

Annual School Report

Primary

2016



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

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

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

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

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

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

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

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Parish Priest: Fr Christopher Sarkis

Principal: Michelle Rolfe
Date: 14 December 2016

Vision Statement

“A Catholic school community of faith, love and learning.”

Message from Key School Bodies

Principal’s Message

The Annual School Report of Our Lady Help of Christians Catholic Parish School for 2016 is presented with a sense of satisfaction with significant events occurring to challenge us and very pleasing academic achievements in 2016. Severe storms in June resulted in the flooding of St Anthony’s School at Picton and we were able to host their Kinder, Year 1 and Year 2 classes at our school for a Term. Our community spirit was very evident in the way our staff, students and parents opened their hearts to this displaced community. We had the chance to act out our mission in helping people in a time of real need. Extensive and prolonged concentration on Literacy and Numeracy has achieved better than usual results and a continual improvement in our learning statistics which looks to be sustainable. We still have more work to do to continue in this area but results are looking strong, giving staff a great sense of achievement in seeing the eagerness and learning gains of the students. Sport, the arts and Parish life continue to give our students opportunities to experience a wide range of activities in order to explore and grow in diverse ways.

Parent Involvement

The Parents and Friends (P&F) raised funds for a refurbished grass playground area including the planting of shade trees and seats and a parent waiting area. Father’s Day and Mother’s Day stalls were held for students to purchase affordable gifts for parents and grandparents. Parents continue to run the Clothing Pool and School Banking. Altogether the P&F donated \$9 396 to the school for the above projects and for security costs. Meetings continued to be held once a month.

Parents and Friends Association

Student Leadership

School leaders were involved in the running of flag-raising, fortnightly assemblies, liturgies and sporting carnivals. The Student Representative Council (SRC) held fundraising for Project Compassion, Mission Month and to put towards refurbishing the school toilets. The School Captains attended the Campbelltown Catholic Club Annual Mass, Project Compassion and Mission Week launches as well as ANZAC Day commemorations. All leaders assisted at the Western Region Swimming Carnival.

School Leaders

School Profile

School Context

Our Lady Help of Christians Catholic Primary School is a Catholic systemic co-educational school located in Rosemeadow. The school caters for students in Years K-6 and has a current enrolment of 310.

At Our Lady Help of Christians Catholic Primary School there is a rich cultural heritage contributed to by the many different nationalities within the school. The school is an integral part of the Parish and of the wider church community. The spiritual growth and welfare of every student, along with sound educational practices, is a shared responsibility of the Parish Priest, Principal, staff and parents. Our school motto of 'Seek Wisdom, Love God' is evident in the provision of quality Catholic learning and teaching programs that meet the diverse needs of our students. The school has 14 mixed ability classrooms and a Learning Centre, which supports the needs of students with an identified learning disability. We provide rich learning environments that incorporate the use of technology, inquiry learning and strong literacy focus. We provide many varied activities that the students can participate in during their breaks. We aim to be a place of faith, modelling ourselves on Jesus Christ and His Blessed Mother, Mary, a place of love through inclusion and respect and a place of learning through striving for excellence.

Student Enrolments

2016 enrolments	
Boys	152
Girls	158
Total	310
Indigenous	3
LBOTE	144

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.olhcdow.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	92.6%	90.7%
Year 1	92.9%	91.7%
Year 2	92.2%	91.9%
Year 3	93.6%	92.9%
Year 4	93.8%	93.9%
Year 5	93.4%	92.3%
Year 6	92.5%	93.5%
Whole school	93.0%	92.4%

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, monitors part or whole day absences.

Patterns of attendance are noted initially by the classroom teacher using SENTRAL. If a student is absent for three days without explanation the teacher telephoned the student's parents. Any repetitive patterns are brought to the attention of parents. If attendance continues to be an issue, the classroom teacher engages the assistance of the Assistant Principal.

The Assistant Principal notified the Principal and then worked with the classroom teacher, and at times the Pastoral Care Co-ordinator, to determine possible reasons for poor attendance. Proactive strategies such as goal setting, achieving rewards and a check in system were used extensively. Parents are given support strategies to use in the home as well.

If, despite these interventions attendance was still poor, the Principal became more involved and FACS possibly called in to assist.

All correspondence regarding student attendance is kept in student files as per Diocesan guidelines.

