

# Annual School Report

## Primary

2016



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

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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 the CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

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

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

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**Parish Priest:** Fr Bryan Jones

**Principal:** Peter Dempsey  
**Date:** 16 December 2016

## **Vision Statement**

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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**

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### ***Principal's Message***

The school's Vision and Mission has continued to be central to all aspects of Nazareth during 2016 which has allowed for the ongoing implementation of a range of school improvement initiatives. Each of the improvement initiatives have been actioned within the context of Nazareth's Strategic Intent focusing on the following: the role of the school as an integral part of the All Saints Parish, the ongoing development of the school as a professional learning community, the consistent delivery of quality pedagogy from Kindergarten to Year 6, the effective use of student learning data and the implementation of a consistent student management framework. The school's alignment with Ignatian spirituality has continued to provide the basis for the prayer life of the school enabling all members of the Nazareth community to be continually seeking knowledge, wisdom and peace so as to find God in all things.

### ***Parent Involvement***

The Nazareth Parents and Friends Association (P&F) has had a very successful year with the highlight being the 2016 Spring Fair. A large number of people from the school and wider Shellharbour community were present at the Spring Fair enabling the day to be an excellent means of community building and fundraising. In addition to the Spring Fair the P&F were also very involved with the 2016 Welcome BBQ, Mother's Day and Father's Day breakfasts and stalls and school discos. As a result of fundraising over the course of 2016 and previous years, new play equipment has been installed in the Nazareth playground. The members of the Nazareth P&F acknowledge the dedication of the staff and thank everyone for their involvement during 2016.

*Parents and Friends Association, President*

### ***Student Leadership***

The various leadership teams at Nazareth provide extensive opportunities to work independently and to shape young people's future. The nine leadership teams engage the students in a variety of skills and tasks that will assist the school in many different ways. The Stage Three students at Nazareth always strive to complete the leadership tasks to the best of their ability. The leadership roles are an excellent source of preparation for Year Six students and the coming of high school in 2017.

*School Leaders*

## School Profile

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### **School Context**

Nazareth Catholic Primary School is a Catholic systemic co-educational school located in Shellharbour City. The school caters for students in Kindergarten to Year 6 and has a current enrolment of 416. 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, 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 and in the performing arts including the local Eisteddfods and Wakakirri, and is renowned for providing quality learning opportunities for the children in its care.

### **Student Enrolments**

2016 enrolments	
Boys	202
Girls	214
Total	416
Indigenous	2
LBOTE	160

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](http://www.nscdow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). Changes were made to this Policy in 2016.

### **Student Attendance**

2016 Attendance	Male	Female
Kinder	92.7%	92.5%
Year 1	93.8%	92.8%
Year 2	93.3%	94.1%
Year 3	92.2%	94.1%
Year 4	92.7%	91.6%
Year 5	93.9%	91.3%
Year 6	92.3%	88.0%
Whole school	93.0%	92.1%

### ***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, this is filed at 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 emerge 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

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There are a total of 31 teachers and 11 support staff at Nazareth Catholic Primary School. This number includes 16 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 2016 was 97%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 100 %.

### **Professional Learning**

During 2016 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 42 staff.

These days focused on:

- Diocesan and School Policies and Procedures
  - Ecological Conversion: A response to Laudato Si
  - School Wide Positive Behaviours for Learning (SPB4L)
  - First Aid incorporating Cardiopulmonary Resuscitation, Anaphylaxis and Asthma training
- B. Other professional learning activities provided at school level including CEDoW run courses:
- School wide Positive Behaviours for Learning (6 staff)
  - Learning Technologies (4 staff)
  - Aboriginal Education (18 staff)
  - Ignatian Spirituality Ignis 1 Program (1 staff)
  - Lamplighters Spirituality Program (4 staff)
  - Shining Lights Spirituality (3 staff)
  - Mental Health First Aid Course (2 staff)
  - Differentiating Learning (1 staff)
  - Learning for Leadership (2 staff)
  - New Scheme Teacher support (1 staff)
  - Open to Learning Leadership Course (1 staff)

- Reading Recovery Training (1 staff)
- Literacy What Works and Why Conference (1 staff)
- Letters and Sounds Phonetic Awareness program (18 staff)

The average expenditure by the school on professional learning per staff member was \$213. In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$504.

