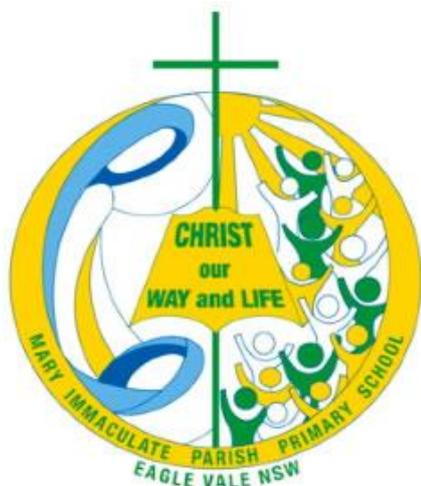


# Annual School Report

2015



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

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Mary Immaculate Catholic Primary School, Eagle Vale is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW 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 CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the parent body and be available on the school's website by 30 June 2016.

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

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Parish Priest: Father Slawek Plonka OMI

Principal: Don Spencer  
Date: 12 December 15

## Vision Statement

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Mary Immaculate Catholic Primary School Eagle Vale is a Catholic School, which strives to provide a quality Catholic Education. The school community is guided by the vision:

“Walking with Christ, inspiring lifelong learning, respect for others and service to all.”

## Message from Key School Bodies

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### *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 2015 School Year. Throughout 2015, the school has continued to enjoy a positive relationship with the Parish. The school is strongly supported by the Parish Priest and has enjoyed many opportunities to celebrate as a Catholic worshipping community.

During the year, staff continued in their endeavors to create a learning environment that meets the needs of all children. A major focus for the year was to revise the School Vision and Mission Statement and continued implementation of English and Mathematics NSW Syllabuses for the Australian Curriculum. The school underwent ‘Cyclic Review’ facilitated by the Catholic Education Office Wollongong. The outcome of the review was very affirming and recommendations will be acted on accordingly.

This Annual School Report provides an opportunity for the community to reflect on and celebrate the significant achievements that have occurred throughout the 2015 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 2015 School Year has been a very successful and busy year for the Parents’ and Friends’ Association (P&F). The Fundraising Committee raised a significant amount of money, some of which has already been used to purchase iPads and laptops, reading and mathematics resources, portable tables, pay sport affiliation fees and provide hospitality for the school community at several school functions held throughout the year. The Canteen has continued to operate successfully and the Hospitality Committee has supported numerous school events. School Banking continued to be well supported and the Spring Fair was another huge success. A highlight of the year was the Trivia Night, which was held during Term 3. The evening was very well attended by parents and friends from the school communities. 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. Their time and assistance was greatly appreciated.

*Parents and Friends Association President*

## ***Student Leadership***

It was truly an honour to be a Student Leader at Mary Immaculate in 2015. Student leadership roles for 2015 included attending the Mission Month launch where representatives got to meet new leaders from other schools. Raising the Aboriginal, School and Australian flags daily helped leaders remember how lucky they are today. Having to participate in interviews with important guests gave leaders a great opportunity to talk about and promote Mary Immaculate School. Assisting at assemblies and handing out awards and birthday ribbons made leaders feel proud of the school. Leaders had many privileges like meeting important visitors and every Friday the leaders handed out the Values Awards and acknowledged the children who received the awards. The responsibilities leaders undertook have helped shaped them into who they are today.

Being a school leader was an amazing opportunity that will never be forgotten. Using leadership skills have made the leaders feel that they have impacted the school in a positive way. Hopefully the Leaders have influenced other younger students to follow the school values and rules, to live by the Mary Immaculate School Motto "Christ our Way and Life". The Leaders of the school always aimed to strive and to do their best in representing the school in any event. It has been a pleasure to serve, represent and lead this school. The leaders will be leaving this school with memories that will stay in their hearts forever.

*School Leaders*

## **School Profile**

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### ***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 427 students. Mary Immaculate Catholic Primary School has 16 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 other 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 as at August 2015 census**

<b>2015 enrolments</b>	
Boys	<b>219</b>
Girls	<b>208</b>
Total	<b>427</b>
Indigenous	<b>15</b>
LBOTE	<b>165</b>

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.mievdow.catholic.edu.au](http://www.mievdow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2015.

