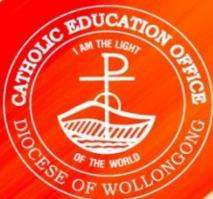
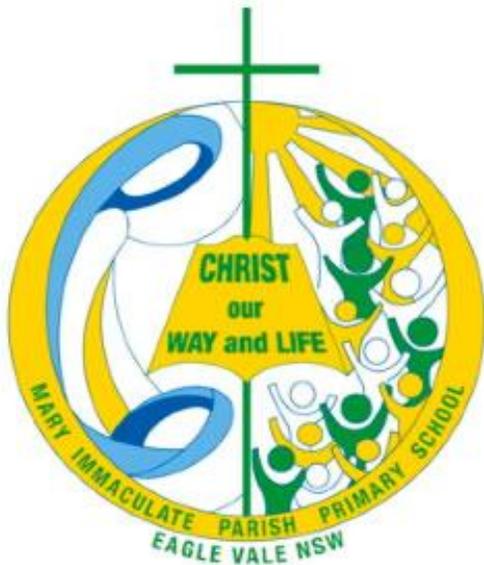


Annual School Report

2012



About This Report

Mary Immaculate Catholic Primary School, Eagle Vale is registered by the NSW Board of Studies (BOS) 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 NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2013.

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

Mary Immaculate Catholic Primary School
Emerald Drive
Eagle Vale NSW 2558

Ph: (02) 4626 7880
Fax: (02) 4625 6488
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Website: www.mievdown.catholic.edu.au

Parish Priest: Fr John McGinty OMI

Principal: Mr Don Spencer

Date: 14 December 2012

Vision Statement

Mary Immaculate School, Eagle Vale is a Catholic School, which provides quality education. We are guided by our school motto – ‘CHRIST OUR WAY AND LIFE’. Our aim is to develop knowledge, beliefs and practices of the Catholic Faith supporting the Parish life of Mary Immaculate, Eagle Vale.

Message from Key School Bodies

Principal’s Message

As Principal of Mary Immaculate Catholic Primary School, Eagle Vale it is with pleasure that I present the Annual School Report for the 2012 School Year.

The 2012 School Year has been a little disjointed and disrupted for the school community due to the change of Principals in terms two and three.

During the year, the staff has continued in their endeavours to create a learning environment that meets the needs of all children. A major focus for the year was the work, which centred on a whole school understanding of and the implementation of strategies to accommodate the ‘Gifted and Talented’ students who attend Mary Immaculate. This work will continue to be a focus in the 2013 School Year.

The Annual School Report provides an opportunity for the community to reflect on, and celebrate, the significant achievements that have occurred throughout the 2012 School Year. I acknowledge and thank the students, staff, priests, parents, Parish and wider community for the way they have contributed to the effective operation and development of this Catholic learning organisation.

Parent Involvement

The 2012 School Year has been a year of change. Our community experienced the leadership of three devoted Principals and welcomed Mr Don Spencer to our school community.

Fundraising was once again profitable, with the highest profits coming from the Term 1 disco and the Easter raffle. The Canteen was open five days a week this year, and the Hospitality Committee continued to outdo themselves, even impressing Diocesan officials when the school hosted the Regional Education Mass. The Spring Fair was another huge success for the School and Parish community. A big thank you goes to the organising committee and all the volunteers who worked on the day.

It was encouraging to see parents at the Parents and Friends (P&F) meetings, as it is through everyone’s involvement that we can improve our school. School banking was initiated in Term 4. The P & F funded the purchase of soap dispensers in the toilets, a Plasma TV for the Library,

iPads for Kindergarten and Year 1 classes, new reading materials, and the Association also funded bus travel to the school Cross Country Carnival.

The P&F has been blessed with a great core group of volunteers who have continually supported the needs of the students and the school.

Parents and Friends Association, President

Student Leadership

Being School Leaders has meant having many responsibilities and being role models for others. As leaders we also saw the roles as a privilege. This year we participated as members of 'Mini Vinnies'. As Mini Vinnies we have worked together with the school community to raise money through raffles and Spring Fair donations. The money was passed on to various charities and mission appeals. Mini Vinnies also made Christmas hampers, which were distributed to those less fortunate than us.