## **Catholic Life & Religious Education**

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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 Stephen Varney. 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 2016 including the Parish Expo on the weekend of the Parish Feast Day. 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 prayer celebration, 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 11 schools from the Diocese of Wollongong joining together for a Mass here at All Saints, Shellharbour. Following Mass, the children gathered together on the playground for lunch. The Ash Wednesday Mass, Easter Passion Play, Resurrection Celebration, Pentecost, World Environment Day, Feast of St Ignatius, Advent Celebration, 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, which allows the children and staff to pause and reflect on the presence and action of God in their lives is prayed in classes regularly. This allows students to "Find God in All Things". During Term 3 and Term 4, each Tuesday after lunch, quiet music was played in every classroom. This allowed for students throughout the school to engage in one of the Lamplighter capacities of Prayer, Presence or Journey. Every class has a sacred space that portrayed the liturgical seasons and colours. A sacred space displayed in the school foyer and Stage One building depicts special occasions and Feast Days. All 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 2016, Nazareth staff members continue the Lamplighters program. Our staff prayer has focused on each capacity lead by the Lamplighters Team, supported by staff members who attended the Shining Lights Retreat. Staff members also participated in 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, with a Beanie and Scarf Winter Appeal. 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 2016. The school cohort in 2016 consisted of 56 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and 59 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary, Mother of God: First Among the Saints* and was completed during the first five weeks of Term 3.

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

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

- demonstrate an understanding of the Eucharist;
- demonstrate reverence for the Bible and knowledge of the Lord's Prayer;
- demonstrate an understanding of Jesus' teaching of forgiveness;
- recall and sequence the events of Holy Week and Easter;
- recognise the correct way to make the Sign of the Cross;

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

- demonstrate a basic understanding of the Sacrament of Penance;
- identify the key scripture of the Liturgical year;
- identify Sacraments of initiation;
- identify key symbols, signs and rituals of Easter.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge of Mary, Mother of God.

For Part A, 23.20 % of students were placed in the developing level, 73.20 % in the achieving level and 3.60 % were in the extending level.

For Part B, 10.00 % of students were placed in the developing level, 78.30 % in the achieving level and 10.00 % were in the extending level.

Combining Parts, A and B, 25.00 % of students were placed in the developing level, 66.10 % in the achieving level and 8.90 % were in the extending level for Religious Literacy.

## **School Review and Improvement**

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

### **School Review and Improvement components reviewed and rated in 2016:**

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

##### 1.2 Religious Education

Goal: 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.

#### **Key Area 2: Students and their learning**

##### 2.3 Reporting student achievement

Goal: There is consistent, evidence driven reporting procedure for students, staff and parents of Nazareth Catholic Primary School.

#### **Key Area 3 Pedagogy**

##### 3.2 Provision for the diverse needs of learners

Goal: All teachers will support all learners to reach their full potential, including those that are identified as gifted.

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

##### 4.1: Recruitment, selection and retention of staff

Goal: Consistent, documented recruitment and selection processes are in place consistent with CEO requirements.

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

##### 4.3 An ethical workplace culture

Goal: The staff will be supported by Professional Development Planning and formal induction processes

#### **Key Area 5: Resources finance and facilities**

##### 5.2: Use of resources and space

Goal: There will be a structured and timely approach to the purchase and distribution of school resources.

##### 5.3 Environmental Stewardship

Goal: There will be an understanding of environmental stewardship in the context of Church teachings and social responsibility which will lead to sustainable actions

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

Key Area 1: Catholic life and Religious Education.

### 1.1 Vision and Mission.

This component will focus on the school's vision and mission being a lived reality for all.

Key Area 2: Students and their learning.

### 2.5 Pastoral Care.

This component will ensure all pastoral care policies and procedures are current and that they support the school's vision and mission.

Key Area 3: Pedagogy.

### 3.6 School Climate, Learning Environment and Relationships.

This component will support the development of teacher capacity so as to improve student learning outcomes in Mathematics.

Key Area 4: Human Resources Leadership and Management.

### 4.4 Succession Planning.

This component will further develop the leadership capacity of teaching staff.

Key Area 6: Parents, Partnership, Consultation and Communication.

