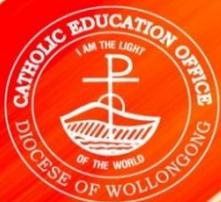


Annual School Report

2012



Shellharbour
City Centre



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 Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all 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 2013.

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

Nazareth Catholic Primary School
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Shellharbour City NSW 2529

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Parish Priest: Fr Bryan Jones

Principal: Ken Bryant

Date: December 15, 2012

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

Nazareth Catholic Primary School continues to be an important pastoral initiative of All Saints Parish, Shellharbour City Centre and as such it forms an integral part of the Parish community. This year this intrinsic link between Parish and school was further enhanced with the opening of the All Saints Church. This wonderful new church will become the centre of Sacramental life and prayer for all of our community for generations to come. We, as the school community of Nazareth, are blessed to be so physically close to this centrepiece of Parish life. A daily commitment to prayer and an involvement in the liturgical life of the Parish are central features of life at Nazareth School. Each day our community seeks to find our God present in all things and with our continuing engagement in Ignatian spirituality we are drawn ever more deeply into our relationship with our God. Each class enters into a weekly Examen prayer that supports each child's spiritual life.

Nazareth School continues to be recognised as a place that provides outstanding learning opportunities through quality pedagogy. Numerous professional learning opportunities have been provided to teaching staff this year designed to improve pedagogy. Initial assessments indicate that these changes are having a significant impact on student learning and the school is entering a new phase of education with changes in learning structures throughout the school. Details of the learning and teaching opportunities provided through Nazareth School, including an analysis of the National Assessment Program Literacy and Numeracy (NAPLAN) testing, are to be found later in this Report.

Demand for enrolment at Nazareth School continues to flourish and the school was unable to accommodate many requests for enrolment. The student population of 405 students is accommodated in 14 classes from Kindergarten to Year 6. In addition, a Learning Centre offers support to 15 students with specific learning needs.

The implementation of the Diocesan School Review and Improvement (SRI) Process has continued to be a key initiative of the school. This year the school completed the five year cycle of improvement planning. A review of the process highlighted many substantial changes that have occurred over the past five year that are now accepted practice within the school and its culture. The cycle will commence anew in 2013 and already review processes and subsequent renewed planning are underway.

Extra curricula activities and experiences continue to enhance the fabric of life at Nazareth School. This year saw the school's performance of '12 Bags of Gold' awarded 1st place overall

in the State final of Wakakirri. Many activities, including our involvement in the Wollongong Eisteddfod, Diocesan Public Speaking and the Diocesan Christmas Art competition as well as a plethora of sporting opportunities, have enriched the culture and dynamism of our school life and have been supported by the team of extremely dedicated staff and generous volunteers.

A most significant benefit to the school this year has been the provision of Federal Government funding in the form of the National Partnerships Programs. This year saw the completion of the Centre for Excellence Program with its focus on improving teacher quality and also saw the commencement of a new program focusing on the support of students with disabilities. This support encompassed the provision of assistive technologies and thorough assessments conducted by qualified speech and occupational therapists. Suggested intervention programs will be incorporated into teaching programs next year.

As the year draws to a close it would be most appropriate to offer a vote of sincere thanks to the many who contribute to our school community. To our current pastors, Parish Priest Fr Bryan Jones and Assistant Priest Fr Geoff Allen, thank you for your leadership in faith and constant pastoral care and guidance to all within the Parish community. Thanks also to the members of the Parish Pastoral Council for their generous support and good will towards the school.

A heartfelt vote of thanks must go to the very committed and extremely dedicated staff of Nazareth School and to the many parents and friends who have supported the school in the past year, I also offer my most sincere thanks. Final thanks must be extended to the wonderful students of Nazareth school. We are blessed to have the privilege of their presence and are daily blessed by their lives.

