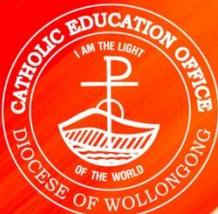


Annual School Report

2013



Shellharbour
City Centre



About This Report

Nazareth Catholic Primary School, Shellharbour City is registered by the Board of Studies NSW 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 Board of Studies NSW 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 2014.

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

Nazareth Catholic Primary School
3 Glider Avenue
Shellharbour City Centre NSW 2529
Ph. (02) 4295 7303
Fax: (02) 4295 7651
Email: info@nscdow.catholic.edu.au
Website: www.nscdow.catholic.edu.au

Parish Priest: Fr Bryan Jones

Principal: Mr Peter Dempsey

Date: 13 December 2013

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 2013 school year has been a time of significant leadership change at Nazareth Catholic Primary School. The start of the new year coincided with the appointments of a new Principal and new Assistant Principal.

The school is an integral part of the Parish and has placed emphasis during the course of the year on providing experiences of liturgy and prayer within the context of the Parish for all children and their families. Developing consistent pedagogy from Kindergarten to Year 6 with a particular focus on the delivery of quality English sessions has been a priority during 2013. Within this context the school has promoted learning gain for all children, particularly within the Key Learning Area of Mathematics. Regular planning time has been utilised by all teaching staff so as to nurture and further develop a collaborative culture within the school.

Creative Arts and aspects of performance have also been central to the 2013 school year highlighted by the presentation of a stage performance titled 'Masquerade'.

A significant number of children participated in many sporting and community based events during the year including participation in the local Shellharbour Reconciliation Walk and choir performances at local nursing homes.

Despite a time of significant leadership change the stability of the school's strategic direction has been maintained. The school is well placed to celebrate the achievements and meet the challenges of the 2014 school year.

Parent Involvement

The 2013 school year has proven to be another busy year characterised by significant parent involvement across a wide range of areas within the school. The bulk of the parental involvement was in the context of events and initiatives organised by the Nazareth Parents and Friends Association (P&F). A core group of parents organised a number of successful fundraising and community building events during the year.

The year started with a very well attended Welcome BBQ aimed at all families but with a particular focus on welcoming new Kindergarten and other families to the school. The children enjoyed two Discos during the year along with Mother's Day and Father's Day stalls for gift purchasing. The inaugural Nazareth family movie night was conducted to the delight of the many families that attended. A chocolate drive, along with an opportunity to buy vouchers for local businesses were also conducted for fund raising purposes during the course of the year.

The school BBQ was well utilised at a number of school sporting events which also allowed for further fund raising.

The Parents and Friends Association supported the school with the donation of a total of \$17 541 for Smart boards (\$13 197), Religious Education texts (\$960), Literacy resources including guided reading texts (\$2 949), Swimming caps (\$435).

Outside of the context of the P&F, many parents and grandparents supported the school Canteen, Library, Book Club, school competitions, coaching of sporting events and tended to the school vegetable garden.

The P&F would like to extend thanks to all parents that have helped the Nazareth community during the 2013 school year.

Parents and Friends Association. President.

Student Leadership

Nazareth Catholic Primary School has provided a range of different opportunities to develop leadership skills throughout Stage Three. There are thirteen student leadership teams. Each team provides a special chance to develop unique leadership skills, which will support all Stage 3 students now and in the future. These skills make sure that the students can be better leaders and be able to work well in different situations. They also prepare students for high school, community involvement and to interact with the parents and younger students at Nazareth. The leadership groups truly help us to 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 413. The school was established in the year 2000 at the instigation of the Parish Priest Father Bryan Jones in liaison with the Catholic Education Office of the Diocese of Wollongong. Sister Anne Taylor was appointed as the foundation Principal. In 2008 the school's first permanent lay Principal, Mr Ken Bryant was appointed. Mr Peter Dempsey is the current Principal following his appointment at the beginning of the 2013 school year.

Along with Stella Maris Catholic Primary School, Nazareth serves the families of the All Saints Parish. Approximately 92% of enrolled students have been Baptised in the Catholic faith.

The Parish Priest the staff and parents share a common responsibility for all students in the school's 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 is located in close proximity to the rapidly developing Shellharbour City Centre.

Student Enrolments

2013 Enrolments	
Boys	202
Girls	211
Total	413
Indigenous	0
LBOTE	168

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 2013.

Student Attendance

2013 Attendance	Male	Female
Kinder	95.9	96.1
Year 1	92.6	93.1
Year 2	94.9	95.0
Year 3	92.8	92.0
Year 4	93.7	95.7
Year 5	95.0	93.4
Year 6	91.0	93.2
Whole School	93.7	94.1

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.