Staffing Profile

There are a total of 19 teachers and 8 support staff at Our Lady Help of Christians Catholic Primary School. This number includes 15 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 2016 was 95%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 79 %. Two teachers gained promotional positions and another two permanent positions closer to their homes.

Professional Learning

During 2016 Our Lady Help of Christians 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. Our Lady Help of Christians Catholic Primary School whole school development days.

These days focused on:

- Joining the Dots - Assessment, Data, Teaching Practices (All staff);
 - Lamplighter's - The Principle of Journey – Staff Spirituality Day (All staff);
 - The Cycle of Data Collection, Analysis, Collaborative Planning, Teaching and Assessing - Induction and Introduction of Draft Written Policies (20 staff);
 - Agreed Practices and Pedagogical Approaches in Religious Education, Literacy and Numeracy (20 staff).
- B. Other professional learning activities provided at school level including CEDoW run courses:
- School-wide Positive Behaviours for Learning (SPB₄L) (5 staff)
 - Learning Technologies (2 staff)
 - Learning for Leadership (1 staff)
 - Learning in Leadership (1 staff)
 - Open to Learning (1 staff)
 - Growth Coaching (2 staff)
 - Phonics and Phonemic Awareness (2 staff)
 - Dyslexia Training (3 staff)

- MSPEC Training (4 staff)
- MiniLit Training (1 staff)
- Triple P - Positive Parenting Program (1 staff)
- Literacy and Numeracy Professional Development as part of State Action Plan strategy (All staff)
- Cardiopulmonary Resuscitation (CPR), First Aid Training, Asthma Training (All staff);
- Professional Learning Communities (PLC) Training (3 staff)
- Lamplighters (4 staff)
- Shining Lights (1 staff)
- Alight for the World (2)

The average expenditure by the school on professional learning per staff member was \$442.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$1,860.

Catholic Life & Religious Education

Catholic Life and Religious Education continued to play a prominent role in the school. Staff embraced the Vision and Mission of the school as usual but went further to draw explicit links to the school as a place of learning through striving for excellence. The school marked a number of significant events with liturgical celebrations. These included Catholic Schools' Week, Beginning and End of Year Masses, Welcome Mass for Kindergarten and New Families, Ash Wednesday, Lent and Holy Week prayer liturgies and meditations and the Year 6 graduation. The St. Mary of the Cross Feast Day Liturgy and Walk-A-Thon drew a large number of parents and friends to the school. Students and teachers from Year 6 also came together, with schools in the Macarthur precinct, for the Gathering and Prayer with the Bishop, which was held at Mary Immaculate, Eagle Vale

Project Compassion and Mission Week initiatives raised \$2 685, and \$1 261 was raised through the Saint Mary of the Cross MacKillop Walk-A-Thon. A highlight of the year was the Olympic concert where money raised, through donations, was given to St Vincent de Paul along with non-perishable goods for the Christmas Hamper drive.

The long anticipated new Parish church was confirmed this year with construction due to begin in March 2017. Ties with the Parish continued to be very strong. Students attended Parish Masses at least twice a Term, the Sacrament of Penance once a Term and Benediction twice a year. Students in Year 3 participated in the Parish based Sacraments of Penance and First Communion whilst students in Year 6 participated in the Sacrament of Confirmation. An increasing number of staff helped to prepare the students to make these Sacraments.

Participation in The Christmas Story Art Competition and Exhibition was again high with one student's work being chosen for Bishop Peter Ingham's Christmas cards.

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 42 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and 42 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary, Mother of God: First Among the Saints* and was completed during the first five weeks of Term 3.

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

Students in Part A showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable across all areas. There were no obvious areas requiring significant improvement.

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

For Part A, 11.9% of students were placed in the developing level, 33.3% in the achieving level and 54.8% were in the extending level.

For Part B, 11.9% of students were placed in the developing level, 59.5% in the achieving level and 28.6% were in the extending level.

Combining Parts, A and B, 17.1% of students were placed in the developing level, 56.1% in the achieving level and 26.8% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2016:

Key Area 1: Catholic Life and Religious Education

1.3 Catholic Life and Culture

Goal: To enrich the spiritual life of the school through participation in and implementation of the Lamplighters and Shining Lights programs.

Key Area 2: Students and Their Learning

2.1 Educational Potential

Goal: By the end of 2016, targeted intervention will be in place for all students so they can achieve maximum growth.

Key Area 3: Pedagogy

3.3 Teaching Practices

Goal: To further develop pedagogies that are generally based on a knowledge and understanding of the learning process and syllabus content.