It has been my great privilege to serve Nazareth School as Principal for the past five years. As I take my leave from this extraordinary community I do so knowing its future is assured. I shall continue to keep all within my constant prayers and I look forward to hearing of the ongoing progress of this outstanding school.

Parent Involvement

2012 has been an action packed and fun filled year with the first ever all female executive committee. Our focus has been on providing fun events for families and children of our school community, all of which have a fund raising element attached to it. This year also saw the very special event of the opening of our new Parish church. We feel very blessed as a school community to have such a wonderful new facility in the school to gather and celebrate our faith together.

The hard work of the current and past Parents & Friends(P & F) Committees has paid very big dividends with the current committee pledging over \$20 000 towards new resources for the school. The resources have been allocated over several key areas:

Pledged Item	Spent
Literacy Resources	\$ 1,000
Numeracy Resources	\$ 1,429
Hot Maths Subscription	\$ 1,391
IPads x 13	\$ 4,888
IPad Trolley	\$ 3,400
Mac Computers x 2	\$ 1,249
R.E. Bibles \$1000 per year for 4 years	\$ 1,083
R.E. Know Worship and Love \$2000 per year for 4 years	\$ 1,980
Library Resources	\$ 1,000
Reading Recovery Resources	\$ 1,006
Creative Arts - Eisteddfod	\$ 445
Creative Arts - Wakakiri	\$ 1,000
Extra Seating for Playgrounds	\$ 700
Total Funds Pledged in 2012	\$ 20,572

Our events for this year started off with our Welcome BBQ for new families and existing families of our school community to welcome everyone back from a safe Christmas holiday break. We have also organised BBQ's for our Swimming Carnival, Cross Country Carnival and one charity BBQ where the profit of \$500 was given to Catholic Missions.

We have also run a Hot Cross Bun drive, a pie drive and a chocolate drive. Both of our Mother's Day and Father's Day stalls were a great success with delighted children buying gifts for their parents and grandparents. The P&F Association also had two discos throughout the year, which were enjoyed by so many families. The final disco of the year provided a special farewell event for the graduating Year 6 class.

The biggest event for the year was our Spring Fair. We were blessed with beautiful weather and with an amazing number of families gathering together to celebrate as a school community. The Spring Fair was a wonderful showcase of how the Nazareth community is able to work together and support our fantastic school.

Sincere thanks to all who helped make the activities of our P&F such a success this year.

The Nazareth P&F Association

Student Leadership

Nazareth Catholic Primary School has provided the students in Stage 3 with an opportunity to show their talents through a leadership group of their own choosing. It is special chance to be able to develop leadership skills that will help us in life to be better leaders and work together in different learning environments. It also helps to prepare us for high school. There are 13 different leadership groups and each group gives us an idea of what we want to do in our future. Each leadership group is given endless opportunities to help out in the school and community, helping us to socialise with parents and younger students of Nazareth. These groups are a big part of the Nazareth community and are lots of fun for all of the students to take part in. We also learn a lot about Nazareth and we learn to interact and communicate with different people in our group. These Leadership roles teach us very important life skills and values that we will carry through life and they give us an idea of what it is like to be a teacher and role model for younger students. The leadership groups really help the students to always find God in all things.

School Leaders

School Profile

School Context

Nazareth Catholic Primary School is a Catholic Systemic co-educational school located in Shellharbour City. The school caters for students in years K-6 and has a current enrolment of 405. 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, Diocese of Wollongong.

Along with Stella Maris School, Nazareth School serves the families of the Parish of All Saints, Shellharbour City. Approximately 91% 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 on 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

2012 Enrolments	
Boys	204
Girls	201
Total	405
Indigenous	1
LBOTE	73

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 2012.

Student Attendance

2012 Attendance	Male	Female
Year 1	90.7	93.2
Year 2	90.3	92.5
Year 3	90.2	95.2
Year 4	93.4	90.0
Year 5	92.5	88.5
Year 6	90.1	91.0

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.