### **Student Attendance**

<b>2015 Attendance</b>	<b>Male</b>	<b>Female</b>
Kinder	95.0%	93.9%
Year 1	93.4%	94.9%
Year 2	93.5%	92.2%
Year 3	93.9%	93.4%
Year 4	92.2%	94.5%
Year 5	92.5%	93.2%
Year 6	90.7%	94.3%
Whole school	93.0%	93.7%

### **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 via the Diocesan Sentral portal. 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. This 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 parents are notified in writing as to whether the leave is approved. Parents and carers are encouraged not to withdraw their children from school for family holidays and try to arrange holidays during school vacations. The management of student non-attendance was consistent with the Catholic Education Office Student Attendance Guidelines and Procedures (January 2015).

## Staffing Profile

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There are a total of 23 teachers and 8 support staff at Mary Immaculate Catholic Primary School. This number includes 18 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 2015 was 98.5%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 91 %.

### **Professional Learning**

During 2015 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 30 staff. These days focused on:
  - Mental Health – Staff well being
  - Ecological Conversion – *Care For Our Common Home*
  - Cardiopulmonary Resuscitation (CPR)

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

- Beginning Teacher Professional Development (3 staff)
- Alight for the World (4 staff)
- NSW Science and Technology Syllabus (1 staff)
- Sentral Training (3 staff)
- Leading the Australian Curriculum - English (2 staff)
- Leading the Australian Curriculum – Maths (1 staff)
- Leading the Australian Curriculum – History (1 staff)
- Leading the Australian Curriculum – Geography (1 staff)
- MSPEC training (2 staff)
- School support officer training – reading (4 staff)
- Igniting the fire (2 staff)
- Learning for Leadership (1 staff)
- Peer Support (1 staff)
- ISLA Conference (1 staff)
- Indigenous Education (1 staff)
- Spotlight on Technology (1 staff)
- Religious Literacy (1 staff)
- Call to Life (1 staff)
- IDEAS Conference (1 staff)
- REC Conference (1 staff)
- Reading Recovery and Support (2 staff)
- System Focus Day (1 staff)
- REC Network Meetings (1 staff)
- Assistant Principals Network (1 staff)
- Igniting the Fire (2 staff)
- Anaphylaxis Training (31 staff)
- Best Start (3 staff)
- K-2 Storytelling (1 staff)
- Literacy Intervention (2 staff)
- Numeracy Intervention (1 staff)
- Nationally Consistent Collection of Data (2 staff)
- Collaborative Classrooms (2 staff)
- Wellness Conference (1 staff)
- Gifted Education Conference (1 staff)
- Working Memory Conference (2 staff)
- Men’s Retreat (1 staff)
- Silent Retreat (3 staff)
- Rethink RE Workshops – ES1 – S1 (7 staff)
- Rethink RE Workshops – S2 (5 staff)
- Rethink RE Workshops – S3 (4 staff)
- Exchange to Google (1 staff)
- SALT training (31 staff)
- Disability Standards (31 staff)

The average expenditure by the school on professional learning per staff member was \$790.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$1 499.

## **Catholic Life & Religious Education**

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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 OMI.

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 development. Accordingly, everyone strives to promote the motto on a daily basis.

The Parish and Assistant Priest are active, dynamic members of the school community. They lead school liturgies, visit students and lead prayer in the classrooms, celebrate 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. Liturgies and celebrations of the Eucharist are held regularly throughout the year. In 2015 the school came together as a community to celebrate the beginning and end of year Masses, Ash Wednesday, Holy Week, Easter, the Feast of the Sacred Heart, St Eugene de Mazenod OMI, St Mary MacKillop and St Patrick. A Grandparents Mass, Mothers' and Fathers' Day, Anzac Day, Remembrance Day, Advent, Catholic Schools Week, Year 6 Graduation, and Thanksgiving Liturgies to celebrate the reception of Sacraments. Prayer Liturgies were celebrated this year with each individual class gaining a deeper understanding of the importance of prayer in their lives. Family, friends and the wider Parish Community are always welcome and form an important part of Liturgical celebrations.

This year saw the launch of the schools updated Vision and Mission Statement. This took place at the Mass to celebrate the Parish Feast Day of Our Lady of the Immaculate Conception. This was followed by a sausage sizzle provided by the Parents and Friends Association. In the afternoon all the children performed in a Christmas Nativity Play.

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 2015, 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, the Annual Launch of Mission Month and the Campbelltown RSL Anzac Day Ceremony.