### 6.1 Parent Involvement.

This component will improve the protocols and procedures by which the school communicates with the parent community.

Key Area 6: Parents, Partnership, Consultation and Communication.

### 6.2 Reporting to the Community.

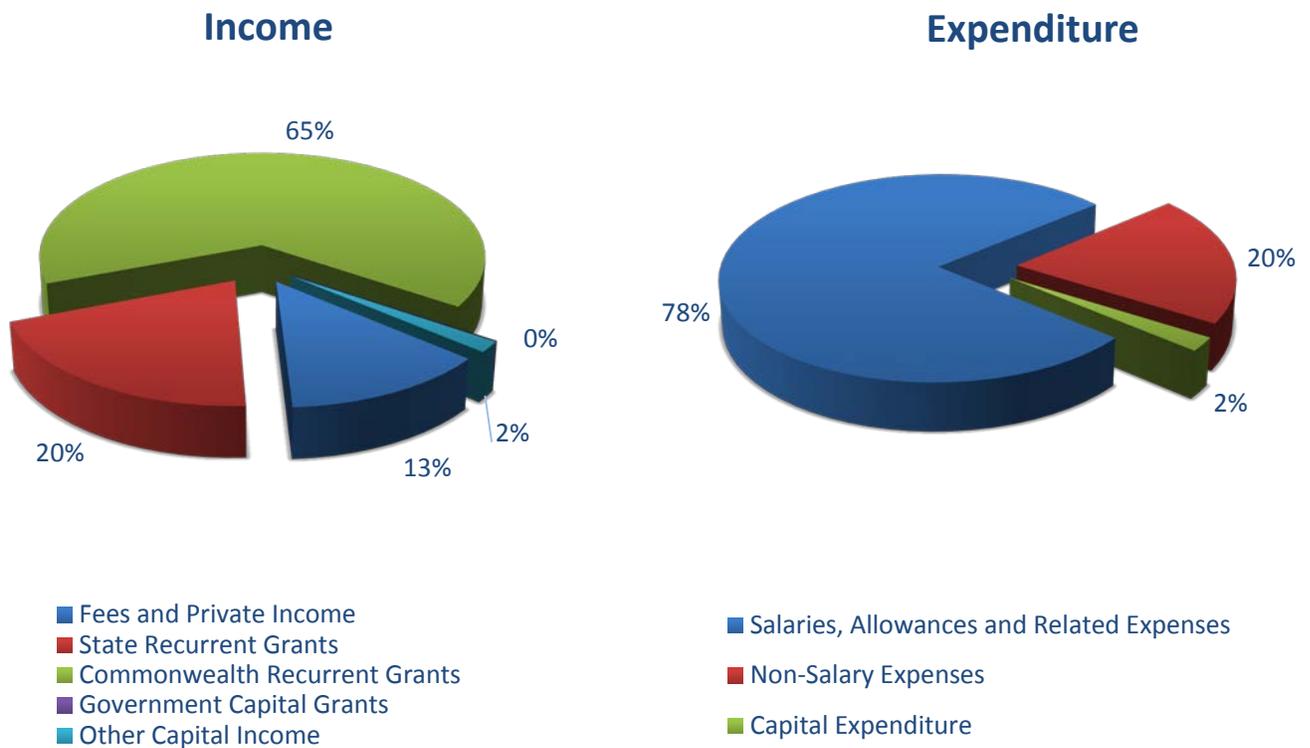
This component will enable the school to utilise current technology to communicate aspects of student learning to parents.

## Financial Summary

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During the course of the 2016 school year air conditioning units were installed in classrooms throughout the school. The expenditure was financed by both school and Parish funds. The school also financed the ongoing purchasing of technology so as to support student learning and the Nazareth Parents and Friends Association provided funds for the installation of play equipment in the playground. 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 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education and Training.



## Student Welfare

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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 behaviour expectations for all staff and students. Positive behaviours are explicitly taught, modelled and reinforced in all classroom and non-classroom settings. To support the explicit and consistent teaching of expected and appropriate behaviours Nazareth Catholic Primary School has 3 school rules:

*At Nazareth we are all respectful, we are all responsible, we are all life-long learners.*

These school rules are displayed in all classrooms and non-classroom settings to support the positive and successful whole school implementation of the school rules. Each week at whole school assemblies a weekly focus on specific values and expected behaviours are promoted. 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 merit awards, to a Principal's Award, to a Nazareth Award and finally to the Ignatian Medal. Additionally, positive playground behaviours are recognized and celebrated during weekly assemblies through a whole school raffle reward system.

