

***Nazareth
Catholic Primary School
Shellharbour City Centre***



***Annual School Report
2011***

About This Report

Nazareth Catholic Primary School, Shellharbour City is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

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

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

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

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2012.

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

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Parish Priest: Fr Bryan Jones

Principal: Mr Justin Devlin (Acting Principal)

Date: 19 December 2011

Vision Statement

Nazareth is a learning community that strives to develop the whole person,
so as to find God in all things.

Message from Key School Bodies

Principal's Message

The school year commenced on Friday 28 January for all staff and on Monday 31 January for all students from Years 1 to 6. Joining the community for the very first time on Tuesday 1 February were 54 newly enrolled kindergarten students. Our enrolment figure is at the present time 391 students, representing 269 families.

The support of Nazareth families in their life of faith and their involvement in the Parish is at the very core of why we call ourselves a Catholic Parish School. Religious education lessons continued on a daily basis and, on several times each day, the school community would pause to join in prayer. This year the school supported the Parish in the preparation and understanding of children regarding the Sacraments of Initiation. Over 30 Nazareth students participated in the Sacrament of Penance for the first time and 41 were confirmed in their faith by Bishop Peter Ingham in ceremonies conducted in Sacred Heart Church Warilla. At the time of writing it is expected that 31 students will this year receive the Sacrament of Holy Eucharist for the very first time. Another positive initiative was the schools support of the Parish Expo by the setting up of a booth and the Nazareth Performance Choir singing at the Expo.

The opportunity to celebrate Stage based Masses, as part of a Eucharistic community, continued to be held once a Term. Fr Bryan and Fr Hugh have presided at these most important celebrations and the focus for the year has been allowing the children to understand the changes to the Mass and feel more confident in saying the appropriate responses during the Mass. These Masses have been held in the current school library and we look forward with much anticipation to the completion of All Saints Parish Church next year.

The school and Parish community gathered on 15 March 2011 for the official opening and blessing of the new Parish hall. The building itself was opened by Mr Stephen Jones MP and blessed by Bishop Peter Ingham. Mr Noel Henry, Head of School Services, Primary South-East Region was present, representing the Director of the Wollongong Diocese, Mr Peter Turner, and it was wonderful to welcome back Sr Anne Taylor for the Liturgy and ceremony. The hall is used for a range of activities, including Drama lessons, liturgies, school functions and various opportunities for students and staff visiting from other schools.

The P&F continued to offer widespread support of the school though a variety of social and fundraising activities including, Mothers and Father's Day stalls, BBQ Stalls and a Chocolate Drive. Parent volunteer support in both the classrooms and the canteen has been most important. Funds raised by the P&F contributed to the purchase of blinds and shade structures in the St Francis Xavier Building, IT equipment including iPads, and iPad trolley and

an additional Smartboard, the improvement to the grounds including seats around a number of trees, support of our Christmas Concert, support of the School of St Jude and various other Social Justice fundraising initiatives. Their generosity of spirit, time and financial support has played a significant role in the culture of welcoming and support throughout the school.

The School Review and Improvement Process that had been adopted by all systemic schools within the Diocese continued in 2011 and through the process some key focus areas for school review were defined. These included: Religious Education, The Rights and Responsibilities of our Students, The Professional Learning of staff, Environmental Stewardship and involvement of our parent community. Action Plans were developed to address key issues within each of these areas.

The involvement of the school in a variety of extra-curricular activities certainly supported our vision to develop the whole child. The school performed with distinction in the Wollongong Eisteddfod with the Junior and Senior Choirs being awarded a highly commended placing. A performance choir was also able to support the St Vincent De Paul's Society Shellharbour Chapter by performing at a number of retirement homes throughout the year. Other activities included chess tournaments, public speaking competitions and Creative Arts competitions.

The celebration of Creative Arts occurred with the holding of our Art Show. The show was held in Term 3 and involved the displaying of students artwork, the performance of our Dance and Drama troupes, a photo competition and various creative arts activities that the families could participate in. The night was a wonderful success!

