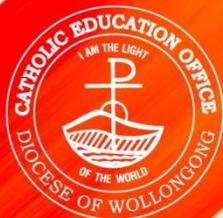
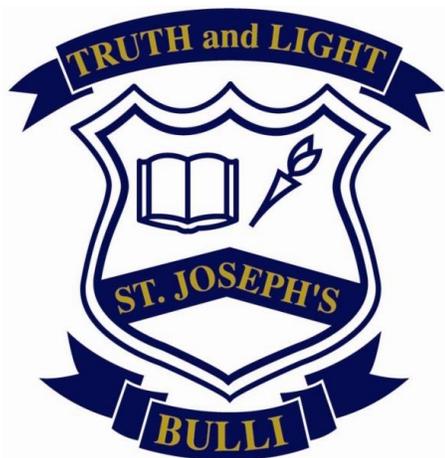


# Annual School Report

2013



## About This Report

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St Joseph's Catholic Primary School, Bulli is registered by the Board of Studies NSW and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO 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 Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the Board of Studies NSW, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2014.

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

St Joseph's Catholic Primary School

PO Box 305

Woonona NSW 2517

Ph: (02) 4283 1111

Fax: (02) 4283 2097

Email: [info@sjbdow.catholic.edu.au](mailto:info@sjbdow.catholic.edu.au)

Website: [www.sjbdow.catholic.edu.au](http://www.sjbdow.catholic.edu.au)

**Parish Priest:** Fr Peter Nguyen van Tien

**Principal:** Luisa Tobin

**Date:** 13 December 2013

## **Vision Statement**

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To ignite a passion for learning within a Catholic ethos.

## **Message from Key School Bodies**

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### **Principal's Message**

Learning continues to be celebrated at St Joseph's by students, staff and parents. This was evidenced by the motivation, enthusiasm and willingness of students to accept the many opportunities provided by staff at school and by parents at home. Annually students participate and achieve extremely well in the various International Competitions and Assessments for Schools (ICAS), University of Wollongong (UOW) Science Fair, Literacy and Information Technology (IT) activities in collaboration with the UOW as well as sporting opportunities organised by the school, diocese and beyond.

In 2013, staff again placed a priority on Personal and Professional Learning throughout the year, participating in: Australian Literacy Educators' Association (ALEA) courses, Mathematical Association of NSW (MANSW) conference, Lane Clark Staff Development Days, and on-going Australian Curriculum whole day seminars, staff meetings and most of the Diocesan provided learning experiences on the new curriculum.

In 2013, students from Years 3 – 6 participated in the Northern Illawarra Cluster of Schools (NICS) Showcase. St Joseph's students' dramatic presentation was a tribute to Mem Fox. Again this performance provided the opportunity for students to display their creativity and co-operative learning skills.

### **Parent Involvement**

This year was an extraordinary one for the St Joseph's school community. In conjunction with the Parent and Friends Association (P&F), the school held a very successful Easter Fair in March and organised many social and fundraising events for the school.

St Joseph's welcomed new families and two Kindergarten and Year 1 classes in 2013. Parent involvement has been a pivotal component to school lawn mowing days, the second hand clothing store, book club, pastoral care, sporting carnivals and gala days, school excursions and the school canteen.

This year saw Year 3-6 students involved in a very successful NICS showcase. This was a fantastic experience for all students involved, thanks to the help of parents and teachers at St Joseph's.

During 2013, the students of St Joseph's Primary School excelled in academic, sporting and personal accomplishments. These achievements were supported by the wonderful parents and community at St Joseph's.