Throughout the year we attended many events such as The Stations of the Cross, Eagle Vale High School, St Thomas More Church and various other events where we met up with School Captains from the Macarthur area. Each morning we put up the school flags. These flags reminded each of us of who we are and how lucky we are. At morning assemblies we handed out awards and birthday ribbons. We had the pleasure of greeting visitors like the Mayor and our Local Members of Parliament. Year 6 enjoyed having the opportunity to listen to these people who live their lives for the service of others. During Terms 3 and 4 the Year 6 students also led School Prayer.

We have felt very honoured to be chosen to represent the school community of Mary Immaculate and we wish the 2013 School Leaders all the best.

School Leaders

School Profile

School Context

Mary Immaculate Catholic Primary School is a Catholic Systemic co-educational school located in Eagle Vale. The school caters for students in Years Kindergarten to Year 6 (K-6), and has a current enrolment of 409. Mary Immaculate Catholic Primary School has fifteen mixed ability classes. The students are predominantly drawn from the areas of Eagle Vale, Kearns, Claymore, Eschol Park, Raby and St Andrews. Many cultures are represented and welcomed within the school community, including Filipino, Hispanic, Samoan, Tongan, Indian, Sudanese and several European nationalities.

Mary Immaculate Catholic Primary School is committed to the creation of contemporary and future-oriented learning programs where educational excellence is encouraged, by providing a relevant, stimulating and challenging curriculum that incorporates the use of technology. The school is an integral part of the Parish community. The spiritual growth and welfare of each student, along with sound educational practices, is the shared responsibility of the Parish Priest, Principal, Staff and Parents.

Student Enrolments

2012 Enrolments	
Boys	208
Girls	201
Total	409
Indigenous	9
LBOTE	117

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.mievdown.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2012.

Student Attendance

2012 Attendance (%)	Male	Female
Year 1	91.5	94.4
Year 2	91.4	93.0
Year 3	91.8	93.9
Year 4	94.7	91.8
Year 5	92.6	95.4
Year 6	88.3	91.9

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

The classroom teacher takes class attendance rolls each day and an office staff member enters the data into School Accounting System (SAS). It is a school expectation that if students are absent from school, then a written explanation for the absence is given to the child's class teacher, on return to school, which in turn is documented and archived by office staff. An email to the school explaining the absence is also acceptable. If a note or email is not received, an absent reminder note is sent to parents and it is expected to be returned. If two absent reminder notes are not returned then an 'unexplained/ unjustified' absence is documented. In the event of a child having an excessive number of unexplained absences a phone call to parents by the Principal or representative is undertaken. If a child leaves school early they are issued with a pass, which indicates that the school is aware of their absence. If students are to be absent for an extended period of leave within the school term, parents/guardians are requested to notify the school of the duration of leave, prior to the leave being taken.

Staffing Profile

There are a total of 23 teachers and 8 support staff at Mary Immaculate Catholic Primary School. This number includes 16 full-time and 7 part-time teachers. The composition of the workforce is as follows:

- Leadership team comprising of Principal, Assistant Principal, Religious Education Coordinator, two Middle Leader two Teachers, two Middle Leaders, one Teacher and the Senior School Support Officer.
- 17 Classroom Teachers – 14 full time and 3 part time
- 1 Reading Recovery teacher – part time
- 1 Teacher Librarian
- 2 Learning Support Teachers – both part time
- 6 School Support Officers

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 2012 was 97.08%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 87%.

Professional Learning

During 2012, Mary Immaculate Parish Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

A. Mary Immaculate Catholic Primary School whole school development days which involved twenty three staff attending the Lane Clark professional learning and twenty nine staff who attended the first aid revision and spirituality days.

These days focused on:

- Where Thinking and Learning Meet – Lane Clark. Staff participated in a two day workshop to develop further knowledge and understanding of thinking skills, strategies, and tools, authentic learning process, curriculum and technology integration, curriculum planning and implementation, and assessment and evaluation;
- Basic First Aid – Staff participated in a basic first aid revision course facilitated by members of Surf Lifesaving New South Wales; and,
- Staff Spirituality - Staff were led through a series of discussions and audio visual presentations which focused on the surrounding areas of Mary Immaculate Parish and how the needs, learning, social and spiritual, of the community and more so the children are to be met.

