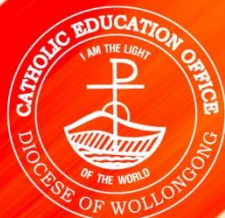


Annual School Report

2013



About This Report

St Michael's Catholic Primary School, Nowra 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 Board of Studies NSW, 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:

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Nowra NSW 2541

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Fax: (02) 4423 2861
Email: info@smndow.catholic.edu.au
Website: www.smndow.catholic.edu.au

Parish Priest: Fr. Patrick Faherty

Principal: Mr Christopher Paton

Date: 13 December 2013

Vision Statement

St Michael's is a Catholic Parish Primary School where, through faith and virtue, we are called to Catholic discipleship. We are an inclusive community that gathers, prays, celebrates and welcomes all in unity with the Parish of St Michael's.

Message from Key School Bodies

Principal's Message

The 2013 school year was one of continued growth for the St Michael's Nowra community. The National Partnership Agreement programs for Literacy and Indigenous Education made a significant impact on the students, staff and families within the school. Through these two programs the school was able to reach out to the local community and the students benefitted from increased opportunities through participation in both programs. Every teacher in the school received professional development through the Literacy project and "Personal Learning Plans" were developed for each Indigenous student. The Parents and Friends Association (P&F) worked tirelessly to raise funds and engage families in community building through many successful events. The students participated in numerous extracurricular events as well as various excursions and sporting events. The school's mission of outreach to others, promoting justice in actions was highlighted through the "Mini-Vinnie's" cafes and other fundraising events held. The 2013 school year was characterised by the extraordinary pastoral care extended to the students and families by the school staff.

Parent Involvement

The 2013 the P&F implemented fresh ideas, beginning with a family BBQ and Kids Disco that were greatly supported. Fundraising was conducted at the Diocesan Cross Country, Soccer Gala Day and the much loved Easter Raffle. The Parish celebrated its 150th Anniversary, and an old fashioned Walk-a-thon was held. The school Fair was a great success in 2013. A lot of effort and planning went into these events and the committee was grateful for volunteers. The last event for the year was the Christmas Carols with Dinner and Disco. This year the P&F donated \$22 000 to the purchase of new iPads.

Parents and Friends Association, President

Student Leadership

As school captains this year, we improved on our Public Speaking and became better role models for the younger students throughout the school. As School Captains we met many new people and shared experiences within the Wollongong Diocese. We were well supported by staff, the Year 6 leaders and the school community, thank you to all. This was a life changing experience for the two Captains.

Student Leaders

School Profile

School Context

St Michael's Catholic Primary School is a Catholic systemic co-educational school located in Nowra. The school caters for students in years K-6 and has a current enrolment of 455. There is a Learning Support Centre for children with special needs. The provision of sound educational programs is a shared responsibility of the Parish Priest, Principal, Staff and Parents under the supervision of the Catholic Education Office, Wollongong. The Principal is responsible for administering the school assisted by an Assistant Principal, three Middle Leaders and a Religious Education Coordinator.

In 1893, the Sisters of the Good Samaritan established St Michael's to serve the needs of the Nowra Catholic Community. The school still maintains the Good Samaritan tradition. The Parish covers most of the Shoalhaven region and includes five station churches.

Student Enrolments

2013 Enrolments	
Boys	242
Girls	213
Total	455
Indigenous	30
LBOTE	31

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.smndow.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	96.5	95.1
Year 1	92.5	94.2
Year 2	94.4	94.2
Year 3	91.6	93.2
Year 4	93.1	93.6
Year 5	92.9	95.1
Year 6	86.9	93.4
Whole school	92.6	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 a requirement of the Education Reform Act 1990 that a daily record of attendances is accurately kept and that we obtain a signed note from the parent/caregiver explaining any absences.

Parents will be contacted regularly about unexplained or repeated absences in accordance with the Diocesan Student Attendance & Roll Marking Policy and Procedures Handbook (Nov 2012).

Staffing Profile

There are a total of 27 teachers and 12 support staff at St Michael's Catholic Primary School. This number includes 19 full-time, 8 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 96.1%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 100 %.

Professional Learning

During 2013, St Michael's 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. St Michael's Catholic Primary School whole school development days involving all staff.

These days focused on:

- Australian Curriculum;
- Non Violent Crisis Intervention; and,
- Staff Spirituality Day.

