

# Annual School Report

## K-7



2017



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

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St Francis Catholic College, Oran Park is registered by the NSW Education Standards Authority (NESA) 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 NESA requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NESA, the Report will be presented to the parent body and be available on the school's website by 30 June 2018.

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

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Parish Priest: Father Linh Nguyen (SVD)

Principal: Simon Abernethy

Date: 6 April 2018

## **Vision Statement**

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St Francis is a Christ-centred P-12 Catholic College that draws on strong tradition and community partnerships to develop excellence in quality education and pastoral support. Our graduates are holistic, liberated, lifelong learners who reach their potential by living the Gospel values to become active, responsible global citizens.

## **Message from Key School Bodies**

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### ***Principal's Message***

Despite some challenges with having to commence the year at a temporary location in Oran Park, St Francis Catholic College has had an excellent foundation year. The students come from very diverse cultural backgrounds and with similarly diverse educational needs. Staff are to be commended on their effective assessment of the students and adjusting their teaching to meet students needs. The college adopted a Positive Behaviours for Learning framework and this was key to inducting and explicitly teaching policy and procedures to students and their families. A strong sense of community has been built in a short time.

The college will move from the beginning of the 2018 year to its permanent site at Jardine Drive, Edmondson Park. St Francis college has experienced strong enrolment growth and student population is set to more than double for next year.

### ***Parent Involvement***

Throughout 2017, the college was blessed by the strong support and assistance of numerous volunteers, parents and guardians. Some of these activities included: covering of books and accessioning educational resources, cooking BBQs at Feast & Open Days, running stalls and activities on special event days, reading to students in class and helping to officiate at the college swimming, cross country and athletics carnivals. Especially encouraging were the number of families who were able to attend the college's celebratory Masses (College Opening Mass 2017, Blessed Edmund Rice & St Francis Feast Days), and the commitment of parents/guardians to regularly attend college liturgies, assemblies and parent information sessions.

In 2018, the college will be establishing a Principal's Advisory Committee (PAC) which will comprise of 8-10 parents/guardians. The PAC will be responsible for communicating and consulting the broader parent community and representing the parents of St Francis in consultation meetings with the Principal and members of the College Leadership team. It is expected that members of the PAC will act as contacts for the broader parent body and may be involved in surveying parents on issues relating to the college and its ongoing development.

### ***Parents and Friends Association***

### ***Student Leadership***

In the college's foundation year, there were many opportunities for informal student leadership and students (particularly in Years 4-7) were encouraged to be role models in terms of behaviour, participation and wearing of the college uniform. Students were also given opportunities to represent the college at Diocesan Masses, liturgies, sporting and community events.

In term 4, after a rigorous application and interview process, student leaders for 2017/2018 were appointed to the following positions: Junior Years Learning Captains x2, Middle Years Learning Captains x2 and House Captains x2. It is anticipated that the student leadership team for 2018/2019 will be expanded as student numbers continue to grow.

### ***Student Leaders***

## School Profile

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### **School Context**

St Francis Catholic College is a Catholic systemic co-educational college located in Oran Park. The college caters for students in Years K-7 and has a current enrolment of 179. The college was established this year and is currently located at a temporary location on Hollows Drive, Oran Park.

The college will relocate to its permanent site at 130-150 Jardine Drive, Edmondson Park for the beginning of the academic year 2018.

The college was established in 2017 and is the result of a partnership between the Diocese of Wollongong and Edmund Rice Education Australia. St Francis College works closely with neighbouring parishes, particularly Mary Mother of the Church Parish, Macquarie Fields, within whose boundaries the college is built.

St Francis is a truly unique Catholic school. It will quickly grow to offer co-educational enrolments from Pre-school to Year 12. St Francis is genuinely one school and is not a traditional primary school and high school co-existing on the one site.

Being a P-12 school, St Francis will take advantage of specialist facilities and specialist teachers for students who may well be with the college for the full 13 years of their compulsory education. The college is part of an international network of schools with links to schools in the Edmund Rice tradition in India, Ireland & Africa. This may allow students to learn more about life in different countries, encourage international relationships and may lead to opportunities for immersion as senior students.

### **Student Enrolments**

2017 enrolments	
Boys	102
Girls	77
Total	179
Aboriginal and Torres Strait Islanders	5
LBOTE	97

The Diocesan Primary & Secondary Enrolment Policy and Procedures exists to assist schools and colleges 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 college website: [www.sfccdw.catholic.edu.au](http://www.sfccdw.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 2017.

