term 2 and most of Term 3 we travelled by bus each day to Rosemeadow for school. We came to school at Picton and caught buses with our class and teachers. We were taught by our own teachers at Rosemeadow in classrooms borrowed from John Therry High School and Our Lady Help of Christians Primary School. The arrangement worked out well and we were able to continue learning. However, we were very happy to return to our school. The new classrooms and playgrounds look great. We were excited to have Bishop Peter come to our school to celebrate the reopening of our school. There was a great party that night with the whole school. We were very proud to serve our community as school captains in 2016.

School Captains

School Profile

School Context

St Anthony's Catholic Primary School is a Catholic systemic co-educational school located in Picton. The school caters for students in Years K-6 and has a current enrolment of 374.

Established in 1880 by the Sisters of St Joseph, St Anthony's Parish School is one of the oldest schools in the Diocese of Wollongong. St Anthony's is located on the original school site in Picton. Following in the tradition of the Sisters of St Joseph, the school offers a quality education in the charism of St Mary of the Cross MacKillop. The school community reflects the diversity of Australian society with families of differing cultural, ethnic and socioeconomic backgrounds. The school enrolls students from 17 villages and localities surrounding Picton within a 20 kilometre radius. St Anthony's is an integral part of the Parish community. The spiritual growth and welfare of each student, along with sound, contemporary education is a shared responsibility of the Parish Priest, Principal, staff and parents. The school enjoys a positive relationship with the local community with different organizations and clubs utilising the school property for outside school activities. The school participates in many local community events.

Student Enrolments

2016 enrolments	
Boys	184
Girls	190
Total	374
Indigenous	6
LBOTE	8

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.sapdow.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	95.3%	95.9%
Year 1	93.8%	92.5%
Year 2	92.6%	94.8%
Year 3	92.3%	92.7%
Year 4	93.0%	94.3%
Year 5	93.4%	93.6%
Year 6	92.5%	91.8%
Whole school	93.4%	93.8%

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.

The daily attendance roll data is collected by the teaching staff and is recorded by the school office. The school uses electronic roll marking managed through Sentral. Monitoring of attendance was undertaken by the Principal and the office staff. Reminder notes for unexplained absence are printed and issued. Any significant episodes of non-attendance are followed up by the school Principal. The school has a process for applying for and managing student exemptions which is advertised regularly in the school newsletter.

Staffing Profile

There are a total of 25 teachers and 8 support staff at St Anthony's Catholic Primary School. This number includes 19 full-time, 6 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 97%. 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 Anthony's 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 Anthony's Catholic Primary School whole school development days involving 25 staff.

These days focused on:

- Vision, Mission and Ministry
 - Mathematics: Pedagogy and Practice
 - Managing Transition and Handover
- B. Other professional learning activities provided at school level including CEDoW run courses:
- School-wide Positive Behaviours for Learning (SPB4L) (6 staff)
 - Speltt training (3 staff)
 - MiniLit training (2 staff)
 - Learning for Leading (1 staff)
 - Australian Curriculum Implementation- History & Geography (2 staff)
 - Royal Institute for Deaf and Blind Children (2 staff)
 - Lamplighter's Spiritual Formation (4 staff)
 - Shining Lights spiritual formation (2 staff)
 - Reading Recovery (1 staff)
 - Managing Students' Pastoral and Educational Concerns (MSPEC) (6 staff)
 - Collaborative literacy planning (16 teachers)
 - Sharing professional practice in literacy and numeracy (16 staff)

The average expenditure by the school on professional learning per staff member was \$379.03.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$258.

Catholic Life & Religious Education

Catholic Identity was clearly visible through the celebration of significant Feast Days with whole school Mass, regular class participation in Parish Masses and in the sacred spaces around the school and within each classroom.

A full annual calendar of liturgical celebrations was planned in consultation with the Parish Priest to ensure they were meaningful and appropriate for students. Major Feast Day Masses and celebrations have been held to commemorate the Feast of St Joseph, St Anthony of Padua, St Mary of the Cross and The Annunciation.

