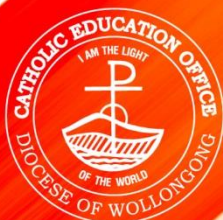


Annual School Report

2013



About This Report

Mary Immaculate Catholic Primary School, Eagle Vale 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 NSW Board of Studies, 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:

Mary Immaculate Catholic Primary School
Emerald Drive
Eagle Vale NSW 2558
Ph: (02) 4626 7880
Fax: (02) 4625 6488
Email: info@mievdown.catholic.edu.au
Website: www.mievdown.catholic.edu.au

Parish Priest: Fr John McGinty OMI

Principal: Don Spencer
Date: 13 December 2013

Vision Statement

Mary Immaculate Catholic Primary 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 2013 School Year.

During the year, staff continued in their endeavours to create a learning environment that meets the needs of all children. A major focus for the year was the revision and updating of the School Report and the focus on the teaching of Numeracy. With the pending implementation of the National Mathematics and English Curriculums in 2014, work in these two Key Learning Areas will continue to be a focus in the 2014 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 2013 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 2013 School Year has been a very successful and busy year for the Parents and Friends Association (P&F). Fundraising raised a significant amount of money, some of which has already been used to purchase gazebos for outdoor events such as the cross country and Spring Fair, portable outdoor sound equipment, laptops and school embossed pens. Equipment that still needs to be purchased includes literacy resources, soccer and basketball uniforms, boiling water unit, salamander (toaster oven), pie oven, air conditioning unit (for the canteen) and class canteen tubs.

The canteen has continued to operate successfully at a reduced capacity and the Hospitality Committee have supported numerous school events. School Banking has developed lots of little Dollarmite Savers and the Spring Fair was another huge success.

It was with great sadness that the school community farewelled our beloved Parish Priest, Father John McGinty OMI. We thank him for everything he has done for the school and the parish community. We look forward to meeting Father Slawek Plonka in the New Year.

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. Thank you to all who have helped, your time and assistance was greatly appreciated.

Parents and Friends Association President

Student Leadership

The School Leaders at Mary Immaculate during 2013 were given many responsibilities and opportunities. Having the role as leaders was not only a responsibility but also a privilege. The Student Leaders were expected to be role models for those younger students, to help guide them to be the best they could be.

During the year the Leaders attended many events, two of which included a Caritas Mass with the Bishop and a trip to State Parliament with fellow Captain Representatives from other schools. A very notable event during 2013 was when the Premier of New South Wales visited Mary Immaculate to congratulate the school's new Student Leadership Team. Every morning the Leaders were responsible for raising the flags. The Student Leaders also had the privilege of handing out awards at morning assembly each Monday and also leading School Prayer each morning. The students also took part in Mini Vinnies, which gave them the opportunity to help the less fortunate community members.

The School Leaders have been very privileged to be chosen by their fellow peers. Representing the school has been an amazing opportunity for all leaders and one which will not be forgotten. The Year 6 Student Leaders wish the future School Leaders and the Mary Immaculate School Community all the best for the future.

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 K-6 and has a current enrolment of 425 students. Mary Immaculate Catholic Primary School has sixteen 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

| 2013 Enrolments | |
|-----------------|-----|
| Boys | 225 |
| Girls | 200 |
| Total | 425 |
| Indigenous | 10 |
| LBOTE | 138 |

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.mievdow.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 | 91.6 | 91.8 |
| Year 1 | 94.3 | 92.7 |
| Year 2 | 94.0 | 94.2 |
| Year 3 | 93.2 | 93.2 |
| Year 4 | 95.1 | 94.3 |
| Year 5 | 94.4 | 93.0 |
| Year 6 | 94.1 | 92.7 |
| Whole school | 93.8 | 93.1 |

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, monitor part or whole day absences.

The classroom teacher takes class attendance rolls each day either manually or via the Diocesan Realtime Roll portal. This information is in turn transferred into the 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 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 to notify the school of the duration of leave, prior to the leave being taken and an exemption from attending school, if approved, is issued.

Staffing Profile

There are a total of 25 teachers and 8 support staff at Mary Immaculate Catholic Primary School. This number includes 17 full-time and 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 97.73%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 80%.