All absences are noted by class teacher and recorded on School Administration Software (SAS 2000) by a school support officer. Explanation notes for absences are requested of parents and reminders for such notes are frequently placed in the newsletter. At the end of each Term a letter of request for explanation of absence is sent to parents regarding any outstanding unexplained absences. If such absences remain unexplained or a pattern of absences emerges the matter is referred to the Principal for follow up with the family concerned.

Staffing Profile

There are a total of 27 teachers and 10 support staff at Nazareth Catholic Primary School. This number includes 14 full-time, 13 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 2012 was 97.45%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 88%. This included the outgoing and incoming transfers of the Assistant Principal. In addition one teacher is on secondment to the Catholic Education Office and one teacher remains on teacher exchange within the Diocese.

Professional Learning

During 2012, Nazareth personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

Nazareth whole school development days involved all staff.

These days focused on:

- Day 1 – Orientation and Planning day – including an revision of Diocesan Processes and Procedures
- Day 2 – Quality Learning in an English Block
- Day 3 – The Year of Grace
- Day 4 – First Aid Training and Professional Learning Communities
- Day 5 – School Review and Improvement

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

- Professional Learning Communities Conference - 6 Members of the School Leadership Team
- Focus on Reading Course – 3 staff
- Beginning Teachers Network Days and Support Days – 1 staff member
- Visible Learning – John Hattie Seminar – 4 staff
- Smartboard Training – all teaching staff
- Restorative Justice Review – all staff
- Creating Individual Spelling Plans – all teaching staff
- Ignatian Induction Program – 3 staff

The average expenditure by the school on professional learning per staff member was \$268.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$882.

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 Geoff Allan. 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. This year also saw the new All Saints Parish Church open with the Blessing and Dedication of the Church on 3rd October 2012. The All Saints Church and Nazareth school are both located on an extended piece of Parish owned land in the heart of Shellharbour City Centre. We look forward to further developing the relationships between the school and the Parish.

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. This was the first Mass celebrated in the new Church for many of the school community. 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 Jones or Fr Geoff Allan have celebrated Mass with each Stage. Term Four saw these celebrations move from the school to the new Church. The children will now have the opportunity to join in the Parish Masses on a Wednesday at 9:30am. We thank Fr Jones and Fr Allan for their ongoing support.

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, which includes 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 Year of Grace. 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. There has been \$3 200 donated to these organisations. St Vincent de Paul was given \$1 500, Caritas was given \$800 and Catholic Mission was given \$800. 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 2012. The school cohort in 2012 consisted of 43 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 43 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:

- identifying lessons in the parables;
- understanding and recalling the key events at Pentecost;
- describing the presence of God in creation;
- describing and recalling the parts of the Liturgy of the Eucharist;
- identifying and describing the qualities of a saint.

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 and match items in the Church;
- demonstrate a basic understanding of the Sacrament of Penance.

For Part A, 17.5% of students were placed in the developing level, 60.6% in the achieving level and 21.9% were in the extending level.

For Part B, 10.6% of students were placed in the developing level, 63.6% in the achieving level and 25.8% were in the extending level.

Combining Parts A and B, 18.4% of students were placed in the developing level, 62.5% in the achieving level and 19.1% were in the extending level for Religious Literacy.

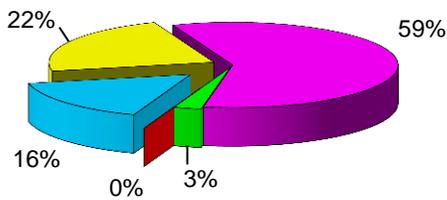
Financial Summary

Nazareth School remains in a sound financial position at the conclusion of the school year. Retained earnings and investments continued to grow to cover anticipated future long term maintenance and technology needs. Over twenty thousand dollars was donated through the Parents and Friends to purchase significant literacy, numeracy and Religious Education resources as well as learning technology hardware including both laptops and iPads.