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

- Best Start (3 staff members);
- Lamplighters, a personal spiritual formation course (4 staff members);
- Focus on Literacy (1 staff member);
- Peer Support Training (1 staff member);
- IDEAS Conference (2 staff members);
- Dynamic Learning Pedagogies (2 staff members);
- Leading Literacy and Numeracy (2 staff members);
- Spotlight on Technology (4 staff members);
- Alight for the World (2 staff members);
- Gifted Education (1 staff member);
- Digital Citizenship (1 staff member);
- Indigenous Education (1 staff member);
- Learning in Leadership (1 staff member);
- Learning for Leadership (1 staff member);
- SLOSSAN Training (6 staff members);
- Marco Torres (2 staff members);
- Path to Life (2 staff members);
- Shining Lights (2 staff members);
- Men's Retreat (2 staff members);
- Effective Use of Data (3 staff members);
- Australian Curriculum (4 staff members); and,
- Smartboard Training (28 staff members).

The average expenditure by the school on professional learning per staff member was \$370. In addition, professional learning opportunities were provided by the Catholic Education Office (CEO), with an additional average expenditure per staff Member of \$1 058.

Catholic Life & Religious Education

Mary Immaculate School motto 'Christ Our Way and Life' underpins the school's approach to the Catholic culture of the school. At all times the school strives to promote this motto among the students, staff, parents and Parish. The tradition of Marist and Good Samaritan devotion has continued. The Marian spirituality of the Oblate Priests also enhances this tradition. The Parish Priest and Assistant Priest are involved in school enrolment interviews, staffing interviews, classroom visits, excursions and social functions. They celebrate school liturgies, the reception of the Sacraments and show support for the school community by their attendance at Diocesan Liturgical events and meetings.

The celebration of Prayer and Liturgy is an important and enriching experience at Mary Immaculate. Staff and students participate in both formal and informal prayer on a daily basis – as a whole school, within each classroom and individually. Liturgies and celebrations of the Eucharist were held regularly throughout the year. Some of the Eucharistic celebrations include the Feasts of the Sacred Heart, The Assumption, Beginning and End of Year Masses, Grade Masses and Grandparents Day. Liturgies include St Eugene de Mazenod OMI, St Mary of the Cross MacKillop, Anzac Day, Mother's and Father's Day and Catholic Schools Week.

The reception of the Sacraments of Penance, Eucharist and Confirmation were celebrated with the whole Parish. The Parish feast day of the Immaculate Conception was celebrated with Mass and a celebration sausage sizzle. Family, friends and the wider Parish community are an important part of all liturgical celebrations.

Each year the school promotes social justice by supporting Catholic charitable initiatives. An active Mini Vinnies group helped raise a total of \$3 085 for Mission Partners and the St Vincent De Paul Society. In June, the students donated clothing to the St Vincent de Paul Winter Appeal and in December, money and Christmas gifts, to be used for Christmas stockings, were donated and presented to the Eagle Vale Conference of the St Vincent de Paul Society.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2012. The school cohort in 2012 consisted of fifty three Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012, and fifty three students 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 was particularly noticeable in the following:

- An understanding of the Commandments;
- Their ability to apply their knowledge of the Creation Story; and,
- An understanding of Scripture images and their ability to describe images of God.

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

- Identify lessons from the parables; and,
- Recall and identify events from Advent and Christmas.

For Part A, 20% of students were placed in the developing level, 66% in the achieving level and 14% were in the extending level.

For Part B, 14% of students were placed in the developing level, 66% in the achieving level and 20% were in the extending level.

Combining Parts A and B, 32% of students were placed in the developing level, 56% in the achieving level and 12% were in the extending level for Religious Literacy.

Financial Summary

Financial administration and management procedures at Mary Immaculate Catholic Primary School are well documented, communicated and working well in practice. Budgets and financial records are set and managed by the School Leadership Team and Senior School Support Officer. Effective liaison with the Administrative Services Team at the Catholic Education Office is maintained.

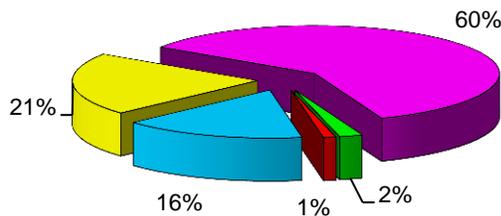
During 2012 normal school running costs were incurred. In addition, the Mary Immaculate Catholic Primary School underwent various maintenance initiatives e.g. electricity power substation repairs, plumbing, electrical repairs and air conditioner maintenance, which were funded by the Parish School Enhancement Debt Servicing Obligation (SEDSO) fund. The Parish SEDSO fund also funded other major works such as the purchase and installation of Smart Boards, supply and installation of air conditioners and the upgrading of the school personal announcing (PA) system.