It is school policy that all children's absences must be explained in writing, which is sent to the school office for electronic recording. If a child is absent for more than 3 days parents are requested to contact the school office. 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. When a teacher receives a letter in relation to a child being absent for a whole day or part there of, the letter is forwarded to the school office for filing. If a child is to be absent for an extended period of time a letter providing the details is forwarded to the Principal. Exemption from school forms, are utilized for matters of student leave other than sick leave. Absences are noted electronically by teachers using Realtime Roll and are also recorded electronically using the School Administration System (SAS) computer system.

Staffing Profile

There are a total of 29 teachers and 11 support staff at Nazareth Catholic Primary School. This number includes 15 full-time, 14 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 2013 was 98.%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 89.5 %.

Professional Learning

During 2013, Nazareth 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. Nazareth Catholic Primary School whole school development days involving all staff.

These days focused on:

- Day 1: Orientation and Planning including the revision of Diocesan policies and procedures;
- Day 2: NSW Syllabuses for the Australian Curriculum;
- Day 3: The new Evangelisation – staff spirituality;
- Day 4: First Aid Training, SPB₄L and Overdrive (accessing on line texts); and,
- Day 5: 2014 planning including handover of student information.

- B. Other professional learning activities provided at school level including CEO run courses:
- School Wide Positive Behaviours for Learning (SPB₄L) – all staff;
 - Speech Pathology screening assessment and intervention program – 9 staff;
 - Occupational Therapy screening assessment and intervention program – 5 staff;
 - Essential elements of learning (Mathematics) – 16 staff;
 - NSW Syllabuses for the Australian Curriculum – 18 staff;
 - Implementing NSW Syllabuses for the Australian Curriculum – 4 staff;
 - Information Communication and Learning Technologies: Google docs – 18 staff;
 - Leading Languages – 1 staff;
 - Professional Growth Coaching Course (4 days) – 2 staff;
 - Leading Effective Teaching – 2 staff;
 - Facilitating the Peer Support Program – 2 staff;
 - Best Start Kindergarten Assessment – 3 staff;
 - Ignatian Induction – 6 staff;
 - Great Teaching and Inspired learning – 8 staff; and,
 - National Professional Standards for Teachers – 8 staff.

The average expenditure by the school on professional learning per staff member was \$262.

In addition, the Catholic Education Office provided professional learning opportunities with an additional average expenditure per staff Member of \$622.

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 Father Bryan Jones, Parish Priest and with the additional support of Assistant Priest Father Geoff Allen. 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 the school 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, Corpus Christi and St

Joseph's for the weekday celebration. Year 6 joined with students from other local Catholic schools for Prayer and Conversation with Bishop Peter Ingham. This year, being the Year of Faith, saw 14 schools from the Diocese of Wollongong joining together for a Mass in the All Saints Church. The Ash Wednesday liturgy, Easter Passion Play, Resurrection Liturgy, Pentecost Liturgy, Feast of St Ignatius, Advent liturgies, ANZAC Day and Remembrance Day were also significant liturgical celebrations during the year. Each Term, Father Bryan Jones or Father Geoff Allen have celebrated Mass with each Stage. The children have had the opportunity to join in the Parish Masses on a Wednesday at 9:30am. The school thanks Father Jones and Father Allen 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, a structured review of each day, is used daily in the classrooms and, once a week, as a whole school, the children and staff pause and reflect on the action of God in their lives. On Thursday mornings the staff joins together for prayer and each Term one staff meeting is dedicated to prayer and reflection.

In 2014 four new staff members completed the school's induction program in Ignatian Spirituality. In Term 3 staff attended a Spirituality Day based on Evangelisation. 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 \$2 000 donated to these organisations. St Vincent de Paul was given \$1 000, Caritas was given \$500, Catholic Mission was given \$500. 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 2013. The school cohort in 2013 consisted of 58 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and 58 completed the Extended Task (Part B). The Extended Task was based on the Unit: One with God's Creation 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 ability to:

- recall the events of Pentecost;
- demonstrate an understanding of the creation story;
- identify ways to continue the ministry of Jesus; and,
- describe how they can respond to Jesus' command to love God and others.

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:

- recall the key events of Easter;
- demonstrate understanding of Jesus' teaching on forgiveness;
- identify ways that they continue the ministry of Jesus; and,
- identify and match items in the Church.

For Part A, 25.10% of students were placed in the developing level, 61.80% in the achieving level and 13.10% were in the extending level.

For Part B, 11.90% of students were placed in the developing level, 62.40% in the achieving level and 16.70% were in the extending level.