*Parents and Friends Association, President*

### **Student Leadership**

During our final year at St Joseph's School, a huge highlight for us was our Leadership Camp which allowed Year 6 to work together as a team, communicate and help each other to rise to the challenge. We celebrated our final Sacrament of Confirmation with Bishop Peter. Our enthusiastic drama team led us to perform Bush Magic in the Northern Illawarra Catholic Schools (NICS) Showcase. Our school provides us with many opportunities including, sport, drama, public speaking, spelling bees and excursions. A special time for us this year was when Year 6 visited the elderly at the Illawarra Retirement Trust Home. It was very interesting meeting our buddy resident and listening to their life story. The Habits of Mind has been our pathway for learning and has enhanced us as individuals. The most memorable experience of being school captains for 2013 was the wonderful opportunity of representing our school. Thank you St Joseph's, for helping us to be ready for the big leap to high school. St Joseph's, Mrs Tobin and all staff we will miss you.

*School Leaders*

### **School Profile**

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#### **School Context**

St Joseph's Catholic Primary School is a Catholic systemic co-educational school located in Bulli. The school caters for students from Kindergarten to Year 6 and has a current enrolment of 246 students.

Catholic education has a long history in the Bulli area, beginning when the Sisters of St Joseph began the first school in Mailbag Hollow in 1882. In 1923 the school moved to the Park Road site.

In 1974 the school came under the direction of the Catholic Education Office and St Joseph's has continued under its administration to the present.

St Joseph's has been a single stream primary school. In 2001, with considerable growth in the area, it was decided to enrol two Kindergarten classes for two years (2002 and 2003) to accommodate the short-term pressure on enrolments. The school returned to one stream in Kindergarten 2004 however enrolment growth has reoccurred in 2011, 2012 and 2013. This pattern is expected to be ongoing with the probability that St Joseph's will become a two-stream school.

## Student Enrolments

2013 Enrolments	
Boys	113
Girls	133
Total	246
Indigenous	1
LBOTE	19

The Diocesan 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.sjbdow.catholic.edu.au](http://www.sjbdow.catholic.edu.au) and the CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2013.

## Student Attendance

2013 Attendance	Male	Female
Kinder	96.4	98.0
Year 1	96.4	96.7
Year 2	96.7	95.5
Year 3	96.1	96.7
Year 4	96.7	96.7
Year 5	96.0	98.3
Year 6	95.6	95.4
Whole school	96.3	96.8

## 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, monitor part or whole day absences.

The principal regularly advises parents and carers of the importance of school attendance through the weekly newsletter. If a student is absent, parents are asked to ring, email or provide a written note explaining the non-attendance. Unexplained absences and absences totalling more than fifteen days are followed up with a phone call or interview from the principal.

## Staffing Profile

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There are a total of sixteen teachers and six support staff at St Joseph's Catholic Primary School. This number include nine full-time, seven part-time teachers.

### Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

*\*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention*

### Teacher Attendance and Retention

The average daily teacher attendance rate for 2013 was 91.1%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 100 %.

### Professional Learning

During 2013, St Joseph's Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- A. St Joseph's Catholic Primary School whole school development days involving twenty-one staff.

These days focused on:

- Australian Curriculum (21 attended);
- Lane Clark – Think!nQ Pedagogy for Learning and Thinking (21 attended);
- Spiritual Formation (21 attended);
- Mathematical Association Conference (21 attended).

B. Other professional learning activities provided at school level including CEO run courses:

- Slide to Learn -iPad Conference (5 attended);
- Religious Co-ordinators' Network Days (1 teacher);
- Assistant Principals' Network Days (1 teacher);
- Australian Literacy Educators' Association (ALEA) every term (6-8 teachers);
- Autism Conference (1 teacher);
- Australian Literacy Conference (1 teacher);
- Teacher/Librarian Network Days (2 teachers);
- Religious Literacy Marking Day (1 teacher); and,
- NICS –Australian Curriculum in English and Mathematics (20 staff).

The average expenditure by the school on professional learning per staff member was \$335.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$419.

## **Catholic Life & Religious Education**

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St Joseph's is a part of the Parish community and as such shares the life of the Parish. The Parish Priest, Father Peter has worked closely with the school to celebrate school and Parish liturgies and has supported the school by his attendance at diocesan events and meetings.