## ***Student Attendance***

<b>2017 Attendance</b>	<b>Male</b>	<b>Female</b>
Kinder	95.4%	93.9%
Year 1	93.2%	95.2%
Year 2	97.5%	95.1%
Year 3	95.9%	92.4%
Year 4	96.4%	96.6%
Year 5	96.2%	94.3%
Year 6	95.2%	92.2%
Year 7	95.0%	94.9%
Whole school	95.6%	94.2%

### ***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.

Daily roll marking is done electronically by staff in Period 1 classes each morning. Late students and early leavers register details at the College Reception. Daily absence notifications are available in the electronic attendance system so teachers can see current student attendance information. Parents are contacted by SMS messages daily and by phone where absences exceed 3 consecutive days without explanation. Summary reports of lateness, early leavers, explained and unexplained absences are printed from the Sentral student management database and distributed to the pastoral team who contact parents by phone, e-mail or letter. Registered letters are sent to the last known address if a student leaves the college without notification and parent contact cannot be made to verify student's college attendance. All attendance records are registered and maintained through the electronic databases of SENTRAL and SAS2000. Applications for exemption from college are directed to the Principal who consults with Leaders of Learning to ensure learning outcomes, assessments and student progress are sustained where possible during a student's absence. All roll marking, attendance records and procedures are in compliance with the Catholic Education Office Student School Attendance Guidelines and Procedures Policy (January 2015).

## Staffing Profile

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There are a total of 19 teachers and 11 support staff at St Francis Catholic College. This number includes 18 full-time, 1 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

### ***Teacher Attendance and Retention***

The average daily teacher attendance rate for 2017 was 98.2%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2016 to 2017 was 95%.

### ***Professional Learning***

During 2017 St Francis Catholic College personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Francis Catholic College whole school development days involving 30 staff.

These days focused on:

- Pastoral Care & Positive Behaviours for Learning- merit system, House system, behaviour management, student tracking (academic & pastoral), first aid procedure
- Compliance- Teaching & Learning program compliance, college structures, policies, procedures, child protection, WH&S
- Assessment & Reporting- Purpose of assessment, types of assessment, standard Vs norm assessment, differentiation, common grade scale, consistent teacher judgement, academic reporting

- Staff Spirituality-College charism, life, values & work of St Francis and Blessed Edmund Rice, meditation, types of prayer
  - Developing a shared College Vision & Mission
  - Resuscitation & Emergency Care. Curriculum Planning- Scope & Sequence Planning, Programming & Assessment.
- B. Other professional learning activities provided at school level including CEDoW run courses:
- Child Protection A&B (5 staff)
  - Collaborative Leadership: Improving Literacy & Learning (3 staff)
  - Stage 4 Mathematics (3 staff)
  - Teaching Phonemic Awareness & Phonics (3 staff)
  - Understanding Dyslexia & Significant Reading Difficulties (3 staff)
  - Transition to School Playgroup (3 staff)
  - Leading Learning Network Meetings (6 staff)
  - Alight for the World (2 staff)
  - Primary Religious Education Programming (2 staff)
  - Creative & Critical Thinking (1 staff)
  - Curriculum Compliance (1 staff)
  - Working Towards Higher Levels of Accreditation (2 staff)
  - NAPLAN Online Readiness (2 staff)
  - National Consistent Collection of Data (1 staff)
  - exploRE! Music (1 staff)
  - exploRE! Visual Arts (1 staff)
  - Aboriginal & Torres Strait Islander (ATSI) Contact Training (1 staff).

The average expenditure by the college on professional learning per staff member was \$866.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$694.



## Catholic Life & Religious Education

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St Francis celebrated its Catholic identity throughout the year through whole college celebrations such as feast days, liturgies, assemblies and through Religious Education classes and the creation of sacred spaces for prayer within classrooms and in the College Reception area. Liturgical celebrations were planned collaboratively with the Parish Priests of Macquarie Fields and Oran Park to ensure they were meaningful and appropriate to the students. Major feast days were celebrated for Blessed Edmund Rice and St Francis of Assisi. The college also attended and contributed to Masses that were significant to the parishes of Macquarie Fields and Oran Park. The college had representatives at the Mary MacKillop Mass at Oran Park and had a significant presence at the Mary Mother of the Church Feast Day and Multicultural Mass which is an annual event and significantly was the 40th anniversary of the parish. Further, the college had representatives at Diocesan Masses such as the Diocesan Education Mass, the Campbelltown Catholic Club Community Mass, the Diocesan launch of Projection Compassion and the Diocesan launch of Mission month.

