

Annual School Report

Primary

2016



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

St Mary's Star of the Sea Catholic Primary School, Milton 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: Father Michael Dyer

Principal: Nicole Van Ingen
Date: 1 December 2016

Vision Statement

“Help One Another as We Grow in the Love of God”

Our mission is to provide an environment where children, staff and parents are educated in an atmosphere of Catholic traditions while living out Christian values.

Message from Key School Bodies

Principal's Message

2016 has been an exceptional year of consolidation of teacher Professional Development for the St Mary's community. Through our Agreed Literacy and Numeracy practice we continued the implementation of Focus On Reading (FOR) and Taking off With Numeracy (TOWN).

As a Money Smart School, St Mary's continued giving students an experience with budgeting, shopping, saving and selling. St Mary's was featured in the Sunday Telegraph and local ABC radio for implementing this initiative.

2016 has been an exceptional year of Parish School community engagement for St Mary's. Father Michael Dyer's vision of building Parish School community engagement came to fruition with the 'Cornerstone' event. It was a day in which about 100 people came together, 'For envisioning our Future as a Parish of Missionary Disciples'. Hospitality was provided along with numerous workshops facilitated by Wollongong Catholic Education Staff and other guest speakers.

Parent Involvement

A quiet but productive year from the P&F Committee. Our Cook Book "*Cooking with Mud*" has continued to sell steadily and fill our accounts. We hosted another successful ladies Sip and Swap that saw the entire Milton Ulladulla community support our little school on the hill.

We also planned and hosted a few smaller fundraisers throughout the year including Mother's Day and Father's Day stalls, curry and lasagne drives among some. We are excited to see the installation of the new playground equipment. Thank you to the school, staff, community and especially the children for another great year at St Mary's.

Parents and Friends Association, President

Student Leadership

Over the course of the year, the St Mary's school community has celebrated many events both within the school grounds and within the local community. Some of these events have been events specific to the Milton-Ulladulla community, whilst others have been special days that are part of national or global initiatives.

We were very excited to have a School Chaplain for the first time this year. With the help of our Chaplain we have opened a Friendship Corner and started a Mini Vinnies group, as well as cooked for the Soup Kitchen which provides food for the homeless.

We have been involved in visiting Sarah Claydon (a local nursing home) to spread good cheer to the residents there, Shoalhaven Eisteddfod, playing instruments and singing at the Ulladulla Carols. We once again hosted the Annual Shoalhaven Bush Poetry competition and achieved great success. We were also

involved with local Public Speaking and Debating competitions and participated in the Diocesan Public Speaking Competition. We actively participate in Milton Show, entering several events both individually and as class groups. We have been involved in many sporting events including basketball, soccer, touch football, swimming, athletics and cross country.

At a National level, we have been involved in ANZAC Day celebrations and marches, as well as fundraising for St Vincent de Paul. We have been part of the First Lego League competition.

Our school hosted a 'Demand Film' called "Rise of the Eco-Warriors" as an educational initiative organised by First Lego League Team.

School Leaders 2016

School Profile

School Context

St Mary's Star of the Sea Catholic Primary School is a Catholic systemic co-educational school located in Milton. The school caters for students in Years K-6 and has a current enrolment of 150.

St Mary's Star of the Sea Primary School is a coeducational Catholic Primary School, which operates under the guidance of the Catholic Education Office of the Diocese of Wollongong. With Christ as our model, our aim is to assist the parents and the Parish in the provision of quality Catholic learning and teaching. We strive to provide an environment which will foster sound teaching and learning, and encourage all our students to develop to their full potential. As a learning community, we are committed to making St Mary's Star of the Sea a place where values such as love, reconciliation and compassion are evident and where hope is real and practised.

The school vision, 'Help One Another as we Grow in the Love of God' is consistently reflected in the care and support staff provide for the school community and the strong emphasis it places on Catholic identity and traditions. Students are encouraged to support Caritas and Catholic Mission. Due reverence is given to National Days of Recognition. The school provides opportunities for students to grow and develop intellectually and educationally. Renewal of the curriculum and a review of national testing National Assessment Program - Literacy and Numeracy (NAPLAN) results have placed our focus on the development and monitoring of literacy and numeracy skills. The school's integrated units of work for all Stages has helped to ensure the provision of engaging, diversifying and quality learning experiences for all students to achieve specific outcomes. A range of curriculum opportunities are provided which reflect an awareness of the individual learning and pastoral needs of the students.

