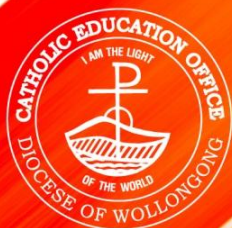


Annual School Report

2014



About This Report

St Michael's Catholic Primary School, Nowra is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) 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 Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all 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 2015.

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

St Michael's Catholic Primary School
PO Box 126
NOWRA NSW 2541

Phone: (02) 4421 3630
Fax: (02) 4423 2861
Email: info@smndow.catholic.edu.au
Website: www.smndow.catholic.edu.au

Parish Priest: Fr Patrick Faherty

Principal: Christopher Paton
Date: 12 December 2014

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 2014 school year was a significant one. As a State Literacy and Numeracy Action Plan school, St Michael's Nowra received excellent support in literacy through the services of a teacher educator. Through the use of data, students within the school were assigned benchmarks to be attained before the end of the year. The majority of students in Kindergarten, Year 1 and Year 2 reached the required benchmarks. Using the School Review and Improvement (SRI) process, significant achievements occurred including the completion of 'Agreed Practice' statements in English and Mathematics. The National Assessment Program – Literacy and Numeracy (NAPLAN) results showed significant learning gains. In the sporting field a number of students represented the school in a variety of gala days and Diocesan events. The Parents and Friends (P&F) Association were again a very supportive group. Many parents assisted within the school and supported the various fund raising opportunities provided by the P&F. In 2015, an additional Year 4 and Year 5 class will be added to the school, resulting in an overall growing population of 540 students. Thank you to all members of our school community for your support and assistance in 2014.

Parent Involvement

The P&F committee began to access information and events through the Facebook network page. In its first year it attracted over 200 followers. The P&F celebrated 50 years, with a dinner dance, both past and present committee members attending. The year's fundraising started with the family BBQ and children's disco, Easter raffle and the School Fair. Canteens were also provided at the Diocesan Cross Country and Soccer Gala days. We were grateful to all the volunteers. Fundraising enabled the donation of over \$11,000 dollars for new readers, library fittings and wet weather equipment for classrooms.

Parents and Friends Association, President

Student Leadership

Being School Captains for 2014 was a great experience. Leadership to us meant being responsible and a good example to younger students. We spoke at Masses and Assemblies, learning to speak confidently in front of crowds and control our nerves. We had many

opportunities as leaders having morning tea with the Mayor, laying of the wreath in the Anzac Ceremonies and attending Special Masses in Wollongong. We greatly appreciated all the support and help from others. Thank you to all who helped us experience an unforgettable year.

School Leaders

School Profile

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 489. 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 (CEO), 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

2014 enrolments	
Boys	263
Girls	226
Total	489
Indigenous	32
LBOTE	23

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.smndow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2014.

Student Attendance

2014 Attendance	Male	Female
Kinder	94.8%	94.4%
Year 1	94.5%	95.6%
Year 2	95.8%	95.2%
Year 3	94.6%	94.8%
Year 4	92.9%	94.5%
Year 5	95.0%	93.9%
Year 6	93.3%	95.1%
Whole school	94.5%	94.8%

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, 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 Catholic Education Office Student Attendance Guidelines and Procedures (Nov 2012).

Staffing Profile

There are a total of 29 teachers and 12 support staff at St Michael's Catholic Primary School. This number includes 20 full-time, 9 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 2014 was 95%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 88%.

Professional Learning

During 2014 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 (32) staff.

These days focused on:

- Science Curriculum – Introduction of the New Science Syllabus/planning Scope and Sequence;
- Environmental Spirituality Retreat Day; and
- CPR and Anaphylaxis training.

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

- Lamplighters – Spirituality (4 staff) 4 days;
- Leading Primary Curriculum English/ Maths (2 staff) 2 days;
- K-2 Religious Education (3 staff);
- System Focus Day (1 staff);