The Parents & Friends Association was also generous with its support throughout 2012. The funds provided by this school community group were used to purchase and install Smart Boards, laptop computers, iPads, reading materials, sport affiliation fees, electrical timing devices and provided hospitality for the school community at several school functions held throughout the year.

The balance carried forward represents outstanding accounts and orders for the beginning of the 2013 School Year.

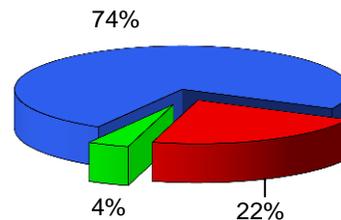
The following graphs reflect the aggregated income and expenditure for Mary Immaculate Catholic Primary School, Eagle Vale for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

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

Introduction

Mary Immaculate recognises that learning occurs most effectively within a supportive school environment. The wellbeing of students and staff is underpinned by a set of agreed core school values - Faith, Respect, Compassion, Doing Your Best, Justice and Celebration.

Pastoral Care

Mary Immaculate follows the School Wide Positive Behaviour For Learning (SPB₄L) process, which is a whole school philosophy to improve student behaviour by being proactive, positive and preventative, thus improving focus and engagement in classrooms and on the playgrounds. Students recognise that there is a set of expectations and routines that are based on the school rules – Be Safe, Be Respectful, Be Responsible. This is the fifth year that the school has implemented this philosophy. Clear rules, routines and procedures were established early in the school year and reviewed every term. Data was collected weekly from staff on the playground and in the classrooms. This data was then analysed by the SPB₄L committee and a variety of interventions were implemented. The committee consisted of a small team of staff members and a parent volunteer.

During 2012, a group of students from Kindergarten and Year 4 participated in a Social Skills Program that was facilitated by CatholicCare Counsellors. This programme was designed to develop the knowledge, skills and behaviours needed to successfully socialise with their peers. Year 3 students participated in the Social Skills Programme, 'Everyday Peacemakers' which was also facilitated by CatholicCare Counsellors in conjunction with the classroom teachers. This was a conflict management program in which students learn to communicate and work well with others, express feelings in constructive ways, treat others fairly and resolve disagreements peacefully.

Peer support was again implemented during 2012 across the school. The program, 'Keeping Friends' focused on equipping students with the necessary skills to maintain friendships, become a better friend and interact with others in a positive way. Year 6 students facilitated the program.

A lunchtime program known as 'Kids Club' began in Term 4 and operated for both Infants and Primary students on three days per week. The program provided an opportunity for students to interact and play games with other students in a more structured environment.

The school continued to provide the positive Transition to School Program that was established in 2009 to support the successful transition of students into Kindergarten.

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 2012.

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 Mary Immaculate, all NSW Board of Studies Syllabus documents in each of the six Key Learning Areas (KLAs) are implemented. Religious Education is taught using the Diocese of Wollongong Religious Education Syllabus in conjunction with the To Know, Worship and Love Series.

Curriculum & Pedagogy

Assessment and Reporting is an integral part of the teaching and learning process at Mary Immaculate. The A-E Report format for Years 1 - 6 was used again during 2012. Parent Teacher Interviews were held after the Semester 1 Reports were distributed to parents. Students were invited to participate in the interview and goal setting process. In Semester 1, the achievements of students in Kindergarten were reported through a checklist and parent teacher Interviews followed. A formal Kindergarten Report was sent home in Semester 2. Throughout the year, there were a number of opportunities for parents to visit classrooms and observe their children's work within various KLAs. Student-Led Conferences were held in Term 2, where students shared their learning with their parents.

The Best Start Literacy and Numeracy Assessment was used for the assessment of Kindergarten students at the start of the year. The Schedule for Early Number Assessment (SENA) 1 and SENA 2 were implemented to monitor the Numeracy progress of all students from Year 1 to Year 4. The Dynamic Indicators for Basic Literacy Strategies (DIBELS) Assessment Tool was also implemented. Long-term monitoring of discontinued Reading Recovery students continued to be a priority in Years 2 and 3.

The results of National Assessment Plan for Literacy and Numeracy (NAPLAN) were analysed by staff and used for planning future learning experiences for students in literacy and numeracy.

At Mary Immaculate, integration across a variety of KLAs has been encouraged in order to effectively achieve student outcomes. Whenever possible, activities were planned to enhance classroom learning e.g. excursions, guest speakers, visits by experts.

