

Annual School Report

K-8



2018



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

St Francis Catholic College, Edmondson 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 and Accreditation.

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 2019.

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

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Parish Priest: Father Bosco Son (SVD)

Principal: Simon Abernethy

Date: 10 March 2019

Vision Statement

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

Principal's Message

St Francis moved from its temporary location at Oran Park to its permanent site at Jardine Drive, Edmondson Park from the beginning of the school year 2018. Student enrolment numbers more than doubled growing from 176 in 2017 to 384 in 2018. The student community continues to be a culturally diverse one and the staff are to be commended on their effective assessment of the students and adjusting their teaching to meet their needs.

The college continued to develop its Positive Behaviours for Learning (PB4L) framework. This was highly commended by the CEDoW and was key to inducting and explicitly teaching policy and procedures to students and their families for the new college site. A strong sense of community among staff, students and parents remains evident.

Parent Involvement

Throughout 2018, 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 2018, Blessed Edmund Rice & St Francis Feast Days), and the commitment of parents/guardians to regularly attend college liturgies, assemblies and parent information sessions.

In 2019, the college will be seeking to develop a framework to build a stronger partnership with parents and carers, through:

1. A pilot Family School Partnership (FSP) (collaborative approach) in the touchstone of Inclusive Community
2. Improved communication with families informed by a communications audit.

Some of the key characteristics include:

- An active commitment from college leadership to a collaborative approach
- The involvement of parents, staff and students in identifying priorities, educational needs, and resourcing for family engagement priorities

- Formal and informal structures and channels to communicate, connect, collaborate and celebrate FSP priorities (this includes the development of appropriate guidelines and processes for collaboration/engagement)
- Evaluation/reflection mechanisms to assess the effectiveness of the framework and track progress of family engagement priorities.

Parents and Friends Association, President

Student Leadership

St Francis is committed to the development of the leadership potential of each student and provides leadership opportunities for all levels. Leadership skills are taught and students are encouraged to be involved in leadership opportunities in a variety of ways, both formal and informal. The college considers all leadership to be that which emulates Jesus Christ's model of 'servant leadership'. All students are encouraged to show leadership by following the college rules, to be respectful and lead with open hearts and open minds.

Formal Leadership positions this year included two leaders of learning from Middle Years and two leaders of learning from the Junior Years. There are six Houses at the college and one House leader was elected from each house in both the junior and middle years of Learning.

A new initiative that was implemented this year under the PB₄L framework was the "Eddies". Students in Year 7 and 8 were able to self nominate to be part of this group which assisted younger students on the day. All students that were part of this team were involved in a workshop that taught restorative practice skills, elements of child protection and resolving conflict. The college also invited students to self nominate for different community events the college was hosting.

The Middle Years Leaders played a significant role in the orientation process of all new middle years students for 2019 at the college. They collaborated with staff on the design of the day and also lead different workshops for the new students.

School Leaders

School Profile

School Context

St Francis Catholic College is a Catholic systemic co-educational school located in Edmondson Park. The school caters for students in Years K-8 and has a current enrolment of 384. The college is located at 130-150 Jardine Drive, Edmondson Park.

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

| 2018 enrolments | |
|---------------------------------------|-----|
| Boys | 186 |
| Girls | 198 |
| Total | 384 |
| Aboriginal and Torres Strait Islander | 7 |
| LBOTE | 103 |

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.sfccdw.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2018.

Student Attendance

| 2018 Attendance | Male | Female |
|------------------------|-------------|---------------|
| Kinder | 94.8% | 93.7% |
| Year 1 | 95.7% | 94.1% |
| Year 2 | 93.7% | 94.6% |
| Year 3 | 94.1% | 94.7% |
| Year 4 | 95.9% | 92.1% |
| Year 5 | 95.0% | 94.4% |
| Year 6 | 93.9% | 96.8% |
| Year 7 | 93.7% | 93.7% |
| Year 8 | 92.7% | 94.6% |
| Whole school | 94.3% | 94.1% |

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, 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

There are a total of 30 teachers and 12 support staff at St Francis Catholic College. This number includes 29 full-time, 2 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

| Teacher Accreditation Status | Number of Teachers |
|------------------------------|--------------------|
| Conditional / Provisional | 2 |
| Proficient | 28 |
| Highly Accomplished / Lead | 0 |

Teacher Attendance and Retention

The average daily teacher attendance rate for 2018 was 94.4%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2017 to 2018 was 93%.