Student Enrolments

2016 enrolments	
Boys	71
Girls	79
Total	150
Indigenous	10
LBOTE	13

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.sosmdow.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	93.9%	93.1%
Year 1	89.9%	92.3%
Year 2	90.2%	89.3%
Year 3	94.7%	91.1%
Year 4	91.6%	92.8%
Year 5	93.9%	90.2%
Year 6	90.7%	92.2%
Whole school	92.3%	91.6%

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.

In accordance with the school's attendance policy and CEDoW guidelines, student attendance is monitored and recorded daily. Two weeks' duration is given for non-attendance to be finalised. All absences require an electronic notification via the Skoolbag App or a written note sent with the child upon their return to school. Any notifications not given within two weeks of an absence are contacted in writing by the Senior School Support Officer (SSSO). The Principal makes phone, face to face or written contact with parents/carers if absences remain unexplained or lengthy.

The school's Aboriginal Liaison person also makes home visits where appropriate to support and promote school attendance.

Staffing Profile

There are a total of 14 teachers and 7 support staff at St Mary's Star of the Sea Catholic Primary School. This number includes 8 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 94%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 83 %.

Professional Learning

During 2016 St Mary's Star of the Sea 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 Mary's Star of the Sea Catholic Primary School whole school development days involving all staff.

These days focused on:

- Child Protection 'A' & 'B'
- CPR
- Compliance
- SALT
- Christian Meditation
- Assessment and Reporting Policy
- Religious Education Assessment

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

- Online training for special educational needs - Understanding and Supporting Behaviour (3 staff)
- Learning Technologies (1 staff)
- Lamplighters (4 staff)
- Shining Lights (3 staff)
- Mental Health First Aid (1 staff)
- Transition to Kinder (Playgroup) (2 staff)
- RE Marking (1 staff)
- MiniLit Training (2 staff)

- MultiLit Training (2 staff)
- Yr. 5 and 6 Christmas Art PD (1 staff)
- History and Geography PD (1 staff)
- SPB4L (1 staff)
- Pilgrimage (1 staff)
- Alight for the World Day 2 (1 staff)
- Alight for the World Day 1 (1 staff)
- Exploring the Potential of Using Challenging Maths Tasks (7 staff)
- Early Career Induction Day (1 staff)
- Early Career Day - Behaviour Management and Personalised Learning Plans (1 staff)
- Early Career Day - Assessment, Tracking on the Continuum and Programming (1 staff)
- Early Career Day - Accreditation (1 staff)
- Early Career Day - Primary/Secondary Teacher Day
- Early Career Day - Classroom observation at St. Michael's Thirroul, (Kinder and Year 5) (1 staff)
- Laudato Si (1 staff)
- REC Network (2 days) (1 staff)
- REC 2-day Retreat (1 staff)
- Men's Retreat (1 staff)
- Assessment and Reporting Policy Implementation (2 staff)
- AP / RE Day (2 staff)
- Gifted Education Network Meeting (1 staff)
- System Focus Day (1 staff)

The average expenditure by the school on professional learning per staff member was \$664.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$1,099.

Catholic Life & Religious Education

St Mary's Star of the Sea Catholic Primary School has continued to develop as an integral part of the Milton, Ulladulla and Sussex Inlet Parish, under the pastoral leadership of the Parish Administrator. The school continues to support families in the faith development of the children entrusted to its care. Central to this work is a promotion of Parish life including whole school Masses and seasonal liturgies of the Parish. The school supports a significant number of Parish initiatives throughout the year including the opportunity to celebrate the Sacraments of Penance, Eucharist and Confirmation. This year students have also had the opportunity to lead fortnightly school Masses; this has been an excellent opportunity to link the students' class learning with the life of the church.

Students have opportunities for liturgical celebration to complement the Religious Education syllabus taught in all classrooms. During the opening school Mass at the beginning of the year we asked for God's blessing on the school community and presented leadership badges. Students play a key role in the Parish Liturgical celebrations. The Ash Wednesday Liturgy and the Easter Passion plays are celebrated as a whole school, with an invitation extended to the Parish and wider community. More than 150 members of the wider community attended this year's Stations of the Cross, followed by hot cross buns despite the wild and rainy weather.