Combining Parts A and B, 20.90% of students were placed in the developing level, 62.40% in the achieving level and 16.70% 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 2013:

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

- 1.3 Catholic Life and Culture

- Increase opportunities to witness Jesus Christ within the culture of the Parish school.

- 1.4 Parents Parish and the Broader Community

- Within the All Saints Parish the school contributes to the evangelising mission of the Church.

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

- 2.1 Educational Potential

- Organise teams of teachers to plan essential learning to maximise student achievement.

- 2.2 Rights and Responsibilities

- Implement the SPB₄L framework in appropriate phases, initially focusing on non-classroom areas.

- **Key Area 3 Pedagogy**

- 3.1 Curriculum Provision

- Ensure consistency with the components of English and Mathematics sessions across all Stages.

- 3.5 Assessment

- There will be a consistent system of collecting, investigating and using evidence of learning to drive student improvement across all grades.

- 3.7 Professional Learning

- Build capacity so the school can function as a professional learning community.

School Review and Improvement components to be reviewed and rated in 2014:

- **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**

- 2.2 Rights and Responsibilities

- 2.3 Reporting Student Achievement

- 2.3: Integration of Information and Communication Technology

- **Key Area 3 Pedagogy**

- 3.3 Teaching Practices

- 3.5 Assessment

- 3.7 Professional Learning

- **Key Area 5 Resources Finance and Facilities**

- 5.3 Environmental Stewardship

Each of the 2014 School Review and Improvement components are aligned for the purposes of supporting the school's direction over the next 4 years in the context of the following strategic intent statements:

- The school will be an integral part of the All Saints Parish and the wider Shellharbour City community;
- The school will be a professional learning community characterised by regular collaboration promoting effective pedagogy and quality learning for all students;
- There will be a consistent current pedagogical understanding underpinning all learning and teaching from Kindergarten to Year 6 with a particular emphasis on the essential elements of quality English and Mathematics sessions;

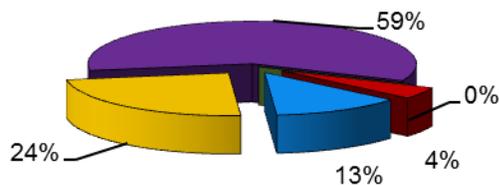
- Teachers will gather evidence of learning to promote and support learning gain for all students; and
- The School Wide Positive Behaviours for Learning (SPB₄L) framework will provide the basis of a fully operational consistent approach to student behaviour.

Financial Summary

Other than standard budgeted expenditure the only major school expense was the purchase of new classroom furniture totalling \$9 950. This purchase supported the strategic component of school improvement focusing on the development of consistent quality pedagogy across all stages in the school. At the end of the school year there were no outstanding balances owed.

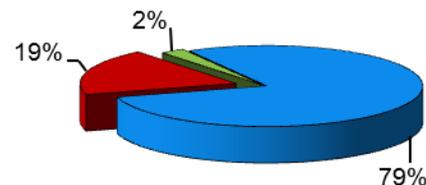
The following graphs reflect the aggregated income and expenditure for Nazareth Catholic Primary School, Shellharbour City for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

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

At Nazareth the school aims to nurture the 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 uses the School-wide Positive Behaviours for Learning (SPB₄L) Framework to build a positive school environment by establishing clear expectations of behaviour to be followed and managed by all staff and students. Positive behaviours are explicitly taught, modelled and reinforced in all school settings. The behaviour expectations at Nazareth are at the core of the SPB₄L model. The school's statement of expectations is: "At Nazareth, we are all respectful, we are all responsible, we are all life-long learners".

The 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.

Small social skills groups were formed on student needs across Stages 1, 2 and 3 in order to target specific social skills and 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 enabled the continuation of the 'Peer Support' program, so as to support the development of social skills for all students across the school.

The Kindergarten Transition to School Program also continued during the 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 a 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 Three students. Students 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.

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 2013.

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

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.

Curriculum and Pedagogy

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 and enrichment groups, implementing intervention programs, implementing supplementary literacy programs such as Reading Recovery and MultiLit, 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 classrooms. 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.

Cross Curriculum

Literacy Strategies

Literacy development for all students continues to be one of the key focus areas at Nazareth Catholic Primary School. The employment of a Teacher Educator has 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 all Literacy strategies. Guided Reading and Guided Writing have been a particular focus this year, with all teachers explicitly naming the learning intents for these guided groups and working closely with the Teacher Educator to discuss and improve pedagogical practices in order to meet the needs of all students in their class. Staff has begun preparation for the implementation of the Board of Studies English Syllabus for the Australian Curriculum in 2014.

