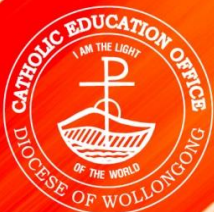


Primary Annual School Report 2014

Attachments



Attachment 1 - General information

Attachment 2 - Style Guidelines

Attachment 3 - Checklist for completing the ASR

Attachment 4 – Reporting on Professional Learning

Attachment 5 – Sample Parent/Student/Staff Surveys

Attachment 6 – Commonly used acronyms

Attachment 1 - General information

The Board of Studies, Teaching and Educational Standards (BOSTES) NSW is responsible to the Minister for Education under the *Education Act 1990* for overseeing both the regulatory and accountability requirements under the Act for all non government schools. All schools are required to report annually to their community on both educational and financial matters via their Annual School Report.

The BOSTES Registration Systems and member Non-government Schools (NSW) Manual, (updated in October 2014) states:

5.10 Educational and Financial Reporting:

The Act requires each registered non-government school to prepare an annual report of a kind determined by the Minister on the school's performance measures and policies as identified by the Minister.

What needs to be included in the Report

Each registered non-government's school's annual report **must include** the following information:

- a message from key school bodies;
- contextual information about the school;
- student outcomes in standardised national literacy and numeracy testing;
- a summary of professional learning undertaken by teachers during the year (as defined by the *Institute of Teachers Act 2004*);
- details of all teaching staff (as defined by the *Institute of Teachers Act 2004*) who are responsible for delivering the curriculum in terms of the numbers in the following categories:
 - (i) having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or
 - (ii) having a bachelor degree from a higher education institution within Australia, or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications, or
 - (iii) not having qualifications as described in (i) or (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and have approval from the NSW Institute of Teachers to extend the period during which an approved teaching qualification may be obtained;
- workforce composition, including indigenous (as known and with regard to consideration of privacy issues);
- student attendance rates for each Year level and the whole school;
- a description of how the school manages student non-attendance;

- enrolment policies, including any prerequisites for continuing enrolment;
- characteristics of the student body;
- school policies.
A summary of policies for student welfare, discipline, anti-bullying and complaints and grievances, with information on:
 - changes made to these policies during the reporting year
 - how to access or obtain the full text of these policies;
 (Note: the policies may be discrete or integrated according to local context)
- priority areas for improvement as selected by the school including comments on the achievement of priorities for the previous year. The areas selected for improvement by the school may or may not include targets for student achievement;
- actions undertaken by the school to promote respect and responsibility. These may relate to respectful behaviour, involvement in community service activities, and specific class-based activities;
- a description in plain language of parent, student and teacher satisfaction;
- summary financial information.

NOTE: there are now three statutory information sharing obligations in NSW:

Education Act Part 5A in respect of students who pose a risk of harm;

Education Act Section 22A, in respect of students not attending school; and

Children Legislation Amendment Act 16A, in respect of students who may be at risk of harm.

Attachment 2 - Style Guidelines

The quality of the report, accuracy of the information including grammar, spelling and punctuation is the Principal's responsibility.

- Font: use Calibri, 12pt
- The template already has data specific to your school. The required length of each section is indicated.
- All ***data and narrative to be provided by the school and any instructions are*** marked in ***red italic within the template.***
- Write in the *third person*
i.e. write from the point of view of someone looking in from the outside. Do not write from the point of view of I or me or we or us e.g “The school participated in the Diocesan carnival” not “We participated in the Diocesan carnival”.
- Write in *past tense*
i.e. see above – use “participated” not “participates” or “will participate”.
- *Acronyms (Refer Attachment 6 for common acronyms)*
The first time an acronym is used it should have full title followed by the acronym in brackets, the acronym can be used from then on in the document eg Parents and Friends Association (P&F) can subsequently be referred to in the report as P&F
- After the mention of any policy either Diocesan or School, indicate where full text can be accessed.
- *Do not*
 - . use clipart and photographs.
 - . refer to students and staff by name.
 - . alter any headings
- Tables have been used and instructions are included as to how to insert the required data or information
- Information to be added by CEO after submission:
 - . financial graphs

- . Professional Development – CEO expenditure per staff member
- When completed, the report **must be emailed** to Kathy Levis by **Friday 12 December 2014** at (kathy.levis@dow.catholic.edu.au).
- Direct any questions to Rebecca Hill on 4253 0993 or 0409 296 019 or at rebecca.hill@dow.catholic.edu.au.