Liturgies were held for the beginning and end of the school year, Ash Wednesday, Holy Week, Mother's and Father's Day, ANZAC Day and Harmony Day. A culture of prayer and celebration existed which was evidenced by college prayer at assemblies and class prayer.

All class teachers taught an academically rigorous curriculum based on the current Religious Education Curriculum. Staff and parent volunteers created storytelling resources for Religious Education. The curriculum was further supported with 'To Know, Worship and Love' textbooks and big books and through their use of 'Understanding Faith' online resources. Students in Years 5 and 6 were given the experience of participating in the Diocesan Christmas Art Competition where they were able to reflect upon their understandings of scripture through Visual Arts. The work of three students was considered worthy of display at the Wollongong Regional Art Gallery and this was a proud moment for the college in its foundation year.

The college planned and promoted social justice by supporting charitable initiatives. Donations made by the college to Catholic Charities included: St Vincent De Paul Winter Appeal \$300, Caritas Australia Project Compassion \$536.90 & Catholic Missions \$245.30. Various staff members participated in Diocesan spirituality programs such as Lamplighters and Alight for the World. Members of the College Leadership Team also participated in various spirituality programs offered by Edmund Rice Education Australia.

### ***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 and 8. The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2017. The college cohort in 2017 consisted of 15 Year 4 students who sat the Religious Literacy Assessment Workbook on 7 August 2017.

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 high level of performance was particularly noticeable in their knowledge of:

- recall and sequence the story of Zacchaeus
- identifying key Lenten practices
- identifying key symbols, signs and rituals of Easter
- recalling that through our baptism we are called to be saints
- demonstrating a growing familiarity with scripture stories
- identifying ways we can prepare to receive the gift of Jesus.

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

- identify key scripture of the Liturgical Year
- demonstrate a basic understanding of the Sacrament of Penance
- identify the correct liturgical colour for the season of the year
- identifies ways of reaching out to others during the season of Christmas.

In the assessment 27% of students were placed in the developing level, 60% in the achieving level and 13% were in the extending level.

## School Review and Improvement

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

### ***School Review and Improvement components reviewed and rated in 2017:***

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

##### 1.1 Vision and Mission

Goal: St Francis Catholic College community will be able to link the EREA Touchstones with the Vision and Mission of the College.

##### 1.2 Religious Education

Goal: All class assessment plans will have assessment tasks for, of and as and these will be clearly identified in class programs.

##### 1.3 Catholic Life and Culture

Goal: Students, staff and parents/carers will have opportunities to share the Sacramental life of the Church.

##### 1.4 Parents, parishes and the broader Church

Goal: The community will participate in College religious celebrations.

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

##### 2.2 Rights and responsibilities

Goal: The College will provide processes and procedures to support student behaviour.

##### 2.3 Reporting student achievement

Goal: Opportunities will be provided for parents/carers to engage in student learning.

##### 2.5 Pastoral Care

Goal: Pastoral care and student management policies, practices and procedures are clearly understood and consistently implemented. They are well documented and regularly reviewed and updated.

#### **Key Area 3: Pedagogy**

##### 3.1 Curriculum provision

Goal: The college is to have a well resourced educational plan, supported by excellent pedagogy to create a dynamic, relevant and challenge curriculum.

#### 3.4 Planning, programming and evaluation

Goal: Teaching programs are explicitly linked to the syllabus and are dynamic working documents which contextualise learning and respond directly to students' varied needs.

#### 3.5 Assessment

Goal: To develop a proactive whole-college approach effectively using data from external and college-based assessments, to inform the teaching and learning process and to continually improve whole college, cohort and individual student performance.

### ***School Review and Improvement components to be reviewed and rated in 2018:***

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

##### 1.3 Catholic Life and Culture

Goal: To provide regular and well planned opportunities which support the spiritual and faith development of all students and staff.

#### **Key Area 3: Pedagogy**

##### 3.3 Teaching practices

Goal: The college will function as a learning community adopting a collaborative and reflective approach to teaching and learning.