Professional Learning

During 2018 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 42 staff. These days focussed on:
- Pastoral Care & Positive Behaviours for Learning - merit system, house system, behaviour management, student tracking (academic and pastoral), first aid procedure
 - Compliance - Teaching and Learning program compliance, college structures, policies, procedures, child protection and WH&S
 - Assessment and Reporting
 - College Vision and Mission
 - PDP
 - SRI.
- B. Other professional learning activities provided at school level including CEDoW run courses:
- Child Protection
 - Stage 4 Mathematics
 - Teaching Phonemic Awareness & Phonics
 - Understanding Dyslexia & Significant Reading Difficulties

- Transition for School
- Leading Learning Network Meetings
- Alight for the World
- Curriculum Compliance
- National Consistent Collection of Data
- Aboriginal & Torres Strait Islander (ATSI) network meetings
- Early Career Teacher PD
- Mentor Training
- Best Start Training
- Literacy and Numeracy Progressions Training
- Response to Intervention Numeracy PD
- Leadership IN Learning Course
- Leadership FOR Learning Course
- Gifted and Talented network Meetings
- Unpacking Religious Education (Secondary) PD
- PB4L Training
- Multi Sensory Learning Course
- Literacy & Numeracy Policy PD
- Edmund Rice Education Australia - a variety faith formation and leadership induction
- Pastoral Care Policy Project Team
- Leadership Retreats (Principal/Assistant Principal/REC)
- Primary Mathematics Leaders Conference
- Catholic Workplace Orientation
- NAPLAN Online PD
- Understanding Personal Planning Course
- PDHPE New Syllabus Writing Team.

The average expenditure by the school on professional learning per staff member was \$478.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$1,364.

Catholic Life & Religious Education

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. Liturgical celebrations were planned collaboratively with the Parish Priest of Macquarie Fields, to ensure they were meaningful and appropriate to the students. Major feast days were celebrated for Blessed Edmund Rice, St Francis of Assisi and the Assumption of the Blessed Virgin Mary. Further, the college had representatives at Diocesan Masses such as the Diocesan Education Mass, the Diocesan launch of Projection Compassion and the Diocesan launch of Mission month. Class Masses were held on the 1st and 3rd Thursday of each month during Semester 2.

Liturgies were held for Ash Wednesday, Holy Week, end of the school year, Mother's and Father's Day and ANZAC 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 created storytelling resources for Religious Education. The curriculum was further supported with 'To Know, Worship and Love' textbooks and big books. 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 four students was considered worthy of display at the Wollongong Regional Art Gallery, with two students being named finalists and having their artwork entered into the Sydney Christmas Art Competition.

Year 6 students participated in a day-long immersive spiritual experience, ACTIVATE Fire. A range of sessions were on offer throughout the morning and afternoon that included a mix of singing and prayer, discussion and reflection, games, workshops. It was based on the Year 6 Religious Education unit, Confirmation: Celebrating the Gift of the Holy Spirit. The experience gave the children a taste of the youth ministry initiatives they will be offered in secondary school and a chance to share in the Catholic mission to spread the word and love of God through words and action.

Year 6 celebrated a special mass with the Bishop and Year 6 students from ten other schools within the diocese. Bishop Mascord encouraged students to think about how they can be the light of Christ to others in their school, their parish, their home and in their community. The students then had the opportunity to have lunch with the other students and were entertained by the Wollongong Youth Ministry Team with a lunchtime concert.

Students in Years 6-8 had the opportunity to participate in LIVE events facilitated by the Wollongong Youth Ministry Team. This Encounter event included a lunchtime concert and twilight afternoon session and gave students the opportunity to experience live music, faith formation and spiritual development.

Representatives from the college's student Middle Years Leadership Team attended the Secondary Social Justice day. The students listened to a guest speaker discuss issues affecting the community. The students then participated in a variety of creative workshops raising awareness for homelessness. The workshops included song writing, visual arts, drama and creative writing.

The college planned and promoted social justice by supporting charitable initiatives. Donations made by the college to Catholic Charities included: Caritas Australia Project Compassion \$503 and the St Vincent De

Paul NSW Drought Relief \$809. The college also collected food and home essentials for the Winter Appeal. These donations were sent to the Nagle Centre, Campbelltown.

Various staff members participated in Diocesan spirituality programs such as Alight for the World and A Day of Quiet and Contemplation. Members of staff 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 Religious Education with a focussed system collection of data in Year 4 and Year 8.

Year 4

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2018. The college cohort in 2018 consisted of 24 Year 4 students who sat the Religious Literacy Assessment on 13 August 2018.

The performance of each student was described as elementary, basic, sound, thorough or extensive.

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 the Parable of the Good Samaritan
- identifying the correct order of the Mass.

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:

- demonstrate an awareness of how they experience the presence of Jesus in their lives
- identify what the colour purple symbolises during Lent.