This year saw the commencement of monthly Children's Masses celebrated on the 3<sup>rd</sup> Sunday of each month. The school supports this Parish initiative with teachers assisting with the planning and

organisation. This has been well received by the Parish, with many favourable comments being made.

Each year the school promotes social justice by supporting Catholic charitable initiatives. An active Mini Vinnies group helped raise a total of \$3 898 for Catholic Mission, Caritas, St Vincent De Paul Society and the Oblate Missions. This included a \$518 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. In October the school raised \$1 390 for the Catholic Mission Appeal for Madagascar. The schools' Mini Vinnies team donated \$400 to the Claymore Laundromat to assist them in purchasing a new drier. The staff supported the Oblate Christmas Appeal with a donation of \$500 to the Missionary Association of Mary Immaculate.

The focus for the schools' Staff Spirituality Day for 2015 was Ecology. The theme for the day was 'Care for our Common Home' based on the Encyclical of Pope Francis – 'Laudato Si'. From this day an Ecology Team was formed, with the upkeep and maintenance of school gardens an initial priority.

In 2015, a priority was the Religious Education Curriculum. The staff attended 'Rethink RE' Cluster meetings as well as participating in Professional Development on programming and assessment. Stage 2 and 3 teachers utilised the new Understanding Faith Resource to support lesson delivery.

In response to the Year 5 and Year 6 participation in the Diocesan Christmas Art Competition and the Year 4 presentation of Part B in the Religious Literacy Assessment Task, a Showcase of children's work was held in the Hall. Many parents availed themselves of the opportunity to visit the display. Parent's Choice Awards were presented to two students from Year 5 and 6.

### **Religious Literacy Assessment**

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4. The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2015. The school cohort in 2015 consisted of 66 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 73 Year 4 students completed the Extended Task (Part B). The Extended Task was based on the Unit: *One With God's Creation* and was completed during the first half of Term 3.

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

Students showed a high level of performance in their knowledge of the religious tradition.

This was particularly noticeable in their:

- ability to identify ways that they continue the ministry of Jesus;
- knowledge of the parts of the Mass;
- understanding of Jesus' teaching on the practice of giving

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:

- demonstrate an awareness of Jesus' teaching on forgiveness;
- demonstrate an understanding of the Sacrament of Penance.

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

For Part A, 10.60% of students were placed in the developing level, 72.70% in the achieving level and 16.70% were in the extending level.

For Part B, 5.50% of students were placed in the developing level, 61.60% in the achieving level and 32.90% were in the extending level.

Combining Parts A and B, 15.20% of students were placed in the developing level, 60.60% in the achieving level and 24.20% were in the extending level for Religious Literacy.

These results are a significant improvement on the past three years.

## **School Review and Improvement**

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

### **School Review and Improvement components reviewed and rated in 2015**

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

- 1.2 Religious Education

- Goal: For staff to develop a greater knowledge and understanding of the Wollongong Diocese Religious Education Curriculum and to improve the Religious Education Literacy results of the students.

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

- 2.4 Integration of Information and Communication Technology (ICT)

- Goal: To have Information Communication Technology integrated into the everyday learning and teaching episodes and to revise the school Information Communication Technology policy

- **Key Area 3 Pedagogy**

- 3.4 Planning, programming and evaluation

- Goal: To have teaching programs compliant, consistent and true working documents.

- 3.7 Professional learning

- Goal: To develop a culture of openness and one of sharing of ideas and expertise of staff to enhance the learning and teaching within the school.

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

4.2 Professional development of staff

Goal: To ensure professional development opportunities for staff are aligned to school priorities and Staff Professional Development and Planning and Review goals.

**School Review and Improvement components to be reviewed and rated in 2016:**

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

1.2 Parents, Parishes and the broader Church

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

2.1 Educational potential

- **Key Area 3 Pedagogy**

3.2 Provision for the diverse needs of learners

3.6 School climate, learning environment and relationships

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

4.1 Recruitment, selection and retention of staff

4.3 An ethical workplace

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

5.3 Environmental stewardship

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

6.1 Parent involvement

The 2016 school year will be one of celebration for the School and Parish Communities. The school will celebrate its thirtieth anniversary and the Parish its twenty-fifth anniversary. Work with the parents, in partnership with the Parish, will be carried out to ensure the significant milestones are celebrated.