##### 3.5 Assessment

Goal: Effectively implement a whole college approach to assessment that enhances student learning outcomes. The approach should use data effectively to inform the teaching and learning process and meet the diverse needs of students.

##### 3.6 School climate, learning environment and relationships

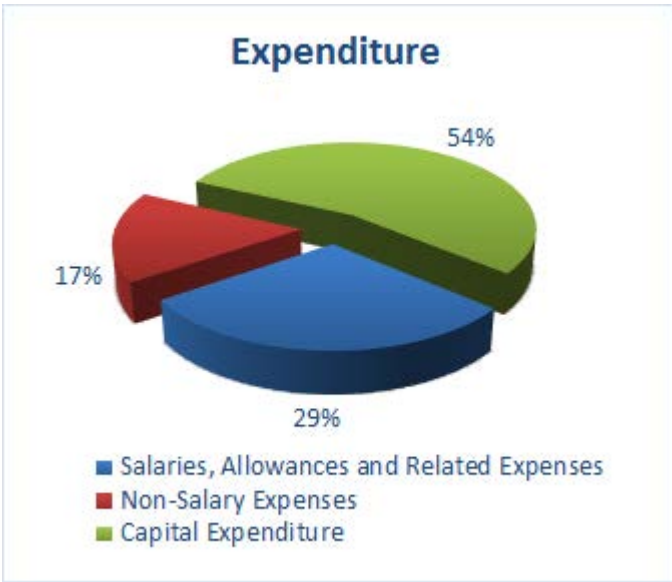
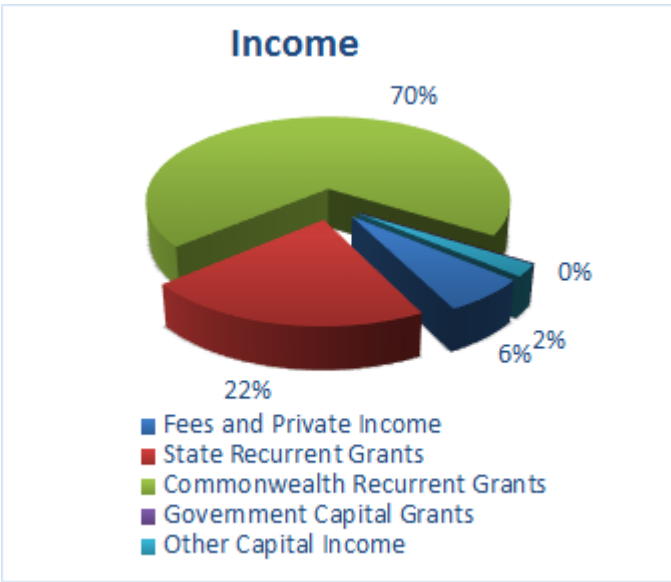
Goal: The college climate consistently demonstrates a commitment to its Vision and Mission.

## Financial Summary

Substantial resource expenditure has occurred throughout 2017 to procure portable modular buildings and compliant walkways, ramps and playground areas. All Key Learning Areas (KLAs) required considerable expenditure to establish teaching and learning resources. Significant investments were also made in learning technology resources and college library resources. Sporting and playground equipment additionally had to be planned and purchased. Additionally, the college procured a mini-bus to assist in transporting students to and from the temporary site each day.

The college was grateful to receive a cheque for \$10,000.00 from the Campbelltown Catholic Club. The college is required to use these funds in a building initiative and as such, a decision has been made not to spend these funds until we are established on the permanent site at Edmondson Park.

The following graphs reflect the aggregated income and expenditure for St Francis Catholic College, Oran Park for the year ended 31 December 2017. This data is taken from the 2017 financial return to the Australian Government, Department of Education and Training.



## Student Welfare

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Staff at the college developed policies and procedures that support the National Safe Schools Framework. Staff considered and adapted the primary School Wide Positive Behaviours for Learning (SPB4L) and the secondary Behaviour Options for Wellbeing & Learning (BOWL) initiatives to incorporate a K-12 approach. The focus of this initiative was to look at the rules and procedures in place that affected the learning and behaviour inside and outside the classroom environment. Routines and procedures were explicitly taught for the safe and productive operation of the new site. A minor and major behaviours matrix was developed to ensure consistent behaviour management for all students at St Francis. Simple college rules were established that encouraged all members of the St Francis community to be responsible and safe and focus on learning.