In the assessment 8% of students were placed in the elementary level, 50% in the basic level, 38% in the sound level, 4% in the thorough level, and 0% were in the extensive level.

Year 8

The Religious Literacy Assessment Program for Year 8 students was successfully completed within schools across the Diocese. The college cohort in 2018 consisted of 35 Year 8 students who sat the Religious Literacy Assessment on 27th August 2018.

The performance of each student was described as elementary, basic, sound, thorough or extensive.

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

- signs, symbols and rituals of the Sacrament of Initiation
- traditional prayers and devotions of the Catholic Tradition.

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

- recognise the unity and diversity of the universal Catholic Church by exploring the different expressions of Catholicism found in the Eastern Catholic Churches
- understand the foundations and gradual spread and growth of Christian communities in the early Church.

In the assessment 3% of students were placed in the elementary level, 29% in the basic level, 57% in the sound level, 11% in the thorough level, and 0% were in the extensive level.

School Review and Improvement

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

School Review and Improvement components reviewed and rated in 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 formation of staff and students.

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.

School Review and Improvement components to be reviewed and rated in 2019:

Key Area 1: Catholic Life and Religious Education

1.3 Catholic Life and Culture

Goal: The college will have provided numerous opportunities for the school community to participate actively in Catholic life and the life of the parish and the wider Church.

Key Area 3: Pedagogy

3.3 Teaching practices

Goal: To have the college functioning as a learning community, adopting a collaborative and reflective approach to teaching and learning.

3.5 Assessment

Goal: Effectively implement a whole school approach to assessment that enhances student learning outcomes.

3.6 School climate, learning environment and relationships

Goal: By the end of Term 4, the college's Religious Education & Pastoral overview will be published to the college community and implemented.

Financial Summary

Substantial resource expenditure has occurred throughout 2018 to cater for the approximately 280 additional students and 24 new staff. The procurement of 9 additional portable modular buildings, compliant walkways, ramps and an additional covered learning & playground area was a considerable part of the operating budget. 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.

Student Welfare

Staff at the college developed new and reviewed existing policies and procedures that support the National Schools Framework. The college continued to implement the PB4L (Positive Behaviour for Learning Program) across K-8. A PB4L team was created that met fortnightly and included members from the junior and middle years teaching staff, the College Leadership Team and the CEDoW. As the college is on a new site this year new rules and procedures needed to be put in place, inside and outside the classroom, to ensure students were safe and in a classroom environment conducive to learning. The minor and major behaviours matrix was reviewed by staff to ensure consistent behaviour management for all students at St Francis. The PB4L team analysed the behaviour data fortnightly and responded to the needs of the college by implementing explicit teaching and learning as part of the College Pastoral Program.

A CatholicCare counsellor worked with the college for two days a week with students and parents from K-8. CatholicCare also ran programs that supported targeted students in their social and emotional learning. MPower Girls is a program designed to provide girls with skills to maintain good friendships, build resilience, be assertive and to learn to solve or deal with friendship / peer issues. Good Sports- Good Mates was another program that was run for boys to help develop self regulation skills, especially on the playground.

As part of the National Day against bullying all students met with the Police School Liaison Officers around the topic of personal safety. Students in Years 4-8 learnt about being safe online and K-1 learnt about being safe in the college environment. A focus for year 7 students at the start of the year was on building connections, they were involved in an “Adventure” team building day and Year 7 Camp at Wedderburn Christian Campsite. Kindergarten 2019 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. No changes were made to these Diocesan documents in 2018.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Introduction

Professional development around teaching and learning in 2018 was driven by School Review and Improvement goals and Diocesan priorities. Teaching staff were engaged in the following professional learning opportunities:

Curriculum and Pedagogy

Teaching Practices

A significant focus for 2018 was creating a culture of collaboration and reflection. Staff received professional development around what it means to be a part of a Professional Learning Community and timetables were designed to build in time for collaboration to occur during the school day. All teachers were organised into collaborative teams that worked inter-dependently on common goals.

In Junior Years Learning (K-4), teams were developed across grades and stages and met 1-2 times a fortnight to collaboratively analyse data and plan teaching and learning experiences. The Middle Years Learning Team (Years 5-9) was granted funding as part of the *Lighting The Way project* to support the development of the Middle Years Learning program. As a result, the college developed two teams: Middle Years English Team (MYET) and the Middle Years Mathematics Team (MYMT) to provide regular opportunities to collaborate, plan, assess and reflect on the teaching and learning experiences in years 5-8.