A culture of prayer and celebration exists which is evidenced by daily morning whole school prayer, Friday afternoon school prayer at fortnightly whole school assemblies, daily class prayer and weekly staff prayer. A scope and sequence of traditional prayers and prayer forms was developed and implemented from Kindergarten to Year 6 to ensure all students had access to our rich Catholic tradition.

The Religious Education Team participated in the Diocesan Lamplighter's Spiritual formation program as well as the related Shining Lights spiritual formation program. These programs aim to develop and deepen the spiritual dimension of the staff through prayer and reflection. Considerable attention was given to creating "space and time" for staff spiritual formation during weekly staff prayer.

All classroom teachers teach Religious Education based on the current Diocesan curriculum. Year 4 students participated in the Diocesan Religious Literacy Assessment. Individual reports of the result of this assessment were distributed to the parents of the Year 4 students. The data generated by the

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 51 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and 51 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.

The Religious Literacy Assessment data for 2016 showed continued improvement in the school's performance. Improving our children's religious knowledge has been an ongoing goal over recent years. The 2016 data demonstrates that this has been successful with the school's overall performance better than diocesan mean and median scores in all areas. Most pleasing is the standard deviation of score showing a relatively small separation between top and bottom scores. In summary, our focus in this area has been successful.

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

- knowledge of the liturgical seasons of the church;
- knowledge of the significance of scripture; and
- knowledge of church traditions and practices

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:

- articulate an understanding of the concept of the Trinity.

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

For Part A, 4.3% of students were placed in the developing level, 38.3% in the achieving level and 57.4% were in the extending level.

For Part B, 0% of students were placed in the developing level, 64.7% in the achieving level and 35.3% were in the extending level.

Combining Parts A and B, 11.5% of students were placed in the developing level, 55.3% in the achieving level and 40.4% 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 & religious Education

1.1 Vision and Mission

Goal: The staff will have engaged with the theology of mission in order to enhance our mission focused culture.

Key Area 2: Students and their Learning

2.1 Educational Potential

Goal: To develop and implement a consistent set of practices K to 6 to provide precise, criteria referenced and timely feedback to students.

2.4 Integration of Information and Communication Technology (ICT)/ 5.1 ICT resources

Goal: To critically review and reconceptualise the current use of ICT in order to improve teacher capacity to authentically enhance student learning outcomes K-6.

Key Area 3: Pedagogy

3.3 Teaching Practices

Goal: There will be consistent practices in literacy and numeracy implemented and maintained K to 6.

3.4 Planning, Programming and Evaluation

Goal: There will be consistency in all literacy and numeracy sessions across the school.

3.7 Professional learning/ 4.2 Professional development

Goal: This component has been linked with 4.2 Professional Development of Staff. To develop teachers' knowledge and understanding of the key learning areas of the Australian curriculum as the BOS releases the specific syllabi.

Key Area 4: Human Resources Leadership and Management

4.4 Succession planning

Goal: No action planned in this component

Key Area 5: Resources, Finance and Facilities

5.1 ICT resources

Goal: To critically review and reconceptualise the current use of ICT in order to improve teacher capacity to authentically enhance student learning outcomes K-6. This area and action plan has been developed in conjunction with 2.4. See Action Plan 2.4

5.4 Financial management

Key Area 6: Parents, Partnerships, Consultation and Communication

6.2 Reporting to the community

Goal: To review and update Student Update Report procedures and template by the end of 2016

Each of these areas was rated, reviewed and the annual goals evaluated at the end of 2016. This was a significant achievement considering the enormous disruption to the school year caused by the storm damage in June. The outcome of this work resulted in specific plans and patterns of review being developed for the 2017 school year.

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

Key Area 1: Catholic Life & religious Education

1.1 Vision and Mission

Goal: The staff will have engaged with the theology of mission in order to enhance our mission focused culture.

Key Area 2: Students and their Learning

2.1 Educational Potential

Goal: To develop and implement a consistent set of practices K to 6 to provide precise, criteria referenced and timely feedback to students.

Key Area 3: Pedagogy

3.1 Curriculum Provision

Goal: Develop a consistent school wide approach to Mathematics that is evidenced by agreed practices in teaching, programming and the numeracy block. This goal related to Component 3.3

3.3 Teaching Practices

Goal: There will be consistent practices in literacy and numeracy implemented and maintained K to 6.