In Term 3, the Year 6 students of St Mary's attended the Year Mass with Bishop Peter Ingham. They joined the following schools at Nazareth Catholic Primary:

- St Michael's Catholic Primary School, Nowra
- Ss Peter and Paul Catholic Primary School, Kiama
- Stella Maris Catholic Primary School, Shellharbour
- Nazareth Catholic Primary School, Shellharbour City

In Term 3, St. Mary's students celebrated their Feast Day on September 8th, The Feast Day of 'The Nativity of the Blessed Virgin Mary' with a picnic and multi-aged activities

In Term 4 a Graduation Liturgy was held for the outgoing Year 6 students. This was coupled with a candle ceremony in which Year 6 students passed the 'light of leadership' onto the Year 5 students who will lead the school in 2016. Other significant events celebrated include: Grandparent's Day Liturgy celebrated in Catholic School's Week, Mother's Day Liturgy, Father's Day Liturgy, ANZAC Day Liturgy, St Mary of the Cross MacKillop Feast Day, Remembrance Day Prayer Service and Nativity Mass.

A Mini Vinnies group was formed this year with 25 students from Years 3 - 6 participating.

The school has a rich prayer life. Each day starts with the whole school joining together to say our School Prayer. On Tuesday morning the staff joins together for prayer. Within the classroom students have the opportunity for formal and informal prayers of praise, thanksgiving, sorrow and petition. The Religious Education Coordinator visited the Townsville Diocese to deepen his understanding and experience of Christian Meditation. All classes engaged in Christian Meditation daily during Term 4.

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 16 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and 16 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 in their:

- ability to articulate the example of Jesus washing the disciple's feet
- understanding of why we show reverence for the bible
- understanding of consubstantiation at Eucharist
- understanding of the Emmaus story
- understanding of the Sacraments of Initiation

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 the symbols of Baptism
- recognise the Sabbath as a day of rest
- explain an understanding of the Holy Trinity

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

For Part A, 6.7% of students were placed in the developing level, 46.7% in the achieving level and 46.7% were in the extending level.

For Part B, 0% of students were placed in the developing level, 33.3% in the achieving level and 66.7% were in the extending level.

Combining Parts, A and B, 0% of students were placed in the developing level, 46.7% in the achieving level and 53.3% were in the extending level for Religious Literacy.

School Review and Improvement

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

School Review and Improvement components reviewed and rated in 2016:

Key Area 1: Catholic Life and Religious Education

1.2 Religious Education

Goal: Teachers have the knowledge and qualifications to engage each class in a rich, deep task in Religious Education once during the year (similar to Religious Assessment Task Part B)

Key Area 2: Students and their Learning

2.2 Rights and responsibilities

Goal: A comprehensive, evidence based framework of social emotional learning will be taught in K-6 in 2016.

Key Area 3: Pedagogy

3.6 School climate, learning environments and relationships

Goal: School leadership will be distributive and shared by those who have skill and qualifications in specialist areas.

Key Area 4: Human Resources, Leadership and Management

4.4 Succession planning

Goal: Specialist Teachers in ICT, Special Needs and Music will begin induction into the school to replace staff who are transitioning out.

Key Area 5: Resources, Finance and Facilities

5.4 Financial Management

Goal: The school has an accurate budget which provides a safe, modern and clean learning environment for the school community.

Key Area 6 Parents, Partnership, Consultation and Communication

6.2 Reporting to Community

Goal: School utilises many avenues for disseminating information to the community.

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

Key Area 1: Catholic Life and Religious Education

1.2 Religious Education

Goal: Teachers have the knowledge and qualifications to engage each class in a rich, deep task in Religious Education once during the year (similar to Religious Assessment Task Part B)

Key Area 2: Students and their Learning

2.5 Pastoral Care

Goal: There are avenues for the pastoral needs of students, parents and staff to be identified and triaged.

Key Area 4: Human Resources, Leadership and Management

4.3 An Ethical Workplace Culture

Goal: Staff and student expectations are made clear. Celebrations are held to acknowledge the achievements of students and staff across all domains.

Key Area 5: Resources, Finance and Facilities

5.3 Environmental Stewardship

Goal: Decision making at the school considers the impact on the natural and built environment

Key Area 7 Parents, Partnership, Consultation and Communication

7.2 Innovation, Development and Change

Goal: Analysis of school performance is informed by reliable, up to date data

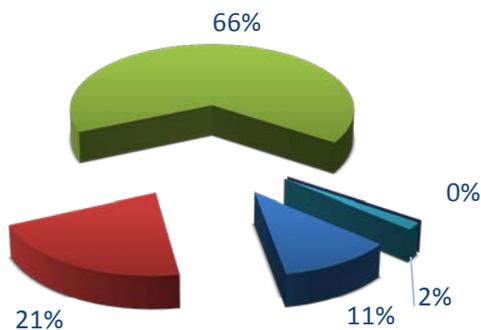
Financial Summary

Major Expenditure for 2016 included:

