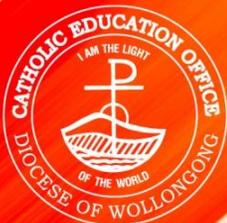
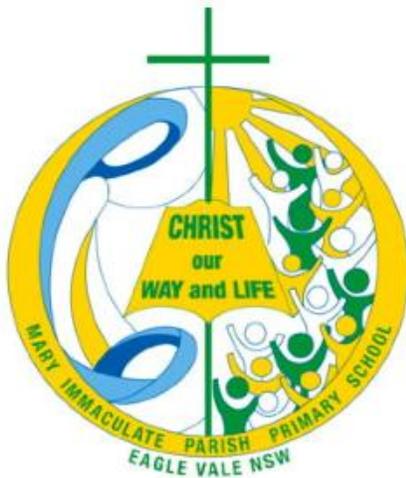


Annual School Report

2014



About This Report

Mary Immaculate Catholic Primary School, Eagle Vale 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 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:

Mary Immaculate Catholic Primary School
Emerald Drive
Eagle Vale NSW 2558

Phone: (02) 4626 7880
Fax: (02) 4625 6488
Email: info@mievdown.catholic.edu.au
Website: www.mievdown.catholic.edu.au

Parish Priest: Fr Slawek Plonka OMI

Principal: Don Spencer
Date: 12 December 2014

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 2014 School Year.

During the year, staff have continued their endeavours to create a learning environment that meets the needs of all children. A major focus for the year was the implementation in all stages of the NSW English and Mathematics Syllabuses for the Australian Curriculum. These curriculums will continue to be a focus in 2015. Through our schools involvement in The School Wide Positive Behaviour for Learning Program (SPB₄L) the revised Behaviour Management and Anti Bullying Policies were also ratified and implemented.

The Annual School Report provides an opportunity for the community to reflect on, and celebrate, the significant achievements that have occurred throughout the 2014 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 2014 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 a number of items, with more items still to be ordered in the new year. The canteen has continued to operate very successfully under, at times, difficult circumstances. The Hospitality Committee has been very busy supporting a large number of school related events. School Banking has developed lots of little Dollarmite savers and the Spring Fair was another huge success.

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 is greatly appreciated.

Parents and Friends Association, President

Student Leadership

Student leadership in 2014 has meant dedicated service, initiative, representation, and serving as inspiration. It has been a great privilege that will not be forgotten.

Student leaders were responsible for duties, such as: raising the Australian, Aboriginal, and School flags daily, handing out awards and birthday ribbons at morning assemblies, preparing a roster for Year 6 prayer leaders, leading the school in prayer every day, welcoming new students and giving them and their families a school tour. This year the leaders felt honoured to represent the school at the Campbelltown Catholic Club Annual Mass, Anzac Commemoration Day, World Mission Month Launch with Bishop Peter Ingham, and a visit to State Parliament with captain representatives from other schools. The leaders also had the opportunity to welcome visitors to our school such as the Local Members of Parliament.

As school leaders, being good role models was an important task. The responsibilities had to be carried out with competence, dedication and humility. The School values of Respect, Compassion, Doing Your Best, Justice, Celebration, and Faith were a focus and practice every day. All leaders aimed to do their best and represent the school with pride whether academically, in sporting events, visual art competitions or public speaking. It was an absolute pleasure to lead and be of service to such wonderful students, teachers and parents this year.

Best wishes to the Mary Immaculate School community and the school leaders in 2015. May the school community be guided with faith and hope in God in the future by the school motto, 'Christ Our Way and Life'.

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, St Andrews, Woodbine and Blair Athol. 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

2014 enrolments	
Boys	219
Girls	206
Total	425
Indigenous	14
LBOTE	162

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.mievdown.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	96.3%	94.1%
Year 1	95.6%	92.8%
Year 2	92.8%	93.7%
Year 3	94.7%	95.0%
Year 4	93.6%	94.0%
Year 5	93.2%	95.0%
Year 6	95.4%	93.2%
Whole school	94.6%	94.0%

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.

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 Administration System (SAS).