Attachment 3 - Checklist for completing the ASR

	Item	Checklist	Responsibility of	✓
1	Cover page	Inserted	CEO	✓
2	Document footer	Inserted	CEO	✓
3	About This Report	School name and suburb in the body of text and school contact details at bottom of page already inserted. Check Parish Priest's name correct. Insert date on completion of report	CEO	
4	Vision Statement	Include school vision statement (3-4) lines		
5	Message from Key School Bodies	Messages required from: <ul style="list-style-type: none"> Principal then 100 - 150 words from: <ul style="list-style-type: none"> Parent Involvement - Parents & Friends Association President (or other executive) Student Leadership (or Year 6 representative) 		
6	School Profile	Include brief history/context of school		
7-8	School Data	<ul style="list-style-type: none"> Student enrolment for 2014 (from August 2014 census) System Enrolment Policy statement Student attendance (from August 2014 census) Staffing profile Teacher standards table Teacher attendance data Teacher retention data & statement Professional Learning of all staff (see Attachment 4) 	CEO	✓
			CEO	✓
			CEO (Amount B)	
9	Catholic Life & Religious Education	<ul style="list-style-type: none"> Provide information about significant highlights eg social justice initiatives, significant donations to charities. Religious Literacy Assessment - insert student numbers, results and paragraph. 		
10	School Review and Improvement	<ul style="list-style-type: none"> List components reviewed and the action plans implemented during 2014 List components to be reviewed and rated in 2015 with a brief explanation of why these have been chosen. 		

	Item	Checklist	Responsibility of	✓
11	Financial Summary	<ul style="list-style-type: none"> Brief written statement about significant amounts still outstanding, P&F contributions, proposed payments during school holidays etc Financial graphs (from 2014 census) 	CEO	✓
12	Student Welfare	<ul style="list-style-type: none"> Specific programs noting any changes since the previous year eg Behaviour Management, safe & supportive environment, other school based pastoral programs Initiatives promoting respect and responsibility 		
13	Learning & Teaching	<p>The following areas must be addressed:</p> <ul style="list-style-type: none"> State Literacy & Numeracy Action Plan (if a participating school) Curriculum and pedagogy Cross-curriculum Meeting the needs of all students Expanding learning opportunities 		
14	Student Achievement	<ul style="list-style-type: none"> Narrative on NAPLAN results (NAPLAN data has been inserted for you) 		
15	Parent, Student and Teacher satisfaction	<p>Schools can assess satisfaction in whichever format they decide. If a survey is used then, as a guide:</p> <ul style="list-style-type: none"> All parents are given the opportunity to answer All staff are given the opportunity to answer 25% of student population asked (Primary – Stages 2 & 3 only) use narrative form only – no tables Use data collected from Cyclic Review process if relevant. 		
16	Proof Reading	<p>It is the Principal's responsibility to ensure all information contained in this report is correct</p>		
17	Submit	<p>The ASR needs to be sent electronically to the following email address by Friday 12 December 2014: kathy.levis@dow.catholic.edu.au</p>		

If you have any questions regarding the content of the report, please contact or Rebecca Hill on 4253 0993 OR 0409 296 019

Attachment 4 – Reporting on Professional Learning

Requirement to Report Expenditure on Professional Learning in 2014 Annual School Reports

Schools are required to report expenditure on professional learning for the 2013 school year in their Annual School Report.

Professional Learning is defined as:

For the purposes of reporting in this context, professional learning is defined as activities designed to develop skills and understandings of personnel currently teaching in/and or leading schools in order to improve school performance/student outcomes and for which a direct cost is incurred. Personnel may include school staff who are directly involved in improving student outcomes e.g. teacher assistants, counsellors

Schools are required to report the following information concerning professional learning at a school based level.

Subject	School performance information
Expenditure and teacher participation in professional learning	Number of teachers participating in professional learning activities and description of activities in plain language. Average expenditure per staff member on professional learning at the school level.

The following guidelines provide direction as to what expenses should be included.

Expenditure to be reported:

Only expenditure directly associated with enabling participation in a professional learning activity, as defined above, may be included in the report. Expenses to be included in the reported figure of expenditure may include:

- Facilitator/provider fees;
- Planning, promotion and registration costs;
- Event costs (venues, catering);
- Travel and accommodation;
- PD program/resource development/provision (not curriculum development) eg course materials, video conferencing;
- Relief teacher payments (where this arrangement is specifically to enable participation in a professional learning activity)
- Any actual expenditure for the provision of student free days where they are specifically used to enable teacher professional learning participation
- Dedicated project officer salaries to support provision of PD programs;
- Reporting and evaluation tools; and
- Subscription costs for professional journals/magazines.

Expenditure to be excluded:

- Any Australian Government Funding
- Any grants from external private agencies

Note:

Schools should include participation in, and costs associated with, whole school development days.

