

Annual School Report

Primary

2016



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

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 the 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: Fr Slawek Plonka OMI
Principal: Don Spencer
Date: 16 December 2016

Vision Statement

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

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 2016 School Year. The 2016 school year has been one of celebration, as the children, parents and staff celebrated the School's Thirtieth Year Anniversary and the Silver Jubilee of the Parish.

A focus for the year was to implement learning and teaching programs and strategies to address speech and literacy development of students, especially in the early stages of the school. Throughout 2016, the school has continued to enjoy a positive relationship with the Parish and with the guidance and support of the Parish Priest, new Sacramental Program procedures were devised and will be trialed in 2017.

The Annual School Report provides an opportunity for the community to reflect on and celebrate the significant achievements that have occurred throughout the 2016 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

2016 has been another busy and successful school year for the Parents' and Friends' Association (P&F), with a significant amount of money being raised by our Fundraising Committee. Some of the funds have been used to purchase laptops and iPads, reading materials for the school and to provide hospitality for the School and Parish communities at several functions throughout the year, including the School 30-Year Anniversary Celebration. In the future the P & F are looking to use raised funds to install synthetic turf in the school grounds and purchase an electronic sign after further refurbishment has been completed within the school. The canteen has continued to run successfully this year and the Hospitality Committee has supported numerous school events. School Banking has been well supported and the Spring Fair enjoyed another successful year. Following the achievement of last years' Trivia Night, the P&F held a second event in Term 3. The P & F have been fortunate to have a wonderful core group of volunteers who have gone above and beyond to support the needs of the students and the school. Thank you so much to all the volunteers and school staff who have helped the P & F have an amazing year. All your time and assistance has been greatly appreciated.

Parents and Friends Association, President

Student Leadership

During the year as School Captains 2016, we have enjoyed the opportunity of being leaders of the school. It is not just a huge responsibility but also a privilege. Every Monday morning we handed out different awards to our fellow peers. We were good role models for younger students. The most enjoyable moments were being able to represent the school and visit new places with other members of the school community and meeting new people. We enjoyed helping out the younger students with reading and writing, making things and expanding their learning. We followed the school values of being safe, respectful and responsible. We always tried to live and model our school motto There have been many memories that we won't forget and will remember them in the years ahead. It has been a massive honour to be School Captains and we wish the future School Captains the best of luck. Farewell and best wishes.

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 439. 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

2016 enrolments	
Boys	217
Girls	222
Total	439
Indigenous	15
LBOTE	177

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 and the CEDoW website: www.dow.catholic.edu.au. Changes were made to this Policy in 2016.

Student Attendance

2016 Attendance	Male	Female
Kinder	92.5%	93.3%
Year 1	94.3%	91.3%
Year 2	92.7%	94.6%
Year 3	93.1%	93.1%
Year 4	93.4%	93.8%
Year 5	93.5%	92.2%
Year 6	91.8%	92.9%
Whole school	93.0%	93.0%

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 via the Diocesan SENTRAL portal. It is a school expectation that if students are absent from school, then a written explanation for the absence is given to the child's class teacher, on return to school, which is documented and archived by office staff. An email to the school explaining the absence is also acceptable. If a note or email is not received, an absent reminder note is sent to parents and it is expected to be returned. If two absent reminder notes are not returned then an 'unexplained/unjustified' absence is documented. In the event of a child having an excessive number of unexplained absences a phone call to parents by the Principal or representative is undertaken. If a child leaves school early they are issued with a pass, which indicates that the school is aware of their absence. If students are to be absent for an extended period of leave within the school Term, parents/guardians are to notify the school of the duration of leave, prior to the leave being taken and 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

There are a total of 24 teachers and 7 support staff at Mary Immaculate Catholic Primary School. This number includes 17 full-time and 7 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 2016 was 96%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 92 %.

Professional Learning

During 2016 Mary Immaculate Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review and Improvement priorities.