- Leading Literacy Intervention (2 staff) 1 day;
- Christmas Story Information Session and Workshop -1 day;
- Called To Life – (1 staff);
- Leading Libraries (1 staff);
- Graduate Mentoring Day (1 staff);
- Primary Behaviour Management (1 staff);
- A Light for The World – First Year (1 staff);
- Primary Programming Support and Compliance (1 staff);
- Diocesan Learning and Teaching Framework (DLTF) & Quality Classroom Practice (1 staff);
- Child protection A & B (1 staff);
- School wide Positive Behaviours for Learning (SPB₄L) Phase 2 training (3 staff);
- School Wide Positive Behaviours for Learning (SPB₄L) New Team Training (1 staff);
- SPB₄L Phase 6 classroom training (1 staff);
- The Innovative Primary Classroom. (1 staff);
- Leading Australian Curriculum – Science Leaders Day (2 staff);
- Igniting The Fire (2 staff)4 days;
- Reading Recovery Support teacher Workshop (1 staff);
- Middle Leaders day (3 staff);
- Setting up and Implementing an MSPEC Team (3 staff);
- Religious Literacy Assessment (RLA) Diocesan Marking Day (1 staff);
- RE & Literacy Coordinator Day (2 staff);
- Shining Lights (3 staff) 2 days;
- REC Primary network (1 staff) 2 days;
- Primary Assistant Principal and Religious Education Coordinator Day (1 staff); and
- Reading Recovery Teacher Training (1 staff).

The average expenditure by the school on professional learning per staff member was \$79.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$810.

Catholic Life & Religious Education

St Michael's Catholic Primary School, Nowra continued to immerse all staff and students in the traditions and practices of the Catholic faith. As a Parish school we provided the opportunity for Mass attendance and celebration of significant Church Feast Days throughout the year. The school provided Sacramental Programs for Penance, Eucharist and Confirmation that were supported by the Parish. Fr. Pat Faherty, Parish Priest, and Frs. Ronan Kilgannon, Duane Fernandez and Leo Duck, Assistant Parish Priests, worked 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 incorporated teaching of tradition into the Parish Mass on Fridays, which were attended by Grades on a rotational basis; and at Sunday Grade Masses, which occurred on the first Sunday of each month when school was in session. Sr. Sue Barker SGS played a pivotal role in the school this year as the school's Pastoral Support Worker in collaboration with CatholicCare. Her pastoral work with families, as well as her spiritual and Sacramental guidance for families, students and staff, greatly benefitted the St Michael's Community.

Throughout the year, significant Church and community occasions were celebrated including: the beginning School Year Mass, Ash Wednesday, Holy Week Liturgies, Grandparents' Mass, 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, the Year 6 Graduation Mass and the Christmas Concert. St Michael's Year 6 students attended the Prayer with the Bishop at Ss Peter and Paul Catholic Primary School, Kiama proclaiming the Word with reverence. St Michael's Year 3 students joined with St Mary's Star of the Sea children to celebrate their Feast Day. St Michael's Year 5 students attended an excursion to Mary MacKillop Place to learn more about Australia's first saint. Opportunities for the students to celebrate the Sacrament of Penance and Benediction were also provided.

The school and Parish supported each other in the Sacramental Programs: Penance in Year 2, First Eucharist in Year 3 and Confirmation in Year 6. Each Program was enhanced by two parent information evenings and a parent prayer evening. The staff continued their faith formation through weekly staff prayer and a Spirituality Day conducted during the year, which focused on being *Called to Ecological Conversion* in collaboration with staff from St John the Evangelist Catholic High School, Nowra, and St Mary Star of the Sea Catholic Primary School, Milton. Two teams of four and three staff members respectively attended the spiritual formation programs *Igniting the Fire* and *Lamplighters* during 2014 and will continue in 2015.

Reaching out to those who are less fortunate remained a priority for the school. 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 Terms 1 and 3 the *Mini-Vinnies* team ran a school Cafe Breakfast Club for the *Assist a Student Program* and raised enough funds to support 12 students in South Asia access a secondary education; the school also supported the *St Vincent De Paul Winter Appeal*. In Term 3 the students raised money for *Catholic Mission*, which was sent with the *St. Johns Immersion Group* to Timor Leste to support schools in Railaco and Remixio and an orphanage in Dili. In Term 4 the students again raised funds for *Catholic Mission*, which was forwarded to Catholic Mission to support a family with favela rental in Rio de Janeiro. The students also raised money for the *St Vincent de Paul Christmas Appeal* at the annual Christmas Concert. Throughout the year a total of \$4880 was raised and distributed to Catholic charities. The school was active in supporting a Year 1 student diagnosed with brain cancer. Directly the school raised \$780 to support this family, while indirectly the schools promotion of and support for a community fundraiser saw over \$30,000 raised for the family.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2014. The school cohort in 2014 consisted of 57 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 57 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary Mother of God: First Among the Saints* and was completed during the first half of Term 3.

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

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their ability to:

- demonstrate an understanding of the Sacrament of the Eucharist;
- recall and sequence the story of the Prodigal Son;
- recognise qualities of saints who are models of love and service; and
- describe the presence of God in creation.