A focus will also be to implement learning and teaching programs and strategies to address the speech and literacy concerns, especially in the early Stages of the school. Due to the release of Pope Francis' recent encyclical 'Laudato Si', the school community will be focusing on caring for the school environment and how the community can better become Environmental Stewards. The staff will also continue to work on implementing the new Science and History/Geography National Curriculums

## **Financial Summary**

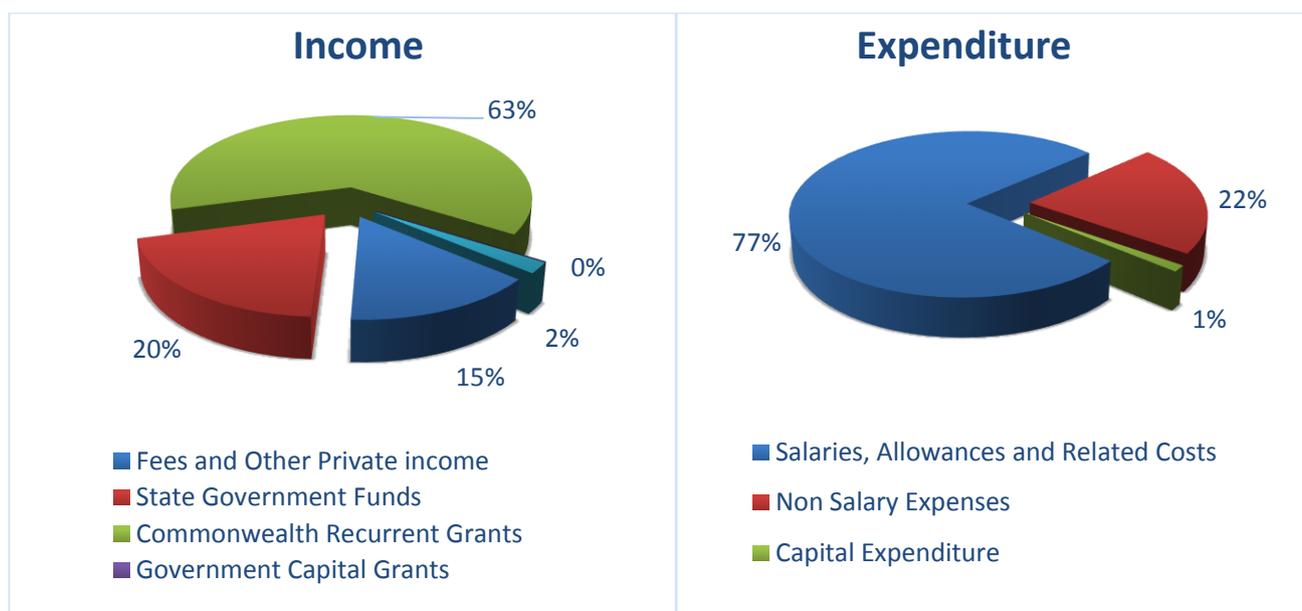
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Each year, the school budget is determined by the ongoing needs of the school. The Principal, Assistant Principal and Senior School Support Officer set the budget after discussion and consultation with Middle Leaders. Historical information from the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

During 2015 normal school running costs were incurred. In addition, the 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 intercom system, installation and repairs to the automatic gates, installation of two new air conditioners and the repair and maintenance of the school security alarm system.

Refurbishment of the garden between the Covered Outdoor Learning Area (COLA) and basketball court was also carried out. Funds from the Parish Building Fund were used to repaint the ceiling in the School Hall. The Parents & Friends Association were again generous with their support throughout 2015. The funds provided by this school community group were used to purchase iPads and laptop computers, literacy and mathematics resources, portable tables, payment of 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 2016 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 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.



## 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. This year a Pastoral Care

Support person was introduced to support and liaise with students and the wider school community.

The social and emotional needs of staff and students have been a focus for the Mary Immaculate School Community. A whole school program called 'Friendly School' was implemented in Term 4. The aim of the program was to address the social-emotional competencies, which enhance a positive classroom climate. The competencies addressed were:

- **Self-awareness** – identifying own emotions and strengths,
- **Self-management** – managing emotions through self-reflection and goal setting,
- **Social Awareness** – identifying and understanding feelings and thoughts in others,
- **Relationship skills** – communicating and relationship building
- **Responsible decision-making** - problem solving, assuming personal responsibility, respecting others.

