

Annual School Report

2015



Shellharbour
City Centre



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

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

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

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

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

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

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

Nazareth Catholic Primary School

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Parish Priest: Fr Bryan Jones

Principal: Peter Dempsey

Date: 18 December 2015

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 2015 school year has been a year of numerous highlights involving a wide range of learning experiences for all students in all Grades. A focus on the delivery of quality teaching in Religious Education, English and Mathematics has been a key priority. The implementation of the new Science syllabus and preparation for the History and Geography strands of Human Society and Its Environment (HSIE) have also been ongoing focus areas during 2015. The school's involvement in the performing Arts has continued, specifically with participation in Wakakirri for children in Year 3 to Year 6 and a school based musical involving all children in Kindergarten to Year 2. Demand for enrolment has remained high as the school continues to play an integral role in the life of the All Saints Parish and the wider Shellharbour community.

Parent Involvement

The Nazareth Parents and Friends Association (P&F) has again had a successful year with fundraising. Acknowledgement and thanks is extended to all P&F members and volunteers for their work and dedication during the year. P&F activities including the Welcome BBQ, school discos, Mother's and Father's Day stalls and fundraising BBQs. All events assisted in raising funds and building community. The outstanding efforts of all involved resulted in the P&F being able to fund many resources including new Science resources, reading books, sporting equipment, a Kindergarten shade structure and allowed for the provision of funds to charities such as the St Vincent de Paul Society. With gratitude the P&F wishes to acknowledge the dedication of all who supported Nazareth school during 2015, including the Principal and the staff of the school.

Parents and Friends Association, President

Student Leadership

Nazareth Catholic Primary School has provided a range of different opportunities to show leadership qualities throughout Stage Three within nine leadership teams. The nine leadership teams provide opportunities for the students to develop unique leadership skills to be used now and in the future. The students strive to become better leaders, role models and to improve in their ability to work well in different situations. The leadership teams also prepare the students for high school, provide opportunities for community involvement and allow all to interact with younger students and parents at Nazareth. The leadership teams help the Stage Three students 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 417. The school is located on approximately 3 hectares of land and serves the families of the rapidly developing Parish of All Saints, Shellharbour City. A high percentage of students, approximately 92%, are from Catholic families. The School embraces the spiritual tradition of St Ignatius of Loyola and strives to develop students who, throughout their lives, seek God in all things, acquire wisdom so as to exercise good judgement, build knowledge of self, others, God and the world so as to find and promote peace. A wide variety of extra curricula and pastoral care programs are offered to the students and families of the school. The school has had considerable success in a wide variety of sporting and cultural activities including the Wollongong Eisteddfod and Wakakirri, and is renowned for providing quality learning opportunities for the children in its care.

Student Enrolments as at August 2015 Census

2015 enrolments	
Boys	200
Girls	217
Total	417
Indigenous	0
LBOTE	156

The Diocesan Primary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.nscdow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2015.

Student Attendance

2015 Attendance	Male	Female
Kinder	90.2%	91.1%
Year 1	93.6%	91.7%
Year 2	91.9%	92.0%
Year 3	91.6%	90.9%
Year 4	92.9%	91.3%
Year 5	91.1%	89.9%
Year 6	90.6%	95.1%
Whole school	91.8%	91.8%

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, monitor part or whole day absences.

It is school policy that all children's absences must be explained in writing, this is filed at the school office for electronic recording. If a child is absent for more than 3 day's 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. 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 utilised for matters of student leave other than sick leave. Absences are noted electronically by teachers using the Sentral Attendance module.

Staffing Profile

There are a total of 29 teachers and 11 support staff at Nazareth Catholic Primary School. This number includes 14 full-time, 15 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 95.5%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 99 %.

Professional Learning

During 2015 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 involving 38 staff. These days focused on:
- Diocesan a school Policies and Procedures
 - History and Geography
 - School Wide Positive Behaviours for Learning (SPB4L)
 - Ignatian Spirituality
- B. Other professional learning activities provided at school level including CEO run courses:
- 1:1 iPad Classrooms (4 staff)
 - School Wide Positive Behaviours for Learning (6 staff)
 - Learning and Teaching Conference Melbourne (2 staff)
 - Safety Town Road Safety Program (1 staff)
 - History and Geography (2 staff)
 - Growth Coaching (1 staff)
 - Learning for Leadership (3 staff)
 - Quality English and Mathematics Pedagogy (14 staff)
 - Australian Curriculum Science (2 staff)
 - Graduate Certificate / Master of Theology - Religious Education (5 staff)
 - Year 4 Religious Literacy (2 staff)

The average expenditure by the school on professional learning per staff member was \$312. In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$485.