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 basic understanding of the Sacrament of Penance;
- identify and match items in the Church;
- identify Jesus' example of service to others, and
- identify the key times of the Liturgical Year.

For Part A, 18.00% of students were placed in the developing level, 67.20% in the achieving level and 14.70% were in the extending level.

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

For Part B, 11.9% of students were placed in the developing level, 65.80% in the achieving level and 26.50% were in the extending level.

Combining Parts A and B, 17.30% of students were placed in the developing level, 65.10% in the achieving level and 17.60% were in the extending level for Religious Literacy.

School Review and Improvement

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

School Review and Improvement components reviewed and rated in 2014:

- **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**
 - 5.3 Environmental Stewardship

School Review and Improvement components to be reviewed and rated in 2015:

The use of data has become a significant factor in the direction that SRI will follow in 2015. Professional development for staff will continue in the area of assessment. The teaching of spelling and writing will also be explored during 2015. There will be an emphasis on the involvement of parents in the learning process, especially, English and Mathematics in the early years of schooling. A team of staff members will introduce the “Lamplighters” program to the school community. The use of technology within our school will be explored through two of the SRI components.

- **Key Area 1: Catholic Life and Religious Education**
 - 1.3 Catholic Life and Culture
- **Key Area 2: Students and their Learning**
 - 2.4 Integration of Information and Communication Technology (ICT)
 - 2.5 Pastoral Care
- **Key Area 3: Pedagogy**
 - 3.5 Assessment

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

4.2 Professional development of staff

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

5.1 ICT Resources

5.2 Use of Resources and Space

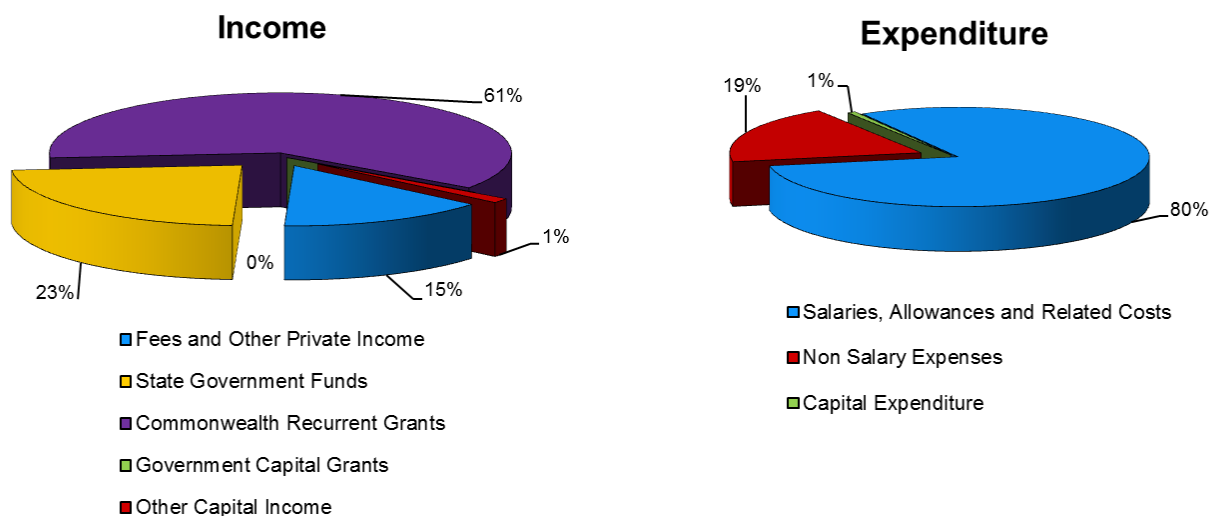
- **Key Area 6: parents, Partnership, Consultation and Communication**

6.1 Parent involvement

Financial Summary

During 2014 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 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

This year several initiatives from the National Partnership Agreement 2013 continued to enhance student welfare. Staff received professional development in the implementation of Managing Student Pastoral and Education Concerns (MSPEC), using the three-tiered system. This initiative emphasised the continued need of support for students, ensuring strategies were put in place for quality classroom practice, behaviour routines and expectations. A process for tracking literacy, numeracy and personal learning plans was established to ensure that data was analysed each term.

The use of Personal Learning Plans (PLPs) introduced in 2013, ensured ongoing engagement with Indigenous parents and students. PLPs provided a positive discussion on how the student learnt best and included their interests and goals. The PLP goals were revised throughout the year and were matched with Individual Literacy and Numeracy Learning Plans created through on-going assessment. These plans provided the Aboriginal Education Worker with direction to assist students to address their learning needs.