The school was also recipient of a NSW Environmental Trust Grant of \$2 500 which was used to implement a 'Knowing, Growing, Sowing' initiative that included the establishment of a most successful vegetable garden

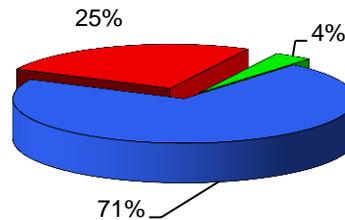
The following graphs reflect the aggregated income and expenditure for Nazareth Catholic Primary School, Shellharbour City for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Income



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

Expenditure



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

Student Welfare

Introduction

Several Pastoral Care initiatives were once again continued this year at Nazareth Catholic Primary School, each aimed towards supporting the dignity of the whole child and supporting every individual to find God in all things.

Pastoral Care

At Nazareth we aim to nurture our children, as Jesus was nurtured at Nazareth, developing the whole child. The Pastoral Care Policy at Nazareth Catholic Primary School is based on the dignity of the whole person and provides witness to Gospel Values as a means to living out daily life. Nazareth Catholic Primary School utilises a Restorative Justice approach to behaviours and relationships.

A key pastoral initiative of the 'Calm Room' has once again continued this year. This is designed 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 Buddies Program fostered between Year 5 and Kindergarten students. Small social skills groups were formed on student needs across Stages 1, 2 and 3 in order to target specific social skills development needs. A Counsellor, provided by CatholicCare for 1.5 days each week, provided a service for students and families in need. Stage 3 student leadership teams took part in the 'Peer Support' and 'Blue Playground Heroes' programs, which continued this support and development of social skills across the school.

The Kindergarten Transition to School Program also continued this year, providing families and future students with support around the transition into 'Big School.' Linked to this initiative is the opportunity provided this year for two local Pre-Schools to visit Nazareth Catholic Primary School, familiarising children with the facilities available.

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 a Transition to High School Program. School Counsellors and members of staff from all the schools involved facilitated this well received opportunity.

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 where they are divided into thirteen distinct leadership teams, each with its own

particular focus. Students 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.

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 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 2012. In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

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

Learning and Teaching

Introduction

Nazareth Catholic Primary School, strives to educate the whole person, and in doing so aims at delivering effective learning and teaching programs which endeavour to integrate the learning needs of all students. The school provides a wide range of learning experiences to nurture the capacity of each learner in a way that is authentic and life-giving.

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:

- Whole school spelling assessments of all students
- The analysis of spelling results for individual students
- The formation of independent spelling plans for targeted students
- The implementation of guided spelling sessions within English sessions
- In school and inter- school professional learning opportunities for staff

Curriculum & Pedagogy

Syllabus implementation

The school's Religious Education Program is based on the Diocese of Wollongong's Religious Education curriculum. The curriculum is the central resource utilised by the school to provide support and direction for all Religious Education programs from Kindergarten to Year 6. All other Key Learning Areas, including English, Mathematics, Human Society and Its Environment, Science and Technology, Creative Arts and Personal Development Health and Physical Education are based on NSW Board of Studies syllabus documents. Each syllabus is outcomes based and implemented in Early Stage 1, Stage 1, Stage 2 and Stage 3.

Assessment & reporting

Numerous assessment strategies are implemented across the school on a daily basis to monitor the learning progress of individual students. A range of formative and summative assessments are utilised in all classes to monitor learning gain and provide direction for planning and programming.

Year 3 and Year 5 students participate in the National Assessment Program – Literacy and Numeracy (NAPLAN). Achievement results from NAPLAN are analysed to determine recommendations to assist the learning needs of individual students and class cohorts and to give direction to professional learning for staff.

A range of other school based assessments are undertaken throughout the school for the purposes of organising student intervention groups, implementing intervention programs, implementing supplementary literacy programs such as Reading Recovery and for the purposes of guiding class based learning and teaching programs.