St Joseph's plays an integral part in the evangelisation of the Catholic Faith. The school is a place of prayer and worship, and liturgy has a central place in the life of the school. This year, students were involved in a number of celebrations. These included celebrations during Lent and Advent, the Feasts of Mary MacKillop and St Joseph, Catholic School's Week, Anzac Day, Remembrance Day, Christmas and Parish Masses. The outdoor sacred space and memorial wall was also blessed by Father Peter in a very special liturgy which was attended by many parents as well as the families of deceased students of St Joseph's whose names appear on the memorial wall.

Students attended two Masses per term as a school community throughout the year and each Friday a class attended the Parish Mass. Our Year 6 students gathered at Mount Carmel Catholic High School, with Bishop Peter and a number of our diocesan students, teachers and clergy to celebrate a special Mass in acknowledgement of the Year of Faith.

Many students from the school participated in the sacramental programs, which culminated in their respective Parish based celebrations. Retreat days for students in Year 6 and Year 3 were held prior to them receiving their Sacraments. The retreat day for the Sacrament of Confirmation gave us an opportunity to make links with Holy Spirit College by having Year 11 students work with and support our Confirmation candidates throughout the day.

Our school community supported several social justice initiatives throughout this year. The school reached out to many charitable organisations including Caritas, Catholic Mission and St Vincent de Paul Society to the amount of \$4 157. During October Mission Month, funds were raised for Catholic Mission through the various SOCKTOBER activities that were organised by our Year 6 leaders and Religious Education Coordinator. The activities aimed at raising funds and also to promote awareness. The Christmas appeal and Philippines Typhoon Relief initiatives were well supported by the school and Mini Vinnies provided the students with a vehicle for expressing their social conscience by helping others who need a hand. At the end of the year, students from Kindergarten to Year 6 were asked to donate toys, which were later sold in a toy store. Funds from this initiative were donated to St Vincent de Paul Society.

The Lenten program 'Believe' was undertaken as part of the school's faith formation program and our Spirituality Day provided staff with an opportunity to take the time to reflect. The theme of the day "Passion for God, Compassion to Others" proved to be a reflective and meaningful experience, which helped staff connect more meaningfully and closely with our passions and God. The rosary was recited each morning during October. The school was successful in the local 'Peace of Art' competition run by the Lion's Club and students were also represented in the 2013 finalists Christmas Story competition conducted by CEO.

### **Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2013. The school cohort in 2013 consisted of twenty-five Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and twenty - seven completed the Extended Task (Part B). The Extended Task was based on the Unit: One with God's Creation and was completed during the first half of Term 3.

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

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

- understanding of the creation story;
- knowledge of Jesus and His teaching and of ways that they continue his ministry;
- ability to identify a gift and describe how they share their gift with others; and,
- understanding of Lenten practices, the Sacrament of Penance and the gifts of the Holy Spirit.

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:

- recall the key events of Easter;
- recall details from the life of St Peter; and,
- recall and sequence the events of Advent and Christmas.

For Part A, 12% of students were placed in the developing level, 72% in the achieving level and 16% were in the extending level.

For Part B, 0% of students were placed in the developing level, 85% in the achieving level and 15% were in the extending level.

Combining Parts A and B, 4% of students were placed in the developing level, 84% in the achieving level and 12% were in the extending level for Religious Literacy.

## **School Review and Improvement**

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School Review and Improvement (SRI) 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 2013:**

- **Key Area 2 : Students and Their Learning**

  - 2.4 Integration of Information and Communication Technology (ICT)

- **Key Area 3: Pedagogy**

  - 3.3 Teaching Practices

- **Key Area 5: Resources, Finance and Facilities**

  - 5.1 ICT Resources

Two other components, namely Curriculum provision and Assessment in the **Key Area of Pedagogy** were reviewed but will not be rated until 2014 or 2015.