It is a school expectation that if students are absent from school, 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 22 teachers and 7 support staff at Mary Immaculate Catholic Primary School. This number includes 17 full-time and 5 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 94.2%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 87%.

Professional Learning

During 2014 Mary Immaculate 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. Mary Immaculate Catholic Primary School whole school development days involving 29 staff.

These days focused on:

- NSW English Syllabus for the Australian Curriculum;
- Cardiopulmonary Resuscitation (CPR); and
- Developing a School Vision and Mission Statement.

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

- Beginning Teacher Mentoring (2 staff);
- Beginning Teacher Professional Development (3 staff);
- Alight for the World (3 staff);
- Positive Partnerships (2 staff);
- NSW Science and Technology Syllabus (1 staff);
- Australian Curriculum (3 staff);
- Sentral Training (2 staff);
- Leading the Australian Curriculum - English (2 staff);
- Leading the Australian Curriculum – Maths (1 staff);
- Peer Support (2 staff);
- ISLA Conference (1 staff);
- Lamplighters Facilitator (2 staff);
- Indigenous Education (2 staff);
- Spotlight on Technology (1 staff);
- Religious Literacy (2 staff);
- Angels for Autism (2 staff);
- Primary English Teaching Association Australia Conference (4 staff);
- Putting a Face to Data (1 staff);
- Call to Life (1 staff);
- Prime Mathematics (5 staff);
- Shining Lights (2 staff);
- Innovative Designs for Enhancing Achievement in Schools Conference (1 staff);
- Religious Education Coordinator (REC) Conference (1 staff);
- Reading Recovery and Support (2 staff);
- System Focus Day (1 staff);
- Middle Leaders Network Meetings (4 staff);
- REC Network Meetings (1 staff);

- Assistant Principals Network (1 staff);
- Igniting the Fire (2 staff);
- Anaphylaxis Training (28 staff);
- First Aid (1 staff);
- Work, Health and Safety Training (2 staff);
- Best Start (1 staff);
- Multimodal Assessment Marking (2 staff);
- K-2 Storytelling (1 staff);
- Teacher Educator (1 staff);
- Literacy Intervention (2 staff);
- Numeracy Intervention (1 staff); and
- Nationally Consistent Collection of Data (2 teachers).

The average expenditure by the school on professional learning per staff member was \$380. In addition, professional learning opportunities were provided by the CEO with an additional average expenditure per staff member of \$565.

Catholic Life & Religious Education

Mary Immaculate Catholic Primary School is an integral part of the Parish Community, which is under the direction of the Oblate Fathers. The school 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 the students, staff and parents. This motto challenges the community to make Christ the model for rich education and faith community. Accordingly, everyone strives to promote the motto 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, visit students and lead prayer in the classrooms, 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.

The celebration of Prayer and Liturgy is an important and enriching experience at Mary Immaculate. 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. In 2014 the school came together as a community to celebrate the Beginning and End of Year Masses, Ash Wednesday, Holy Week and Easter, Feast of the Sacred Heart, the Assumption, St Eugene de Mazenod OMI, St Mary MacKillop, St Patrick, Grandparents Mass, Mother's and Father's Day, Anzac Day,

Remembrance Day, Catholic Schools Week, Year 6 Graduation, and Thanksgiving Liturgies to celebrate 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 are always welcome and form an important part of 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 candidates as active members of the faith community.

During 2014, the Year 6 children participated in a special Mass with the Bishop, which was held at St Paul's Parish Primary School, Camden. The school was also represented at the Annual Launch of the Caritas Lenten Appeal, the Annual Campbelltown Catholic Club Communion Mass, a Mass to celebrate the 50th Anniversary of Priesthood of Bishop Peter Ingham, Mass to celebrate the 50th Anniversary of Caritas and the Campbelltown RSL Anzac Day Ceremony.

Each year the school promotes social justice by supporting Catholic charitable initiatives. An active Mini Vinnies group helped raise a total of \$2154 for Mission Partners, Caritas, St Vincent De Paul Society and the Oblate Missions. This included a \$500 donation to the St Vincent de Paul Winter Appeal in June, and another donation of \$500 to the Eagle Vale Conference of the St Vincent De Paul Society to support the Christmas Appeal. A fundraising day was also held to support the Cystic Fibrosis Association. A donation of \$484 was raised for this appeal. The staff supported the Oblate Christmas Appeal with a donation of \$500 to the Missionary Association of Mary Immaculate.