All classes took the opportunity to enhance learning through excursions, and all classes attended incursions such as World of Maths and Life Education. Kindergarten visited Sydney Aquarium and Reptile Park. Year 1 enjoyed their day at the Featherdale Wildlife Park, Year 2 experienced a day at Elizabeth Farm, Year 3 visited Bi-Centennial Park at Homebush and Year 4 enjoyed their excursion to 'The Rocks'. The Year 5 children enjoyed a two-day excursion to the Bathurst Gold Fields and the Year 6 children were fabulous ambassadors of Mary Immaculate when they went away on their three-day excursion to Canberra and the Snowfields.

The use of Information, Communication and Learning Technologies (ICLT) was embedded within classroom practice from K-6. The school continued to use 'Ziptales', Skwirk and Study Ladder interactive programs to support literacy and numeracy learning. During 2012 Smart Boards were purchased for all classes. Staff were given professional learning opportunities to assist them with the use and the implementation of the technology.

Cross Curriculum

The importance of literacy learning continued to be highly valued. The elements of the daily English block provided the framework for literacy development from Kindergarten to Year 6. The Literacy needs of students were met in the classroom through a variety of strategies. Class teachers and School Support Officers worked together to support student learning. Extra assistance was provided to Kindergarten, Year 3 and Year 4 in the area of literacy. Year 1 students identified as needing support with reading and writing participated in Reading Recovery. Many students were involved in the Premier's Reading Challenge promoting the importance of reading. New reading materials were purchased for a number of classes throughout the school.

Numeracy continued to be a priority. The school continued to develop the skills of mathematical thinking, understanding, competence and confidence of all students. The daily mathematics block provided opportunities to encourage student engagement and enjoyment in the development of numeracy skills.

Indigenous Education elements were integrated within the teaching of Human Society and Its Environment (HSIE) throughout the school. To promote the appreciation of different cultures within our Australian Society, Italian was taught in Years 1, 3 and 6.

Staff attended professional development on current pedagogies with Lane Clark. Information on different styles of teaching and encouraging independent learning was presented.

Meeting the needs of all students

The Reading Recovery Program offered an intensive reading program to the students in Year 1. In 2012, 11 students accessed the program and 9 were successfully discontinued from Reading Recovery.

Students with specific learning needs continued to be supported at Mary Immaculate through the School Review Committee. The Committee comprised a selection of staff under the guidance of the Review Committee Manager. The staff met regularly to review students who were identified with specific needs, and strategies were put in place to assist both the child and teacher with their learning and teaching.

During 2012 a Learning Support Teacher was employed for three days per week to support teachers to implement specific programs to assist students identified with learning needs.

During Term 3, eleven children were identified and given the opportunity to participate in the 'Stretching Potential Through Learning in Interactive Challenging Environments in The Diocese of Wollongong' (SPLICED). The online quests 'Peel and Reveal' and 'Up, Up and Away' enabled students to research, present and be challenged in their learning. This Wollongong Diocese Catholic Education Office initiative was well received and enjoyed by the participants.

Expanding Learning Opportunities

Personal Development, Health and Physical Education (PDHPE) needs are well catered for through the weekly Physical Education and Sport lessons. All children participated in the School Cross Country Carnival and the Annual Athletics Carnival. Children from Year 3 to Year 6, and selected Year 2 children, participated in the Annual Swimming Carnival, which was held at Macquarie Fields Swimming Centre.

Staff also prepared children for participation in a number of Diocesan and local sporting events and carnivals including cross country, cricket, athletics, netball, swimming, soccer, rugby league and basketball. A number of students represented Mary Immaculate at Diocesan and MacKillop trials with two children being chosen to represent at MacKillop level.

The 'Active Afternoon Program' continued to be a fun, well-attended and rewarding program at Mary Immaculate. The program is federally funded which allowed children the opportunity to participate in cost free, fun, healthy, organised activities, which promote a healthy lifestyle.

Year 5 and Year 6 children had the opportunity to trial for, and participate in, the Diocesan Public Speaking Competition. The Year 6 representative was successful in being awarded third place in the Diocesan Final. Children were also invited to join the school choir, which performs at school celebrations and community events.

'The Christmas Story Art Competition and Exhibition 2012' organised by the Archdiocese of Sydney again allowed children in Stage 3 the opportunity to express and use their artistic talents. The Stage 3 children were also given the opportunity to participate in the Local Federal Member of Parliament Christmas Card design competition. Students from Mary Immaculate were awarded first prize and runner up in this competition. Their designs were used on the Member's 2012 Christmas card.