Throughout the year opportunities to engage in discussions regarding student progress are available to all parents upon request. Formal reporting to parents occurs twice during the year. Parents/guardians receive a written report detailing A to E grading for each Key Learning Area, as well as a written comment, which details general achievement information. Reports are also accompanied with an opportunity for parents to meet individual teachers and discuss the student's progress in more detail.

All reporting procedures for student progress are consistent with Diocesan, State and Commonwealth Government requirements.

Integration

Curriculum integration is evident across all Stages within the school. Such integration enables teachers and students to identify and utilise connections between Key Learning Areas. The school views integration as a means of maximising learning opportunities for students. This approach encompasses differentiation of learning thereby supporting the different student learning styles of students across the school.

Technology supporting learning

Various technologies are utilised from Kindergarten to Year 6 to support student learning and enhance quality pedagogy. Interactive Whiteboards are installed in all Early Stage 1 and Stage 1 classrooms and are shared one between two classes in Stage 2 and Stage 3. The Interactive Whiteboards are used to introduce new concepts, consolidate learning and allow for learning intervention and enrichment.

The school is equipped with Laptop pods in Stage 2 and Stage 3 and iPad pods in Stage 1 and in the school's Learning Centre.

Literacy Strategies

Literacy development for all students continues to be one of the key focus areas at Nazareth Catholic Primary School. Annual Action Plans created in the context of the School Review and Improvement (SRI) Framework have enabled staff to further develop the delivery of English sessions. The school has placed priority on the development of consistent pedagogy during English sessions across all classes. This has resulted in literacy learning experiences focusing on reading and writing along with opportunities for students to develop their talking and listening skills.

The construct of modelled, guided and independent learning and teaching experiences has become the pedagogical platform for the implementation of most Literacy strategies. As noted in the Centre for Excellence section of this Report, spelling has been a significant focus during the year. Individual spelling plans have been created for targeted students and professional learning opportunities have been provided for staff.

The Reading Recovery program is a significant Literacy support opportunity offered by the school for students in their second year of schooling. Fifteen Year 1 students have participated in the program during 2012. The Multilit Program is also offered to students, specifically those from above Year 1 who have not met minimum benchmark standards. During 2012, sixteen students participated in the program.

Numeracy strategies

Numeracy development for all students is also a key priority at the school. During 2012 the school has had a particular focus on the inclusion of the 5 working mathematical strands. The ongoing development of mathematical proficiencies has enabled students to be engaged in problem solving tasks while working collaboratively or independently during Mathematics sessions. Adjustments to programming templates have been made to assist with planning. Staff members have participated in professional learning sessions during the year which have focused on the utilisation of the modelled guided and independent learning and teaching construct in the context Mathematics sessions. This approach has allowed staff to gain knowledge and to maximise guided learning opportunities for students during Mathematics session.

In Stage 3, five operational groups of students were established for Mathematics sessions. This organisational strategy assisted with the implementation of a specific pedagogical approach enabling students to be involved in guided learning opportunities both for intervention and for enrichment.

Indigenous

Indigenous perspectives are incorporated in a number of Key Learning Areas across the school. Aspects of Indigenous culture and spirituality are presented to students within literature used in guided reading and shared reading experiences. Connections are also made within Religious Education programs. National Aborigines and Islanders Day Observance Committee (NAIDOC) week is acknowledged within the school.

The school also participates in local initiatives including the Reconciliation Walk organised by Shellharbour City Council. During the year an Indigenous performer visited the school and presented a Cultural Incursion for all students.

The original Indigenous landowners are acknowledged at the school's weekly awards assembly and the Aboriginal and Torres Strait Islander flags are flown from one of the school flagpoles daily.

Other

All students participate in an Indonesian language and cultural program. Students are involved in a number of learning experiences including on-line tasks. The program is delivered within each Stage. Early Stage 1, Stage 1 and Stage 2 offer the program throughout the year, while Stage 3 delivers the program during a nominated Term.