Catholic Life & Religious Education

Nazareth Catholic Primary School actively involved all students in the traditions and practice of the Catholic faith. The school is an integral part of the of All Saints Parish, Shellharbour City under the pastoral leadership of Father Bryan Jones, Parish Priest and support of Assistant Priest Father Geoff Allen. The school continues to guide and support families in the faith development of the children entrusted to its care. Central to this work is a promotion of Parish life including participation in Mass regularly with parishioners on Wednesday mornings. Each Term, each Stage attends Mass, allowing opportunities for students to participate in different roles within the Mass. The school has supported a significant number of Parish initiatives throughout 2015 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 thanksgiving Masses after these Sacraments. Years 3-6 joined with Stella Maris to celebrate the Parish Feast Day with Mass for All Saints Day.

Students have opportunities for liturgical celebrations to complement the Religious Education curriculum taught in all classrooms. During the opening school liturgy, the school asked for God's blessing, presented leadership badges and conducted a commitment ceremony for leadership teams. The School Feast Day, the Feast of the Annunciation, was celebrated with Mass. Year 6 joined with students from other local Catholic schools for Mass with Bishop Peter Ingham. This year involved 14 schools from the Diocese of Wollongong joining together for a Mass in the St Paul's, Albion Park. The Ash Wednesday Mass, Easter Passion Play, Resurrection Liturgy, Pentecost Liturgy, World Environment Day, Feast of St Ignatius, Advent liturgies, ANZAC Day and Remembrance Day were also significant liturgical celebrations during the year.

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, allows students and staff to pause and reflect on the presence and action of God in their lives is prayed in classes each week. This allows students to "Find God in All Things". Every class has a sacred space that portrayed the liturgical seasons and colours. A sacred space displayed in the school foyer and Stage 1 building depicts special occasions and Feast Days. Stage 3 students regularly use the faith online resource to support their learning.

On Thursday mornings the staff join together for prayer and each Term one staff meeting is dedicated to Staff Spirituality through prayer and reflection. In 2015, Nazareth staff members began the Lamplighters program. The capacity of Presence has been a focus for 2015, with the Lamplighters Team supported by staff members who attended the Shining Lights Retreat. Staff members also participated in Igniting the Fire and other retreat days.

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 through a Socktober - Sock it to Poverty Fun Day. During Advent, food and toy hampers were donated to the St Vincent de Paul Christmas Appeal.

Religious Literacy Assessment

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4. The Religious Literacy Assessment Program for Year 4 students was successfully

completed within schools across the diocese in 2015. The school cohort in 2015 consisted of 55 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 59 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.

Students in Part A showed a high level of performance in their knowledge of the religious tradition. The performance of each student was described as developing, achieving or extending.

This high level of performance was particularly noticeable in their ability to:

- demonstrate understanding of the Hail Mary;
- demonstrate an understanding of Jesus' teaching on the practice of forgiving;
- write a prayer of thanksgiving for being made in God's image;
- retell the events of the Ascension and Pentecost.

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- identify the three Sacraments of initiation;
- demonstrate a basic understanding of the Sacrament of Penance;
- demonstrate an understanding of Jesus' teaching on forgiveness;
- identify the key times of the Liturgical year.

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

For Part A, 23.60% of students were placed in the developing level, 50.90% in the achieving level and 25.50% were in the extending level.

For Part B, 13.60% of students were placed in the developing level, 79.90% in the achieving level and 6.80% were in the extending level.

Combining Parts A and B, 23.60% of students were placed in the developing level, 65.50% in the achieving level and 10.90% were in the extending level for Religious Literacy.

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 2015

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

Goal: Differentiated learning tasks and assessments will be administered by qualified and knowledgeable staff to improve the religious literacy and spiritual formation of staff and students.

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

- 2.2 Rights and Responsibilities

- Goal: Implement the SPB4L framework in appropriate phases.

- 2.4 Integration of Information Communication Technology

- Goal: Implement a quality learning environment that integrates technology into consistent pedagogical practices across all Key Learning Areas to improve student outcomes.