Professional Learning

During 2013, Mary Immaculate Catholic 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 four staff attending the Australian Curriculum professional learning and twenty nine staff who attended the Cardiopulmonary Resuscitation (CPR) and Spirituality days.

These days focused on:

- CPR – Staff participated in a CPR revision course facilitated by members of Surf Lifesaving New South Wales.
- Oblate Spirituality - Staff were led through the charism and spirituality of St Eugene de Mazenod in order to gain a deeper understanding of the Oblate tradition and how his mission lives on in the world.
- Australian Curriculum – Staff participated in professional learning in the areas of English and Maths to support the implementation of the NSW Syllabuses for the Australian Curriculum.

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

- Best Start (2 staff members);
- Lamplighters, a personal spiritual formation course (3 staff members);
- IDEAS, (a process for school review and improvement) Conference (1 staff member);
- School-Wide Positive Behaviours for Learning (SPB₄L) (4 staff members);
- Live Life Well (2 staff members);
- Religious Education Coordinator (REC) Conference (1 staff member);
- Leading the Australian Curriculum (3 staff members);
- Collaborative Classrooms (3 staff members);
- Alight for the World (2 staff members);
- Encountering the Word of God (1 staff member);
- Australian Institute for Teaching and School Leadership (AITSL) (5 staff members);
- Shining Lights, a personal spiritual formation course (2 staff members);
- Growth Coaching (2 staff members);
- Diocesan Learning and Teaching Framework (20 staff members);
- Catholic Principals' Association Conference (1 staff member);
- Mathematics Association of New South Wales (MANSW) Primary Maths Conference (3 staff members);
- Mentoring (1 staff member);
- SPB₄L - Yellow Zone Support (1 staff member);
- NSW Health Early Identification of Communication Difficulties (3 staff members); and,
- School Support Officers (SSO) Network Day (4 staff members).

The average expenditure by the school on professional learning per staff member was \$380. In addition, professional learning opportunities were provided by the Catholic Education Office (CEO), with an additional average expenditure per staff member of \$1 157.

Catholic Life & Religious Education

Mary Immaculate Parish Primary School is an integral part of the Parish Community, which is under the direction of the Oblate Fathers. The school's spirituality is strongly influenced by Marian traditions and the charism of the founder of the Oblates of Mary Immaculate, St Eugene de Mazenod.

The school motto 'Christ Our Way and Life' reflects the central objective of the school to ensure Christ is a reality in the lives of our students, staff and parents. This motto challenges staff, parents and students to make Christ the model for this rich education and faith community. Accordingly, members of the community strive to promote this motto amongst the school community on a daily basis.

The Parish Priest and the Assistant Priest are active and dynamic members of the school community. They lead the school liturgies, celebrate the sacramental rites and attend Diocesan liturgical celebrations and meetings. They also contribute to the school enrolment process, staffing interviews, social events and are regular visitors to the school. This involvement of the priests continued during 2013.

The celebration of Prayer and Liturgy was an important and enriching experience at Mary Immaculate. Students participated 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. This year the school came together as a community to celebrate the Beginning and End of Year Masses, Feast of the Sacred Heart, the Assumption, St Eugene de Mazenod OMI, St Mary MacKillop, Grandparents Mass, Mother's and Father's Day, Anzac Day, Catholic Schools Week and Thanksgiving Liturgies for the reception of Sacraments. Furthermore, The Parish Feast Day of Our Lady of the Immaculate Conception was celebrated with Mass, a sausage sizzle and Christmas concert. Family, friends and the wider Parish community were always welcome and formed an important part of the Liturgical celebrations.

As always, the reception of the Sacraments was a significant part of the year for the school and specifically for those students receiving the Sacrament of Penance, Eucharist and Confirmation. The Sacraments were celebrated throughout the year with the whole Parish welcoming the students as active members of the faith community.

This year, the school participated in a special Year 6 Mass with the Bishop, held at Mt Carmel High School. Also, the school was represented by students at the Annual Launch of the Caritas Lenten Appeal and the Annual Campbelltown Catholic Club Communion Mass.