3.4 Planning, Programming and Evaluation

Goal: There will be consistency in all literacy and numeracy sessions across the school.

3.6 School Climate, learning environment and relationships

Goal: No goal developed for this component.

3.7 Professional learning/ 4.2 Professional development

Goal: This component has been linked with 4.2 Professional Development of Staff. To develop teachers' knowledge and understanding of the key learning areas of the Australian curriculum as the BOS releases the specific syllabi.

Key Area 4: Human Resources Leadership and Management

4.1 Recruitment, selection and retention of staff

4.2 Professional development of staff

Goal: This component has been linked with 3.7 Also see Action Plan for 3.7 To create and embed a systematic school wide approach to professional development that supports individual professional growth and advances the school's strategic priorities.

4.3 Ethical Workplace culture

4.5 Overall compliance with legislation and other requirements

Key Area 5: Resources, Finance and Facilities

5.2 Use of resources and facilities

5.3 Environmental stewardship

Key Area 6: Parents, Partnerships, Consultation and Communication

6.3 Linkages with the wider community

Key Area 7: Strategic Leadership and Management

7.1 Planning for improvement

Goal: To manage change processes to enhance the mission and learning outcomes of the whole school community.

7.2 Innovation, development and change

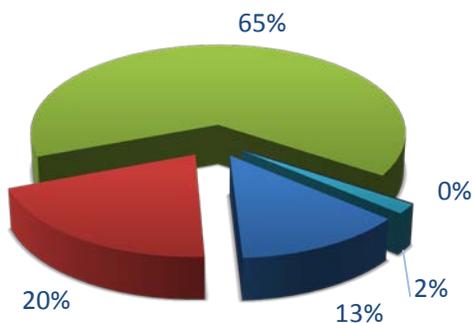
Financial Summary

The school was subject to a major insurance claim in 2016 due to storm damage. Eight of the nine buildings at the school were damaged and required internal refurbishment. Much of the school's contents were also destroyed and subsequently replaced. Both the refurbishment and refitting of the buildings constituted an insurance claim through Catholic Church Insurance.

There was additional expenditure totalling \$21 745.00 to have additional works completed at the same time as the refurbishment. These works included additional paved walkways, air conditioning, modifications to fencing, additional electrical work and additional cabinetry in the learning spaces.

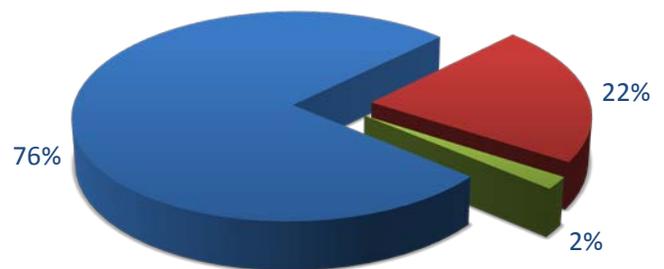
The following graphs reflect the aggregated income and expenditure for St Anthony's Catholic Primary School, Picton for the year ended 31 December 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education and Training.

Income



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

Expenditure



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

Student Welfare

St. Anthony's has a range of programs and initiatives in place to care for the welfare of students, parents and staff. St Anthony's continued with the fifth year of the implementation of School Wide Positive Behaviours for Learning (SPB4L). This Diocesan initiative aims to identify, describe and explicitly teach behavioural expectations in order to create and nurture a positive learning culture. A school management team met fortnightly throughout the year. Whole day team planning sessions were conducted. SPB4L is focussed upon creating and maintaining positive relationships in a safe and supportive environment.

The focus during 2016 was to implement a planned program to explicitly teach Social and Emotional Learning (SEL) to all students. Significant work was undertaken in aligning the five element SEL framework with the existing Personal Development and Health syllabus. Supplementary resources were purchased and staff given training in the use of these materials. A weekly SEL teaching focus was advertised to the whole community via Skoolbag App.

CatholicCare continued to provide family counselling support to the school on a weekly basis. This referral service was well subscribed during 2016. Community links are an important part of Pastoral Care and community outreach at St. Anthony's. This year the school supported charities through participation in the Caritas Project Compassion Lenten appeal, Daffodil Day and donations of Christmas hampers to the St. Vincent's de Paul Society.