3.5 Assessment

Goal: There will be an effective whole school approach to the use of quality assessment practices with staff using evidence of learning that leads to improved student outcomes.

Key Area 4: Human Resources Leadership and management

4.3 An Ethical Workplace Culture

Goal: By Term 3, we will have conducted a staff survey to assess the ethical nature of our workplace so we can ensure expectations of staff are just.

Key Area 5: Resources, Finance and Facilities

5.2 Use of Resources and Space

Goal: By the end of 2016, procedures and processes for the use of resources, spaces and personnel will be consistent so that staff are comfortable with the structures, resources use is maximised and there is consistency across the school.

In addition the following components were reviewed and after an extensive investigation it was decided that there were no major areas for improvement this cycle.

1.2 Religious Education

2.4 Integration of Information and Communication Technology

3.1 Curriculum Provision

3.6 School Climate, Learning Environment and Relationships

4.1 Recruitment, selection and retention of staff

- 4.4 Succession Planning
- 4.5 Compliance
- 5.3 Environmental Stewardship
- 5.4 Financial Management
- 6.3 Linkages with the wider community
- 7.1 Planning for Improvement

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

Key Area 1: Catholic Life and Religious Education

1.4 Parents, Parishes and the Broader Church

Goal: By the end of Term 3, the RE team will have investigated an approach to assist parents in their role as primary educators of their children in Faith.

Key Area 2: Students and Their Learning

2.1 Educational Potential

Goal: Beginning Term 2 2017, the data collection schedule will inform planning in RE, English and Maths so that teaching and learning opportunities are maximised for all students.

Key Area 3: Pedagogy

3.3 Teaching Practices

Goal: By the end of Term 2 2017, teachers will use the DLTF to plan and evaluate tasks to ensure quality experiences so that upper students are catered for.

3.4 Planning, Programming and Evaluation

Goal: From the beginning of Term 1 2017, teachers will meet fortnightly to collaboratively plan using the PLT questions to improve the intellectual quality and rigour of educational programs.

3.5 Assessment

Goal: By the end of Term 1, teachers will write 5 level criteria to assess activity responses so that students receive timely feedback.

Financial Summary

The school received a grant from Campbelltown Catholic Club in late 2015 which was used early in 2016 to install new taps and toilet systems in student bathrooms. This has resulted in significant savings to water wastage and subsequently monetary savings. A grant received for \$15 000 in 2016 has been used to install energy saving lights in all classrooms.

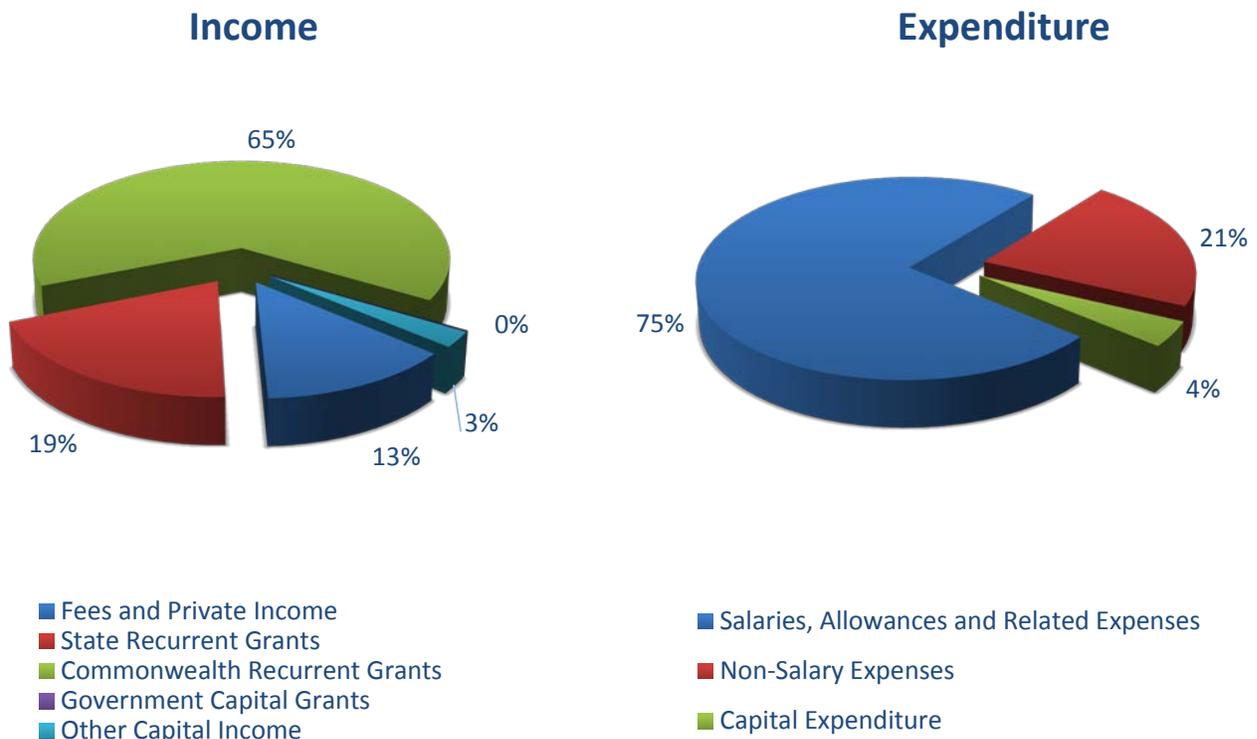
Another grant from the Kelvin Trust for \$20 000 has been used to set up a fund to supply needy families in our school with financial help. In addition, it was used to refurbish the sacred space. Funds from the walk-a-thon continued to be saved for a stained glass window for the new church.