Each year the school promotes social justice by supporting Catholic charitable initiatives. In 2013, an active Mini Vinnies group helped raise a total of \$1 603 for Mission Partners, Caritas, St Vincent De Paul Society and the Oblate Missions. In June, the students donated clothing to

the St Vincent de Paul Winter Appeal and in December, money was donated and presented to the Eagle Vale Conference of the St Vincent De Paul Society. The staff supported the Oblate Christmas Appeal with a donation of \$400 to the Missionary Association of Mary Immaculate.

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 fifty eight Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and sixty one completed the Extended Task (Part B). The Extended Task was based on the Unit 4.6 *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. 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 Liturgical Seasons of the Church's year;
- Their ability to apply their knowledge of the Creation Story; and,
- A knowledge of the sacred objects found within the Church.

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 sequence events from the Christmas Story.

For Part A, 34.5% of students were placed in the developing level, 63.8% in the achieving level and 1.7% were in the extending level.

For Part B, 18% of students were placed in the developing level, 62.3% in the achieving level and 19.7% were in the extending level.

Combining Parts A and B, 36.8% of students were placed in the developing level, 56.1% in the achieving level and 7% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement (SRI) 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 2013:

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

- 1.3 Catholic life and culture

As a result of work in this component the staff became more familiar with the charism and spirituality of St Eugene de Mazanod and the school morning prayer now reflects the charism of both Mary Immaculate and St Eugene.

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

- 2.3 Reporting student achievement

- 2.5 Pastoral care

As a result of work in these components the written school report was revised and parents and children were presented with a more informative report. It also became a school expectation that children attended the Semester 1 Parent Teacher interviews. Staff also revised and rewrote both the Pastoral Care and Behaviour Management Policies. Both policies reflected the work carried out through the School Wide Positive Behaviour for Learning Process (SPB₄L).

- **Key Area 3: Pedagogy**

- 3.3 Teaching practices

- 3.5 Assessment

As a result of work in these components, staff developed a more consistent understanding of quality Mathematics practice and the importance of the Number Sense episode in the Numeracy block. An audit of mathematical resources was also undertaken and new equipment, which enhanced the teaching practice, was purchased. Staff was also further informed about the Diocesan Learning and Teaching Framework and where assessment fits into this framework.

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

- 5.2 Use of resources and space

As a result of work in this component an Education Brief for Mary Immaculate Catholic Primary School was developed and an architect was appointed to develop a master plan for the refurbishment of the school and Parish site.

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

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

- 1.1 Vision and mission

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

- 2.2 Rights and responsibilities

- 2.5 Pastoral Care

- **Key Area 3: Pedagogy**
 - 3.1 Curriculum provision
 - 3.3 Teaching practices
 - 3.5 Assessment
- **Key Area 5: Resources, Finances and Facilities**
 - 5.1 ICT Resources
 - 5.2 Use of resources and space
- **Key Area 6: Parents, Partnerships, Consultation and Communication**
 - 6.3 Linkages with the wider community

In the 2014 School Year the school will review the quality assessment procedures used in all Key Learning Areas to incorporate assessment not only of learning, but also for learning. The staff will implement the National English and Mathematics Curriculums and implement and ratify the revised Behaviour Management Policy. The staff will review the school's Vision and Mission Statement and in doing so will recognise the importance of the Oblate Spirituality in the school. The school will also continue with the process of creating a school setting, which is more conducive to the learning needs of the 21st Century.