The college was fortunate to secure the services of a CatholicCare counsellor two days a week for 2017. College staff in conjunction with the counsellor ran small group programs such as iWoman and Social Mindfulness to support the development of social skills.

Initiatives such as Harmony Day, Autism Awareness Day and National Day Against Bullying were all presented to students. Year 7 were further supported with a 'Adventure' team building day and Year 7 Camp at Teen Ranch, Cobbitty. Kindergarten 2018 were offered a playgroup experience in the College Hall over several weeks to support their transition to school. Orientation days were held in Term 4 for all year groups.

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 2017.

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***

Staff have actively engaged in a range of professional learning experiences that assisted them in the implementation of the NSW syllabus for the Australian Curriculum. It was a priority for the foundation staff at St Francis to deliver a high quality, rigorous pedagogy that meets all NESA requirements and the curriculum needs of students. In addition to the KLAs prescribed by NESA, the students have been provided with courses of study in Religious Education in accordance with Diocesan policy.

### ***Curriculum and Pedagogy***

Staff received professional development in developing quality teaching and learning programs and Diocesan compliance. Teachers also received professional development on assessment of, for and as learning which were then programmed into classroom experiences. Staff were encouraged to reflect on assessment data to gauge where students were at with their learning and to consider what implications that had on future learning and teaching. Professional development was also provided in the areas of pedagogy for students of English as an additional language or dialect (EALD), and in meeting the needs of students who have dyslexia.

### ***Technology Supporting Learning***

The college invested in a robust wireless and ethernet network, banks of iPads and associated educational apps to support the learning & teaching in Kindergarten through to Year 4. Parents have been asked to purchase laptop technology for each student in Years 5-7, as they operate in a 1:1 Bring Your Own Designated Device (BYODD) arrangement. Technology integration, maintenance and operation is supported through the employment of a full-time manager of Learning Technologies at the college.

### ***Cross-Curriculum***

Many students were invited to trial and participate in a number of sporting events. These included soccer, netball, touch football, swimming, cross country running, athletics and basketball. Several students experienced success in being selected for representative teams.

The St Francis SEALS (St Francis Environmental Awareness Learning Society) was established and launched a number of initiatives for 2017. These include Waste Week, a class tomato growing competition, Nude Food Day and paper recycling. Other student based learning initiatives included the Christmas Art competition classes, Coding Club, Homework Club, Public Speaking, and Choir.

Students, including those from an ATSI background attended a blessing of the new college site by Bishop Peter Ingham and a Smoking Ceremony with Uncle Ivan (local Aboriginal elder). Uncle Ivan returned some weeks later to the Oran Park site to meet students and engage in some storytelling, teaching the students

about aboriginal culture, the importance of dance and giving an indication of the traditional foods and recreational activities enjoyed in his childhood.

Harmony Day was also celebrated and the cultural diversity of our student population was highlighted in a locally produced promotional video. There was a parade of national flags and a liturgy in which students were asked to speak in languages from their cultural background.

### ***Meeting the Needs of all Students***

#### **Diversifying Learning**

All students at the college were newly enrolled and each was assessed in the areas of reading, writing, comprehension and mathematics using the Australian Council for Educational Research (ACER) Progressive Achievement Tests (PAT) testing. Teachers examined the 'baseline' data and set learning goals with each student. Teaching and learning was diversified to meet the individual needs of students. Students academic progress was tracked throughout the year on data walls and against the Literacy and Numeracy Continuum.

#### **Gifted Education**

Students who have presented as having exceptional skills and ability have worked with the Diverse Learning teacher and classroom teachers on extension and enrichment activities. Some students have been referred to Specialist Support Education Officers at the CEDoW for Slosson testing to provide an index of their intellectual ability. Students have also been provided with opportunities to link into Diocesan enrichment programs in Mathematics, Writing and Creative Arts.

#### **Special Education Needs**

The college has focused on catering for a diverse range of academic abilities. Students who have required additional support to access curriculum and ensure their learning has been successful, have received assistance from teaching and support staff. When identified as required, Tier 2 & 3 literacy and numeracy intervention has been made available. Such supports include MiniLit and MacqLit, SENA 1 & 2, localised numeracy interventions and so on. A team of seven Learning Support Officers and the Diverse Learning Coordinator provide direct assist in classrooms.