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

- Focus On Reading -17 staff (4 days each);
- Planning for Intervention 9 staff (3 days);
- School-wide Positive Behaviours for Learning –Tier Two Strategies-5 staff- (1 day);
- International Coaching Course – 2 staff members (4 days);
- Australian Curriculum Co-ordinators day 3 staff – (2 days);
- Google Docs course 14 staff- 4 afternoon sessions;
- Mathematics Association Conference –Riding the Wave-2 staff- 1 day;
- Reading Recovery Training. Ongoing continued throughout 2012 (1 staff);
- Multi Lit (1 staff x 1 day);
- Guided Reading Training Course 1 staff – 1 day;
- Best Start Training – 1 staff 1 day;
- Principals Conference- 3 staff- (4 days in total);
- Apple Schools For Technology- 3 staff- (2 days);
- Collaborative Classrooms -3 staff- (2 days);
- Re-igniting The Fire-1 staff (4 afternoons);
- Catholic Parents Conference 1 staff –(1 day);
- IEU Aboriginal Conference-3 staff- (2 days);
- CEO State Catholic AEW's Conference- 3 staff (2 days);
- Bunji CEO Spirituality 1 staff –(1 day);
- Journey -1 staff (2 days);
- SA catholic Education Conference 1 staff (2 days);
- NSW Environmental Education Conference 1 staff (2 days); and,
- Seasons For Growth Training 2 staff (2 days).

The average expenditure by the school on professional learning per staff member was \$83. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$1 366.

Catholic Life & Religious Education

St Michael's Catholic Primary School actively seeks to immerse all staff and students in the traditions and practices of the Catholic faith. As a Parish school we provide the opportunity for Mass attendance and celebrate significant Church Feast Days throughout the year. The school has provided Sacramental Programs for Penance, Eucharist and Confirmation that have been supported by the Parish. Fr. Pat Faherty, Parish Priest, and Frs. Ronan Kilgannon and Fr. Duane Fernandez, Assistant Parish Priests, work in collaboration with teaching staff to support the faith formation of the children and to discuss current events in the life of the Church. All Priests incorporate teaching of tradition into the Parish Mass on Fridays, which are attended by Grades on a rotational basis; and at Sunday Grade Masses, which occur on the first Sunday of each month.

Throughout the year, significant Church and community occasions are celebrated including: the beginning School Year Mass, Ash Wednesday, Holy Week Liturgies, Grandparents' Mass, Catholic Schools Week, Mother's Day, Father's Day, St Michael's Feast Day, Mission Mass, ANZAC Day liturgy, National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and the Grade 6 Graduation Mass. St Michael's Year 6 children attended the Prayer with the Bishop Conversation with Bishop Peter Ingham at Nazareth Catholic Primary School, Shellharbour proclaiming the Word with reverence. St Michael's Year 3 children joined with St Mary's Star of the Sea children to celebrate their feast day. St Michael's Year 5 children held an excursion to Mary MacKillop Place to learn more about Australia's first saint. Opportunities for the children to celebrate the Sacrament of Penance and Benediction were also provided.

The school and Parish support each other in the Sacramental Programs: Penance in Year 2, First Eucharist in Year 3 and Confirmation in Year 6. Each Program is enhanced by parent involvement and two parent information evenings and a parent prayer evening are included. The staff continued their faith formation through weekly staff prayer and a Spirituality Day conducted during the year, which focused on the Year of Grace.

Reaching out to those who are less fortunate than us remains a priority for our school. This year's theme of Footsteps in Faith saw an emphasis placed on social justice themes. The school community was once again very generous and supportive of social justice outreach initiatives. All classrooms had a collection box for Project Compassion during Lent. In Term 1 Mini-Vinnies ran a school 'Café' breakfast club for the Assist a Student Program and raised enough funds to support 7 students in south Asia. In Term 2 the children participated in a school Beanie and Crazy Sock day, raising money for the St Vincent De Paul Winter Appeal. In Term 3 Mini-Vinnies again ran a school 'Café' breakfast club for Catholic Missions and raised \$675, which was sent with the St. Johns Immersion Group to Timor Leste to support a school in Railaco. In Term 4 the children participated in a School Talent Show and the Mission SockBox again raising funds for Catholic Missions. We also raised money for the St Vincent de Paul Christmas Appeal at our annual Christmas Concert. Throughout the year a total of \$3 080 was raised, whilst also supporting other local charities.

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 55 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and 55 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.

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:

- demonstrate a basic knowledge of Jesus and His teachings;

- identify ways that they can continue the ministry of Jesus;
- demonstrate an understanding of the gifts of the Holy Spirit, 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 an understanding of Jesus' teaching on forgiveness;
- identify key symbols, signs and rituals of the Season of Advent; and,
- recall details from the life of St. Peter.