Financial Summary

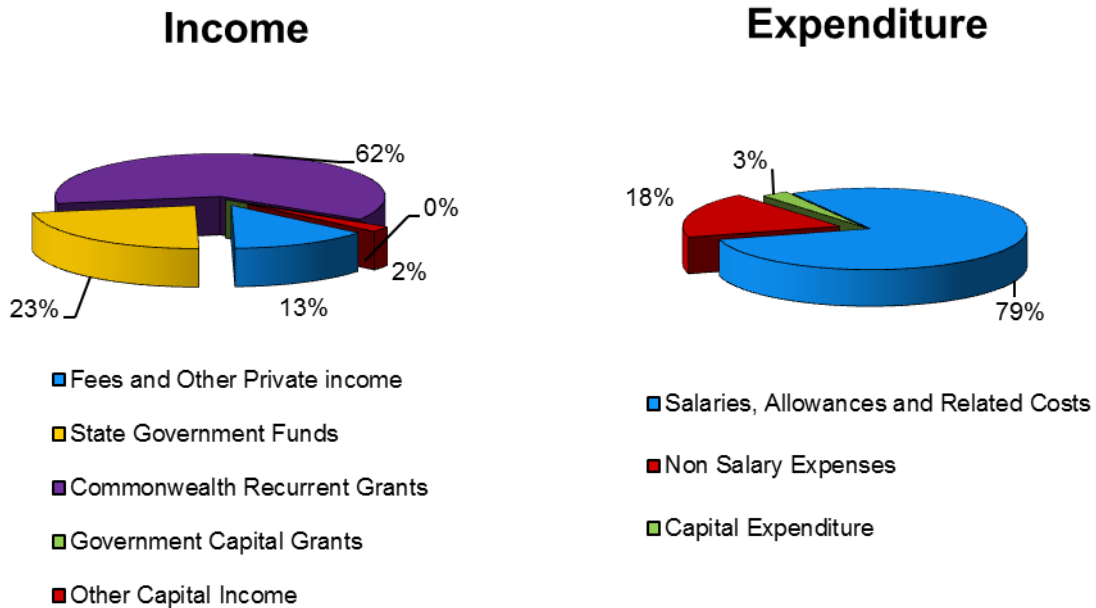
Each year, the school budget is determined by the ongoing needs of the school. The Principal, Assistant Principal and Senior School Support Officer set the budget after discussion and consultation with Middle Leaders. Historical information from the previous year and emerging needs were also used to set the draft budget, which was then discussed with key stakeholders, and implemented. Effective liaison with the Administrative Services Team at the Catholic Education Office was maintained.

During 2013 normal school running costs were incurred. In addition, the Mary Immaculate Catholic Primary School underwent various maintenance initiatives e.g. tree lopping, 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 upgrade of the school security system, supply and installation of blinds to the library and administration block, the upgrade of toilet cisterns and the installation of floorcoverings in the hall kitchen and storeroom.

The Parents & Friends Association was again generous with its support throughout 2013. The funds provided by this school community group were used to purchase i-Pads and laptop computers, reading materials, outdoor gazebos, a portable announcing (PA) sound system, pay sport affiliation fees 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 2014 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 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



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 is committed to ensuring that the pastoral needs of the students and their families are met with the resources available. This is reflected in the strong partnership with CatholicCare and the services available through the School Counsellor. A Learning Links Counsellor also worked at the school providing students with further support.

All students participated in the Peer Support Program that was led by Year 6. This year the focus was 'Living Positively'. This unit was about building student resilience and assisting young people with the skills of perseverance, positive thinking and looking beyond themselves with an attitude of gratitude and service to others. Year 5 students also

participated in the 'Mindfulness' program that was facilitated by CatholicCare. It centred on choosing and learning to control one's focus of attention.

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 sixth year that the school has implemented this philosophy.

Clear rules, routines and procedures were established early in the school year and reviewed each Term. Data about behaviour from the playground setting and in the classrooms was collected weekly from staff. 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. Staff worked on revising the school policy for Pastoral Care, including Behaviour Management and Anti-Bullying. These policies will be trialled and evaluated in 2014.

The Library continued to be open at lunchtime giving students the opportunity to relax in a quieter environment. The covered outdoor learning area (COLA) was also used as a passive play area at lunch times.

The school continued to provide the Transition to School Program for those students beginning Kindergarten in 2014. Year 5 and Year 6 students attended various transition programs that were organised with the local Catholic High Schools. A guest speaker from the Catholic Education Office spoke to students in Years 5 and 6 on the appropriate use of Social Media and Cyber Bullying. The Life Education Program was again a very successful complement to the Personal Development, Health and Physical Education (PDHPE) Program for students from Kindergarten to Year 6.

At Mary Immaculate, there are opportunities for students to be recognised academically and socially with school awards. These include Bronze, Silver and Gold Awards and Classroom Awards. In 2013, a new reward system was introduced that involved the students earning raffle tickets to go into a weekly draw to have Morning Tea with the Principal.

A parent group was organised through the P&F to assist those families who were experiencing difficulty through illness or loss during the year. This group also celebrated the birth of new babies to school families.

