St Andrews Primary School, Marayong
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Introduction

About the Annual School Report

St Andrews Primary School is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2016 and gives information about the 2017 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal
This is the Annual School Report for St Andrews Primary School, Marayong. We provide a supportive and safe environment where children can engage in their learning and achieve the best result possible for each student. As a Catholic school we also focus on every student's growth in faith.

The children learn in modern, collaborative learning spaces where teachers work in teams sharing their expertise. Kindergarten commenced this style of teaching in 2011. Years 1 and 2, of which there are four classes, operate as two pods of two classes. Our Years 3 and 4 classrooms are totally open with 110 children in each learning space. Years 5 and 6 operate as individual classrooms.

We have specialist teachers who assist the classroom teachers in literacy and numeracy. We have children receiving specialist tuition in music and have a school orchestra.

For our primary students, the school's garden provides children with the opportunity to appreciate and learn about the environment.

Parent
As parents we have been so pleased to see the continual improvements taking place at St Andrews Primary School. The collaborative learning spaces provided quality learning for all students. The Information and Communication Technologies (ICT) work in the children's learning added much to the way our children learn. Parents have been fully informed of their child's educational progress and as parents we have been consulted in many areas of the life of the school.

We are proud of what the school is achieving for our children.

Student
As students we were honoured firstly to be elected to the Student Council. The opportunities we were given to exercise leadership with our peers was encouraged by our teachers and principal.

Part of our role was to organise and present assemblies for the whole school which helped us to improve our public speaking and communication skills. There was a wide variety of opportunities for students to develop their skills and interests with our school orchestra, the school garden and community outreach, and visits to the nursing home and local shopping centre for various performances to showcase our improving skills.
Who we are

History of the school
In 1957 the Sisters of the Holy Family of Nazareth established a school known as Holy Family, on Quakers Road, Marayong. In 1965 the school moved to its present site. The first lay principal arrived in 1994. Over many years, the school has completed rebuilding all the old rooms that were built in the early life of the school. We commenced with our school library, followed by the school administration building. In 2008, we removed eight old portable classrooms and built four open-learning areas. In 2010, we completed our new open-learning areas for Year 3 and Year 4. A major addition was the finishing of the Building the Education Revolution (BER) project, with the completion of the school hall able to seat 800 people. In 2017, we are commencing another building project which will provide four new learning spaces and some landscaping.

Location/drawing area
St Andrews Primary School is a four stream primary school with a student population of 702 students. Located in Marayong, the student population is culturally diverse with children from many different countries attending our school. Students are drawn from Marayong, Woodcroft, Kings Park, Plumpton, Blacktown, Glendenning and Quakers Hill. The parish we serve is St Andrew the Apostle.
## Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>47</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accredited to teach Religious Education</td>
<td>45</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>2</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>16</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>5</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>94</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>96</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences
St Andrews Primary School demonstrates a vibrant and meaningful liturgical and prayer life which involves the whole school community.

There was a rich variety of prayer opportunities occurring at all levels within the school in 2016. Prayer was evident in many forms, both informal and formal, individual and shared. Opportunities were provided for children and staff to develop their spirituality. Opportunities for faith formation included staff prayer, reflection days, Reconciliation, grade masses, whole-school masses, liturgies and staff inservices.

Faith experiences were enriched and developed through participation in prayer and liturgy arising from interaction with curriculum units, as well as the lived experience of the students. Feast days and seasons of the church led to a deepening of faith as students ritualised and internalised their meaning through Scripture, drama, story and song. Further opportunities for faith development arose through student involvement in school and parish masses, Reconciliation, Sacramental programs and visits to the church.

This was an integral part of our school community that has been valued and developed for all community members. We had a very close relationship with our our parish and pastors which enriched the learning experiences for the children.

Social Justice
As a school community, a strong emphasis was given to the gospel values of justice and equity which was evidenced by our outreach to the poor, the marginalised and the needy. Food collections, Christmas hampers and fundraising by the children were part of our extensive efforts taken to live out these values. As part of our outreach, the school supported St Vincent de Paul, Catholic Mission, Caritas and the local nursing home.

School home and parish partnerships
The links between the school and parish were an integral aspect of school life at St Andrews Primary School which was evident throughout the year by our attendance at parish masses, Reconciliation and the school's involvement in the parish feast day celebrations. The mutual support and open communication, in close working with the parish priest, were key features of our community. St Andrews Primary School gave priority to parish events in the newsletters and staff attendance at parish functions. The school also shared its facilities with the parish for various events.