Student behaviour is continually monitored by staff, through an electronic data recording system. Behavioural data is continually monitored and data analysis assists the staff to inform explicit teaching focus areas and to implement additional behaviour supports (as required). This year additional playground equipment was purchased and introduced onto the playground settings to provide additional opportunities for students to interact with their peers and to scaffold younger students as they engaged in play at recess and lunch. Also, a calm room was introduced at lunchtime to provide a supportive and structured environment for students. The calm room provides opportunities for students to develop their social skills and to interact and play with their peers with the guidance and support of teachers. Behaviour data indicated that these additional playground supports had a positive impact on student's behaviour and interactions on the playground.

This year Social and Emotional Learning (SEL) was taught in all classes addressing the outcomes of the Personal Development, Health and Physical Education (PDHPE) Syllabus. All classes engaged in SEL in Term 4 to assist students to develop self-awareness, self-management, social awareness, relationship skills and social decision-making skills. As part of the SEL learning weekly blurbs were included in the school newsletter to support parents to understand the skills and strategies taught to promote student wellbeing.

At Nazareth, the Managing Student Pastoral and Educational Concerns (MSPEC) Committee works in collaboration with classroom teachers to cater for the needs of identified students' academic, social, behavioural and pastoral development. The MSPEC Committee consists of a panel of teachers who monitor identified student's progress and work collaboratively to set and review goals to support ongoing student achievement and development.

Anti-bullying lessons and activities took place throughout the year and were supported by SPB4L explicit teaching of how to be a respectful and responsible student. The anti-bullying focus was 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.

The Kindergarten Transition to School Program continued in Term Four, 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 the transition program.

As part of a whole school approach to providing a safe and friendly school environment, each class selects a Student Representative Council (SRC) member. The SRC member represents their class and facilitates regular class meetings throughout the school year. These class meetings, which utilise De Bono's paradigm of Six Thinking Hats, provide a safe forum for the students to celebrate student, class and school successes as well providing opportunities for students to discuss issues and the strategies needed to solve their identified concerns.

Student leadership continued to be shared among all Stage 3 students. Students are divided into nine 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, set their own goals and be involved in leadership initiatives throughout the school year.

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](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2016.

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

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

## **Learning and Teaching**

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Nazareth Catholic Primary School strives to educate the whole person, and in doing so aims at delivering effective learning and teaching programs which 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. 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. The Board of Studies Syllabus for the Australian Curriculum for Human Society and Its Environment (History and Geography) has been implemented in 2016. 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 assessments for, of and as learning are provided 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 experiences.

Throughout the year opportunities to engage in discussions regarding student progress are available to all parents/guardians upon request. Formal reporting to parents occurs twice during the year from Year One to Year Six, and at the end of the year from our Kindergarten cohort of students. Parents/guardians receive a written report detailing A to E grading for each Key Learning Area, as well as written comments for Religion, English, Mathematics and 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 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.

### ***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 and iPads in Early Stage One, Stage One, Stage Two and the Learning Centre. Stage Three students bring their own designated devices to allow them to engage in a wide range of learning experiences that utilize iPad technology to engage the students and improve their learning across the curriculum.

### **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 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 students from Kindergarten to Year 2 have been engaged in “Letters and Sounds” during daily word sense lessons, to improve phonetic and phonological knowledge and understanding.

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.

The Reading Recovery program is a significant Literacy support opportunity offered by the school for students in their second year of schooling. Nine Year 1 students have participated in the program during 2016. The MultiLit program is also offered to students, specifically those from above Year 1 who have been identified as in need of specific intervention. During 2016, fourteen 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 2016 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 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 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 Two, where students with needs identified through assessments have had the opportunity to work in a targeted extension group.

### ***Indigenous Education***

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. During 2016, staff have engaged in Professional Development meetings each Term to enrich their understanding of Indigenous culture. 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 flag is flown from one of the school flagpoles daily.