### **School Review and Improvement components to be reviewed and rated in 2014:**

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

  - 1.2 Religious Education

- **Key Area 2 : Student and Their Learning**

  - 2.2 Rights and responsibilities

  - 2.5 Pastoral Care

- **Key Area 3: Pedagogy**
  - 3.4 Planning, programming and evaluation
  - 3.7 Professional learning
- **Key Area 5: Resources, Finance and Facilities**
  - 5.2 Use of resources and space
  - 5.3 Environmental stewardship

St Joseph's has various priorities for 2014. With the implementation of Australian Curriculum in English and Mathematics, staff will be engaged in on-going professional learning which will include the planning, programming and evaluating of these two areas. School-wide Positive Behaviour for Learning (SPB<sub>4</sub>L) will also be implemented next year, addressing the Rights and Responsibilities component and aspects of the Pastoral Care component. As enrolments continue to increase, a focus for the school is utilising resources and space in the most effective way. Some of these components will take more than one year to achieve before being able to complete the final rating.

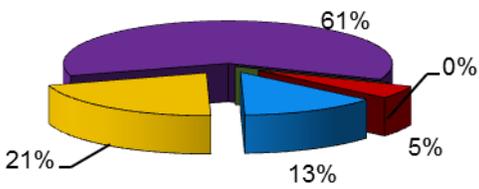
# Financial Summary

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The Parents and Friends contributed a total of \$39 198 to date. This included a recurrent grant of \$5 000 for reading material and over \$30 000 for playground works, ICT hardware and software, refurbishment of outdoor sacred space, library resources, blinds, music instruments, bags racks and NICS performance contribution.

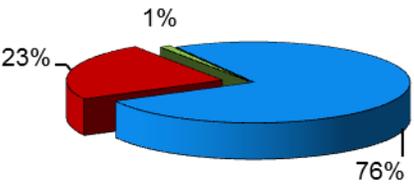
The following graphs reflect the aggregated income and expenditure for St Joseph’s Catholic Primary School Bulli for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

## Income



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

## Expenditure



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

## Student Welfare

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Student welfare at St Joseph's Bulli respects the rights responsibilities of all students, staff, parents and community members. It is based on and embraces the Gospel values.

Pastoral Care programs and initiatives in 2013 included using the Managing Student Pastoral and Educational Concerns, (MSPEC) tool overseen by the CEO to support the school in monitoring students who encountered specific challenges. CatholicCare provided support for students who needed one on one counselling as well as providing classroom programs and parent support. These included the Everyday Peacemaker program implemented in Kinder and Year 1. This program was designed to provide student with the opportunity to develop life skills and better understanding of people and world around them.

The use of 1:1 iPads and technology deemed it necessary for students to sign contracts for safe use of information technology equipment. Stage 3 students took part in a cybersafety online program, and the school's website has a 'Help' button to assist parents with IT safety concerns. New students to the school signed the Anti-Bullying banner and each grade programmed lessons on anti-bullying.

The schools Behaviour Management Policy was reviewed this year and all Pastoral Care Policies and Procedures were compliant in the area of Pastoral Care. Parent information nights also informed parents of student's rights and responsibilities. The focus on Habits of Mind provided a framework for students to feel valued, purposeful and successful in their learning. Students were recognised at weekly assemblies with, Principal Awards, Habit of Mind Awards, and, St Mary of the Cross Awards throughout the year.

Mini Vinnies was initiated this year and gave senior students the opportunity to work in the areas of Pastoral Care both at school and community level. The Parent Pastoral Care Team also provided short term support for individuals and families in the community.

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*** and ***Safe Work Environment*** are 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 Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2013.

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

St Joseph's School is a collaborative, interactive and innovative organisation. In 2013 it continued to provide a relevant, challenging and engaging curriculum.

### Curriculum and Pedagogy

At the school, twenty-first century learning and teaching, the brain, and the mind and thinking all dominate school structures, environments, resources and pedagogy. This year led to a stronger, collective emphasis on environments; for thinking flexibly, and for communicating clearly so as to act as informed, responsible and active citizens. These behaviours described by Art Costa as Habits of the Mind, increase students' capacity to be competent, critical and creative learners. Combining these general capabilities and behaviours for learning with Lane Clark's "Think!nQ" helped students and teachers see their contribution to the development of an environmentally and economically sustainable and socially just world. These pedagogies ensured exciting opportunities for learning and teaching at the school.