- **Key Area 3: Pedagogy**

- 3.3 Teaching Practices

- Goal: All teachers implement effective pedagogy in English and Mathematics that is based on a deep understanding of the curriculum and is focused on student learning.

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

- 4.2 Professional development of Staff

- Goal: Professional Development will be accessed and provided to inform pedagogy within a technology rich environment.

- **Key Area 6: Parents, Partnership, Consultation and Communication**

- 6.3 Linkages with the wider Community

- Goal: The school will create links with the local indigenous community.

School Review and Improvement components to be reviewed and rated in 2016:

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

- 1.2 Religious Education

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

- 2.2 Rights and Responsibilities

- 2.3 Reporting Student Achievement

- **Key Area 3: Pedagogy**

- 3.2 Provision for the Diverse Needs of Learners

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

- 4.1 Recruitment, Selection and Retention of Staff

- 4.3 An Ethical Workplace Culture

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

- 5.2 Use of resources and space

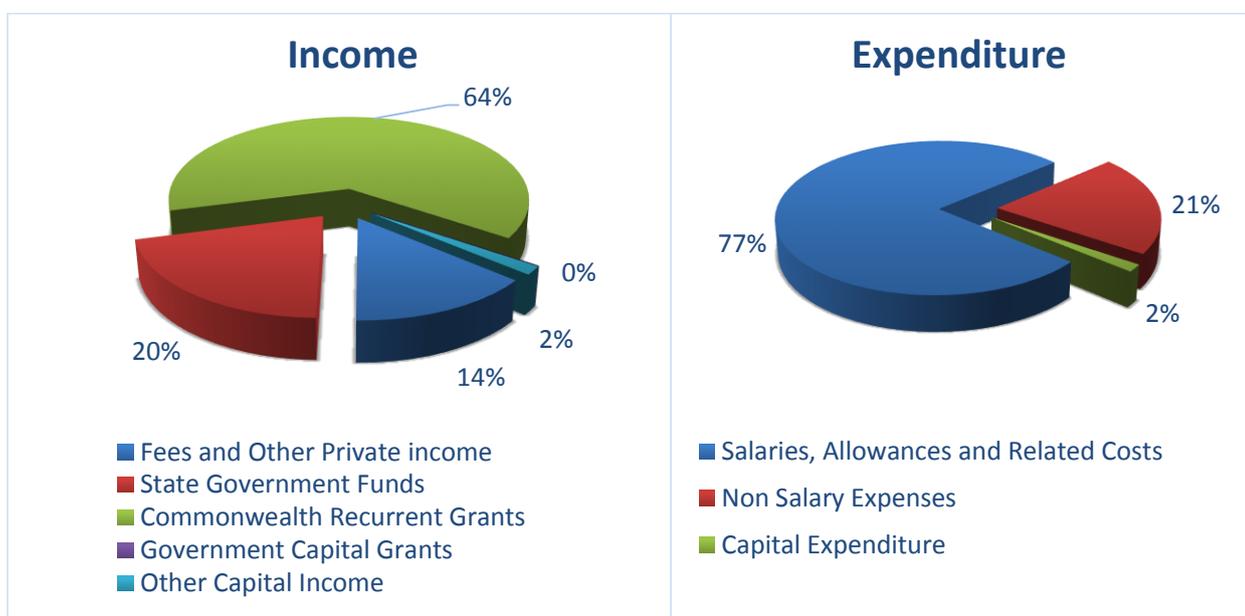
- 5.3 Environmental Stewardship

Each of the School Review and Improvement components are aligned with the school’s strategic intent areas. The strategic intent areas focus on the school as being an integral part of the All Saints Parish, the school’s collaborative culture, consistent quality pedagogy, the effective use of student achievement data and the development of school wide positive behaviours which support learning.

Financial Summary

Three major purchases including the re-carpeting of 7 classrooms, the installation of a shade structure and the bulk purchase of technology for classroom use, were highlights of the year. This major expenditure was financed by the school with the support of the P&F and Parish funds. Standard budgeted expenditure typified the remainder of the year.

The following graphs reflect the aggregated income and expenditure for Nazareth Catholic Primary School, Shellharbour City for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.



Student Welfare

At Nazareth the school aims to nurture the children, as Jesus was nurtured at Nazareth, developing the whole child. 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 lifelong learners.” Staff, through a data recording system monitor student behaviour.