A flood to the Learning Centre resulted in an insurance claim and additional funds were provided by the school to update storage and display areas in the room.

A major work to provide disabled access was undertaken in conjunction with Catholic Education Wollongong who provided \$95 000 to the project and the Parish who provided \$41 000.

This year, the Parents and Friends were able to assist the school community in the following projects: Security (\$2 339), refurbishment of playground (\$21 114), parent waiting area (\$2 883).

The following graphs reflect the aggregated income and expenditure for *Our Lady Help of Christians Catholic Primary School, Rosemeadow* 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.



Student Welfare

Throughout 2016, numerous students and families required counselling services, for varied reasons. A number of pastoral care initiatives and programs occurred:

- Visit from Police Youth Liaison Officer about Cyber bullying and safety.
- Resilience and Teamwork program with Year 5 boys.
- CatholicCare programs: Seasons (Grief), Keepin' It Cool (Anxiety) and Best Friends Forever Social/Friendship)

This year the Triple P Positive Parenting Program was offered to all parents in the school. Six families took up this offer and attended a 10-week Program designed to assist parents with positive parenting strategies. All participants found the Program beneficial and asked for it to be offered again in the future.

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

Teachers closely monitored student progress with the use of literacy and numeracy data. This data collection identified student needs and also provided information to continually examine and reflect on the effectiveness of teacher pedagogy so methods could be refined. The learning cycle of data collection and examination, teaching practice and assessment, provide the scaffold upon which all professional development was based.

State Literacy and Numeracy Action Plan

Our Lady Help of Christians Catholic Primary School participates in the State Literacy and Numeracy Action Plan. This provides the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. As a participating school we are strengthening successful practices and developing innovative responses to meet the needs of all students especially those most in need of additional support. Our initiatives will build teaching skills and focus on literacy and numeracy outcomes for all students in Years K-2.

Our Lady Help of Christians Catholic Primary School has implemented the following initiatives under the State Literacy and Numeracy Action Plan:

- ongoing focus on instructional leadership;
- continuing to strengthen partnerships between home and school;
- continuing to support students requiring Tier 2 and Tier 3 intervention through Managing Students Pastoral and Educational Concerns (MSPEC processes);
- ongoing support and professional learning for teachers around data-based teaching and learning, using a range of data collection and tracking tools;
- providing a stronger focus on the teaching of mathematics and numeracy across all KLAs inclusive of skilling Numeracy Leaders in targeted schools;
- Increasing professional conversations and learning around contemporary learning, sound pedagogical practice and higher expectations for all learners.

The CEDoW appointed Teacher Educator worked closely with teachers during English and Mathematics lessons three days per week, providing professional development and support to teachers. He also worked with members of the Leadership Team in formulating professional development for staff meetings.

Curriculum and Pedagogy

Syllabus implementation

Teachers continued to implement the NSW Syllabus for English, Mathematics, Science, History and Geography and History.