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 2013. The Multilit program is also offered to students, specifically those from above Year 1 who have not met minimum benchmark standards. During 2013, nineteen students participated in the program.

Numeracy strategies

Numeracy development for all students is also a key priority at the school. The ongoing development of mathematical proficiencies in 2013 has enabled students to be engaged in problem solving tasks while working collaboratively or independently during Mathematics sessions. Staff have implemented formative and summative assessment tasks each Term to identify learning gains for individual students and thus differentiate their teaching accordingly. Staff have begun preparation for the implementation of the Board of Studies Mathematics Syllabus for the Australian Curriculum in 2014.

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. A similar approach has been followed in Stage Two, where students with needs identified through assessments have had the opportunity to work in a targeted intervention group.

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 2013 new students in the school 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).

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 (IEP) which detail learning goals specific for each student.

Expanding Learning Opportunities

School Musical

All students performed in the school musical “Masquerade” which was performed in front of large audiences in the school hall in Term 4, 2013. The drama and music teachers were able to also work with select groups of students who formed the Drama Troupe, Dance Troupe, Band and Choir for the musical.

Competitions

A number of students during 2013 participated in the International Competitions and Assessments for Schools (ICAS) in English, Writing, Mathematics and Science papers.

Some Stage 3 students participated in the Australasian Problem Solving Mathematics Olympiad (APSMO). One student was nationally ranked in the top 30% for their achievement. A group of Stage 3 students also participated in the annual Diocese of Wollongong Christmas Art competition and six artists were selected as finalists.

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 Sydney. During the year students participated in a range of sporting gala days including rugby league, soccer, basketball and touch football, with one student going on to Primary Schools Sports Association level in soccer.

Excursions

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

School Performance Choir

A number of students from across the school were involved in the school’s choirs. The Choir was involved in a wide range of performances during the year including school performances, performances at the Mt Warrigal Nursing Home, performances for members of the Parish community in the school hall and a performance at a local shopping centre in conjunction with the launch of the annual Christmas Giving Tree. The school choir also had an integral role in our school musical.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

The 2013 NAPLAN results showed a strength in Reading results with 75% of Year 3 students in the top 3 bands while 67% of Year 5 students are in the top 3 bands. Results have proven steady and the school achieved mostly on par with state averages.

The school's identified areas for improvement are:

- Writing
- Grammar & Punctuation
- Numeracy

With some declines in trend data for both Year 3 and Year 5 cohorts, the results analysis indicated that these areas have been identified for improvement as a whole school. The staff has addressed these areas and have begun working on ways to improve Literacy and Numeracy pedagogy.

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 2013: % 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	5%	47%	48%	14%	53%	33%
	National	12%	41%	46%	12%	53%	33%
Writing	School	3%	43%	54%	10%	71%	18%
	National	8%	43%	47%	18%	60%	20%
Spelling	School	10%	40%	50%	20%	65%	14%
	National	13%	42%	43%	17%	51%	30%
Grammar & Punctuation	School	7%	38%	55%	18%	49%	33%
	National	10%	37%	51%	14%	51%	32%
Numeracy	School	9%	69%	22%	31%	51%	18%
	National	12%	54%	32%	20%	53%	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) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2013: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	98%	96%
	National	95%	96%
Writing	School	98%	98%
	National	95%	92%
Spelling	School	97%	94%
	National	94%	93%
Grammar & Punctuation	School	98%	94%
	National	95%	95%
Numeracy	School	98%	92%
	National	96%	93%

Parent, Student and Staff Satisfaction

During 2013 staff, parents and Years 4, 5 and 6 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 or strongly agreed that the school helps students to develop a knowledge and understanding about Catholic tradition, that the school provides a safe and supportive environment and that the school provides appropriate information to parents about student progress. 89% of staff agrees or strongly agrees that students understand their rights and responsibilities and are challenged to maximise their learning outcomes.

100% of parents surveyed believe that the school helps to develop a knowledge and understanding of Catholic tradition, and provides opportunities for them to become involved at school. 77% believe that their children are challenged to maximise their learning outcomes while 73% believe the school strives to meet their child's individual learning needs. Almost 32% of the parents surveyed felt the school could do more to provide appropriate information about their child's progress. More than 95% of parents were satisfied that the school provides a range of co-curricular activities and a safe and supportive learning environment.

The student survey showed that 98% of the students surveyed agree that they are proud of their school, they understand their rights and responsibilities and feel that the school provides a range of activities in which they can become involved. 91% agree the school helps them in their understanding of the Catholic faith and feel safe at school. 10% of students did not feel there would be someone they could go to for help.

Overall, the survey results indicate a high level of satisfaction in all areas amongst staff, students and parents.