Sporting involvement and achievements were another highlight of 2011. Students from the school also participated in a wide variety of Diocesan and Regional Sporting events and three teams attended the NSW Basketball Championships, which were held in Albury in late October. The school organized our own Swimming, Cross Country and Athletics Carnivals, with the highlight being the wonderful support of our parent community.

Sincere thanks must go to our Parish Priest and Pastor, Fr Bryan Jones and to Fr Hugh for their continued support of Nazareth School. Sincere thanks must also go to all within the Parish community whose continued generosity and good will allows our school to maintain its reputation as a place of great faith and educational excellence.

Parent Involvement

Parents and Friends Association (P&F) has again reached new heights with its fundraising. I would like to thank all P&F members and volunteers for their work and the dedication this year, we have achieved a great deal with over \$41 000 raised from the various activities. The outstanding efforts of all volunteers has once again resulted in the P & F being able to fund many initiatives this year such as the seating around trees, literacy and maths resources plus resources for reading recovery, screens & blinds for Stage 3 and donations to St Jude's and the Queensland Floods. This great effort has raised almost \$200 000 in the last five years for the benefit of the children of our school.

Additionally, the school wish list included Smart Boards for every classroom of which the P&F have committed to fund one next year along with the two being funded by the school.

It is with great sadness, and gratitude for their hard work, that I acknowledge the dedication of people who will not be available next year for the P&F and the School.

It has been a pleasure working with the Executive and all parents as well as all the staff of Nazareth School this year to benefit our students and the school.

Sincere thanks to all for your support.

Parents and Friends Association, President

Student Leadership

At Nazareth, Stage 3 Students have a chance to shine and show their different abilities whilst participating in leadership teams. Each team has different jobs to do in the school community.

At Nazareth all students are encouraged to demonstrate good leadership skills to younger students to teach them right from wrong. The amazing Staff of Nazareth put forward the example of Saint Ignatius as the Nazareth School Community believes he is a great role model for all students and staff. Students respect their peers, their teachers and volunteers that come into the school. We welcome new students every year so that they feel comfortable in our Nazareth School Community. We respect and model good values by taking part in environmental projects such as vegetable gardens and rubbish collections. We show leadership in this by showing a good example to younger students of how to look after the environment so when they are older they will follow our example of caring for the environment. Being a leader at Nazareth throws some challenges at us but makes us better leaders and pushes us to strive to be our best. It gives us life skills, which will help us in the future and teaches us all how to be better people and most importantly better role models and leaders.

School Leaders

School Profile

School Context

Nazareth Catholic Primary School is a Catholic Systemic co-educational school located in Shellharbour City Centre. The school caters for students in years K-6 and has a current enrolment of 391.

The school was established in the year 2000 at the instigation of the Parish Priest Fr Bryan Jones in liaison with the Catholic Education Office of the Diocese of Wollongong.

Along with Stella Maris School, Shellharbour, Nazareth School serves the families of the Parish of All Saints, Shellharbour City. Approximately 89% of enrolled students have been Baptised in the Catholic faith and the bulk of the remaining students are of one of the Orthodox faiths.

The Parish Priest, the staff and parents share a common responsibility for all students in their care. The school is supported by the Catholic Education Office of the Diocese of Wollongong and operates under the authority of Bishop Peter Ingham.

The school is located on approximately 3 hectares of land bounded by Glider and College Avenues Shellharbour City and lies in close proximity to the rapidly developing Shellharbour City Centre.

Student Enrolments

2011	Boys	Girls	Total	Indigenous	LBOTE
	200	191	391	3	83

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website www.nscdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2011.

Student Attendance

2011	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	88.0%	89.8%	89.4%	85.4%	91.0%	88.3%

Management of Student Non Attendance

Student attendance records are maintained electronically. Each morning the roll for each class is marked by the class teacher and is forwarded to the school office for electronic entry. Parents are required to notify the school in writing of any absence. If an absence remains unexplained, parents are notified by letter with a request to inform the school of the reason for a child's absence. This is accordance with the Diocesan Student Attendance & Roll Marking Policy and Procedures.