- 2 class sets of desks and chairs
- 3 iPads to support 1 to 1 iPad use in Kinder
- Pam Burrige Surf School Program - 2 classes of intensive surfing lessons partly sponsored by "Sporting Schools" on the condition that the students participate at no cost.
- \$3000 St Vincent De Paul Grant used for Uniform Shop Vouchers, five iPads for Kinder iPad program, Sponsorship of School Camps, MacqLit Training for teachers and sponsorship of the Swimming Program

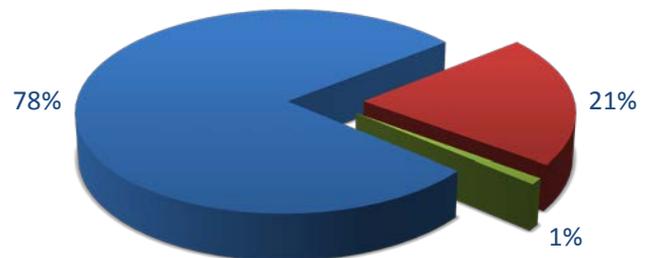
The following graphs reflect the aggregated income and expenditure for St Mary's Star of the Sea Catholic Primary School, Milton for the year ended 31 December 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education and Training.

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

The Student Welfare Policy is based on the Pastoral Care and Wellbeing Framework for Systemic Catholic Schools in the Diocese of Wollongong. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and respect. This is reinforced through School Wide Positive Behaviours for Learning (SPB4L) which clearly states the rights, rules and responsibilities of all members of the school community and is discussed at school gatherings. The aim is to increase appropriate student behaviour and build a continuum of support for all students. This includes all staff and students knowing the school rules:

- Care for Ourselves
- Care for Others
- Care for Our School
- Care for Our Learning

All students have a positive behaviour sticker book. This book will be kept until students complete Year 6. There are four levels of achievement in recognition of positive behaviours. Students are awarded stickers to recognise their achievements in following the school rules. Students are acknowledged for their achievements with Awards at school assemblies.

Leadership and Life Education Programs as well as class Personal Development programs further enhance promotion of respect and responsibility. 'The Friendly School's' school wide program was implemented in Term 4. The Friendly School's Program supports social and emotional learning. This aligns with the SPB4L initiative.

St Mary's Primary School has access to a CatholicCare counsellor on Tuesdays each week for those students in need. The Diocesan policy MSPEC (Managing Students Pastoral and Educational Concerns) provides a clearly articulated approach to the response and management of concerns pertaining to students that manifest themselves in any or all of the following:

- Behaviours of concern, extreme or persistent problem behaviour;
- Poor or underestimated educational outcomes;
- Identified or emerging special needs;
- Known or suspected pastoral needs;
- Indicators or disclosures of harm, abuse or ill treatment;
- Indicators of lack of inappropriate physical, social or psychological development; and
- Risk to self, peers, staff or others

The MSPEC Team comprises of the Principal and another member of the Leadership Team. The MSPEC Team meets every Thursday morning with a class teacher to provide extra support to develop skills, knowledge and attitudes necessary to meet the social, emotional and academic needs of individual students. Each Term every class teacher has the opportunity to meet with the MSPEC Team.

During Term 4 the incoming Kindergarten students undertake a transition to school process. This comprises three play sessions and an Orientation Day. A Buddies Program is fostered between Year 5 and Kindergarten students and Year 6 and Year 1 students.

To assist with student welfare at St. Mary's a generous donation of \$2 000 per year is made from St. Vincent de Paul. This money is used for resources for integrating Information Technology and Communication (ICT) within daily classroom teaching.

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

St Mary's Star of the Sea Catholic Primary School is a learning community where each child is valued and encouraged to reach their full potential. At St. Mary's we continually focus on and encourage each child to live our motto 'Help One Another'. Learning is viewed as a lifelong process and is seen as the core business of the school.

To build capacity within the staff in Phonemic Awareness we implemented the following:

- Professional Development in MiniLit
- Professional Development in MacqLit
- Staff meetings on Spelling
- Dalwood professional development

St Mary's Star of the Sea Catholic Primary School continued sustainability of Focus On Reading and TOWN (Taking Off With Numeracy) with an agreed Literacy and Numeracy Agreement. Teachers engage in professional dialogue about the data of quality assessments and how this identifies student's needs to guide quality teaching and learning.