As a school community we made deliberate efforts to build and strengthen positive community relations. Parents were provided with many varied opportunities to participate in school life. Parents were invited to participate in events such as liturgies, social events, fundraising, gardening, creative arts, sporting carnivals and gala days, school committees, classrooms helpers and excursions.

Religious Education
The Religious Education program at St Andrews Primary School was firmly based on the Parramatta Diocesan syllabus, Sharing Our Story. The teaching of Religious Education was an integral part of school life. This was apparent in the use of Sharing Our Story units and the pathways in the teachers' programs, children's workbooks and classroom displays. Formal Religious Education lessons were taught daily. Lessons incorporated aspects of our Catholic tradition. Masses were planned by the staff with the assistance of the Religious Education coordinator.

Staff have been inserviced on shared Christian praxis and have implemented this refined understanding in the religious education units in the classroom. During the year, opportunities and resources were provided for staff to develop further knowledge of their faith through the prayer and reflection days. As a staff, we set aside one staff development day each year for reflection.
Professional Learning of staff in Religious Education

During 2016 our professional learning was to increase teacher understanding of the Scriptures and Sacraments. Teachers participated in the Lectio Divina at fortnightly staff prayer to develop an understanding of Lectio Divina. Teachers were involved in professional learning meeting building their pedagogical content knowledge (theology and background) of the Sacraments.
Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grammar and Punctuation</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>94</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grammar and Punctuation</td>
<td>99</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>95</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>96</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>98</td>
<td>95</td>
</tr>
</tbody>
</table>

The school continued to improve in NAPLAN results as indicated in the above table.

The school is currently in a real growth phase of improvement in both literacy and numeracy. The school’s focus on professional learning for staff, alignment and consistency of teaching practices,
and the allocation of our learning support resources throughout the school has led to a huge
improvement in our NAPLAN results. We expect our results to continue to improve as we embed
these new practices and procedures into our learning agenda.

School curriculum

In 2016 our school followed all curriculum requirements set out by the Board of Studies,
Teaching and Educational Standards (BOSTES) in NSW. We also allocated the correct number of
minutes per curriculum to Key Learning Areas (KLAs) as required by the BOSTES. We had many
other curriculum units that were taught in addition to the BOS requirements. The first of these
was Religious Education as mentioned earlier, as well as the following:
- schools Strings Orchestra for Years 3, 4, 5 and 6
- learning support for for all students who required specific assistance
- Reading Recovery
- Extending Mathematical Understanding (EMU) to support teachers

St Andrews Primary School had a Transition program for children starting Kindergarten. This
program enabled staff to evaluate children and their achievements effectively, as well as their
areas of need. We were able to identify children with specific needs. The program was evaluated
and received positive acclaim from parents and teachers. The Transition program will continue,
helping us prepare for the entry of our Kindergarten children.

We also joined with St Andrews College in the Transition program of our Year 6 children to Year
7. This program provided us with accurate information on the achievement of all our children as
they finished their education in Year 6.

The school was involved in a number of co-curricular activities including:
- drama
- Voice of Youth
- Parents As Tutors program
- St Andrews Primary School orchestra

Initiatives to promote respect and responsibility

In order to promote respect and responsibility, the school holds dearly to our three school rules:
1. We make safe and loving choices.
2. We respect the rights and feelings of others.
3. We take care of all property.

We supported this further with our weekly student of the week award, presented at our school
assembly. We had St Andrews Primary School awards which were presented at a whole-school
assembly three times per term. We had our student council which consisted of boys and girls
elected by their peers. We also had our sports captains and vice-captains who set a positive
example to all children. At the end of the year we had our principal awards and graduation
ceremony. Our children looked forward to these rewards and they realised they were rewarded
for good work and responsible behaviour.

Professional Learning

The staff at St Andrews Primary School are themselves committed to lifelong learning and take
opportunities to share professional dialogue and best practice with colleagues.

During 2016, we continued to develop a whole-school approach to literacy and numeracy
practices.