Weekly there is a whole school focus on specific values and desirable behaviours promoted at assembly. Students identified as displaying these behaviours are awarded at the weekly award

assembly through the school merit system. The system is based on levels of achievement, with the students progressing from a Principal's award, to a Nazareth Award and finally the Ignatian Medal.

Small social skills groups were formed on student needs across the school, 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. Kindergarten, Year 1, Year 5 and Year 6 students participated in a regular "Buddies" program where older students befriended younger students providing support and assistance to them.

The Kindergarten Transition to School Program continued in term 4, providing families and future students with support around the transition into 'Big School.' Linked to this initiative is the opportunity provided 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, students from Corpus Christi Catholic High School and St Joseph's Catholic High School 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 6 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. Students are divided into 9 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.

Anti-bullying lessons and activities took place in Term 1, specifically designed to define bullying, to deter bullying behaviours and to empower students to stand up for others and to seek help when needed in the event of bullying.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2015.

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.

Curriculum and Pedagogy

The school's Religious Education program is based on the Diocese of Wollongong's Religious Education (RE) curriculum. The curriculum is the central resource utilised by the school to provide support and direction for all RE programs from Kindergarten to Year 6. The Board of Studies Syllabus for the Australian Curriculum for English and Mathematics were implemented in 2014 from Kindergarten to Year 6. The Board of Studies Syllabus for the Australian Curriculum for Science has been implemented in 2015. All other Key Learning Areas (KLAs), including HSIE, Science and Technology, Creative Arts and Personal Development Health and Physical Education (PDHPE) are based on NSW Board of Studies syllabus documents. The Board of Studies Syllabus for the Australian Curriculum for both Geography and History has been introduced to the teaching staff during 2015 and will be implemented in 2016. 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 assessments for, of and as learning 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 Multi-Lit, and for the purposes of guiding class based learning and teaching experiences.

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 KLA, as well as written comments for Religion, English, Mathematics, general behaviour and attitude to learning. Which each detail specific 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. Evidence of integration is defined on teaching timetables.

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 and iPad pods in Early Stage 1, Stage 1, Stage 2 and the Learning Centre.

During 2015, the school successfully implemented a BYODD (Bring Your Own Designated Device) initiative across Stage 3. Daily, each child brings their iPad to school for use in a diverse range of teaching and learning activities, across all KLAs. They use their devices to research, create, innovate and share.

Cross Curriculum

Literacy Strategies

Literacy development for all students continues to be one of the key focus areas at Nazareth Catholic Primary School. The utilisation of a Teacher Educator has enabled staff to further develop the delivery of English sessions. The school has continued to place 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 English sessions across the school. Guided Reading and Guided Writing have continued to be a focus this year. Student progress in Literacy is recorded on the Literacy Continuum. Reading Recovery is a significant Literacy support opportunity offered by the school for students in their second year of schooling. Eighteen Year 1 students have participated in the program during 2015. The Multi-lit program is also offered to students, specifically those from above Year 1 who have not met minimum benchmark standards. During 2015, ten 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 2015 has enabled students to be engaged in problem solving tasks while working collaboratively or independently during Mathematics sessions. Staff have continued to implement formative and summative assessment tasks each Term to identify learning gains for individual students and thus differentiate their teaching accordingly. Staff have worked closely with the Teacher Educator and Stage leaders to plan and implement quality Mathematics sessions, with a particular emphasis on the Number Sense component. Staff have embraced the full implementation of the new NSW Syllabus, thus providing quality learning opportunities. Staff have continued to explicitly name the learning intent for both the Number Sense and the new learning components of each week in Mathematics. Student progress in Numeracy is recorded on the Numeracy Continuum.

In Stage 3, five operational groups of students are 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 2, where students with needs identified through assessments have had the opportunity to work in a targeted extension group.

Indigenous

Indigenous perspectives are incorporated in a number of KLA's 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 RE 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. 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.

A significant connection was made with the Indigenous community during 2015 with the creation of an indigenous art wall mural. Uncle Kevin Butler, with the assistance of every student in the school, painted a large mural depicting scenes from local Indigenous culture. A ceremony was held to unveil the mural immediately following NAIDOC Week. It is proudly displayed on a wall adjacent to the main entrance of the school.