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

Introduction

At Mary Immaculate, all 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 and Pedagogy

Assessment and Reporting is an integral part of the teaching and learning process at Mary Immaculate. A key area of focus for 2013 was the development and trial of a new reporting format, which included the A-E grade for Years 1-6. Parent Teacher Interviews were held after the Semester 1 Reports were distributed to parents and students were invited to participate in this interview. In Semester 1, the achievements of students in Kindergarten were reported through a Parent Teacher Interview where goals were set with the children. A formal Kindergarten Report was sent home in Semester 2. This report was identical to the one used for Years 1-6, apart from the A-E grade. 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 Terms 1 and 3, where students shared their learning with their parents.

At Mary Immaculate, integration across a variety of KLAs has been encouraged to effectively achieve student outcomes. Whenever possible, activities were planned to enhance classroom learning. In 2013, all classes participated in Life Education and each grade attended an excursion. Kindergarten visited Featherdale Wildlife Park and went on a walking excursion to Eagle Vale Duck Pond. Year 1 also enjoyed a day at Featherdale Wildlife Park. Year 2 experienced a day at Mt Annan Botanic Gardens, Year 3 went on a walking tour around The Rocks and Year 4 visited Hyde Park Barracks. Year 5 students enjoyed an overnight excursion to the Bathurst Gold Fields and Year 6 were fabulous ambassadors for Mary Immaculate when they attended a three-day excursion to Canberra and the Snowfields.

The 'Best Start' assessment was administered to all Kindergarten students at the beginning of the year, to ascertain their understanding in Literacy and Numeracy. Teachers in Kindergarten and Year 1 continued to monitor student progress through the use of the literacy and

numeracy continuums. The Schedule for Early Number Assessment (SENA) 1 and SENA 2 were implemented to monitor the numeracy progress of all students from Years 1 to 4.

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

The use of Information and Communication Technologies (ICT) is 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 2013, the staff identified professional goals to be met during the school year. Teachers arranged collegial visits to observe the practice of their colleagues in areas identified for growth followed by professional conversations about learning with colleagues.

Cross Curriculum

Numeracy continued to be a priority at Mary Immaculate this year. 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, with a particular emphasis on Number Sense.

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 (SSO) worked together to support student learning.

Indigenous Education was 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 Year 5.

The whole teaching staff attended professional learning on the Australian Curriculum and participated in a number of staff meetings in readiness to begin using the New South Wales Syllabuses for the Australian Curriculum in English and Maths.

Meeting the Needs of All Students

Within each classroom, teachers continued to diversify the curriculum to meet the individual needs of students. School Support Officers assisted teachers within the classroom to best meet the needs of all students.

Reading Recovery continued throughout 2013, enabling those students in Year 1 experiencing reading difficulties the opportunity to improve their reading skills through an individualised

reading program. Ten students accessed Reading Recovery in 2013 and nine were successfully discontinued.

Students with specific learning needs continued to be supported through the School Review Committee. The Committee comprised a selection of staff under the guidance of the Review Committee Manager. The group met weekly to review students who were identified with specific needs, and strategies were put in place to support both the child and teacher with learning.

During 2013, a Learning Support Teacher was again employed for three days per week to support teachers and students in the implementation of specific programs to assist students identified with learning needs. This teacher also helped to facilitate the process of organising the Individual Planning (IP) meetings for these students.

Twenty-five students from Stages 2 and 3 were given the opportunity to participate in the 'Stretching Potential Through Learning in Interactive Challenging Environments in the Diocese of Wollongong' (SPLICED) Program. The on-line learning tasks 'Circles' and 'Bubbles' challenged students to research and present their learning in a variety of ways.

Expanded Learning Opportunities

Personal Development, Health and Physical Education (PDHPE) needs were well catered for through the weekly Physical Education and Sport lessons, which have had an emphasis on Fundamental Movement Skills. The 'Live Life Well' program has also been integrated throughout these lessons, with a focus on promoting healthy lifestyle through physical activity and diet choices.

All students participated in the School Cross Country Carnival and the Annual Athletics Carnival. Children from Year 3 to 6, and selected Year 2 children, participated in the School Swimming Carnival.