To support teachers in developing their understanding of social and emotional learning a staff development day and numerous staff meetings were held and facilitated by CEO personnel. As a result, every class implemented a variety of positive mindfulness strategies into their classroom practice and continually revised the five major competencies of Social Emotional Learning. All students participated in the Peer Support Program that was led by Year 6. During 2015 the Peer Support focus was 'Optimism'. The unit focused on 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.

Mary Immaculate continues to follow the School Wide Positive Behaviour For Learning (SPB<sub>4</sub>L) 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 are a set of expectations and routines that are based on the school rules – Be Safe, Be Respectful, Be Responsible. This is the eighth year that the school has implemented this philosophy.

The Behaviour Management and Anti Bullying Policies reflected the SPB<sub>4</sub>L process. During 2015 numerous programs were implemented to support the revised Behaviour Management and Anti-Bullying Policies. Year 6 Leadership Days were held during Term 1 and a Year 5 Leadership Camp was again 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 shelter area was 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 games in a more structured environment.

The Transition to School Program for those students beginning Kindergarten in 2016 was again implemented during Term 4. Follow up transition sessions were also offered to some children in order to assist their transition into Kindergarten. A high school transition program was again implemented in Term 4 for all students in Year 6. Year 5 and Year 6 students also attended various

transition programs that were organised with local Catholic Colleges. A guest speaker from CEDoW spoke to students in Year 6 on the appropriate use of Social Media and 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. Classroom Awards were presented to students at weekly assemblies. Value 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 CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2015.

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

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### Introduction

At Mary Immaculate, all Board of Studies Syllabus documents in each of the 6 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

Throughout the school year considerable focus and professional learning has been given to support the implementation of the NSW Science, History and Geography Syllabuses for the Australian Curriculum. This has meant redevelopment of the school's scope and sequence for these KLAs. The staff continued professional learning in English and Mathematics.

### Assessment and Reporting

Throughout 2015 the school continued the familiarisation and use of the CEO reporting format. 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 Continua. 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 Term 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, Year 1, Year 2 and Year 3 continued to monitor student progress through the use of the Literacy and Numeracy continua. This information directed small, guided groups with specific aspects of learning within the class context. The continua also helped teachers cater for a diverse range of abilities and ensured all students and their learning needs were being addressed. Sentral software, a Diocesan wide initiative, was introduced to assist with tracking student progress.

National Assessment Plan for Literacy and Numeracy (NAPLAN) results were analysed by teaching staff and goals were identified. Short-term teaching and learning experiences were planned and implemented for students in Literacy with a particular focus on questioning.

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 2015, Years 1, 3 and 5 participated in Life Education. All Grades attended excursions during 2015. Kindergarten visited Calmsley Hill City Farm, Year 1 Symbio Wildlife Park, 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 2015, Year 5 also participated in a Leadership Day as well as an overnight Leadership Camp at Wedderburn Christian Camp.

The use of Information and Communication Technologies (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 2015, 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 Religion. 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 (SSO) worked together to support student learning.

Numeracy continued to be a priority at Mary Immaculate. 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. The Aboriginal Community Engagement Officer visited the school to assist with the implementation of Indigenous Perspectives and organised a display of Aboriginal art. A Year 10 student from St Gregory's College also visited the school to share his experiences with students from Kindergarten to Year 4.

Teachers have participated in a number of professional learning opportunities to further develop their understanding and support the implementation of the New South Wales Syllabus for the Australian Curriculum in English, Mathematics, Science, History and Geography.

Teaching staff collegially worked on developing a scope and sequence for the new History and Geography syllabuses, which are to be fully implemented in 2016.

### **Meeting the Needs of All Students**

Within each classroom teachers continued to diversify the curriculum to meet individual needs of students. This included School Support Officers assisting teachers in the classroom to best meet the needs of all students.

Reading Recovery continued throughout 2015 enabling those students in Year 1 experiencing reading difficulties the opportunity to improve their reading skills through an individualised reading program. 14 students accessed Reading Recovery in 2015 and 11 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-nine 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 '*500 Year Anniversary of the Birth of Teresa of Avila, Charlie and the Chocolate Factory and L.E.D. by the Light*' challenged students to research and present their learning in a variety of ways.

During Term 3 and 4, 2 teachers were employed for 2 days per week to support teachers and students in the implementation of specific programs to support student learning.