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 2015 students identified in the ranges of superior and very superior for giftedness in the General Ability Test (AGAT) were able to access differentiated learning opportunities provided within guided English and Maths group learning situations. A number of students from each Grade also participated in the Southern Illawarra Catholic Schools (SICS) Enrichment Days, where the focus was on the Science Curriculum.

Special Education Needs

A significant component of Nazareth Catholic Primary School is the school's Learning Support Centre. The Learning Support Centre supports students with diagnosed learning needs. The Learning Support Centre teacher conducts daily English and Mathematics sessions and a life and social skills program. The students enrolled in the Learning Support 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

Competitions

A number of students during 2015 participated in the International Competitions and Assessments for Schools (ICAS) in English, Writing, Mathematics, Spelling, Digital Technologies and Science papers. A group of Stage Three students also participated in the annual Diocese of Wollongong Christmas Art competition. One artist was selected as a finalist, with the artwork being displayed in St Mary's Cathedral in Sydney.

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. Two students received Beverly Whitfield Awards for excellence in swimming. Nazareth convened the Diocesan Basketball Selection Trials, South Coast and Diocesan Athletics Trials, South Coast Basketball Gala Day and Diocesan Cricket Gala Day. During the year students participated in a range of sporting gala days including rugby league, football, basketball, netball, dragon tag and cricket.

Creative Arts

A number of students from Year 3 - 6 participated in the Wakakirri Primary School Challenge. Our story, "Outwith", was a dramatic interpretation of the book "The Boy in the Striped Pyjamas". The school was awarded the Best Public Speaking Award for the performance. The students in Kindergarten to Year 2 all participated in the Junior School Musical titled "The Circus Show". Both of these events showcased the many gifts and talents of the students and staff in the areas of music, art, dance and drama.

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 2015 NAPLAN results showed a strength in Grammar and Punctuation in Year 3 with 75% of students placing in the top 3 bands and Year 5 experiencing a growth of 90 points in Spelling, well above Diocesan and State growth. The school's identified areas for improvement are: ·Writing – in Year 3, Data, Measurement, Space and Geometry – Year 3, and Meeting Expected Learning Growth – Year 5. Trend data over the previous 4 years indicates that the Year 5 cohorts have achieved some significant improvements in most areas. The staff continues to address areas for improvement and is implementing strategies to improve Literacy and Numeracy pedagogy.

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 2015: % 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	7%	54%	39%	13%	45%	42%
	National	13%	39%	48%	20%	47%	33%
Writing	School	5%	44%	51%	4%	72%	25%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	12%	42%	46%	6%	45%	49%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuation	School	2%	58%	40%	11%	57%	32%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	15%	49%	36%	11%	60%	28%
	National	17%	49%	34%	18%	55%	28%

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 2015: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	95%	96%
	National	95%	93%
Writing	School	97%	96%
	National	96%	92%
Spelling	School	95%	98%
	National	93%	93%
Grammar & Punctuation	School	98%	94%
	National	95%	93%
Numeracy	School	98%	96%
	National	94%	95%

Parent, Student and Staff Satisfaction

In 2015 students from Years 4, 5 and 6, staff and parents 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 these surveys will be used to assist the school with future planning.

Staff

One hundred percent of surveyed staff agreed that the school helps to develop a knowledge and understanding about Catholic tradition and that the students are challenged to maximise their learning. All staff surveyed indicated that the school strives to meet the individual learning needs of the students and that the school provides appropriate information to parents about student progress. Staff strongly believe that Nazareth Catholic Primary School is a safe and supportive learning environment.

Parents

This year 37% of our parent population responded to the survey. 100% of parents believe that the school helps to develop a knowledge and understanding about Catholic tradition. 96% of parents believe that the school provides various opportunities for parent to become involved and 98% of parents believe that the school provides a safe and supportive environment. 95% of parents have indicated that the school effectively communicates information about activities and events and 89% of parents have indicated that their child is challenged to maximise their learning to reach their full potential. 92% of parents surveyed expressed that teachers are genuinely interested in the welfare of their child. 24% of the parents surveyed indicated that the school could provide more information about their child's progress.

Students

The student survey showed that 99% of the students surveyed agree that they are proud of their school, understand their rights and responsibilities and feel that the school provides a range of activities in which they can become involved. 97% agree the school helps them in their understanding of the Catholic faith and feel safe at school. 10% of students feel that they'd like to be encouraged more in their learning.