Staff also prepared children for participation in a number of local and Diocesan sporting events and carnivals. These included cross country, cricket, athletics, netball, swimming, soccer, rugby league and basketball. A number of students represented Mary Immaculate at Diocesan and Mackillop trials.

This year, the school trialled a Swimming Program at the Eagle Vale Leisure Centre for students in Kindergarten, Year 2 and Year 4. This proved to be very successful and positive feedback was received from students, staff and parents.

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

The 'Music Bus' was introduced at Mary Immaculate this year, providing those students who wished to participate, with weekly music instruction from trained teachers. Children were also invited to join the School Choir, which performed at school celebrations and community events.

'The Christmas Story Art Competition and Exhibition' allowed students in Stage 3 the opportunity to express and use their artistic talents. The Stage 3 students 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 Highly Commended in this competition. Their designs were used on the Local Federal Member's 2013 Christmas cards.

Over 200 students across the school participated in the Premier's Reading Challenge. Students were required to read between twenty to thirty books within a six-month time frame from a list provided. In Book Week, a Book Parade was held to highlight the reading that students enjoy across the school.

Grandparents and visitors were welcomed to the school for Grandparents' Day, which was held during Catholic Schools Week. This year the community celebrated Mass together, morning tea and had a picnic lunch. Grandparents, parents and friends were also given the opportunity to visit classrooms and view student work.

Year 5 and 6 students at Mary Immaculate were provided with many opportunities to represent the school. Students were involved in the Campbelltown Catholic Club Mass, Mini Vinnie's Gathering, Year 6 Mass with the Bishop, Diocesan Launch of Mission Week, visit to State Parliament and various transition programs organised by local Catholic High Schools.

Two students from Stage 3 represented Mary Immaculate in the Northwest Cluster of Schools District Public Speaking Competition. Many students participated in the University of New South Wales Competitions in Computer Skills, Science, Writing, English, Spelling and Mathematics.

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.

Overall students displayed significant growth in literacy. Year 5 students performed well in all areas of literacy, achieving above the State School and the New South Wales Catholic Education Commission sector in spelling and writing. Year 3 performed well in all areas of literacy, achieving more Band 5 and 6 results than State average in spelling and writing.

Overall numeracy results in Years 3 and 5 reflected the need to keep this area as a whole school focus. The Year 5 individual student growth did show positive trends with 65% of students achieving expected or above their expected growth. Numeracy will continue to be a school focus for 2014.

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 | 0% | 49% | 51% | 4% | 64% | 32% |
| | National | 12% | 41% | 46% | 12% | 53% | 33% |
| Writing | School | 4% | 24% | 73% | 6% | 66% | 28% |
| | National | 8% | 43% | 47% | 18% | 60% | 20% |
| Spelling | School | 4% | 33% | 64% | 6% | 50% | 44% |
| | National | 13% | 42% | 43% | 17% | 51% | 30% |
| Grammar & Punctuation | School | 7% | 38% | 55% | 6% | 56% | 38% |
| | National | 10% | 37% | 51% | 14% | 51% | 32% |
| Numeracy | School | 6% | 62% | 33% | 24% | 50% | 26% |
| | 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 | 100% | 100% |
| | National | 95% | 96% |
| Writing | School | 100% | 98% |
| | National | 95% | 92% |
| Spelling | School | 98% | 100% |
| | National | 94% | 93% |
| Grammar & Punctuation | School | 100% | 100% |
| | National | 95% | 95% |
| Numeracy | School | 100% | 94% |
| | National | 96% | 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 staff, parents and students were unanimous in recognising that Catholic traditions are firmly embedded in the culture of Mary Immaculate. In addition, the respondents commented positively on the safe and supportive environment of the school where the staff cares deeply for their students and where the welfare of each child is a priority. The majority of parents also felt that the school effectively communicates information about activities and events and that the school offers a range of co-curricular activities. Although most parents saw the school as meeting their child's individual learning needs, a number of respondents saw this as an area of need.

Students indicated that they were proud of their school and that they have a sound understanding of their rights and responsibilities as members of the school community. The students perceived Mary Immaculate as a school, which provided many opportunities to participate in sport and other activities.

Although overwhelmingly positive, the school recognised the need to further develop opportunities which will develop among staff an increased awareness of the individual learning needs of students, thus further enhancing and maximising each child's learning potential.