Staffing Profile

There are a total of 25 teachers and 10 support staff at Nazareth Catholic Primary School. This number includes 14 full-time, 11 part-time teachers.

Teacher Standards

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

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

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2011 was 97.56%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2010 to 2011 was 92%.

Professional Learning

During 2011, Nazareth personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. Nazareth whole school development days involved 35 staff.

These days focused on:

- RE Staff Retreat Day led by Ignatian Team; and
- Centre For Excellence Spelling Focus with the SICs Schools.

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

- Smartboard Training;
- Centre 4 Excellence Stage Literacy Meetings;
- ACEL National Conference and Other Courses;
- Focus On Numeracy & Literacy Courses;
- Leading Literacy and Numeracy Network Meetings;
- Multi-lit Course;
- Technologies For Learning;

- Lane Clark Workshops;
- Exploring Indonesian Language & Culture Course;
- Igniting The Fire Course;
- Pedagogies In Dynamic Learning;
- Learning for Leadership – Diocesan Professional Development Course; and
- Analysis of NAPLAN Data.

The average expenditure by the school on professional learning per Staff member was \$253. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$ 864.

Catholic Life & Religious Education

Nazareth Catholic Primary School has continued to develop as an integral part of the community of All Saints Parish, Shellharbour City under the pastoral leadership of Fr Bryan Jones, Parish Priest and with the additional support of Assistant Priest Fr Hugh Dowdell. 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 the weekly and seasonal liturgies of the Parish. The school supported a significant number of Parish initiatives throughout the year including the Parish Expo. Students from Nazareth had the opportunity to celebrate the reception of the Sacraments of Penance, Eucharist and Confirmation and then joined with students from Stella Maris for celebratory Masses after these Sacraments.

Students have opportunities for liturgical celebrations to complement the Religious Education Syllabus taught in all classrooms. During the opening school liturgy we asked for God's blessing on the school community, presented leadership badges and conducted a commitment ceremony for leadership teams. The School Feast Day, the Feast of the Annunciation, was celebrated with a Mass. On All Saints Day, the Parish Feast Day, students from Stage 2 and Stage 3 joined with students from Stella Maris for the weekday celebration of Mass at Sacred Heart Church. Year 6 joined with students from other local Catholic schools for Prayer and Conversation with Bishop Peter Ingham. The Ash Wednesday liturgy, Easter Passion Play, Resurrection Liturgy, Pentecost Liturgy, Feast of St Ignatius celebration, Advent liturgies, ANZAC Day and Remembrance Day were also significant liturgical celebrations during the year. Each term, this year, Fr Bryan or Fr Hugh Dowdell have celebrated Mass with each Stage.

The school has a rich prayer life. Each week starts with the whole school joining together to say the Prayer of St Ignatius. The school's Ignatian Examen prayer, a structured review of each day, is used daily in our classrooms and, once a week, as a whole school, we pause and reflect on the action of God in our lives. On Thursday mornings the staff joins together for prayer and each Term one staff meeting is dedicated to prayer and reflection.

This year saw three new staff members complete the school's induction program in Ignatian Spirituality. In Term 3 staff attended a Spirituality Day based on the Spiritual Exercises of St Ignatius; this was the fourth year of a five-year program developed by the school's Ignatian Committee.

The school has a strong culture of social justice. All classes have mission boxes and the children's generosity is evident when these are collected. Students learned about the work of Caritas and raised money for Project Compassion. The school also raised funds to support the work of St Vincent de Paul and Catholic Mission. Almost \$2 500 was donated to these organisations. St Vincent de Paul was given \$1 000, Caritas was given \$500, Catholic Mission was given \$500 and The School of St Jude was given \$250. During Advent food and toy hampers were donated to the St Vincent de Paul Christmas Appeal.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2011. The school cohort in 2011 consisted of 51 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on Monday 21 August 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 half of Term 3.