During 2016, the school continued to develop and refine our Focus 160 program and the
Extending Mathematical Understanding program so much of the professional learning for staff
was based around this learning. All professional learning focused on our main goal of improving
children’s literacy and numeracy.
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For all students to have a deeper understanding of Sacred Scripture specifically to Luke's Gospel and its application to the Sacraments, as evidenced by an improvement in classroom assessment data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>Historical Year 4 and Year 6 Religious Literacy Assessment data on Scripture and Sacraments were used to determine the focus on Sacraments; maintain current growth in Scripture; and increase the growth in Sacrament to be above diocesan average.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 1</td>
<td>Students learnt how to understand, interpret and respond to Scripture and to further their knowledge of the Sacraments by using a variety of ways to respond to Who, What, When, Where questions about Scripture passages; to interpret the meaning, context and messages of these passages; and to make connections to the Sacraments and their own life. Teachers learnt the background and context of Scripture passages used in Sharing Our Story units and also improved their understanding of the Scriptures.</td>
</tr>
<tr>
<td>Status of priority 1</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That by the end of November, 90% of children, Kindergarten to Year 6, would make expected growth in reading comprehension: a minimum of one year’s growth determined by texts benchmarks, self correction rate, Progressive Achievement Tests in Reading (PAT-R) and/or the Department of Education and Communities (DEC) continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>Data showed that around 40% of our students were not making expected growth in Progressive Achievement Tests in Reading (PAT-R) and NAPLAN. When observing item analysis in NAPLAN we found that our greatest difference between state and school was vocabulary.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | Teachers:  
- named the learning intention and built the success criteria based on the syllabus and reading and comprehension clusters  
- implemented the agreed practices from the Core English document within their literacy block  
- observed each other implementing guided reading, readers circle and reciprocal teaching strategies, teaching the comprehension strategies explicitly  
- participated in professional learning that developed a deeper understanding of comprehension |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For all students to achieve the expected 'on the way' growth points in each of the Mathematical domains by November 2016 and to reduce the percentage of students who were vulnerable in one or more domains.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>NAPLAN data and Mathematics Assessment Interviews (MAI) indicated that we needed to improve the consistency of practice in tracking and moving all students through the growth points. The MAI Specialist Teacher Report 2015 on Assisting Mathematically Vulnerable Students highlighted the need to reduce the percentage of students who were not reaching the grade way points.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | Steps included:  
  - Teachers discussed student work samples to make judgements about growth point achievement.  
  - Growth points were highlighted in program data walls.  
  - Physical data walls were displayed in Teacher Hub of at risk and vulnerable students.  
  - Case management meeting and parent workshop in Mathematics were held.  
  - Resources and equipment allocated to specific Year groups.  
  - Instructional walks, grade and Stage meetings developed consistency of teacher learning, knowledge. |
<p>| Status of priority 3 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For students from Kindergarten to Year 6 to improve their learning outcomes in multiplication and division by at least one growth point and for vulnerable students to achieve individual growth (vulnerable refers to any student who over the course of the year has plateaued or has not achieved expected growth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>Despite the growth displayed in our Mathematics Assessment Interview (MAI) data, it is evident that there is a significant number of students who have demonstrated minimal growth in multiplication and division as reflected in the school’s NAPLAN data. This has made it necessary for teachers to shift these students beyond growth point 4 in multiplication and division to develop their reasoning skills and strategies, by shifting from additive to multiplicative thinking.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | Teachers will:  
- engage in professional learning opportunities to deepen their understanding of multiplication and division growth points  
- design rich tasks that involve partial and abstract thinking to solve 'multi layered' problems in multiplication and division  
- co-construct learning intentions and success criteria that clearly state the multiplicative thinking criteria that connects all of the Mathematics (thinking) that needs to be done to solve a problem |
Community Satisfaction

Parent satisfaction
During 2016, Catholic Education Diocese of Parramatta engaged insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey is conducted annually.

The QCS data collected and reported showed that parents believed that teachers were approachable and that the learning focus, the management of student behaviour and the transition program were all areas of strength for St Andrews Primary School.

Student satisfaction
The Quality Catholic Schools data showed that the students of St Andrews Primary School had a strong connectedness to the school and had strong relationships with their teachers. The students had a strong motivation to improve their learning and felt that the learning was purposeful and stimulating.

Teacher satisfaction
The Quality Catholic Schools data showed an improvement from the 2015 results which was very pleasing. The areas of teamwork, parent partnerships, teacher confidence, engaging practice and quality teaching all showed improvement compared with the 2015 results. This was achieved through improved access to professional learning experiences for all staff. The aspect for improvement needed for staff related to the high work demands.
Student Profile

Enrolment Policy
St Andrews Primary School follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. This document can be obtained from the school office or can be accessed on the CEDP website http://www.parra.catholic.edu.au/policy-central

Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>361</td>
<td>307</td>
<td>668</td>
</tr>
<tr>
<td>2015</td>
<td>377</td>
<td>342</td>
<td>719</td>
</tr>
<tr>
<td>2016</td>
<td>382</td>
<td>322</td>
<td>704</td>
</tr>
</tbody>
</table>

Our enrolment continues a downward trend but with new housing developments starting in the vicinity of the school we expect the enrolment to stabilise and perhaps show some increase.