Schools may choose to report on:

- The average number of days and average expenditure per school support staff
- Participation by community members in school based professional learning activities
-

To calculate:

Amount A: To work out the cost per staff member so it is justifiable and consistent across system schools - from SAS 2000 please add the following dissections:

Inservice other

Inservice CEO

Staff Development/Retreat and

CEO – Professional Development Allocation

and then divide by the total number of staff members.

Amount B: This will be inserted by CEO after report is submitted.

Attachment 5 – Sample Parent/Student/Staff Surveys

Annual School Report Primary School *Parent* Survey

The purpose of this anonymous survey is to provide parents with an opportunity for input into areas affecting the education of their children and the general functioning of the school. Results will assist the school in the preparation of the Annual School Report.

I have a child in the following years (please circle)

K 1 2 3 4 5 6

Place a tick (✓) in the circle that represents your answer

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

QUESTIONS	SA	A	D	SD
1 The school helps my child to develop a knowledge and understanding about Catholic tradition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 The school provides various opportunities for me to become involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 My child is challenged to maximise his/her learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 The school strives to meet my child's individual learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 The school provides appropriate information about my child's progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 The school offers a range of co-curricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 The teachers are genuinely interested in the welfare of my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 The school provides a safe and supportive environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 The school effectively communicates information about activities and events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for taking the time to complete this survey.

SAMPLE ONLY
Annual School Report
Primary School *Staff* Survey

The purpose of this anonymous survey is to provide staff with an opportunity for input into areas affecting the education of the students and the general functioning of the school. Results will assist the school in preparation of the Annual School Report.

Place a tick (✓) in the circle that represents your answer

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

QUESTIONS	SA	A	D	SD
1 The school helps students to develop a knowledge and understanding about Catholic tradition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 Students understand their rights and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Students are challenged to maximise their learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 The school strives to meet the individual learning needs of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 The school provides appropriate information to parents about student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 The school provides a safe and supportive environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for taking the time to complete this survey.

SAMPLE ONLY
Annual School Report
Primary School *Student* Survey

The purpose of this anonymous survey is to provide students with an opportunity for input into areas affecting their education and the general functioning of the school. Results will assist the school in the preparation of the Annual School Report.

I am a student in the following year (please circle)

K 1 2 3 4 5 6

Place a tick (✓) in the circle that represents your answer

SA - Strongly Agree
A - Agree
D - Disagree
SD - Strongly Disagree

QUESTIONS	SA	A	D	SD
1 I am proud of my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 This school helps me in my understanding of the Catholic faith	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 My teacher encourages me to learn to the best of my ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 I understand my rights and responsibilities at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 I feel safe at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 If I had a problem, there are people who I could approach for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 There are sporting and other activities in which I can become involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for taking the time to complete this survey.

Attachment 6 – Commonly used acronyms

- Assistant Principal (AP)
- Australian Council of Educational Research (ACER)
- Australian Tertiary Admission Rank (ATAR)
- Autism Spectrum Disorder (ASD)
- Behaviour Analysis Reporting Tool (BART)
- Board of Studies, Teaching and Educational Standard (BOSTES)
- Building the Education Revolution (BER)
- Catholic Education net (CENet)
- Catholic Education Office (CEO)
- Commonwealth Scientific and Industrial Research Organization (CSIRO)
- Covered Outdoor Learning Area (COLA)
- Diocesan Learning and Teaching Framework (DLTF)
- English as a Second Language (ESL)
- Higher School Certificate (HSC)
- Human Society and its Environment (HSIE)
- Information, Communications and Learning Technologies (ICLT)
- Information and Communication Technologies (ICT)
- Information Technology (IT)
- Key Learning Area (KLA)
- Key Learning Areas (KLAs)
- Kindergarten to Year 6 (K-6)
- Language Background Other Than English (LBOTE)
- Managing Student Pastoral and Educational Concerns (MSPEC)
- National Aboriginal Islander Day Observance Committee (NAIDOC)
- National Assessment Program – Literacy and Numeracy (NAPLAN)
- Parents' and Friends' Association (P&F)
- Personal Development, Health and Physical Education (PDHPE)
- Police Citizen Youth Clubs (PCYC)
- Professional Development Planning and Review (PDPR)
- Professional Learning Communities (PLCs)
- Religious Education Coordinator (REC)
- School Improvement Plan (SIP)
- School Review and Improvement Framework (SRI)
- School Wide Positive Behaviours for Learning (SPB₄L)
- School's Administration System (SAS 2000)
- School Support Officer (SSO)
- Senior School Support Officer (SSSO)
- Teaching English to Speakers of Other Languages (TESOL)
- Technical and Further Education (TAFE)
- Technological and Applied Studies (TAS)
- Universities Admissions Centre (UAC)
- University of Wollongong (UOW)
- TAFE delivered Vocational Education and Training (TVET)
- Vocational Education Training (VET)