This year, there was a clear and determined focus on the ways that the new Australian Curriculum combined to develop the above thinking within literacy and numeracy in at school. Teachers read, reflected and resourced themselves in preparation for 2014 for the implementation of the new curriculum areas. Lane Clark supported and encouraged staff in deeper thinking for more significant learning opportunities through staff development days and planning sessions in programming. The Catholic Education Office's Learning Team also supported this transition. Teachers have been trained by "expert" trainers to support and further develop the skills of teachers to achieve and deliver practical suggestions regarding pedagogy and resources.

Added to these initiatives was a commitment by staff to develop the school's notion of literacy and learning in order to create, access and share information, knowledge and wisdom using current ICT. There was a collective vision for learning that promoted the essential skills of learning, as well as taking into account how students learn and their context for learning, the importance of social interaction and the importance of literacy to learning. At St Joseph's there was a common understand of the need to engage with the world and make sense of it.

Agencies and organisations such as CatholicCare, the UOW and The Northern Illawarra Combined Catholic Schools (NICS) were involved in planning, implementing, evaluating and developing specific structures for students and teachers in order to meet the diverse academic, social, emotional and physical needs of our students and enable successful delivery of the current curriculums.

## **Cross Curriculum**

Dialogue about aspects of mindfulness, an important aspect of learning and living for the future, was shared at assemblies, in and out of the classroom, in newsletters to parents and the community and also encouraged to be discussed at home as well as at school. To build more relationships between students, co-operative learning structures were developed between Year 5 and Kindergarten, between Year 6 and Year 1, and teachers in every grade consolidated their understandings and use of co-operative learning structures within Key Learning Areas.

School representatives were also chosen from Year 5 and 6 to compete at the Diocesan North West Cluster Competition for public speaking. A student from Year 6 was successful in achieving third place in the Diocese.

Learning within the Social Sciences was extended to include a diverse range of languages for students this year at St Joseph's. Spanish was taught in Kindergarten and Year 1, Indonesian in Year 2, Italian in Stage 3, and, Mandarin in Year 5 and 6 (both classes studied Mandarin intensively with a trained language teacher from Holy Spirit College). The value of music education for students' development has been promoted through the formation of a school choir to sing at Parish Masses and school functions.

## **Meeting the needs of all students**

Opportunities exist for all students to increase their participation in learning and to strive for higher order thinking when using Lane Clark processes and skills for learning. Engagement of students was always the approach used as this increased students' ability to exercise their voice in the classroom. "Mini-Vinnies", student council representation, class and school referendums, surveys across the school and within classes, use of different technologies for example 1:1 iPads in Year 5 and 6, iPods, laptops and computer desktops across each grade and class assemblies with students as masters of ceremonies, all enabled students to express themselves and make a contribution.

In 2013, Reading Recovery (RR) was offered to Year 1 students who were having difficulties with reading and writing. The RR teacher delivered specific programmes to support these students as well as to ex-Reading Recovery students in Year 2 and 3. This intensive support focused on reading strategies and writing skills. Students identified in the National Assessment Plan for Literacy and Numeracy (NAPLAN) as having specific needs, were targeted within Stage 2 and 3. The RR teacher, classroom teacher and the school support officers (SSO) all had a part to play in these programs for learning. Also, during the year specific staff meetings were held to analyse data and address issues on a whole school basis.

All teachers analysed, collected, monitored and recorded students' achievements and evidence of children's learning. These results were discussed with supervising teachers each term and goals were recorded by classroom teachers for students' future learning.

School agreed continuums for learning across Key Learning Areas, particularly in English (Reading and Comprehension) were employed by teachers across the school. The continuums for learning allow for better transition of information about learners across grades and between teachers. This information directed small, guided groups with specific aspects of learning within the class context. The continuums also helped teachers cater for a diverse range of abilities and ensured all students and their learning needs were being addressed. These continuums for learning will have a greater focus and use in learning and teaching in future years and will be further supported by the new syllabi and new curriculums.