The school employed a home liaison officer during 2016. Exercising a "ministry of presence", this two day per week role followed up with children and families who required some additional support arising from a range of scenarios that had impacted on the quality of their lives. This service was confidential and aimed purely at supporting the wellbeing of children and families. There was also a support of staff component to the role.

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

Learning and Teaching

Literacy and numeracy curricula have implications right across the seven Key Learning Areas (KLAs). Academic rigor in English and Mathematics was assured through dedicated English and Mathematics blocks daily in all classrooms. All teachers timetable the class programs in each KLA according to the minimum time requirements of the Board of Studies and Diocesan Policy. Time allocations are monitored for compliance each Term by the school leadership team.

The school's schedule of reporting to parents was maintained during 2016. At the beginning of Term 1, parents were invited to attend a "listening interview" at which they had the opportunity to meet their child's new teacher and tell the teacher about the child's strengths and needs. At the end of Term 1, a student update report was sent home for all students in Years 1 to 6. A similar report was issued at the end of Term 3. A review was undertaken of these "Student Update Reports" during 2016. Parents were also invited to "walk the walls" of their child's classroom at the end of term and have their child talk about their learning displayed in the classroom. Semester 1 and 2 reports were issued at the end of Terms 2 and 3. Parents were given the opportunity to participate in a Parent Teacher Interview to discuss the report.

The school's revised schedule of agreed assessments was deployed in 2016. All students from Year 2 to Year 6 undertook the Australian Council of Educational Research (ACER) online standardised test in reading comprehension and mathematics. The results of this assessment as well as classroom curricula assessments were used to plot all children on the literacy and numeracy continua.

The school undertook significant learning the area of synthetic phonics. Synthetic phonics aims to systematically teach phonemic awareness and phonics in order to explicitly teach children the skills of decoding. This approach, used in conjunction with quality natural language teaching, equips children with the full range of reading skills required to be a successful reader. This approach is used daily in Kindergarten to Year 3 classrooms. It also aligns with the school's approach to teaching spelling in the primary classes and is consistent with the range of literacy learning interventions deployed within the school.

The Australian National Curriculum implementation of the History and Geography syllabii was undertaken school wide in 2016.

Cross Curriculum

The school has made an annual commitment to celebrating NAIDOC Week and educating the children about the need for reconciliation. Typically the school's celebration included invited guests from the local Land Council, elders and guests from CEDoW. Regrettably, due to storm recovery and the closure of our school site, the formal celebration of NAIDOC was not able to proceed. All classes however, participated in an Aboriginal arts day that related to the NAIDOC theme of "Songlines". The more formal NAIDOC celebration will be fully reinstated in 2017.

The school has also taken a proactive approach to environmental education. A student leadership group dedicated to maintaining and enhancing the school environment, worked each week with a teacher to build and care for gardens around the school as well as manage recycling and waste reduction. The school will further develop an environmental management plan in 2017.

Meeting the needs of all students

The school has adopted the Response to Intervention (RTI) framework as a model to design, deliver and manage pastoral, behavioural and academic development of all children. The dedicated Managing Student Pastoral Education Concerns (MSPEC) committee continued to oversee the range of supports and interventions deployed within the school. The MSPEC committee comprised of the Principal, Learning Support Coordinator, SPB4L Coordinator and the Pastoral Care Coordinator. The committee met weekly to review new referrals from teachers and monitor existing programs in consultation with the classroom teachers.

All class teachers participated in Team Learning Meetings (TLM). The Learning Support Coordinator and school leadership met to discuss the academic progress and support needs of each class. A review of previous plans was undertaken, additional interventions, including the deployment of School Support Officer time, were negotiated during this meeting time. The parents of children receiving additional interventions were notified in writing of those interventions as well a feedback on the effectiveness of the interventions.

The school undertook training in Mini-Lit, a small group literacy intervention for children in Stage 1 (Year 1 and Year 2). This program was successfully implemented and run in tandem with the existing Reading Recovery intervention. The school maintained the Multi-Lit Reading Tutor Program, an evidence based literacy intervention for a small number of targeted children in Years 3 to 6. Regular explicit instruction and monitoring of the student's learning was a feature of this program. The students experienced high levels of achievement.