The Staff Spirituality Day in 2014 focussed on the school's Vision and Mission Statement. This day was the commencement in the process of aligning the School Vision with the charism and spirituality of St Eugene: "Through the eyes of Christ we see the world."

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 47 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 51 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 Liturgical Seasons of the Church's year;
- their ability to apply their knowledge of the parable of the Prodigal Son; and

- a knowledge and understanding of the life of St Mary of the Cross MacKillop.

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:

- name the sacred objects in the Church; and
- demonstrate their knowledge of the parts of the Mass.

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

For Part A, 23.40% of students were placed in the developing level, 70.20% in the achieving level and 6.4% were in the extending level.

For Part B, 3.90% of students were placed in the developing level, 86.30% in the achieving level and 3.90% were in the extending level.

Combining Parts A and B, 4.30% of students were placed in the developing level, 80.90% in the achieving level and 14.90% 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**

- 1.1 Vision and Mission

- Goal: to review and update the school's Vision and Mission Statement and to recognise the importance of the Oblate Spirituality in the school.

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

- 2.2 Rights and responsibilities

- Goal: to ratify and implement the revised Behaviour Management Policy and to initiate whole school anti bullying awareness week.

2.5 Pastoral Care

Goal: to develop a school Pastoral Care Policy.

- **Key Area 3: Pedagogy**

3.1 Curriculum provision

Goal: To implement the new Australian Curriculum in English and Mathematics and to support the learning needs of all children.

3.3 Teaching practices

Goal: To develop a whole school understanding of quality pedagogy and practice in Mathematics, through the use of data to inform planning, ongoing assessment and monitoring of student progress.

3.5 Assessment

Goal: To develop a whole school common understanding of assessment and to utilise data to better inform learning.

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

5.1 Information Communications and Technology (ICT) Resources

Goal: to revisit the management and maintenance of ICT resources and to further develop the ICT Master plan to include the emailing of the school newsletter and utilisation of the school website more productively in order to communicate to parents.

5.2 Use of Resources and Space

Goal: to create a school setting which is more conducive to the learning needs of the 21st Century.

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

6.3 Linkages with the wider community

Goal: To have the school community more involved in community activities and for parents to be more involved in class and school activities.

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

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

1.1 Religious Education

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

- 2.4 Integration of ICT

- **Key Area 3: Pedagogy**

- 3.4 Planning, programming and evaluation

- 3.7 Professional learning

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

- 4.2 Professional development of staff

In the 2015 school year the school will review and focus on the teaching of Religious Education and incorporate quality assessment procedures in this Key Learning Area. The School Information and Communication Technology Policy will be revised and staff will work on devising and implementing a uniform and collaborative programming and planning template. Class resources will also be reviewed to ensure that the staff and children have the best possible teaching and learning equipment at their disposal. The professional learning of staff will also be a focus to ensure that the professional learning opportunities sought and undertaken are in line with the specific learning goals of individual staff and school priorities. The school will also endeavour to further utilise specific skills of staff and the community to further enhance the learning and teaching within the school.