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

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

- knowledge of the Annunciation;
- knowledge of the image of God from the scriptures;
- knowledge of the 'Our Father';
- knowledge of the Emmaus Story; and
- understand a prayer of thanksgiving.

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:

- demonstrate an understanding of Jesus' teaching on the practice of giving; and
- describe an experience of the presence of Jesus.

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

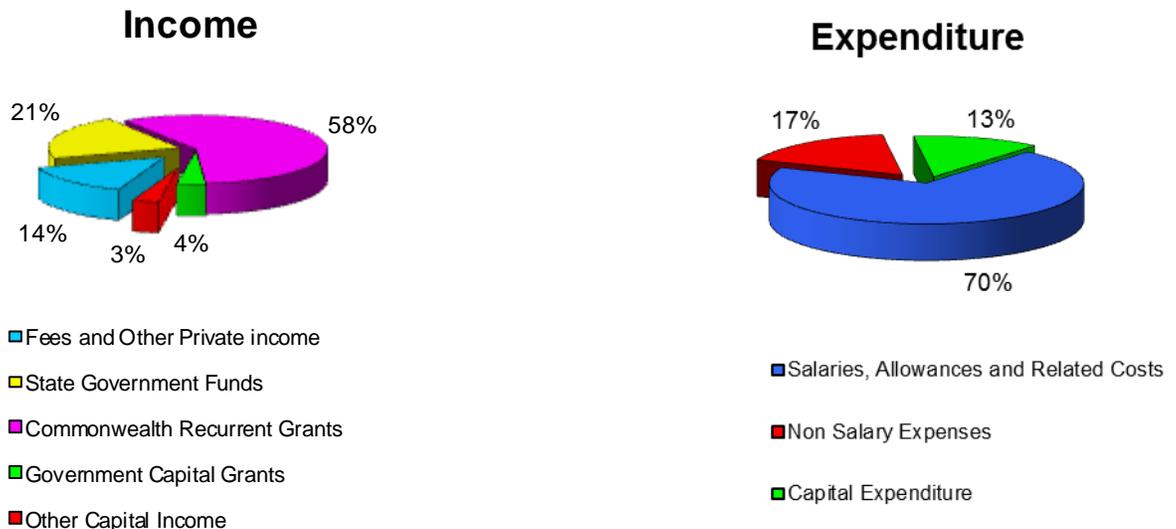
For Part A, 19.60% of students were placed in the developing level, 56.90% in the achieving level and 23.50% were in the extending level.

For Part B, 10.70% of students were placed in the developing level, 85.70% in the achieving level and 3.60% were in the extending level.

Combining Parts A and B, 21.60% of students were placed in the developing level, 68.60% in the achieving level and 9.80% were in the extending level for Religious Literacy.

Financial Summary

The following graphs reflect the aggregated income and expenditure for Nazareth Catholic Primary School, Shellharbour City for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

Introduction

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents ***Maintaining Right Relationships*** and ***Safe Work Environment*** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for our school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2011.

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.

Pastoral Care

Pastoral Care refers to everything the school community does to meet the needs of its students and community. At Nazareth we aim to nurture our children, as Jesus was nurtured at Nazareth, and thereby develop the whole child. The Pastoral Care Policy at Nazareth School is based on the dignity of the person and provides witness to Gospel Values as a means to living out daily life. Nazareth School uses a restorative approach to behaviours and relationships.

A key pastoral initiative of the school this year was the implementation of a 'Calm Room' to support students with specific social and emotional needs. The Calm Room operates during lunchtime periods and provides targeted students with a supportive social network of teachers and peers, structured play activities and guidance for reintegration to normal playground activities.

Social skills were developed across the school using the PALS program (Playing and Learning to Socialise) and the Buddies Program was fostered between Year 5 and Kindergarten students. Small social skills groups were formed on student needs across Stage 2 and 3 in order to target specific social skills development needs. A Counsellor, provided by CatholicCare for one day each week, provided a service for students and families in need.