St Michael's continued providing a space for community to gather, celebrate, attend meetings and support students and their families. The School Support Officers (SSOs) and Aboriginal Education Workers facilitated the Daily Breakfast Program. The SSOs also provided informal education on healthy food, sleep habits and water intake to these students. An Aboriginal Mentor regularly assisted the school with Cultural activities including visiting classes, boomerang and didgeridoo lessons, dance and painting lessons.

The Positive Partnership Project commenced in 2014 and complimented SPB₄L. Now in its fourth year, SPB₄L assisted to improve consistency with playground and classroom rules as well as expectations throughout the school. It benefitted every student, especially those who required additional behaviour support plans. SPB₄L also supported the parents and teachers. The school continued to be proactive with positive behaviour and engagement with parents.

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 Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2014.

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

At St Michael's students were encouraged and supported to realise their potential in all areas. Through the SRI process, the Components 3.3 Teaching Practices, and 3.4 Planning, Programming and Evaluation were a particular focus for learning and teaching in 2014.

State Literacy and Numeracy Action Plan

St Michael's Catholic Primary School participated in the State Literacy and Numeracy Action Plan. This provided the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. The Action Plan focused on strengthening successful teaching and assessment practices and developed innovative responses to meet the learning needs of all students in K-2. Those most in need of additional support were targeted using a Three-Tiered approach.

This included:

- Tier 1 – Differentiated learning for all students in K-2 through quality classroom practices;
- Tier 2 – Intervention for students in K-2 not meeting learning outcomes, based on standardised and classroom assessments and mapped to the Literacy and Numeracy Learning Continuums K-10; and
- Tier 3 – Individualised intervention for K-2 students not responding to Tier 2 intervention, requiring further assessment and review through the school Managing Student Pastoral and Educational Concerns team (MSPEC).

The State Literacy and Numeracy Action Plan initiative continued to build quality teaching practices and skills with a focus on Literacy and Numeracy outcomes for all students in Years K-2. The Action Plan aimed at achieving this through improved use of data analysis, reporting processes and strengthening school leadership.

St Michael's Catholic Primary School implemented and maintained the following initiatives under the State Literacy and Numeracy Action Plan agreement:

- improved student outcomes in Literacy and Numeracy for Early Stage 1 to Year 2 were achieved by developing consistent quality teaching practices using Modelled, Guided and Independent teaching strategies;
- Aboriginal Education continued as a focus with Aboriginal Education Workers liaising with students, staff, parents and the local community to improve the learning outcomes for Aboriginal students in K-6 in Literacy and Numeracy. School staff continued to monitor attendance and follow up if required. Engagement between students, teachers and parents developed PLPs. Local community connections with the Indigenous community resulted in a local excursion 'on country' for staff to develop a deeper understanding and awareness of Aboriginal Culture; and

- 'Parents in Partnership' continued with a specific focus on engaging and supporting parents in Kindergarten and Year 1 to volunteer in the classroom to support reading and writing programs.

Curriculum and Pedagogy

During 2014, the school focused on enhancing student learning outcomes in Literacy and Numeracy by further developing teaching practices from Kindergarten to Year 2. Data was used to inform future planning and teaching.

An Agreed Practice for English and Numeracy was developed to support a consistent, standard quality approach to teaching English and Mathematics from Kindergarten to Year 6.

Staff implemented the NSW English and Mathematics Syllabus for the Australian Curriculum. Draft Scope and Sequences for English and Mathematics were also updated throughout the year.

Staff explored the Australian Teacher Performance and Development Framework Australian Institute for Teaching School Leadership (AITSL) and continued to incorporate the Diocesan Learning and Teaching Framework (DLTF) into classroom practice.

A whole school Assessment Plan was developed to enable teachers to consistently assess students in all Key Learning Areas, informing future planning and allowing for the tracking and monitoring of student outcomes.

School staff was engaged in professional development supporting the use of the Sentral Student Reporting system.

Cross Curriculum

In 2014 St Michael's school continued to consolidate the Sustainable Schools Initiative. The chicken coop, vegetable garden and orchard were maintained and produce was sold through the Rainbow Shop and also used by the School Canteen. Students participating in the Environment Group and students working in the Good Samaritan Centre visited the garden regularly to learn life skills. With community to be a major focus, the program 'Grandparents in the Garden' continued. The garden was expanded with the planting of native plants to highlight the types of Bush Tucker.