Assessment and reporting

Teachers continued to use Sentral to complete their reports for both Semesters 1 and 2. Parent/Teacher meetings were held at the end of Term 2. Additionally, teachers used the Sentral database to track student progress through the literacy and numeracy continuums. They also completed a range of formal assessments at the beginning of each Term to collect and analyse whole school data and growth trends. Teachers recorded all data on Google Drive so that this data was available to all staff and effect size could

be determined. This data was then used to assist teachers in developing targeted learning goals for individual students and groups of students.

Integration

Teachers explored integration and correlation by using the content from other Key Learning Areas to drive English planning and text selection. Additionally, the skills from English were also taught explicitly through the other Key Learning Areas, for example, using the comprehension strategy of monitoring on a website in Science.

Technology supporting learning

The 1:1 iPad program continued in all of Stages 2 and 3. The iPad program was designed to meet the requirements of the new syllabus. The students all participated in a cyber safety program at the beginning of Term 1 to ensure that the devices were used safely and responsibly. They also had a visit from the Police Youth Liaison Officer regarding cyber safety.

Teachers underwent a range of Professional Development to ensure that the use of iPads were effectively utilised in the classroom. Professional Development opportunities were available within the school, as well as a five-day course at the CEDoW, to assist teachers in this implementation. Teachers and students were fortunate enough to be supported by the CEDoW iPad boot-camps. This support allowed both students and teachers to develop a deeper range of skills when utilising the iPads to enhance learning.

In the Early Stage 1 and Stage 1 classrooms a rotation was developed to share ICT resources. The banks of iPads, iPad minis and laptops were shared amongst these classrooms in accordance with their teaching and learning activities.

Cross Curriculum

Literacy

Participation in professional development at staff meetings led to a significant increase in both teachers and school support officers' ability to understand and teach the reading process. All members of staff were partnered up with a Kindergarten student. Teacher read to these students once a week all year. The use of 'word sense' was introduced and a stronger focus on guided, independent and modelled teaching was introduced.

Numeracy

Professional development in the Mathematics syllabus gave teachers a valuable opportunity to revisit the components of effective Mathematics lessons, which incorporated rich assessment tasks. Teachers used these components when planning lessons and units of work. The syllabus also provided opportunities to explore numeracy across the curriculum.

Indigenous Education

National Aboriginal and Islander Day Observance Committee (NAIDOC) Week was marked through a variety of classroom-based activities. Staff attended professional development in leading Indigenous education that was incorporated with the History syllabus. Working closely with the Aboriginal community will continue to be a priority in 2017 as the school works with Aboriginal artists and elders to create an aboriginal mosaic in the school's outdoor prayer space.

Multicultural

The diversity of cultures within the school community continued to supply it with rich experiences in the customs of various cultures, particularly in dance, food, traditional clothing and celebrations. Students and staff benefited from the generosity of parents who took the time to contribute to cultural units of work.

Environmental Education

Environmental stewardship continued to be part of the culture of the school. Actions from various units of work highlighted the need to look after the environment at a local and global level. Year 4 students introduced and maintained whole school composting. The garden club ran once a week where students were given the opportunity to care for the gardens in the school.

Meeting the needs of all students

Professional Learning Teams to Support Diversifying Learning

Professional Learning Communities (PLC) and Professional Learning Teams (PLT) were used more often this year. The Leadership Team participated in further professional development this area, using this as the framework for all leadership meetings. Teaching staff used the PLT questions as a framework for many discussions during staff professional development.

Gifted Education

Students in Year 3, and any new students in higher Grades, were tested with the ACER General Ability Test (AGAT). From this, students who achieved a high result were then tested with the Slosson individually. These results were used to identify students considered as Gifted and Talented (G&T). When identified, the CEO was notified and students were included in the school database. These were the students selected to participate in SPLICED (Stretching Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong). Students were involved in SPLICED in two areas. Various ICAS testing was available to all students as well as enriched learning experiences to cater to all learning needs.

Special Education

In 2016, a number of students attended the Learning Support Centre for a more personalised instruction program in English and Maths. Social stories were also used to assist students in mainstream classes who needed support in dealing with new experiences or changes to routine. Many teachers also used visual timetables for class routines, timetables and class and school rules.