These included:

A. Mary Immaculate Catholic Primary School whole school development days involving 31 staff.

These days focused on:

- Oral Language – focused on the importance of oral language development in children.
 - Follow Me: Called To Be a Person of Presence’ which focused on the importance of being present to ourselves and to our God.
- B. Other professional learning activities provided at school level including CEDoW run courses
- Early Career Teacher Networks (2 staff)
 - Mentoring (1 staff)
 - Lamplighters (3 staff)
 - Laudato Si (2 Staff)
 - MiniLit (2 staff)
 - Leading the Australian Curriculum – History (1 staff)
 - Phonics (2 staff)
 - First Aid (2 staff)
 - Understanding and Managing Behaviour (3 staff)
 - Religious Literacy (1 staff)
 - Transition to School (1 staff)
 - Alight for the World (4 staff)
 - Outdoor Education and School Gardens (1 staff)
 - Spotlight on Technology (1 staff)
 - REC Conference and Retreat (1 staff)
 - Assistant Principal Retreat (1 staff)
 - Best Start (1 staff)
 - MANSW Mathematics Association New South Wales) Maths Conference (2 staff)
 - Religious Education Storytelling (2 staff)
 - Assistant Principal Networks (1 staff)
 - Religious Education Coordinator (REC) Networks (1 staff)
 - IDEAS Conference (1 staff)
 - Resource Management Policy Writing (1 Staff)
 - TLPLC Conference (1 staff)
 - Teacher Librarian Network Meetings (2 staff)
 - Assessment and Reporting Policy (2 staff)
 - Teaching Students who have Experienced Trauma (3 staff)
 - Personalised Planning Tool (2 staff)
 - Reading Recovery Network (1 staff)
 - Positive Education and Wellbeing Conference (1 staff)
 - Living Mission in a Secular and Challenging World (1 staff)

The average expenditure by the school on professional learning per staff member was \$270.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$736.

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's 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 Priests of the Parish are actively involved in the school community. They lead school Masses/liturgies, visit classes, administer Sacraments and attend Diocesan liturgical celebrations and meetings. They also contribute to the school enrolment process, staffing interviews and social events.

Prayer and liturgy are 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. This year the school came together as a community to celebrate:

- Beginning of Year Mass
- Ash Wednesday Mass
- Grandparents Mass celebrated in Catholic Schools Week
- Holy Week & Easter Liturgy
- St Patrick's Day Liturgy
- St Eugene de Mazenod Liturgy
- Feast of the Sacred Heart Mass
- St Mary MacKillop Liturgy
- Feast of the Assumption Mass
- First Communicants Thanksgiving Mass
- Confirmation Recipients Thanksgiving Liturgy
- Mothers' and Fathers' Day Liturgies
- Anzac & Remembrance Day Liturgies
- Immaculate Conception Feast Day/ School 30th Anniversary Mass
- Year 6 Graduation Liturgy
- End of Year /Farewell Mass

A highlight for the school this year was the celebration of the 30th Anniversary of its opening and the 25th Jubilee of the formation of the Parish. Many events took place during this Parish/ School Jubilee year. The School Feast Day & 30th Anniversary Mass were followed by a sausage sizzle provided by the Parents and Friends Association. In the afternoon the children performed in a Christmas Concert. The school also celebrated this milestone with a fun activity day for the students. A rotation of games, including a jumping castle and a Christmas movie made this a 'day to remember' for the students.

As always, the reception of the Sacraments was a significant part of the year for the school and specifically for those students receiving the Sacraments of Eucharist and Confirmation. Last year it was decided to make the Sacrament of Penance available to students in Year 3, therefore the reception of this Sacrament did not take place in 2016. The Sacrament of Confirmation was celebrated in Term 2 and the

reception of First Holy Communion in Term 3, with the whole Parish welcoming the candidates as active members of the faith community.

In Term 4, the staff participated in a Spirituality Day focusing on the importance of being present to ourselves and to our God. The day was led by Br Bill Tarrant fms, supported by the Lamplighter Team. This year, the Lamplighter Team has been instrumental in creating a sense of presence amongst the staff, leading them through a variety of enriching prayer experiences.