For Part A, 25.1% of students were placed in the developing level, 61.8% in the achieving level and 13.1% were in the extending level.

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

For Part B, 11.9% of students were placed in the developing level, 63.5% in the achieving level and 24.6% were in the extending level.

Combining Parts A and B, 20.9% of students were placed in the developing level, 62.4% in the achieving level and 16.7% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement (SRI) 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 2013:

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

1.1 Vision and Mission

In Key Area 1 the SRI tasks undertaken were aimed at developing the authenticity of Catholic Education taking place in St Michael's and implementing a guiding theme titled "Footsteps in Faith" which assisted all community members to be active witnesses of their faith.

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

- 2.2 Rights and Responsibilities

In Key Area 2 the SRI tasks undertaken were aimed at embedding the school community's commitment to the School Wide Positive Behaviours for Learning (SPB₄L) policy and setting out expectations for in-class student behaviour and out-of-class student behaviour.

- **Key Area 3: Pedagogy**

- 3.1 Curriculum Provision

- 3.2 Provision for the diverse needs of learners

- 3.7 Professional Learning

In Key Area 3 the SRI tasks undertaken were aimed at the implementation of the requirements for the Australian Curriculum and increasing staff knowledge of the new NSW English and Mathematics Syllabus documents through professional learning activities.

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

- 4.5 Overall Compliance with legislation and other requirements

In Key Area 4 the SRI tasks undertaken were aimed at ensuring all compliance measures were undertaken in an efficient and effective manner within correct timeframes.

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

- 5.4 Financial Management

In Key Area 5 the SRI tasks undertaken were aimed at careful scrutiny of the school's income and expenditure patterns and determining the requirements for future capital purchases.

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

- 6.3 Linkages with the wider community

In Key Area 6 the SRI tasks to be undertaken were aimed at engaging with members of the community of the school in dialogue about the educational needs of students and the curriculum being offered. There was a particular emphasis on making links with local Indigenous families.

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

In 2014 the school will be choosing to review and improve the area of curriculum and pedagogy in order to sustain the work in the area of Literacy through National Partnerships, as well as providing additional support for the implementation of the National Curriculum. Both of these initiatives have required the 'rethinking' of resource storage and provision. Much emphasis has been on the building of community with the Parish, and 2014 will see a focus on refining our Religious Curriculum, building on gains made with Parish Community.

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

- 1.2 Religious Education

- **Key Area 3: Pedagogy**

- 3.3 Teaching Practices

- 3.4 Planning, Programming and Evaluation

- 3.5 Assessment

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

- 4.3 An Ethical Workplace Culture

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

- 5.2 Use of Resources and Space

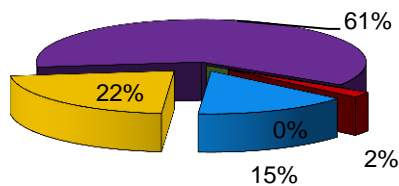
- 5.3 Environmental Stewardship

Financial Summary

During 2013 there were three main sources of income for St Michael’s School. These were the Parish School Enhancement and Debt Survey Obligation (SEDSO) Account, Catholic Education Office and Parents’ and Friends Association.

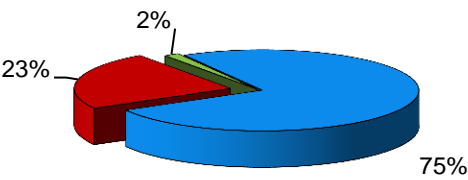
The following graphs reflect the aggregated income and expenditure for St Michael’s Catholic Primary School, Nowra for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

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

St. Michael's Primary School received funding under the Federal Government's Smarter School National Partnerships Program. Part of this funding targeted Aboriginal Education. An Aboriginal Community Engagement Officer worked with the Community to formulate a School and Community Agreement, implement Personal Learning Plans, implement Attendance Strategies and widen Inter-Agency connections.

The school provided a space for community to gather and celebrate, attend meetings, support children and their families. The Community Room was multi-functional providing a comfortable digitally equipped space for the P&F, Seasons For Growth sessions, Parent Information sessions, student group activities and Teacher Education.

Personal Learning Plans (PLP) required several meetings with Parent, Teacher and Child. These allowed it is a positive discussion on how the child learns best, their interests and their goals. These goals were visited throughout the year and matched with Individual Literacy and Numeracy Learning Plans created through on-going assessment. These plans equipped the Aboriginal Education Worker to assist these students to target their learning needs.

Attendance strategies were tailored to the needs of the child and family. The Student Attendance Policy created the framework and What Works: Improving Outcomes for Indigenous Students enhanced the strategies.