Meeting the needs of all students

Diversifying learning

Various models of learning are utilised across the school so that the opportunities may be differentiated to meet the needs of students. Teaching staff differentiate content, skills and learning experiences appropriate to individual students. Teaching programs record and reflect the extent and models of differentiation.

Gifted Education

During 2012 students from Kindergarten to Year 6 were screened for Giftedness using the General Ability Test (AGAT). Those students who scored in the top two stanines were administered the Slosson Intelligence Test. The Slosson provides identification of student intelligence within the ranges of core, high average, superior and very superior. Students identified in the ranges of superior and very superior were able to access differentiated learning opportunities including access to an on line program known as Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED).

As a result of the assessment screening the school formally identified 24 students in the superior range and 7 students in the very superior range. To meet specific learning needs two students during the year were accelerated to higher grades for nominated Key Learning Areas.

Special Education Needs

A significant component of Nazareth Catholic Primary School is the school's Learning Centre. The Learning Centre supports students with diagnosed learning needs. The Learning Centre teacher conducts daily English and Mathematics sessions and a life and social skills program. The students enrolled in the Learning Centre are also aligned to a mainstream class. All students with diagnosed learning needs have Individual Education Plans which detail learning goals specific for each student.

Expanding Learning Opportunities

Wakakirri

Nazareth Catholic Primary School won the NSW primary schools section of the 2012 Wakakirri. Wakakirri is a national performing arts initiative which invites schools to tell a story using creative movement, dance and music. The school presented a creative version of the traditional Pied Piper story, titled '12 Bags of Gold'.

Competitions

A number of students during 2012 participated in the International Competitions and Assessments for Schools (ICAS) in English, Writing, Mathematics and Science papers. Stage 3 students participated in the Australasian Problem Solving Mathematics Olympiad (APSMO). Two students were nationally ranked in the top 25% for their achievements. A group of students also participated in the annual Diocese of Wollongong Christmas Art competition and one student's work was selected as a finalist.

Sport

A large number of students from the school were involved in a wide range of sporting events during the course of the year. In school and interschool events saw students participating in Swimming, Cross Country and Athletics carnivals. A number of students gained higher representative honours at Diocesan and MacKillop level. Four teams participated in the annual NSW Catholic Primary School's Basketball Championships held in Goulburn. During the year students participated in a range of sporting gala days including soccer, netball, basketball, touch, dragon tag and cricket. The school also had representation in the Rod Wishart and Paul McGregor Rugby League competitions.

Excursions

A range of excursions, involving venues such as Canberra, the Sydney Rocks area and Minnamurra Rainforest were offered throughout the year to support learning.

School Performance Choir

A number of students from Stage 1, Stage 2 and Stage 3 were involved in the school's choirs. The Junior Choir won its division in the Wollongong Eisteddfod and the Senior Choir received an honourable mention. The Performance Choir was involved in a wide range of performances during the year including the Diocese of Wollongong 25 years of Service to Catholic Education Awards, performances at Warilla Nursing Home and at a local shopping centre in conjunction with the launch of the annual Christmas Giving Tree.

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 National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of Literacy and Numeracy for students in Years 3 and 5 providing valuable information for future learning. 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 2012 have shown an increase in test scores for Year 3 and 5 in Reading, Spelling, Grammar and Punctuation. There was also an increase in test scores for Year 5 students in Numeracy and a decrease in test scores in Year 3 students in Numeracy.

An analysis of results from this year's NAPLAN results indicates lower than anticipated learning gains in Spelling, Grammar and Punctuation and Numeracy. There were higher than expected learning gains in Reading.

In response to this data, staff members have undergone professional development opportunities that aim to change the pedagogical approach to Literacy and Numeracy of staff and improve student learning gains within these areas.