Kindergarten Transition

This year the school took a more in depth and varied approach to Kindergarten Transition. Parents were surveyed at their interviews and asked what time and methods of delivery would suit their child's and family's needs. Based on these results an initial orientation session was held in the evening for parents. Children, together with their parents then attended 4 afternoon or early evening sessions in the Kindergarten classrooms over an 8-week period. These sessions allowed the children to become familiar with the learning environment and staff at the school, as well as engaging them in play and social interactions with their peers. The parents were given information on school readiness and ideas on how they could be more engaged with their child as a learner. The level of attendance was significantly higher than previous years, and about 50% of children had both parents attend with them. All children also participated in formal transition opportunities where they spent time in the Kindergarten classrooms with the 2016 Kindergarten students. The response to this transition program was overwhelmingly positive.

Expanding Learning Opportunities

Competitions

Stage 3 students entered the Christmas Art Competition. One student's work was chosen for Bishop Peter Ingham's Christmas card. Students in Years 2-6 had the opportunity to enter NSW University Competitions in English, Mathematics and Science. A student representative from Years 5 won the finals of the Diocesan Public Speaking Competition.

Sport

Students competed at the school swimming, cross country and athletics carnivals. A number of students reached Diocesan level representation with two selected for MacKillop Teams - one in softball and one in tennis.

A large number of students had the opportunity to try different sports in non-competitive environments through gala days in netball, soccer, rugby league and basketball.

Students in Kindergarten – Year 2 participated in learn to swim lessons each Monday in Term 4, whilst students in Years 3-6 participated in a surf safety program, spending a day in the surf.

The Arts

In celebration of the Olympics this year the students performed in a concert where they displayed their learning about various sports and countries through drama and dance. In addition to a Book Week parade where students dressed as book characters, the school hosted an opera, 'Hansel and Gretel'.

The students also had the opportunity to join the school choir and the school band.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. In addition, all learning tasks provide teachers with information on student knowledge and understanding and as such are deemed assessable. 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 forty-five Year 3 students and fifty-three Year 5 students who sat the 2016 NAPLAN testing. Some students were exempt from NAPLAN due to intellectual disabilities; however, they were still recorded in the data as 'below national minimum standard'. Learning gains of students from Year 3 to Year 5 continued. The 2016 results showed both Year 3 and Year 5 students achieved whole school targets set by the school. These targets were set based on recent trends and growth patterns across a number of years at OLHC. The most pleasing results were the growth shown by our Year 5 students in the area of Mathematics. NAPLAN data was used to give all staff a greater understanding of the strengths and areas for growth of our students. This information was regularly integrated into professional development and used for future planning.

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	11%	42%	47%	15%	53%	32%
	National	12%	37%	49%	16%	47%	35%
Writing	School	5%	30%	66%	4%	83%	13%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	16%	44%	40%	11%	72%	17%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	11%	47%	42%	23%	42%	36%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	19%	47%	35%	8%	66%	26%
	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	89%	98%
	National	95%	93%
Writing	School	94%	100%
	National	96%	93%
Spelling	School	96%	98%
	National	94%	93%
Grammar & Punctuation	School	96%	94%
	National	96%	94%
Numeracy	School	91%	98%
	National	96%	94%

Parent, Student and Staff Satisfaction

Staff was surveyed as part of the SRI Goal 4.3 An Ethical Workplace Culture. The results of this survey showed that all staff (100%) confirmed they worked within an ethical work culture. Fair distribution of workload and expectations were particularly acknowledged as was a high level of staff morale and support from school leadership. The one area identified for improvement was the induction process of new staff. As a result of this, an intensive induction program has been developed by the Principal and Leadership Team that will be used with new staff in 2017.

In order to try to overcome a lack of parent and student attendance at Kindergarten Transition programs in the past, Kindergarten parents were surveyed at Kinder interviews in May about when the best time to run the program would be and what they might like to see in it. This resulted in significant changes to the program including time with various teachers, a speech therapist, a play based model for the students and practical help for parents. In addition, the program ran with repeat sessions in the early evening. A follow up survey of parents revealed very high levels of satisfaction with both content and timing of the program and the recommendation it continue for future students and parents. Parents also reported decreased levels of anxiety in their children. In previous years, 10-15% of students had attended. In 2016, 65-70% attended. The program will be continuing.

Students participated enthusiastically in various fundraising events. One that particularly sparked interest was raising money to refurbish the students' toilets. When members of the SRC were asked why this was such a popular fundraiser the reason given was that it was a place the students identified themselves that needed renovating. All students used the toilets so what they look like meant a lot to them. They also liked having had a say in an area of the school needing attention and that what they identified was given priority.



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