Assessment

Throughout 2018, teachers also received professional development around effective assessment in order to effectively build a whole school approach to assessment that enhances student learning outcomes. The link between vocabulary and reading comprehension was used as the vehicle to drive this professional development in a modelled to guided to independent approach. Teachers were required to conduct a vocabulary assessment each term with a group of students and use the data collected to inform their teaching and learning process. This was followed up in the Professional Learning Teams where teachers used these skills to use other assessments to inform their teaching. Staff finished the year with an improved understanding of the fundamental principles and practices of assessment.

With the introduction of an Instructional Coach and continued professional development for the College Leadership team on “Collaborative Leadership” and “Putting Faces on the Data”, this was also a focus for professional development for staff in 2018. All teaching staff received professional development and participated in collegial meetings around learning intentions and success criteria. It was an expectation by the end of the year, that all lessons included a learning intent and success criteria. Junior years learning also moved to working on and developing descriptive feedback in English.

Technology Supporting Learning

Students in Kindergarten to Year 4 had access to banks of iPads in 2018. Parents of Years 5 to 8 students purchased laptop technology for their children 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

EAL/D

The college had a significant focus on identifying and addressing the needs of the students who have English as an additional dialect. Students were identified and prioritised and support began with a focus on oral language and oral phasing. Support for staff professional development was provided by the CEDoW and external specialists.

Meeting the needs of all students

Quality Differentiation

With a focus on assessment and using data to inform teaching and learning, teachers used the data collected to effectively track student achievement and meet the diverse needs of their students. To compliment this approach, staff participated in collegial meetings with the Diverse Learning Needs team to track student progress, plan and implement targeted interventions and develop quality differentiated learning and teaching experiences, including assessment.

Expanding Learning Opportunities

Extra-Curricular

As a developing college, students at St Francis were offered significant opportunities to participate in extra-curricular activities. Some of the options available were:

- Debating
- Environmental club
- Choir
- Christmas artwork competition
- Public Speaking competition
- ATSI experiences
- Sporting experiences like carnivals and gala days.

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 results, along with other Literacy and Numeracy assessments, provided baseline data for the College to set learning improvement goals and future directions. Overall, the results were overwhelmingly positive with a large number of students, in all areas, performing above the State and National averages.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assess aspects of Literacy and Numeracy in Years 3, 5 and 7. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

| NAPLAN 2018: % 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 | 0 | 32 | 68 | 3 | 69 | 24 | 8 | 58 | 31 |
| | National | 9 | 37 | 77 | 13 | 47 | 39 | 16 | 55 | 27 |
| Writing | School | 7 | 48 | 44 | 7 | 69 | 20 | 23 | 42 | 34 |
| | National | 10 | 46 | 42 | 23 | 61 | 14 | 32 | 53 | 14 |
| Spelling | School | 6 | 20 | 72 | 7 | 42 | 49 | 10 | 40 | 49 |
| | National | 13 | 40 | 47 | 14 | 50 | 35 | 17 | 51 | 30 |
| Grammar & Punctuation | School | 7 | 48 | 45 | 6 | 52 | 38 | 26 | 49 | 24 |
| | National | 11 | 34 | 53 | 14 | 48 | 36 | 18 | 52 | 30 |
| Numeracy | School | 4 | 50 | 47 | 17 | 48 | 31 | 13 | 65 | 21 |
| | National | 12 | 48 | 39 | 14 | 57 | 28 | 15 | 55 | 29 |

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; Band 3 in Year 5; and Band 4 in Year 7) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3; Band 4 in Year 5; and Band 5 in Year 7) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

| NAPLAN 2018: % AT or ABOVE NMS | | YEAR 3 | YEAR 5 | YEAR 7 |
|-----------------------------------|----------|--------|--------|--------|
| Reading | School | 100 | 93 | 95 |
| | National | 96 | 95 | 94 |
| Writing | School | 100 | 90 | 91 |
| | National | 97 | 97 | 87 |
| Spelling | School | 97 | 97 | 95 |
| | National | 94 | 94 | 93 |
| Grammar & Punctuation | School | 100 | 93 | 86 |
| | National | 94 | 94 | 92 |
| Numeracy | School | 100 | 97 | 97 |
| | National | 96 | 96 | 95 |

Parent, Student and Staff Satisfaction

Parents and carers were surveyed at the end of 2018 to provide some data on satisfaction levels. The survey had 121 responses, which represented 38% of parents.

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 felt comfortable in providing suggestions and 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 2019, the college will be seeking to develop a framework to build a stronger partnership with parents and carers, through:

- A pilot Family School Partnership (collaborative approach) in the touchstone of Inclusive Community
- Improved communication with families informed by a communications audit.

The development of additional permanent buildings, associated facilities and establishing better transport links will be further priorities for 2019.



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