### **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 continues to be 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 and Athletics Carnival's. 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. In 2015, Mary Immaculate was responsible for the organisation and running of the Western Region Netball Gala Day. A number of students represented Mary Immaculate at Diocesan and Mackillop trials. Two students in 2015 were successful in achieving Sporting Red Awards at the Catholic Development fund (CDF) Sports Awards.

During Term 4 Kindergarten, Year 2 and Year 4 students participated in a Swimming Program at Eagle Vale Leisure Centre. This continued to be very successful and positive feedback was received from students, staff and parents. Mary Immaculate was successful in receiving funding from the Sporting Schools Program. This was used to allow students to participate in Athletics, AFL and Gymnastics activities during school time.

The Music Bus provided students who wished to participate, with weekly music instruction from trained teachers. At the end of the year, Music Bus students participated in a concert to showcase what they had learnt. Children were also invited to join the School Choir, which performed at school celebrations and community events. A highlight for the School Choir in 2015 was being invited to participate in the Campbelltown City Celebration of the 100 Year Anniversary of ANZAC.

‘The Christmas Story Art Competition and Exhibition’ allowed students in Stage 3 the opportunity to express and use their artistic talents. In 2015, Mary Immaculate had a showcase during Term 3 to exhibit the Christmas Art as well as the Year 4 Religious Literacy tasks.

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. The theme of Book Week this year was ‘Books Light up our World’. The children participated in a Book Parade where they dressed up as their favourite book characters.

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 and also attending various transition programs organised by local Catholic Colleges. Year 5 girls had the opportunity to visit St Patrick’s College as well as the whole Grade visiting Mt Carmel in Term 4.

Two students from Stage 3 represented Mary Immaculate in the Northwest Cluster of Schools District Public Speaking Competition. One student was awarded third place and then competed in the Diocesan Public Speaking Competition. Many students from Years 3 to 6 participated in the University of New South Wales Competitions in Writing, English, Spelling and Mathematics.

## **Student Achievement**

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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. Students in Literacy in Year 5 performed above the State and the Diocese. In Writing and Spelling, 65% of students in Year 5 achieved above expected growth. 56% of students in Year 5 displayed above expected growth in Numeracy, which was slightly lower than the State and the Diocese. Trend Data in Year 3 indicated that the boys achieved above the State and Diocese in Spelling and Numeracy. Comprehension, Grammar and Punctuation and Measurement and Geometry will be areas of focus across the school in 2016.

### 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 2015: % 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	4%	50%	46%	12%	47%	41%
	National	13%	39%	48%	20%	47%	33%
Writing	School	2%	36%	62%	8%	71%	22%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	11%	47%	43%	6%	45%	49%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuation	School	11%	55%	34%	14%	49%	37%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	25%	42%	33%	12%	68%	20%
	National	17%	49%	34%	18%	55%	28%

## 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 2015: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	96%	100%
	National	95%	93%
Writing	School	98%	100%
	National	96%	92%
Spelling	School	98%	100%
	National	93%	93%
Grammar & Punctuation	School	98%	92%
	National	95%	93%
Numeracy	School	94%	98%
	National	94%	95%

## 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 and panel discussions during the Cyclic Review process and the Principal Appraisal process, which were held throughout the year. The student responses were overwhelmingly positive.

### Students

The responses indicated that the students were proud to be members of the Mary Immaculate community. They believed that the school provided a safe and supportive environment and that they were given many opportunities to represent the school and use their talents, not only in the sporting arena, but also through Creative Arts and Literacy initiatives.

## Parents

The Parent survey responses indicated that the school gives witness to the Catholic Faith Tradition through word and action and the school supports the spiritual faith formation of the students and families. Parents also believed the school ensures teaching and learning is given high priority and that there is a positive learning atmosphere for the students. Parents indicated that the school is well resourced and that the school's plant and facilities are well maintained. Parents did express some concerns for the safety of all due to the lack of parking facilities and the abuse of basic road rules and school parking procedures by some members of the community.

## Staff

Staff responses indicated that they believed the school provides pastoral care for those in need and that high expectations are set for every learner. Staff members believed that they were provided with formal and informal feedback and that they are inspired and motivated to sustain growth and improvement. A minority of Staff did indicate that even though the School Wide Positive Behaviour (SPB<sub>4</sub>L) for Learning process has impacted positively on the behavior of students, at times, firmer consequences needed to be implemented to meet the needs of some behavioral concerns.



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