Financial Summary

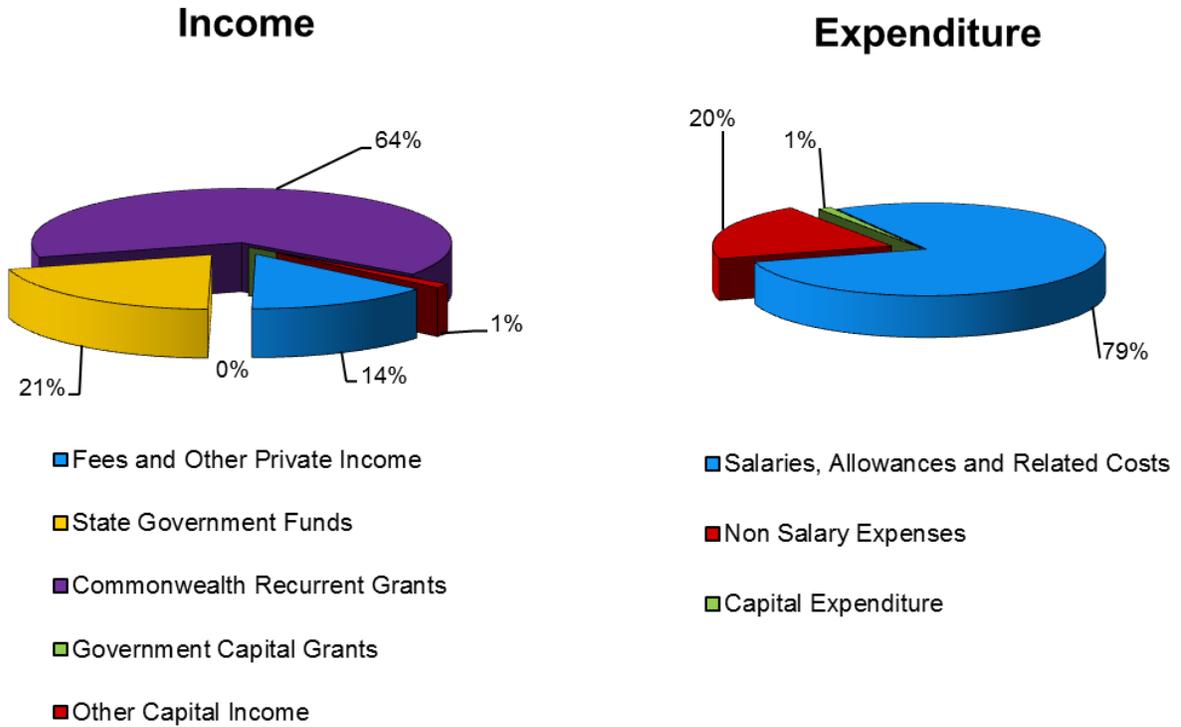
Each year, the school budget is determined by the ongoing needs of the school. The Principal, Assistant Principal and Senior School Support Officer set the budget after discussion and consultation with Middle Leaders. Historical information from the previous year and emerging needs is also used to set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

During 2014 normal school running costs were incurred. In addition, Mary Immaculate Catholic Primary School underwent various maintenance initiatives e.g. 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 installation of a new phone system, repair and painting of the doors in the hall, purchase of student chairs, rewiring of the shelter area and the removal and installation of a new air conditioner in the school canteen. Funds from the Parish Building Fund were used to install a new audio-visual system in the hall.

The P&F was again generous with its support throughout 2014. The funds provided by this school community group were used to purchase iPads and laptop computers, reading and mathematics resources, outdoor gazebos, 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 2015 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 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

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. During 2014 the Peer Support focus was 'Building Resilience'. The 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 again 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 continues to follow 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 seventh year that the school has implemented this philosophy.

The School Behaviour Management and Anti-Bullying policies were revised and ratified. The policies reflected the SPB4L process, which is entrenched in the school culture. During 2014 numerous programs were implemented to support the revised Behaviour Management and Anti-Bullying policies. Year 6 Leadership days were held during Term 1, and Anti Bullying week was initiated during Term 2, and Acceptance Day celebrations were held during Term 4.

The Library continued to be open at lunchtime giving students the opportunity to relax in a quieter environment. The covered outdoor learning area (COLA) continued to be used as a passive play area at lunch times and new games and toys were purchased to add to this passive environment. A lunchtime program, known as 'Infants Games', also commenced during Term 2. This program was organised and run by the Stage 3 students on three days each week. The program provided an opportunity for students to interact and play game in a more structured environment.

The Transition to School Program for those students beginning Kindergarten in 2015 was again implemented during Term 4. Follow up transition sessions were offered to children who were experiencing anxiety. Year 5 and Year 6 students attended various transition programs

that were organised with the local Catholic high schools. A guest speaker from the CEO spoke to students in Years 5 and 6 on the appropriate use of Social Media and Cyber Bullying and all children in Year 3 to Year 6 participated in lessons facilitated by the Australian Communication and Media Authority (ACMA), which focused on Cyber Bullying. Due to the implementation of a swimming program for the children in Kindergarten, Year 2 and Year 4, the Life Education Program, which complements the Personal Development, Health and Physical Education (PDHPE) Program was only offered to the children in Years 1, 3 and 5.