### **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 2016 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. Groups of students have been to participate in various SPLICED (Stretching Potential Through Learning in Interactive Challenging Environments in the Diocese of Wollongong) learning opportunities throughout the course of 2016.

#### ***Special Education***

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 Personal Education Plans which detail learning goals specific for each student.

### **Expanding Learning Opportunities**

#### ***Competitions***

A number of students during 2016 participated in the International Competitions and Assessments for Schools (ICAS) in English, Writing, Spelling, Digital Technologies, Mathematics and Science papers.

A group of Stage Three students also participated in the annual Diocese of Wollongong Christmas Art competition.

### ***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, Mackillop and NSW PSSA level. Two students received Beverly Whitfield Awards for excellence in swimming. Nazareth, in partnership with the other three schools from our SICS cluster, competed in the annual NSW Catholic Primary School's Basketball Challenge held in four venues across Canberra. During the year students participated in a range of sporting gala days including rugby league, soccer, basketball, netball, Oztag and cricket.

### ***Excursions***

A range of excursions, involving venues such as the Sydney Rocks area, Police Citizens Youth Club, Canberra overnight excursion for Stage Three 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 for the Parish in the All Saints church and performances for members of the Parish and school community in the school hall. The school choir also participated in the Shoalhaven Eisteddfod, and a group of students performed as part of the Musical Theatre Troupe at the Spring Fair and various other events within the school.

### ***Public Speaking***

The students in Stage Three were engaged in many opportunities to develop their public speaking skills throughout the year. Two students represented Nazareth at the CDF Diocesan Public Speaking Awards, where the Year 5 student achieved first place.

## **Student Achievement**

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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.

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 2016 NAPLAN results showed a strength in Writing in Year 3 with 75% of students placing in the top 3 bands, however, still below State and Diocesan averages and Year 5 experiencing a growth of 90 points in Numeracy, above Diocesan growth, however, slightly below State growth.

The school's identified areas for improvement are: Numeracy – in Year 3, Number, Patterns and Algebra – Year 3, and Meeting Expected Learning Growth – Year 5. Trend data over the previous 3 years indicates that the Year 5 cohorts have achieved some minimal decreases in most areas. The staff continues to address areas for improvement and is implementing strategies to improve Literacy and in particular 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 2016: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	5%	52%	43%	19%	45%	36%
	National	12%	37%	49%	16%	47%	35%
Writing	School	10%	47%	43%	9%	69%	22%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	5%	52%	43%	22%	48%	30%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	5%	55%	40%	13%	50%	37%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	15%	63%	22%	17%	69%	15%
	National	13%	49%	36%	17%	53%	28%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

### Student Achievement of National Minimum Standard

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

NAPLAN 2016: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	95%	85%
	National	95%	93%
Writing	School	94%	87%
	National	96%	93%
Spelling	School	94%	87%
	National	94%	93%
Grammar & Punctuation	School	95%	85%
	National	96%	94%
Numeracy	School	90%	85%
	National	96%	94%

## Parent, Student and Staff Satisfaction

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### Staff

All staff surveyed agreed that the school helps to develop a knowledge and understanding about Catholic tradition and that the students are challenged to maximise their learning. They also agreed that the school strives to meet the individual learning needs of the students and provides appropriate information to parents about student progress. Staff of Nazareth Catholic Primary School also felt the school provided a safe and supportive learning environment and that 100% students understand their rights and responsibilities.

### Parents

This year 18% of our parent population responded to the survey. Overwhelmingly this group believe that the school helps to develop a knowledge and understanding about Catholic tradition. Over 80% of respondents also agreed that:

- the school provides various opportunities for parents to become
- the school provides a safe and supportive environment
- the school effectively communicates information about activities and events
- their child is challenged to maximise their learning to reach their full potential, and
- that teachers are genuinely interested in the welfare of their child.

### Students

The student survey showed that 99% of the students surveyed agree that they are proud of their school and that the school helps them in their understanding of the Catholic faith. Over 90% also agreed that they understand their rights and responsibilities, feel that the school provides a range of activities in which they can become involved, and that their teachers help them learn to the best of their ability. They also indicated that iPads have enhanced their learning. Of the students surveyed 89% agreed that they feel safe at school.



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