During 2016, the Year 6 children participated in a special Mass with the Bishop, which Mary Immaculate School hosted. The school was also represented at the launch of the Caritas Lenten Appeal, the Campbelltown Catholic Club Communion Mass, the Launch of Mission Month and the Campbelltown RSL Anzac Day Ceremony.

This year saw the continuation of monthly Children's Masses celebrated on the third Sunday of each month and at the Christmas Eve Parish Mass. The school supports this Parish initiative with teachers assisting with the planning and organisation.

Each year the school promotes social justice by supporting Catholic charitable initiatives. An active Mini Vinnies group helped raise a total of \$3 500 this year. Donations were made as follows:

- Catholic Missions – \$1 733
- St Vincent de Paul Winter & Christmas Appeals - \$1 506
- Claymore Laundromat - \$500
- Oblate Missions - \$500

A showcase of children's work was held in the hall during Term 3, displaying Christmas Artworks produced for the Diocesan Christmas Art Competition by the Year 5 and 6 children. Also on display was the work Year 4 completed for the Religious Literacy Assessment Task. 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. At a Diocesan level one student's artwork was chosen as the Catholic Education Office Director's Choice Award for 2016. This artwork progressed to the final and it was displayed at St Mary's Cathedral.

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 focused 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 2016. The school cohort this year consisted of 43 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and 46 students completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary Mother of God: First Among the Saints* and was completed during the first half of Term 3.

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

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

- demonstrate an awareness of Jesus' teaching on forgiveness□
- identify ways they continue the ministry of Jesus;
- demonstrate reverence for the Bible;
- identify the qualities of saints;

- demonstrate an understanding of the Eucharist;
- demonstrate knowledge of the Lord's Prayer.

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

- identify the Sacraments of Initiation;
- demonstrate an understanding of the Sacrament of Penance;
- identify the Sabbath as a time to rest and reconnect with God.

For Part A, 18.60% of students were placed in the developing level, 55.80% in the achieving level and 25.6% were in the extending level.

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

For Part B, 10.90% of students were placed in the developing level, 56.50% in the achieving level and 32.60% were in the extending level.

Combining Parts A and B, 18.60% of students were placed in the developing level, 58.10% in the achieving level and 23.30% were in the extending level for Religious Literacy.

School Review and Improvement

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 2016:

Key Area 1 Catholic Life and Religious Education

1.2 Parents, Parishes and the broader Church

Goal: To have parents of the Mary Immaculate School community be more involved in the preparation of their children in the Parish Sacramental Program and to assist in organising School and Parish anniversary celebrations.

Key Area 2 Students and their Learning

2.1 Educational potential

Goal: To streamline and implement the Diocesan Managing Student Pastoral and Educational Concerns (MSPEC) procedures.

Key Area 3 Pedagogy

3.2 Provision for the diverse needs of learners

Goal: Introduce the MultiLit Intervention programs to assist in meeting the diverse needs of learners and to up-skill the staff in catering for and improving the receptive and expressive language of children.

3.6 School climate, learning environment and relationships

Goal: To create a culture of high expectation and pride in the school and to consolidate School Wide Positive Behaviours for Learning (SPB4L) in the classroom setting

Key Area 4 Human Resources Leadership and Management

4.1 Recruitment, selection and retention of staff

Goal: To revise and fully implement the staff induction program.

4.3 An ethical workplace

Goal: To implement the revised Diocesan Performance and Development Plan (PDP) process.

Key Area 5 Resources, Finances and Facilities

5.3 Environmental stewardship

Goal: To create a culture of caring for the environment and a commitment to environmentally aware values, attitudes and actions which impact on the school environment.

Key Area 6 Parents, Partnerships, Consultation and Communication

6.1 Parent involvement

Goal: To create more open and informative communication opportunities with the various cultural groups of the school community

School Review and Improvement components to be reviewed and rated in 2017:

The following School Review and Improvement components will be acted upon within the 2017 School Improvement Plan. These components have been chosen following reflection and discussion on the achievements throughout the 2016 school year. The school will again focus on the development of Literacy, especially in the early years, with the trialing of the InitialLit program and the further implementation of the MiniLit program.