The 'Seasons For Growth' Program operated this year for students in Stage 1. The Seasons for Growth program is designed for children, young people and adults to assist them in managing and understanding the effects of significant change, loss and grief in their lives. Using a set of well crafted resources, and a teacher who facilitates small peer groups, the program provides a safe and creative way to explore feelings, memories, loss and grief.

Nazareth Year 6 students joined with the Year 6 students from Stella Maris Shellharbour, St. Paul's Albion Park and Ss Peter and Paul Kiama, to participate in the "Embracing The Transition To High School" Program. School Counsellors and members of staff from all the schools involved conducted this transition to high school program.

Personal Development including human sexuality components formed an integral part of the educational program. This year two Stage 3 teachers attended the human sexuality staff development day "Education in Love".

As part of our whole school approach to providing a safe and friendly school environment, regular class meetings took place. These class meetings, which utilise De Bono's paradigm of Six Thinking Hats, provide a safe forum for the students to discuss issues and the strategies needed to solve problems. Student leadership continued to be shared among all Stage 3 students and students are divided into thirteen distinct leadership teams, each with its own particular focus. They were able to nominate for the leadership team of their choice and teams were able to form and set their own goals.

The school's Pastoral Care, Behaviour Management and Anti-bullying Policies were reviewed this year and modifications to these policies were made. The revised policies can be accessed through the school's web site.

Learning and Teaching

Introduction

Nazareth is a learning community where each child is valued and encouraged to reach their full potential. At Nazareth we continually focus on and encourage each child to 'Find God in All Things'. Throughout the year all staff have strived to link their teaching and learning with Diocesan Learning & Teaching Framework (DTLF) and School Review and Improvement (SRI) focus areas for 2011.

Centre for Excellence

Nazareth Catholic Primary School participates within a precinct of four southern Illawarra Catholic Primary schools to form a Centre for Excellence. This provides opportunities to share professional learning opportunities for staff and to develop collaboration by building wider learning communities. This initiative will ultimately improve the school's capacity to meet the diverse needs of students and improve student outcomes.

Specific initiatives include:

- all staff participating in the SICS Staff Development Day with a focus on spelling;
- administering spelling assessments to identify students at risk;
- analysis of student assessments and work samples to identify spelling strategies that are being used by students;
- writing Individual Learning Plans to support the learning opportunities for students identified as at risk;
- providing spelling workshops for all staff to explore the four forms of spelling; and
- providing planning opportunities for staff to work in Stages to plan spelling teaching and learning opportunities.

Curriculum & Pedagogy

The NSW Board of Studies documents in English, Mathematics, Human Society and Its Environment, Science and Technology, Creative Arts, Personal Development, Health and Physical Education along with the Diocese of Wollongong Religious Education Curriculum, are the basis for developing the school's curriculum. The Key Learning Area's (KLA's) are implemented across the four Stages. This learning is supported by specialist teachers who work with students in the areas of Music, Dance, Drama and Physical Education.

Our reporting process at Nazareth reflects the Australian Government requirements whereby parents are provided with two written reports annually. Each report provides information about student progress relative to the specific standards labelled A-E. At Nazareth, staff use a variety of formal and informal assessments to support the reporting process. These methods include both pre and post testing of student's skills, knowledge and understanding. Students are provided with rubrics across all KLA's, based on syllabus outcomes, to provide feedback about their progress. Other assessment tools that are used to provide feedback and guide teaching include the National Assessment Program Literacy and Numeracy (NAPLAN) Tests for

Year 3 and 5, Early Literacy Assessments in Kinder and SENA Assessments. Each class also completes a variety of English and Mathematics assessments throughout the year in accordance to Nazareth's English and Mathematics plans. This data is then tracked for each student as they move through the Stages.

Information and Communication and Learning Technology (ICLT) continue to be integrated to support the learning and teaching process. Each Stage has access to a pod of laptops, iPads, desktop computers and SmartBoards. With the support of fundraising initiatives each Grade has a SmartBoard installed to support the students learning. This year a leadership team member was assigned the specific role of supporting the use of Interactive Whiteboards in the classroom. Two staff members attended the Electroboard Train the Trainer Course which enabled them to inservice staff and support the development of interactive notebook lessons within the classroom.