### ***Expanding Learning Opportunities***

In 2017, all grades were involved in incursions and excursions designed to enhance and support the learning that occurs within the classroom. These included:

- Kindergarten – excursion to Calmsley Hill City Farm
- Year One – 'Place Explorers' excursion Birriwa Oval & Park, Mt Annan
- Year Two – Mary Mother of the Church, Macquarie Fields & Sydney Powerhouse Museum
- Years Three & Four – excursion to the Macarthur Centre for Sustainable Living, Mt Annan
- Year Five – Justice & Police Museum
- Year Six – overnight excursion to Canberra
- Year Seven- Camp Adventure Day incursion & Year 7 Camp- Teen Ranch, Cobbitty.



Other whole college events included:

- Masses and liturgies at St Mary MacKillop Church, Oran Park and Mary Mother of the Church, Macquarie Fields.

Many students at St. Francis were provided with opportunities to represent the college at the following events:

- Western Region & Wollongong Diocesan Swimming Trials
- College and Diocesan Cross Country
- Year 6 Mass with the Bishop at Mary Immaculate, Eagle Vale
- Western Region Soccer Gala Day
- Blessed Edmund Rice Feast Day celebrations
- St Francis of Assisi Feast Day celebrations
- Book Week & Book Week Parade
- Western Region Netball Gala Day
- Campbelltown Catholic Club Mass
- Western Region Athletics Carnival
- Diocese of Wollongong Christmas Art Competition
- Catholic Primary Schools Netball competition
- Diocesan Catholic Mission Launch 2017
- Diocesan Project Compassion Launch 2017
- Epilepsy Awareness Week
- Western Region public speaking competition.

## Student Achievement

The college uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The college 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, 5 and 7. 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.

2017, being the foundation year, all students were new to the College and sat NAPLAN tests after only being enrolled at the college for one term. NAPLAN results, together with other literacy and numeracy assessments, have provided baseline data for the college to set learning improvement goals. In general, significant improvement is required as all three cohorts are typically performing below national minimum standards.

### 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. Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement.

NAPLAN 2017: % in Bands		YEAR 3			YEAR 5			YEAR 7		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8	Bands 4 and 5	Bands 6 and 7	Bands 8 and 9
Reading	School	11%	56%	33%	19%	52%	29%	27%	58%	15%
	National	10%	37%	52%	15%	47%	37%	16%	53%	29%
Writing	School	0%	50%	50%	5%	90%	5%	39%	61%	0%
	National	8%	46%	47%	19%	63%	16%	28%	53%	17%
Spelling	School	11%	28%	61%	14%	62%	24%	18%	55%	27%
	National	13%	39%	46%	14%	50%	34%	16%	50%	33%
Grammar & Punctuation	School	11%	28%	61%	29%	67%	5%	18%	76%	6%
	National	11%	32%	56%	18%	46%	34%	19%	51%	29%
Numeracy	School	11%	61%	28%	33%	62%	5%	15%	73%	12%
	National	11%	47%	40%	15%	56%	28%	14%	52%	33%

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 4 in Year 7) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 5 in Year 7) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2017: % AT or ABOVE NMS		YEAR 3	YEAR 5	YEAR 7
Reading	School	94%	95%	94%
	National	95%	94%	94%
Writing	School	100%	86%	85%
	National	96%	92%	88%
Spelling	School	100%	86%	100%
	National	93%	94%	93%
Grammar & Punctuation	School	94%	82%	91%
	National	94%	92%	92%
Numeracy	School	100%	95%	97%
	National	95%	95%	95%

## Parent, Student and Staff Satisfaction

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Parents and carers were surveyed at the end of 2017 to provide some data on satisfaction levels. The survey had 82 responses, which represented 61% of parents. Parents responded to the questions on a five point scale 1 being Strongly Disagree to 5 Strongly Agree.

The results indicate that parents and carers are very pleased with their decision to enrol their child at the college. Parents agreed that there is good communication between the college and themselves, especially if their child was experiencing any difficulties. Parents also indicated that they received appropriate responses when they raised any concerns. Parents also reported that their children felt safe at the college and that the college understands their children's learning needs and challenges them appropriately.

In 2018, the college will focus on establishing and moving into its permanent site at Edmondson Park. It will focus on developing policies and procedures for the operation of its new site. Transport links and the establishment of permanent buildings and associated facilities will be further priorities. The development of a seamless K-8 pedagogy which meets the educational, social and spiritual needs of students will also be a focus.



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