Curriculum and Pedagogy

Syllabus implementation

The school provides an educational program based on, and taught in accordance with the Board of Studies Syllabuses Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Human Society and its Environment, Science and Technology, Creative Arts, Personal Development, Health and Physical Education. In addition, the school implements the Religious Education curriculum requirements of the Catholic Education Office Wollongong.

Assessment and reporting

The assessment and reporting process at St Mary's Star of the Sea reflects the Australian Government requirements whereby parents are provided with two written reports annually. Each report provides information about student progress relative to specific standards labelled A-E, from Year 1 to Year 6. Kindergarten reports on all KLA's to the specific standards labelled basic, sound and thorough. The Wollongong Diocese adopted a new reporting system using SENTRAL. Teachers update the Continuum Tracker in Sentral for each individual student for their achievements in literacy and numeracy on a regular basis. The National Assessment Program Literacy and Numeracy (NAPLAN) Tests for Year 3 and Year 5, Best Start in Kindergarten, TOWN assessments and Year 4 Religious Literacy Assessments are important tools used to provide feedback and guide teaching.

Integration

An important aspect of the school's Catholic identity is that we provide tuition for the students for the preparation for the Sacrament of Penance, First Eucharist and Confirmation. We have a Specialist Visual Arts teacher and Specialist Music teacher. We provide opportunities for students to participate in the First Lego League, Chess Club, Special Interest Projects, International Competitions and Assessments for Schools (ICAS), Maths Olympiad and SPLICED.

Technology supporting learning

St Mary's Star of the Sea Catholic Primary School is committed to using technology in supporting learning. We have a Specialist Information and Communications Technology (ICT) teacher. All classrooms, music

room, library and hall have either a Smart board or a data projector. All classrooms have access to computers and laptops. One to one iPads are used in K-2.

Cross Curriculum

Literacy strategies

Literacy continues to be a high priority at St Mary's. The staff is committed to explicitly teach the 'Super Six' comprehension strategies of Focus on Reading. This improves the student's comprehension skills by using the techniques of Visualising, Summarising, Monitoring, Questioning, Predicting and Making Connections. Upgrading of classroom reading resources continued this year with a focus on guided readers and home readers using Overdrive and MiniLit readers on the iPad. Students are plotted on the continuum in SENTRAL to identify students at risk and those who need extension.

Numeracy strategies

In each classroom the essential components of an effective Numeracy session are evident. Each Maths lesson includes the following in sequential order: Number Sense, Learning Intent, Introduction, Consolidation, Guided Groups and Reflection. Students are plotted on the continuum in SENTRAL to identify students at risk and those who need extension.

Indigenous Education

This year St Mary's had an Aboriginal Community Liaison Officer one day per week and an Aboriginal SSO one day per week. For NAIDOC Week this year the Aboriginal Community Liaison Officer and Aboriginal SSO organised a wonderful gathering for our whole school community, in which the local Indigenous Elders were in attendance along with our Parish Priest.

Our Indigenous community is recognised at assemblies with 'Welcome to Country' said by Indigenous students. A local Aboriginal elder is invited to school liturgies to commence with a 'Welcome to Country'. The Aboriginal flag is raised daily with the Australian and School flags. An indigenous sacred space is set at the entrance of the school.

Multicultural

We had a whole day celebration for Harmony Day which included Bollywood Dancing for all classes, Polish Dancing experience, Bush Tucker from our Bush Tucker Garden, Lebanese Food Tasters plates and an Indigenous Artefacts explanation. Our Parish Priest lead a prayer on Reconciliation during the day. He furthered this by orchestrating a Sunday Mass in honour of NAIDOC in which the local Indigenous Elders held a Smoking Ceremony to commence Mass and lead in the Entrance Procession.

Environmental Education

A representative from Wollongong Catholic Education Office came to St Mary's to complete an environmental audit at the school. We identified that St Mary's has implemented the following:

- Two water cooler bubblers. They have a counter which identifies how many plastic bottles we have saved from damaging the environment.
- Recycling bins in all classrooms. One for paper, one for organic waste and one for general rubbish.

Meeting the needs of all students

Diversifying learning

Each classroom teacher meets with the MSPEC team (Principal and Assistant Principal) once a Term. Students are identified and data is analysed in order to implement best support strategies for the students. All teachers continually track students on the Literacy and Numeracy Continua. Class programs were monitored for evidence of differentiation in all Subjects of the Curriculum. Student work samples were observed for evidence of differentiation of tasks based on individual need.