At Mary Immaculate, there are opportunities for students to be recognised academically and socially with School Awards. Gold Awards and Classroom Awards were presented to students at weekly assemblies. In 2014, a Values Award was introduced. These awards were presented at the special grade assemblies throughout the year.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEO 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 Mary Immaculate, all BOSTES Syllabus documents in each of the six Key Learning Areas (KLAs) are implemented. Religious Education is taught using the Diocese of Wollongong Religious Education curriculum in conjunction with the To Know, Worship and Love Series.

Curriculum and Pedagogy

Throughout the school year considerable focus and professional learning has been given to support the implementation of the NSW English and Mathematics syllabus for the Australian Curriculum. This has enabled the redevelopment of the school's Scope and Sequence for both of these Key Learning Areas.

Assessment and Reporting is an integral part of the teaching and learning process at Mary Immaculate. A key area of focus for 2014 was the implementation of a new reporting format developed by the CEO, 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 Checklist and Parent Teacher Interview. A formal Kindergarten Report was sent home in Semester 2, which included student progress in regard to the Literacy and Numeracy Continuums. Throughout the year, there were a number of opportunities for parents to visit classrooms and observe their children's work within various KLAs. Parent Teacher Meet and Greets were held early in Term 1. Student-Led Conferences were held at the end of Terms 1 and 3, where students shared their learning with their parents.

The 'Best Start' assessment was administered to all Kindergarten students at the beginning of the year, to ascertain their understanding in Literacy and Numeracy. Reports were sent home to parents and the results were discussed during the Kindergarten Meet and Greets held in Week 6 of Term 1. Teachers in Kindergarten and Year 1 continued to monitor student progress through the use of the Literacy and Numeracy continuums. This information directed small, guided groups with specific aspects of learning within the class context. The continuums also helped teachers cater for a diverse range of abilities and ensured all students and their learning needs were being addressed.

Teaching staff from Years 2 to 6 were given time to analyse the results of National Assessment Plan - Literacy and Numeracy (NAPLAN) and goals were identified and teaching and learning experiences were planned and implemented for students in Literacy and Numeracy.

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 2014, Years 1, 3 and 5 participated in Life Education. Most grades attended excursions during 2014. Year 1 visited Symbio Wildlife Park and went on a walking excursion to Eagle Vale Duck Pond. Year 2 travelled to the City, Year 3 attended Campbelltown Art Gallery, Year 4 went to Wollongong Science Centre and Year 5 had a day trip to the Bathurst Gold Fields. Year 6 students were fabulous ambassadors for Mary Immaculate when they attended a three-day excursion to Canberra and the Snowfields. During 2014, Year 5 also participated in a Leadership Day at school as well as an overnight Leadership Camp at Wedderburn Christian Camp. The Kindifarm Mobile Animal Farm visited Kindergarten at school.

The use of ICT is embedded within classroom practice from K-6. The school continued to use 'Ziptales' and 'Skwirk' interactive programs to support Literacy and Numeracy learning.

During 2014, the staff identified professional goals to be met during the school year. Teachers arranged collegial visits to observe the practice of their colleagues in the area of English. This was followed by professional conversations about learning with colleagues.

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.

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.

Indigenous Education was integrated within the teaching of Human Society and Its Environment (HSIE) throughout the school. An Aboriginal Community Engagement Officer was appointed to the school to assist with the implementation of Indigenous Perspectives.

Teachers have participated in a number of professional learning opportunities to further develop their understanding and support the implementation of 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 2014, enabling those students in Year 1 experiencing reading difficulties, the opportunity to improve their reading skills through an individualised reading program. Twelve students accessed Reading Recovery in 2014 and 10 students 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.

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 'Colour Your World' and 'Peel and Reveal' 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. Non-competitive swimmers from these grades participated in Novelty Events at Eagle Vale Leisure Centre.

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.

Kindergarten, Year 2 and Year 4 students participated in a Swimming Program at the Eagle Vale Leisure Centre. This continued 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, organised activities that aim to promote a healthy lifestyle. Children participated in Multisports, Cricket, Softball and Soccer.