Cross Curriculum

Literacy continues to be a high priority in the school. In Literacy the Nazareth staff continued to focus on the explicit teaching of the 'super six' comprehension strategies. This implementation was a continuation from our 2010 Learning Communities Project focusing on improving comprehension skills of students through reading opportunities. Staff members were also involved in a number of professional learning opportunities around spelling as part of the Centre For Excellence initiative.

Literacy and Numeracy was resourced with School Support Officer allocation to allow for guided and individual learning experiences to the range of students within all classes. This year a staff member was employed during Term 3 to support the teachers and students in Literacy and Numeracy. This was to work with children identified as having specific reading and writing needs. In consultation with classroom teachers, programs were developed and implemented in small groups for Year 2 and Year 3

Upgrading of classroom reading materials continued with the focus this year being on guided readers in Stage 2 and new home readers being purchased for Early Stage 1 and Stage 1. Through the support of the P&F the school was able to purchase a number of Numeracy resources to support the teaching of Measurement.

Within each KLA, literacy and numeracy skills are embedded in learning programs and skills are taught in a variety of contexts.

Meeting the needs of all students

Individual Education Plans (IEPs) were developed using the Diocesan planning tool for students who receive additional funding to support their learning. Regular meetings were held throughout the year with parents to inform and discuss progress.

The class teachers, in conjunction with the School Support Officers, provided 1:1 and small group assistance as needed. The Schools Learning Needs Committee met twice each Term to communicate with, and support teachers, of students who were experiencing difficulties accessing the curriculum.

Fourteen students were withdrawn daily from their classroom to attend the School's Learning Centre. The Learning Centre provides specific Literacy and Numeracy programs for students with specific needs. Identified students were also withdrawn on a weekly basis to participate in Social Skills and Life Skills groups.

Additional support from the Catholic Education Office personnel was also provided for hearing impaired students. The school also had the support of the CatholicCare Counsellor for one day a week.

The Reading Recovery Program continued to support students with an intensive 1:1 daily reading program. In 2011 18 students took part in the program with 17 successfully being discontinued. Students in Kinder, Year 1 and Year 2 with identified Literacy needs were also supported on a weekly basis by a Literacy Support Teacher. Identified students in Year 3, Year 4 and Year 5 were provided access to the Multilit Program.

Expanding Learning Opportunities

During 2011 grades were involved in incursions and excursions to support the learning that occurs in the classroom. These included Kindergarten visiting Minnamurra Rainforest and a local farm, Stage 1 visited the Wollongong Botanical Gardens, Year 3 participated in the Shellharbour History Walking Tour, Year 4 attended the Rocks Walking Tour and Stage 3 attended a team building camp at Nowra.

Students participated in school, Regional, Diocesan and MacKillop sports carnivals in swimming, athletics and cross-country. Stage 2 and Stage 3 students also participated in Sports Gala Days including soccer, rugby league, basketball and netball. A number of students competed in Diocesan Selection Trials. Nazareth staff convened both the Diocesan Basketball Gala Days and Diocesan Cricket Gala Day. One student was successful in achieving a Sports Award at the Diocesan Sports Presentation.

Through the support of our specialist music teacher Nazareth students were also involved in many performing arts opportunities. Year 2 and the Senior Choir participated in the Wollongong Eisteddfod. The school's performance choir also performed at many community events including the K-Mart Giving Tree Appeal, St Vincent De Paul Nursing home and the AngliCare Nursing Home.

University of New South Wales competitions in the areas of Mathematics, Science, English and Writing were made available to the students in Year 3, 4, 5 and 6. Two students represented in the Diocesan Public Speaking Competition. All students were also given the opportunity to participate in the Premiers Reading Challenge.

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

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test 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.

Students who participated in NAPLAN in 2011 have shown an increase in test scores for Year 3 boys in Numeracy. Year 5 girls scored above the state average growth in the test aspect of Reading.