Student attendance rates
The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>86</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>78</td>
</tr>
<tr>
<td>Year 2</td>
<td>85</td>
</tr>
<tr>
<td>Year 3</td>
<td>80</td>
</tr>
<tr>
<td>Year 4</td>
<td>84</td>
</tr>
<tr>
<td>Year 5</td>
<td>85</td>
</tr>
<tr>
<td>Year 6</td>
<td>89</td>
</tr>
<tr>
<td>School Average</td>
<td>84</td>
</tr>
</tbody>
</table>

Characteristics of the student body
The table below shows the number of students in each of the categories listed.

| Language background other than English (LBOTE) | 457 |
| Students with disabilities (SWD) | 43 |
| Indigenous | 5 |

Managing Student Non-attendance
Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.
They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care
St Andrews Primary School, student management followed the guidelines as set out by the Catholic Education Office. Student management was expressed through:
- development of quality relationships
- provision of satisfying learning experiences
- establishment of effective care networks
- provision of experiences and structures that provided for integrated spiritual and human growth of students

In the day-to-day management of student behaviour and learning, the first contact was with the classroom teacher. This was followed by interaction with the Stage coordinator, then the assistant principal and finally the principal. At all stages, parent involvement was encouraged and actively sought.

We continued to add extra courses to our Welfare and Discipline policy. We recently introduced the following programs:
- Anti-bullying policy
- Friends - program for social skills
- Play and Learning Skills (PaLs) - social skills program for Kindergarten children

All other policies remained unchanged from the previous year's policies.

The full text of the student management, welfare and discipline policies can be obtained through the school's website: http://www.standrewspsmarayong.catholic.edu.au/

Complaints and grievances policy
The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP) Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

There were no changes to the policy during 2016.
Section Eleven: Financial Statement

**Income**
- Commonwealth (60.9%)
- Capital (0%)
- State (19.7%)
- Fees (13.8%)
- Other (5.6%)

**Expenditure**
- Capital (6.3%)
- Salary (72.5%)
- Non-Salary (21.2%)

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$5,269,436</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>$1,706,521</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$1,191,217</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>$486,833</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$8,654,007</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure ⁶</td>
<td>$518,718</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$6,009,779</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁸</td>
<td>$1,757,627</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$8,286,124</strong></td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.
### Projected school priorities

| Priority 1 | By the end of 2017 students and staff will have a greater knowledge and understanding of the Sacraments, particularly as they relate to Sharing Our Story units. |
| Reason for Priority 1 | School Religious Literacy Assessment (RLA) data in the Sacrament strand has been below the diocesan average for several years in Year 4 (-1.2, -3.0, -5.48) and has dropped below diocesan average in Year 6 (-2.8) this year. This focus will also assist students and teachers in the second level of understanding Scripture. |
| Steps to be taken to achieve Priority 1 | These will include:  
- participation in professional learning sessions on the Sacraments  
- professional reading to deepen/broaden understanding of the Sacraments  
- developing targeted warm-ups on Sacraments  
- the creation and use of visual and multimedia resources about the Sacraments  
- re-writing and teaching Kindergarten to Year 6 (K-6) units that focus on Sacraments in at least one unit in each grade, using learning intentions, success criteria and the three levels of Scripture |
| Priority 2 | By the end of 2017, 90% of students will be able to create sustained and engaging pieces of writing that achieve at, or above, their expected growth in writing. |
| Reason for Priority 2 | Reasons for this goal include:  
- alignment of writing results with reading results  
- improved mid and top band students  
- deepening and consolidating the learning from previous years |
| Steps to be taken to achieve Priority 2 | Teachers will:  
- participate in professional learning that develops a deeper understanding of the reciprocity between reading and writing and how to model this to their students  
- identify and use rich and appropriate texts as models of good writing (mentor texts)  
- deconstruct and reconstruct quality texts (including mentor texts), identifying language features, vocabulary, spelling and grammar during modelled writing  
- feedback and feed forward |