A wider connection with Inter-Agencies provided further assistance and support for families and school.

Within the School and Community Agreement of the National Partnerships Program there was a strong need to broaden the school's knowledge on local Aboriginal History and Culture. In response to this and the evolving Australian Curriculum the school planned a Local Aboriginal Educational Experience that can be woven into the Curriculum Stages. This knowledge was approved and supported by our local community Elders, families and Aboriginal Education Workers. All of the initiatives provided a benefit to all students and families within the school.

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

At St Michael's students were encouraged and supported to realise their potential in all areas. Through the School Review and Improvement (SRI) process, the Components 3.1 Curriculum Provision, 3.2 Provision for the Diverse Needs of Learners and 3.7 Professional Learning were a particular focus for learning and teaching in 2013.

National Partnerships

St Michael's Catholic Primary School participated in the National Partnership Agreement. This provided the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. The partnership concentrated on strengthening successful practices and developing innovative responses to meet the needs of all students especially those most in need of additional support. The partnership assisted to build teaching skills and focus on literacy and numeracy outcomes for all students including a particular focus on Aboriginal students.

The National Partnership aimed at achieving this through better use of data, and strengthening school leadership and partnership arrangements between school and parents and local communities.

St Michael's Catholic Primary School implemented the following initiatives under the National Partnership Agreement:

- Specialist teachers and staff in Year 2 to Year 6 completed Phases 1 and 2 of Focus on Reading. This professional development opportunity concentrated on reading comprehension and teaching students how to apply key comprehension strategies to their reading. Professional dialogue and mentoring took place as part of this process.
- An initiative, 'Parents in Partnership,' was implemented to further engage parents and the community in the education of all students at St Michaels.
- Improved student outcomes in Literacy and Numeracy for Early Stage 1 to Year 2 by developing consistent quality teaching practice using Modelled, Guided and Independent teaching strategies.
- With Aboriginal Education a focus, an Aboriginal Community Engagement Officer worked with the community to formulate a School and Community Agreement, implemented Personal Learning Plans for Aboriginal students, implemented attendance strategies and widened inter-agency connections.

Curriculum and Pedagogy

During 2013, the school focused on the development of strategies and developing literacy and numeracy practices and programs. This focus was aimed at enhancing student learning outcomes. There was a particular focus on components of balanced Literacy and Numeracy blocks, and developing and using learning plans to meet the individual needs of students. Data was used to inform future direction for planning and teaching.

Professional learning opportunities were provided for K-6 staff in Literacy and Numeracy in preparation for the implementation of the NSW English and Mathematics Syllabus in 2014. From this, staff developed Draft Scope and Sequences for English and Mathematics for 2014.

Staff continued to incorporate the Diocesan Learning and Teaching Framework (DLTF) into classroom practice and program evaluation. The DLTF contributed significantly to the increased level of reflection of teaching practice and professional dialogue between staff.

Staff was engaged in professional development opportunities for supporting the use of iPads in learning in the classrooms and utilising Google Drive (Calendar, Sites, Docs). Class teachers and School Support Officers (directly involved in student learning) were provided with an iPad to assist with various administrative tasks and learning.

Cross Curriculum

In 2013 St Michael's consolidated the Sustainable Schools Initiative, which had been a focus for the school over the past 3 years. Clear protocols and procedures for the chicken coop, vegetable garden and orchard were established. With community a major focus, a program 'Grandparents in the Garden' was established. This contributed to greater levels of production from the garden.

The school also gained funding to build a seed raising area for the garden, focused on supporting class's involvement in educational activities such as growing their own vegetables. Funding was also gained to establish a natural play space for Kindergarten.

The school has strengthened the environmental actions and devised a new School Environment Management Plan to enable new projects in this area to begin in 2014 aligned with new curriculum.

An Aboriginal Education Engagement Officer was appointed for 2013 to liaise with the community and work closely with Indigenous Students academically, as well as through cultural groups. Two Aboriginal Assistants who focused on Literacy and Numeracy supported this work. Two Indigenous Mentors also worked with Indigenous Students throughout the school. This continued to be successful and beneficial to all students. The school continued to be fortunate to have guidance and assistance from local Indigenous Elders who regularly met with the school Indigenous Education team.

Meeting the needs of all students

The teachers of St Michael have offered a differentiated curriculum to ensure that all students were given an opportunity to achieve their best possible academic results. Learning was diversified for students in the school through the implementation of Individual Education Programs and by utilising small group work. School Support Officers withdrew students to complete tasks individualised to the specific needs of students, both those with additional needs and those who were achieving above grade level.