Gifted Education

ICAS testing was strongly supported by students and their parents in 2016, with up to 20 students participating in some topics. Credits and Distinctions were achieved in each ICAS test. Results and participation were acknowledged and celebrated at Whole School Assemblies.

Stretching Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) was strongly supported in both English/Creative Arts as well as Religion in 2016. Students were involved in writing a Historical Recount of our Parish School Community along with illustrations.

First Lego League was offered for the third year at St Mary's. A third kit was purchased to support more complex designs. Ten students were part of the team who competed in Wollongong in November, 2016.

Maths Olympiad was offered for the second time in 2016. Ten students formally registered and one student was awarded a medallion for being in the top 20% of participants nationally.

Special Education needs

The MSPEC Team looks at the needs of the whole child: academically, socially, emotionally and behaviourally. A number of referrals were made for additional support from the Diocese once a quality framework of intervention had been formulated and undertaken for a period of at least six months.

The Catholic Education Commission Tool for Identifying and documenting the support of additional needs was used by classroom teachers for the first time in 2016.

Expanding Learning Opportunities

Competitions in 2016 included ICAS Competitions, Maths Olympiad, Escape Art Fest Competition, Milton Show Pottery, Milton Show Infants Poster, Shoalhaven Eisteddfod Verse Speaking, Shoalhaven Eisteddfod Junior and Senior Choir.

Sport in 2016 included Surfing, Athletics, Cross Country, Swimming, AFL sport workshops, League tag workshops, Touch Football Workshops, Soccer Gala Day, Gymnastics, and Netball Gala Day.

Debating and Public Speaking opportunities included participation in the Bush Poetry Recital, the Diocesan Stage 3 Public Speaking and the local Debating and Public Speaking Competition.

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

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.

2016 saw St Mary's sustain a significant upwards shift in NAPLAN achievement in Year 3. Quality teaching and learning was a whole school focus in Spelling and Mathematics.

Support from the Diocese with the MoneySmart Initiative as well as TOWN in-service for teachers has shown an improvement in the results of students in 2015 with 78% Year 5 students achieving or exceeding their expected growth.

Focus on Reading and Literature Circles as an agreed practice saw 79% of Year 3 students achieve at, or above their expected level compared to 52% of the State's students.

Conversely targets fell short in Year 5 results with approximately 50% of students meeting or exceeding their expected growth in Reading and Numeracy. In order to support this cohort of students more intensely, staff were in-serviced in MiniLit and MacqLit training to specifically teach phonemic awareness and Spelling strategies. Classes have already begun this year for those students who did not meet or exceed expected growth.

An agreed practice of when and how to collect baseline data was drawn up and staff have met biannually to discuss growth and analyse data.

Areas of focus in teaching and learning in 2017 and beyond include Spelling, Grammar and Punctuation. We are keen to continue to work with highly performing students to ensure that we see growth and expected achievement levels met or exceeded.

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%	11%	79%	14%	68%	18%
	National	12%	37%	49%	16%	47%	35%
Writing	School	0%	47%	53%	35%	50%	15%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	11%	26%	63%	32%	50%	18%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	16%	21%	63%	23%	55%	23%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	5%	37%	58%	18%	68%	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	95%	95%
	National	95%	93%
Writing	School	95%	86%
	National	96%	93%
Spelling	School	90%	91%
	National	94%	93%
Grammar & Punctuation	School	90%	100%
	National	96%	94%
Numeracy	School	95%	100%
	National	96%	94%

Parent, Student and Staff Satisfaction

Noted feedback throughout the year has been:

- High attendance rates of staff at Parish Masses on weekends
- Continuing high profile of school in the community
- Climate of collegiality and professionalism amongst staff
- Growing relationship between St Mary's community and St John's community
- Significant growth and achievements to be celebrated in NAPLAN 2016
- Significantly more pathways of learning expanded in 2016 to include specialist: Music, Art, PE, ICT, Public Speaking, Debating, Robotics and Coding
- Ongoing Community engagement with "Pam Burrige Surf School" and high levels of fathers assisting with surfing lessons
- Hosting various community groups on the School grounds, such as Noah's Ark Early Intervention Centre
- Thorough and structured School Transition Program for 2017 Kinder students
- Greater consistency of school leadership with retention of members of Leadership Team
- High levels of engagement reported by students and parents, in particular girls with the "Challenging Mathematical Tasks"

Feedback indicating areas for growth include:

- Interest in developing a STEM approach to teaching and learning in 2017 and beyond
- Continuing need to stabilise staffing
- Interest in developing an Outdoor Education and Natural Play Space