Indigenous Students continued to be supported academically, as well as culturally by working with Indigenous Mentors. This support continued to be successful and beneficial to all students.

The school continued to be fortunate to have guidance and assistance from local Indigenous Elders. With their support, as part of a Professional Development Day, staff were immersed in Aboriginal Culture, visiting significant sites within the Shoalhaven Area. This opportunity enabled teachers to develop an awareness of local sites, history and to develop an understanding of local cultural customs to assist in the implementation of Indigenous Education in the curriculum.

Meeting the needs of all students

The teachers at St Michael's school offered a differentiated curriculum to ensure that 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 worked with students to complete tasks individualised to their specific needs including those with additional needs and those who were achieving above grade level.

The Good Samaritan 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.

In 2014 the school assessed students for identification of gifts and talents. Year 3 students were assessed using the Acer General Ability Test. From this, students were identified as being in the Core, Higher Average, Superior or Very Superior bands of intelligence. Extension work was provided for students with identified gifts and talents through the SPLICED program, a Catholic Education Gifted and Talented Program. Students were also provided extension for lateral thinking through the use of Thinkers Keys.

The enrichment opportunities for the students at St Michael's school occurred during lunchtimes and within teaching time. These opportunities included: an Environmental Gardening group, talent quests, choir, band programs, knitting, Japanese language, Indigenous culture, Didgeridoo players and an Art group.

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 substantial results in these competitions. The Stage Three students entered a team in the Maths Olympiad. 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 basketball and two students were selected in the MacKillop teams for tennis and rugby union. 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 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.

In Year 3, 38 male students improved by 32 scale scores in comparison to 2013 data in the test aspect of Reading. National Partnership Professional Development in Reading has supported this improvement over the last two years. In the test aspect of Spelling, 30 female students in Year 3 improved by 28 scale scores in comparison to 2013 data. Some Literacy priority areas for improvement in 2015 for Year 3 include Writing, Grammar and Punctuation.

In Year 5, 24 male students improved by 35 scale scores in comparison to 2013 data in the test aspect of Reading. School Learning Gain average growth from Year 3 2012 to Year 5 2014 was at or above the expected growth with the exception of the test aspect of Writing, Grammar and Punctuation. Some priority areas for improvement in 2015 for Year 5 include Spelling, Writing, Grammar and Punctuation.

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 2014: % 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	3%	48%	49%	21%	53%	26%
	National	15%	39%	46%	15%	39%	46%
Writing	School	9%	67%	25%	33%	60%	7%
	National	13%	48%	39%	13%	48%	39%
Spelling	School	15%	49%	37%	24%	55%	21%
	National	17%	40%	44%	17%	40%	44%
Grammar & Punctuation	School	9%	49%	43%	26%	50%	24%
	National	14%	36%	50%	14%	36%	50%
Numeracy	School	10%	66%	23%	19%	53%	27%
	National	15%	48%	37%	20%	54%	26%

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 2014: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	97%
	National	94%	93%
Writing	School	99%	90%
	National	94%	90%
Spelling	School	97%	90%
	National	93%	93%
Grammar & Punctuation	School	100%	88%
	National	94%	93%
Numeracy	School	99%	92%
	National	95%	93%

Parent, Student and Staff Satisfaction

During 2014, data relating to parent, staff and student satisfaction was gathered using a variety of measures including student surveys, parent surveys and staff surveys.

Parent Satisfaction

All parents agreed that the school assisted their child to develop knowledge and understanding about Catholic tradition. Communication structures were also seen by the majority of parents to be highly effective. All parents surveyed indicated high satisfaction with the school providing a safe and supportive learning environment and the majority believed that the staff members at the school were genuinely interested in the welfare of their child. An area to explore with parents in 2015 will be how the school can better provide a greater range of co-curricular activities.

Student Satisfaction

The majority of students surveyed indicated that they were proud of their school and that their class teacher encouraged them to learn to the best of their ability. Almost every student indicated that they felt safe at St Michael's Nowra. They indicated very strongly that if they had a problem, there were people they could approach for help. The students were appreciative of the sporting and other activities that they were able to be involved in. Almost all students agreed that the school helped them understand the Catholic faith.

Staff Satisfaction

All of the staff surveyed agreed that the school helped students to develop a knowledge and understanding about Catholic tradition. Staff also believed that the school strived to meet the individual learning needs of students. The staff also agreed that the school provided appropriate information to parents about student progress.