The Learning Support Centre catered for students with a variety of additional needs. A full time teacher and School Support Officer worked in the Centre and children attended for sections of the day dependent on their specific needs. English, Mathematics and social skills were the main components taught in the Centre. All students in the school with Special Needs had an Individual Plan that was devised collaboratively each semester by the Learning Support Centre teacher, the child's classroom teacher and the parents.

An ongoing Speech Pathology Program supported 22 students. This program was developed by a Speech Pathologist and implemented by two School Support Officers.

In 2013 the school assessed students for identification of gifts and talents. Year 3 students were assessed using the Australian Council for Educational Research (ACER) General Ability Test. From this, a further 21 students were identified as being in the Core, Higher Average, Superior or Very Superior bands of intelligence.

The enrichment opportunities for the students at St Michael's have included groups that occurred during lunchtimes and within teaching time. They included: an Environmental Gardening group, talent quests, choir, band programs, knitting, Japanese language, Indigenous culture, Didgeridoo players and an Art group. Extension groups were also conducted with students participating in the Tournament of the Minds (TOM) competition.

Expanding Learning Opportunities

The students at St Michael's were given opportunities to enter the University Of NSW competitions in the following areas: Mathematics, Writing, Spelling, Computers, and Science. Students received several Distinctions and pleasing results in these competitions. The Stage 3 students entered a team in the Maths Olympiad and Tournament of Minds. Public Speaking was also offered as an optional competition for Stage Three classes. The school was involved in many sporting opportunities this year including carnivals for Swimming, Athletics and Cross Country at a school, Regional, Diocesan and State level. One high performing student progressed to National PSSA level for discus and shot put. The school also entered representative teams for basketball, netball, cricket, football, rugby league and rugby union.

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

In Year 3, 21 girl students improved by 18 scale scores from the 2012 data in the test aspect of Reading. This may have resulted due to the National Partnership Professional Development this year, focusing on reading. Some priority areas for improvement in 2014 for Year 3 include Spelling and Writing.

In Year 5, the 25 girl students were 19 scale scores above the State average in the test aspect of Reading. 25 Year 5 girl students were 14 scale scores above the State average growth in the test aspect of Grammar and Punctuation. School Learning Gain average growth from Yr. 3 to Yr. 5 was at or above the expected growth with the exception of the test aspect of writing. Some priority areas for improvement in 2014 include Spelling, Grammar and Punctuation and Writing.

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	18%	47%	35%	14%	54%	32%
	National	12%	41%	46%	12%	53%	33%
Writing	School	16%/	55%	29%	31%	53%	16%
	National	8%	43%	47%	18%	60%	20%
Spelling	School	22%	53%	25%	30%	48%	22%
	National	13%	42%	43%	17%	51%	30%
Grammar & Punctuation	School	18%	46%	36%	15%	47%	38%
	National	10%	37%	51%	14%	51%	32%
Numeracy	School	14%	63%	23%	25%	58%	17%
	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	95%	97%
	National	95%	96%
Writing	School	98%	87%
	National	95%	92%
Spelling	School	95%	85%
	National	94%	93%
Grammar & Punctuation	School	93%	95%
	National	95%	95%
Numeracy	School	98%	97%
	National	96%	93%

Parent, Student and Staff Satisfaction

During 2013, data relating to parent, staff and student satisfaction was gathered using a variety of measures including process; interviews with key stakeholders; student surveys, parent surveys and open feedback sessions at the monthly Parents and Friends meetings.

Parent Satisfaction

Communication structures were seen by the parents to be highly effective and the religious dimension of the school was considered to be an important feature of St Michael's Nowra. The parents indicated high satisfaction with providing a safe and supportive learning environment and believed that the staff members at the school were genuinely interested in the welfare of their child. Many parents appreciated the quality relationships present within the school. An area to explore with parents in 2014 will be how the school can better provide appropriate information about their child's progress.

Student Satisfaction

The majority of students surveyed indicated that they felt safe at St Michael's Nowra. They also expressed that they were proud of their school and their class teacher encouraged them to learn to the best of their ability. The students were very appreciative of the sporting and other activities that they were able to be involved in. In 2014 the school will continue to build a safe learning environment through the next phase of SPB₄L.

Staff Satisfaction

All of the staff surveyed agreed that the school helps students to develop a knowledge and understanding about Catholic tradition. Staff surveyed also believed that students in the school are challenged to meet the individual learning needs of students. The staff also unanimously agreed that the school provides appropriate information to parents about student progress. As this differs slightly from the parent perspective, there would be value in further exploring this area with parents.