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 2012: % 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%	40%	51%	9%	59%	32%
	National	14%	37%	47%	18%	49%	31%
Writing	School	6%	43%	52%	5%	77%	18%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	7%	51%	42%	14%	50%	36%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	7%	40%	53%	13%	61%	27%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	13%	52%	35%	11%	77%	13%
	National	16%	49%	33%	18%	53%	27%

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 2012: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	98%	98%
	National	94%	92%
Writing	School	98%	98%
	National	95%	92%
Spelling	School	100%	98%
	National	94%	93%
Grammar & Punctuation	School	100%	100%
	National	93%	90%
Numeracy	School	96%	98%
	National	94%	93%

Parent, Student and Staff Satisfaction

During 2012 staff, parents and Stage 3 students were asked to complete a survey to provide each group the opportunity for input in areas affecting learning and teaching, Catholic traditions and the general functioning of the school. The information collated from the survey will be used to assist the school with future planning.

100% of surveyed staff agreed that the school helps students to develop a knowledge and understanding about Catholic tradition and that the school provides a safe and supportive environment. 85% of staff agrees that students are challenged to maximise their learning outcomes. 89% of staff agree that the school strives to meet individual learning needs of students and 96% of staff agree that the school provides appropriate information to parents about student progress.

This year 30% of our parent population responded to the survey. 98% of parents surveyed believe that the school helps to develop a knowledge and understanding of Catholic tradition. 98% of families also believe the school offers a range of co-curricular activities and provides a safe and supportive environment for the students. 18% of families surveyed believe the school could provide more appropriate information about their child's progress.

The student survey showed that the majority of the students agreed that the school helps them in their understanding of the Catholic faith and that they were proud of their school. The survey also indicates that 98% of students understand their rights and responsibilities at school. 95% of the Stage 3 students indicated that if they had a problem there were people they could turn to for help. 5% of children believe that the school could offer more sporting or other activities in which they could become involved.

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 2012:

2012 saw the completion of a five year School Review and Improvement Framework Process. With an average of six separate components being under review each year, the process allows a wide reaching assessment of current school progress and provides for the development of plans that will lead to ongoing sustainable school improvement.

Focus areas for 2012 were:

- **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 Finances and Facilities**
 - 5.4 – Financial Management
- **Key Area 7: Strategic Leadership and Management**
 - 7.1: Planning for Improvement

As a result of the 2012 School Review and Improvement Processes there has been a significant number of outcomes that together have enhanced Nazareth School.

These include:

- The establishment of a First Communion Reflection Day to support the preparation of children for the reception of the Sacrament of the Eucharist for the first time
- All children were formally assessed for giftedness and differentiated programs were implemented for identified students
- Individual Spelling programs became a feature of all classrooms
- A unified pedagogical approach was implemented across all classes
- Resource storage facilities were enhanced with the installation of a Compactus

School Review and Improvement components to be reviewed and rated in 2013:

The School has commenced a new five year cycle of school review and improvement. The following statements of strategic intent highlight the direction in which the school intends to engage over this five year period:

- The school will be an integral part of the Parish community OF All Saints and its liturgical life.
- The school will be a Professional Learning Community characterised by deep and regular professional collaboration promoting effective pedagogy and quality learning for students.
- There will be a consistent pedagogical understanding of the essential elements of quality English and Maths sessions consistently implemented across all classes.
- Teachers will gather evidence of learning to promote and support learning gain for all students.
- There will be a comprehensive and fully operational consistent to behaviour based on the common understanding of the School Wide Positive Behaviours for Learning (SPB4L) initiative.

The components to be rated and implemented in 2013 are as follows:

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

- 1.3 - Catholic Life and Culture

- 1.4 – Parents, Parish and the Broader Church

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

- 2.1 – Educational Potential

- 2.2 – Rights and Responsibilities

- **Key Area 3: Pedagogy**

- 3.1 – Curriculum Provision

- 3.5 – Assessment

- 3.7 – Professional Learning

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

4.5 – Overall Compliance

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

5.3 – Environmental Stewardship