Key Area 3 Pedagogy

3.2 Provision for the diverse needs of learners

Goal: To trial the InitialLit program in Kindergarten and to have all teaching staff uses Challenging Maths Tasks in the teaching of Numeracy

Key Area 4 Human Resources Leadership and Management

4.4 Succession planning

Goal: To develop a more formal team approach to the development of Key Learning Areas (KLA's) and to encourage staff to take on greater responsibility in leading teams.

4.5 Overall compliance with legislation and other requirements

Goal: To have staff members demonstrate a shared understanding of their individual and collective responsibility and accountability of meeting compliance and to ensure all compliance matters are documented.

Key Area 5 Resources, Finances and Facilities

5.4 Financial management

Goal: To implement procedures to assist with decreasing the outstanding fees of families within our school community and to implement procedures to assist with the allocation of school budgets.

Key Area 6 Parents, Partnerships, Consultation and Communication

6.2 Reporting to the community

Goal: To further develop the use of the school website to communicate information to the school and wider community and to utilise local media to assist in the promotion of the school.

Key Area 7 Strategic leadership and Management

7.1 Planning for Improvement

Goal: To have all staff, including support staff, complete the Performance and Development process (PDP).

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 are 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 Catholic Education Office is maintained.

During 2016 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 pruning and removal of trees in response to the Catholic Education Office Tree Audit and electrical repairs to sub mains underneath the school hall.

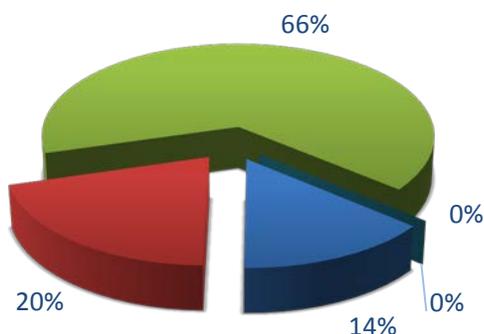
Installation of five split system air conditioner units in the hall was also carried out. This work was funded through the Parish Building Fund and by a generous donation from the Campbelltown Catholic Club.

The Parents & Friends Association was again generous with its support throughout 2016. The funds provided by this school community group were used to purchase iPads, laptop computers, literacy resources and provided hospitality for the school community at several school functions held throughout the year including the school's Thirtieth Anniversary celebrations.

The balance carried forward represents outstanding accounts and orders for the beginning of the 2017 School Year.

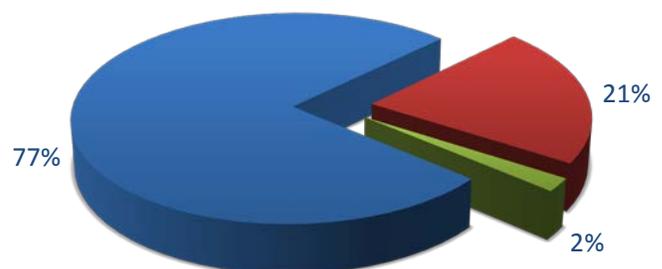
The following graphs reflect the aggregated income and expenditure for Mary Immaculate Catholic Primary School, Eagle Vale for the year ended 31 December 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education and Training.

Income



- Fees and Private Income
- State Recurrent Grants
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

Expenditure



- Salaries, Allowances and Related Expenses
- Non-Salary Expenses
- Capital Expenditure

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. During 2016 the Pastoral Support person, whose role it was to support and liaise with students and the wider school community, continued. The school also had the support of a School Chaplain whose role is funded by the Federal Government. The School Chaplain assisted the Pastoral Support person in their role and enabled more children to access social skills programs and the Seasons For Growth Program, which were both highly valued by staff, children and parents.

The Social and emotional needs of staff and students has been a focus for the Mary Immaculate School community. A whole school program called 'Friendly School' was implemented at the beginning of the year. The aim of the program was to address the social-emotional competencies enhancing a positive classroom climate. The competencies are *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.