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

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.

Overall students performed better in literacy than numeracy. Year 5 students performed well in reading, writing and spelling and they achieved above state average growth in numeracy. Year 3 students performed well in spelling, reading and writing, however, they did not perform as well in grammar and punctuation. Numeracy has been identified as a school focus for 2013.

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 2012: % 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	13%	35%	52%	12%	58%	31%
	National	14%	37%	47%	18%	49%	31%
Writing	School	7%	44%	49%	3%	75%	22%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	13%	33%	54%	15%	36%	49%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	23%	21%	56%	15%	66%	19%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	14%	54%	32%	15%	54%	31%
	National	16%	49%	33%	18%	53%	27%

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 2012: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	97%	95%
	National	94%	92%
Writing	School	97%	98%
	National	95%	92%
Spelling	School	95%	95%
	National	94%	93%
Grammar & Punctuation	School	92%	93%
	National	93%	90%
Numeracy	School	97%	98%
	National	94%	93%

Parent, Student and Staff Satisfaction

Parents, staff and students were given the opportunity by means of a survey, to provide the school with feedback on its performance in a number of key areas. The information gathered from all those who responded was overwhelmingly positive in each of the surveyed areas.

Results indicated that parents believe that the school helps their child develop a knowledge and understanding about Catholic tradition and it also provides various opportunities for them to become involved in the school. A greater majority of parents believed that their children were challenged to maximise their learning and most parents agreed that appropriate information about their child's progress was provided. Those parents who responded were very happy with the way Mary Immaculate School provided a safe and supportive environment, and believed teachers at the school were genuinely interested in the welfare of their children.

The student results indicated that they were collectively proud to be members of the Mary Immaculate community. They also wholeheartedly acknowledged the importance of the school as a means of fostering their understanding of the Catholic Faith. Whilst the responses were generally positive, they also indicated a need to continue to undertake initiatives that build and embed a safe and supportive framework within the school, one that is primarily built upon the principle of enhancing and maximising the learning potential of each child.

Staff responses indicated that the School helps students to develop a knowledge and understanding about Catholic Tradition and that the students understand their rights and responsibilities. The majority of staff believed that the students are challenged to maximise their learning outcomes and the school provides a safe and supportive environment. The staff response indicated that the School could provide more appropriate information to parents about student progress.

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 2012:

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

- 1.3 Catholic Life and Culture

- As a result of work in this component the school 'Minnie Vinnies' group was established and Year 6 school leaders took on a more active role in the presentation at Morning Prayer.

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

- 2.5 Pastoral Care

- As a result of work in this component school pastoral care priorities were identified through the administering and analysing of the Diocesan Path To Life Framework audit.

- **Key Area 3: Pedagogy**

- 3.5 Assessment

- 3.6 School climate, learning environment and relationships

- As a result of work in these components staff are more informed of school events due to the introduction of a Term Planner and the weekly 'MI Matters' staff newsletter. Staff were also given the opportunity to plan collaboratively through the specific scheduling of stage and grade meetings. The Google Docs application, which replaced the 'My Classes' application, was also introduced to Staff. A gifted and talented identification process was also initiated, which involved assessing children through the administering of the Australian Council for Education Research General Ability Tests (AGAT) and the Slossan Intelligence Test (SIT).

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

- 5.2 Use of Resources and Space

- As a result of work in this component an Enabling Committee was initiated to proceed with the refurbishment and possible redevelopment of the Mary Immaculate school site and community information and consultation process commenced.

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

- 6.2 Reporting to the Community

- As a result of work in this component parents are more informed of students learning and class activities due to a grade newsletter being sent home at the beginning of each term.

School Review and Improvement components to be reviewed and rated in 2013:

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

- 1.3 Catholic life and culture

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

- 2.3 Reporting student achievement

- 2.5 Pastoral care

- **Key area 3: Pedagogy**

- 3.3 Teaching practices

- 3.5 Assessment

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

- 5.2 Use of resources and space

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

- 6.3 Linkages with the wider community

In the 2013 School Year the school will endeavour to improve the reporting procedures to parents on student achievement, to improve the literacy and numeracy standards throughout the whole school and to continue with the process in creating a school setting which is more conducive to the learning needs of students in the 21st Century. The school will also endeavour to further embed consistent behaviour management strategies across the whole school and to continue to foster a strong faith community that incorporates school, Parish and wider community.