The 'Music Bus' provided 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. One student was awarded the Bishop's Choice Award and their artwork will be featured on the Bishop's Christmas card. This artwork was displayed at St Mary's Cathedral. Year 5 students were given the opportunity to participate in the Local Federal Member of Parliament Christmas Card design competition. One student's design was awarded First Prize in this competition. Their design was used as the Local Federal Member's 2014 Christmas card. Year 6 students also participated in the Design an Ad Competition that was run by the Macarthur Advertiser Newspaper. One student received a Highly Commended Award for their design.

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 and author, Michael Salmon visited the school.

Grandparents and visitors were welcomed to the school for Grandparents' Day, which was held during Catholic Schools Week. Once again this event proved extremely popular. 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 also attended various Transition Programs that were organised by local Catholic High Schools.

Two students from Stage 3 represented Mary Immaculate in the North West Cluster of Schools District Public Speaking Competition. One student was awarded second place and then competed in the Diocesan Public Speaking Competition where they achieved a third place. Many students from Years 3 to 6 participated in the University of New South Wales Competitions in 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 the students in Year 5 displayed above expected growth in literacy. 81% of students in Year 5 achieved above expected growth in writing whilst 60% of Year 3 students achieved a Band 5 or 6 in the writing strand. Year 5 spelling results were above State and New South Wales Catholic Education Commission (CEC) sector students. In reading, the Year 3 Trend

Data indicated the students are achieving above the State School average.

In Numeracy the Year 3 Trend Data indicated improvement in all areas. The data indicated the cohort of boys achieved above the State and also indicated significant improvement compared to the results of 2013. Year 5 Numeracy Data indicated average growth of 82.8, which is slightly below expected growth compared to both the State and New South Wales Catholic Education Commission (CEC) Sector. The teaching of Numeracy will continue to be a whole school focus in 2015.

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	7%	44%	49%	18%	50%	32%
	National	15%	39%	46%	15%	39%	46%
Writing	School	1%	39%	59%	7%	70%	23%
	National	13%	48%	39%	13%	48%	39%
Spelling	School	9%	42%	49%	8%	44%	48%
	National	17%	40%	44%	17%	40%	44%
Grammar & Punctuation	School	10%	32%	58%	15%	33%	52%
	National	14%	36%	50%	14%	36%	50%
Numeracy	School	13%	47%	40%	24%	56%	20%
	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	97%	93%
	National	94%	93%
Writing	School	97%	97%
	National	94%	90%
Spelling	School	99%	95%
	National	93%	93%
Grammar & Punctuation	School	97%	90%
	National	94%	93%
Numeracy	School	96%	95%
	National	95%	93%

Parent, Student and Staff Satisfaction

Students, parents and staff were given the opportunity to provide the school with feedback in a number of key areas by way of a survey. The parents, in 2014, were given the opportunity to complete the survey online. The student responses were overwhelmingly positive in all areas. The results indicated that the students were collectively proud to be members of the Mary Immaculate community. They wholeheartedly acknowledged the importance of the school in fostering their knowledge and understanding of the Catholic faith. The greater majority of students indicated that they regarded Mary Immaculate Catholic Primary School as a safe and supportive environment, where they were encouraged to learn to the best of their ability and where they were afforded a variety of opportunities in which they could become involved, both within the school and in the wider community.

The Parent survey responses indicated that the school climate was faith-centered and founded on a clear Mission and Vision of Catholic education. Parents believe the school was supportive of any parents and pupils who experience problems or have concerns, and provides opportunities for members of the school community to provide input and to participate in school activities. Parents indicated that student progress and learning outcomes were monitored and assessed, and Mary Immaculate had a positive learning environment.

Several parents did, however, indicate the need for the school to continue to explore ways of meeting the individual needs of students and that not all children were challenged to maximise their learning outcomes.

Staff responses indicated that they believed that the school was supportive of parents and pupils and provided a safe and supportive environment. Staff members believed they were involved in supporting the Mission of the School and helped students develop a knowledge and understanding about our Catholic tradition. The staff also believed that the school strives to meet the individual learning needs of students.