An analysis of results from this year's NAPLAN results indicates lower than anticipated results in Reading, Spelling, Grammar & Punctuation. Reading comprehension and spelling have been targeted by the school as areas for concern. In response to this, staff members have undergone professional development opportunities that aim to change the pedagogical approach of staff and improve student learning gains within these areas.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2011: % 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	9%	48%	43%	15%	53%	32%
	National	15%	39%	45%	21%	49%	29%
Writing	School	0%	41%	59%	8%	81%	10%
	National	8%	44%	46%	18%	57%	23%
Spelling	School	16%	53%	32%	17%	64%	18%
	National	15%	42%	41%	20%	53%	26%
Grammar & Punctuation	School	7%	55%	38%	21%	49%	30%
	National	14%	36%	48%	17%	46%	35%
Numeracy	School	18%	47%	34%	14%	66%	21%
	National	14%	51%	33%	17%	56%	25%

Student Achievement of National Minimum Standard

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

NAPLAN 2011: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	92%	95%
	National	94%	92%
Writing	School	92%	100%
	National	95%	92%
Spelling	School	90%	95%
	National	93%	91%
Grammar & Punctuation	School	92%	93%
	National	93%	92%
Numeracy	School	90%	98%
	National	96%	94%

Parent, Student and Staff Satisfaction

The staff, parents and Stage 3 students were surveyed during 2011. This survey allowed the school community the opportunity to express their opinions in areas affecting learning and teaching and the general functioning of the school. We did receive a large percentage of surveys back from parents, staff and students allowing evaluations to take place.

From the 25 staff surveys returned it was evident that all staff agreed that the school helps develop a knowledge and understanding about the Catholic tradition and provides appropriate information to parents about student learning. 88% of staff agreed that students at Nazareth are challenged to maximise their learning outcomes and 96% stated that they agree the school strives to meet the learning needs of students.

This year 28% of our families completed the parent satisfaction survey. The results showed that all parents strongly agreed or agreed that Nazareth provides a safe and supportive environment, which helps children develop their knowledge and understanding about Catholic tradition. All parents agreed that their students are provided opportunities to participate in co-curricular activities. 10% of parents thought the school did not strive to meet their child's needs with 6% stating they did not feel their child was challenged to maximise their learning outcomes.

The Stage 3 student's responses indicated that they were proud of their school and strongly agreed that the school provided sporting and other activities in which they could be involved in. They all agreed that the school supported their understanding of the Catholic faith and 92% indicated that their teacher encourages them to learn. 9% of students surveyed did indicate that they did not feel safe at school with 8% stating they did not feel that there are people to approach if they needed help.

From these evaluations suggestions will be put forward to provide opportunities for future planning.

School Review and Improvement

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

School Review and Improvement components reviewed and rated in 2011:

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

- 1.2 Religious Education

- **Key Area 2: Students and their Learning**
 - 2.2 Rights and Responsibilities
- **Key Area 3: Pedagogy**
 - 3.7 Professional Learning
- **Key Area 4: Human Resources, Leadership and Management**
 - 4.3 An Ethical Workplace Culture
- **Key Area 5: Resources, Finance and Facilities**
 - 5.3 Environmental Stewardship
- **Key Area 6: Parents, Partnership, Consultation and Communication**
 - 6.1 Parent Involvement
- **Key Area 7: Strategic Leadership and Management**
 - 7.2 Innovation, Development and Change

School Review and Improvement components to be reviewed and rated in 2012:

- **Key Area 1: Catholic Life and Religious Education**
 - 1.3 Catholic life and culture
- **Key Area 2: Students and their Learning**
 - 2.1 Educational potential
- **Key Area 3: Pedagogy**
 - 3.1 Curriculum provision
 - 3.6 School climate, learning environment and relationships
- **Key Area 4: Human Resources, Leadership and Management**
 - 4.1 Recruitment, selection and retention of staff
- **Key Area 5: Resources, Finance and Facilities**
 - 5.4 Financial management
- **Key Area 7: Strategic Leadership and Management**
 - 7.1 Planning for improvement