All students participated in the Peer Support Program, which was led by Year 6 students. The Peer Support module that was implemented for 2016 was 'Promoting Harmony', a unit that focused on Values. The module supported students to develop the skills, knowledge and attitudes necessary to actively and critically construct, shared values across their group. The module developed skills in values clarification, relationship building, assertiveness and decision-making.

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 ninth year that the school has implemented this philosophy.

The Behaviour Management and Anti Bullying Policies reflect the SPB4L process, which is entrenched in the school culture. During 2016 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 held in 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 3. This program was organised and run by the Stage 3 students on three days per 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 2017 was again implemented during Term 4. Follow up transition sessions were offered to children who were experiencing anxiety. A High School Transition program ran in Term 4 for all students in Year 6. Year 5 and Year 6 students also attended various transition programs that were organised with the local Catholic High Schools. 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. Classroom Awards were presented to students at weekly assemblies. Value Awards were again 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. No changes were made to these Diocesan documents in 2016.

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

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

Teachers have participated in a number of professional learning opportunities to further support their use of the New South Wales Syllabuses for the Australian Curriculum in English, Mathematics, Science, History and Geography. Throughout the school year considerable focus and professional learning has been completed in the area of Oral Language. Classroom teachers and School Support Officers were trained by a Speech Therapist in the use of strategies and activities to support the development of Oral Language.

School Reports were distributed at the end of Semester 1 and Semester 2. The Catholic Education Office (CEO) reporting format continued to be used this year. 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 regards 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 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. These 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 Year 3 and Year 4 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. SENTRAL software was used to assist with the tracking of 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 Grammar and Punctuation and Measurement in 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 2016, Years 1, 3 and 5 participated in Life Education. A number of Grades visited the Eagle Vale Duck Pond during the year. All Grades attended excursions during 2016. Kindergarten visited Calmsley Hill City Farm, Year 1 attended Symbio Wildlife Park, Year 2 travelled to the Royal Botanic Gardens, Year 3 attended the Wollongong Science Centre, Year 4 went on a walking tour of Sydney and visited the Rocks, and Year 5 attended Rouse Hill House and Farm. Year 6 students were wonderful ambassadors for Mary Immaculate when they attended a three-day excursion to Canberra and the Snowfields. They also participated in a Planetarium Workshop, which was held at school. During 2016, Year 5 and 6 participated in a Leadership Day and Year 5 had 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 'Studyladder', 'Ziptales' and 'Skwirk' interactive programs to support Literacy and Numeracy learning.

During 2016, the staff identified professional goals for the school year and met with members of the Coordinating Team to discuss these goals. Collegial visits were held to observe teacher practice in the areas of Oral Language and Guided Reading. 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 regularly and two Aboriginal Education Officers were employed at the school on a part time basis to support the implementation of Indigenous Perspectives. During NAIDOC Week, the students completed handprints and footprints using Aboriginal art techniques and colours to celebrate the theme 'Songlines'.

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 (SSO's) assisting teachers in the classroom to best meet the needs of all students.

MultiLit Intervention Programs were introduced to support students in the area of Literacy. Groups of students from Kindergarten, Year 1 and Year 2 worked with teachers and SSOs on the MiniLit Program and individual students from Year 4, Year 5 and Year 6 worked with SSOs on the Reading Tutor Program. Reading Recovery continued throughout 2016 enabling those students in Year 1 experiencing reading difficulties the opportunity to improve their reading skills through an individualised reading program. Ten students accessed Reading Recovery in 2016 and nine students were successfully discontinued. Students with specific learning needs continued to be supported through the Managing Student Pastoral and Educational Concerns (MSPEC) Committee. The Committee comprised a selection of staff under the guidance of the MSPEC Committee Manager. The group met twice a week 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-eight 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 'Sandstone Hardwood Heart' and 'Cry of the Earth' challenged students to research and present their learning in a variety of ways.

Two teams of girls from Year 5 and 6 participated in the inaugural Science, Technology Engineering and Maths (STEM) Challenge held at St Patrick's College. This was a unique opportunity for girls who have a passion for STEM to work together and solve challenges offered by this competition. From those schools represented in the challenge, our teams came equal second overall. During Literacy and Numeracy Week, two Year 5 students were invited to attend the Short Haul Flight School at Albion Park to participate in an interactive workshop.