The school's pastoral care initiatives continued with the re-appointment of a Pastoral Care Coordinator. The Pastoral Care Coordinator liaised closely with the school's CatholicCare Counsellor and Principal.

Expanding Learning Opportunities

Quality differentiation of the curriculum is key to teaching every child at their instructional point of need. The provision of a differentiated curriculum is planned for in every teacher's class program. The need for quality differentiation is especially true for high achieving learners. St Anthony's participated in the University of Wollongong's Learning Labs during 2016. Students in Years 3 to 6 had the opportunity to participate in the International Competitions and Assessments (ICAS) competition in English, Mathematics, Writing, Spelling, Science and Computer Skills. All classes were provided with opportunities to enhance learning through excursions and visiting performances and workshops. Excursions included visits to Mowbray Park, Symbio, Thirlmere Trainworks, CSIRO, Fitzroy Falls, MacKillop Place and Canberra. During the storm recovery period, all students in Kinder to Year 4 had an additional excursion to the University of Wollongong Early Learning Centre. Our Year 5 and Year 6 students had an additional excursion to the Olympic Education Centre at Homebush. Opportunities to participate in sport and fitness were well catered for through weekly Physical Education and sport. Annually, the school conducts swimming trials, an athletics carnival and cross-country event. Primary age students had the opportunity to trial for representation in Diocesan teams. Students also had the opportunity to trial for and participate in school teams to compete in local gala days in netball, cricket, rugby league, soccer, and basketball. A number of students represented the school and Diocese at MacKillop sporting trials. Two children from St Anthony's competed at State level, with one student representing NSW at the National athletics level. Opportunities were provided for students to participate in the school woodwind band, individual tuition in strings or music tuition provided by the Music Bus in keyboard, guitar, drums and vocals.

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 school's NAPLAN data for 2016 showed stronger performance by our Year 5 cohort relative to the Year 3 cohort. The pleasing element of our data was the learning growth from Year 3 to Year 5. This pattern was replicated in the growth data from Year 5 to Year 7. The school's sustained focus on literacy has contributed to the sound learning growth by our students. Nevertheless, we remain committed to raising the overall standard in both literacy and numeracy. Detailed plans to continue this work have been developed for the 2017 school year.

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	23%	43%	34%	19%	48%	33%
	National	12%	37%	49%	16%	47%	35%
Writing	School	4%	43%	53%	19%	78%	3%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	17%	60%	23%	21%	53%	26%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	11%	55%	34%	17%	50%	33%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	23%	55%	21%	10%	76%	14%
	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%	97%
	National	95%	93%
Writing	School	96%	95%
	National	96%	93%
Spelling	School	96%	97%
	National	94%	93%
Grammar & Punctuation	School	96%	98%
	National	96%	94%
Numeracy	School	88%	97%
	National	96%	94%

Parent, Student and Staff Satisfaction

Throughout 2016, the school provided the opportunity for parents and community members to offer feedback. Given the events surrounding the damage to the school in June which necessitated the temporary closure of the school, maintaining a close and clear communication stream to the community was essential. The school conducted three community forums to inform the community as to the progress of the rebuilding and to address any questions. The forums were very well attended by parents. Representatives from Catholic Education Wollongong and our parish were involved in two of the three forums.

Community feedback was overwhelmingly positive as to the care of the children, maintenance of the education programs and management of the rebuilding project. Parents reported high degrees of satisfaction with the school even in the difficult circumstances in which the school community found itself in 2016. The fact that the school lost no enrolments during the recovery period whilst the school was closed serves to illustrate this satisfaction.

The school conducted several surveys throughout the year related to decision making and community engagement. These opportunities were well accessed by the community. The feedback received was considered in subsequent decision making processes.

A student satisfaction survey is also conducted annually with Years 4 to 6 students. The survey showed 100% of responding students agreed strongly and agreed with the statement “I am proud of my school”, while 98% of responding students agreed strongly or agreed with the statement “my teacher helps me learn to the best of my ability”. Of the students that responded to the survey, 98% indicated that they felt safe at school.



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