During Terms 3 and 4, a teacher was employed for 2 days per week to assist Year 2 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 Years 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 2016, 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. Four students in 2016 were successful in achieving Sporting Red Awards at the Catholic Development Fund (CDF) Sports Awards. The School Cricket Team played in the Mark Taylor Shield and reached the Finals, which was the first time a Wollongong School had competed at this level in the 17-year history of the competition.

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, Hockey 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 liturgies.

'The Christmas Story Art Competition and Exhibition' allowed students in Stage 3 the opportunity to express and use their artistic talents. In 2016, two students were selected as Finalists and their artwork was displayed in Wollongong Art Gallery. One of these students then won the Director's Choice Award and the artwork titled 'The King is Coming' was displayed at the crypt in St Mary's Cathedral. The school held a showcase during Term 3 to exhibit the Christmas Art as well as the Year 4 Religious Literacy tasks. Year 5 students also participated in the Greg Warren Christmas Card Competition. Two students artwork were chosen as Finalists and their artwork will be displayed on the Christmas Card sent out from Mr. Warren's office.

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 Australia: Story Country. The children and staff 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 and morning tea. 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 Communion Mass, Campbelltown RSL Anzac Day Ceremony, Anzacs of Macarthur Book Launch, the Year 6 Mass with the Bishop, Diocesan Launch of Mission Week, Annual Launch of Caritas Lenten Appeal and also attended various transition programs organised by local Catholic Colleges. Year 5 girls had the opportunity to visit St Patrick's College and the whole Grade visited Mt Carmel Catholic College in Term 4. The Principals from St Patrick's College and St Gregory's College also visited the Year 5 students earlier in the year.

Two students from Stage 3 represented Mary Immaculate in the Northwest Cluster of Schools District Public Speaking Competition. One Year 6 student was awarded first 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

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

In Year 5 students in Reading, Writing and Numeracy performed above the State and the Diocese. 68% of students in Year 5 achieved expected or above growth in Reading, Spelling and Numeracy. Students in Year 5 performed below the State but above the Diocese in Spelling and below the State and Diocese in Grammar and Punctuation. In Year 3, students performed above the State and Diocese in Writing and Spelling. Trend Data showed that boys in Year 3 performed better than the State and Diocese in Numeracy.

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 2016: % 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	12%	42%	46%	13%	37%	49%
	National	12%	37%	49%	16%	47%	35%
Writing	School	4%	43%	53%	8%	73%	19%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	5%	37%	58%	11%	61%	28%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	3%	55%	42%	16%	56%	28%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	8%	66%	26%	16%	51%	33%
	National	13%	49%	36%	17%	53%	28%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

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 2016: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	92%	93%
	National	95%	93%
Writing	School	96%	99%
	National	96%	93%
Spelling	School	97%	99%
	National	94%	93%
Grammar & Punctuation	School	97%	95%
	National	96%	94%
Numeracy	School	96%	95%
	National	96%	94%

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 were given the opportunity to complete the survey online and staff information was gathered as part of the Assistant Principals Appraisal process.

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 majority of students indicated that they regarded Mary Immaculate Catholic Primary School as a safe and supportive environment, however, some children indicated that this was not so. The children were emphatic in responding that they were encouraged to learn to the best of their ability and the greater majority agreed that 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 helped their children develop knowledge and understanding about Catholic tradition and that the children were challenged to maximize their learning. Parents believed the teachers were genuinely interested in the welfare of the children and the school effectively communicates information about activities and events. Parents indicated that they were given appropriate information about their child's progress and Mary Immaculate School had a positive learning environment. Several parents did, however, indicate the school does not offer a range of co-curricular activities for all grades.

Staff responses indicated that the school gives witness to the Catholic faith tradition in both word and action and it provides pastoral care for students and families. Staff members believed that the school supports the individual needs of students through a differentiated curriculum and that staff are given feedback, which enables capacity building. The staff also believed that the management of school resources is aligned to learning priorities and the school's strategic plan.



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