In Kindergarten, teachers undertook the Kindergarten Best Start - Index for Learning. The assessment for each student on entry into Kindergarten, mid year and end of the year has enabled learning to take place at the students' instructional level and assisted teachers to develop achievable targets for specific students. This process of collecting information about learners combined with other processes like Schedule for Early Number Assessment (SENA) I and SENA II, builds a better picture of learning and the learner.

### **Expanding Learning Opportunities**

All classes have undertaken specific immersion or post-unit excursions and activities to support learning. These included experiences at a leadership camp; a visit to our federal capital city for learning about our country, history, culture and government; visits to Sydney and its historic centres; visits to local and state museums; visits to science centres and planetariums; visits to local botanic gardens for Indigenous education and cultural experiences; and, visits to our city zoo. Also, practical application of Indigenous awareness was implemented regularly through school prayer, assemblies, and participation in National Aborigines and Islanders Day Observance Committee (NAIDOC) Week.

Representatives from the local community and Parish members have advised and guided our students in their learning including: representatives from St Vincent De Paul; the Surf Life Saving Association of NSW and members from our local branches; Returned Servicemen and Women; financial advisors and financial literacy experts from the Commonwealth Bank (SmartCents); the Royal Society for the Prevention of Animal Cruelty (Responsible Pet Program); and, artists from creative fields in Dance, Drama, Music, health, sport and fitness have all enhanced learning and given the term "real life learning" added meaning and importance.

Primary students were elected to attend between one to three sporting events outside the school-organised events. These included gala days such as girls' and boys' basketball, netball, rugby, football, touch, tennis and cricket. Many students qualified to attend further levels of representation for the Diocese in their chosen field of sporting endeavour. In-school participation for all students was provided through events such as the school swimming carnival, the cross country carnival and the school athletics carnival. These events allowed for strong links with our feeder high school as their students assisted by offering adjudication, specialist support, encouragement and modelling of the sporting apparatus and skill

development.

This year, over thirty Science “Practicing” teachers from the local university (UOW) visited to undertake Science teaching in classrooms across all grades, and their specialist skills were modelled for teachers. St Joseph’s teachers, in turn, modelled an English session and demonstrated their knowledge and skills in teaching literacy. The UOW also engaged in research with some of Year 5 students. The aim of this research was to observe how students interacted with technology to produce digital text. The UOW’s lecturers from the Education Faculty also guided students in Year 6 with their digital story-telling skills.

For the first time, this year senior students from Year 6, with their teacher and parent representatives, visited an Illawarra retirement facility to build relationships with the elderly members of our society. They interviewed, discussed and encouraged the senior citizens to share their remarkable stories and experiences, to reflect on their life and how life has changed over the years. A series of three visits over three weeks established rapport and connection between these remarkable elderly people and students of St Joseph’s.

The above initiatives gave purpose, direction and authenticity to having mobile and personal devices to assist learning. For example Years 5 and 6 students had 1:1 personal devices. Using these technologies and tools enabled students to create knowledge and social contexts for sharing and celebrating their learning. Added to this, all classes had internet access and the use of SmartBoard technologies. Apple Consultants and the CEO Technology Learning Team advisors provide students with added experiences for learning (eg Digital Citizenship). They also encouraged staff to undertake intensive learning in scheduled school “Bootcamps” after school and in the school holidays. Students in Stage 3 also undertook CyberSmart challenges and special online programs on Internet Safety and Social Networking, from the Australian Communications and Media Authority (ACMA). These programs centralized from Canberra and part of a service by the Federal Government, highlight the need for online safety, protection and appropriate behaviours.

## **Student Achievement**

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

### **NAPLAN**

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

From the analysis of the data, there are no students from either Year 3 or Year 5 at St Joseph's School who are below or just at the minimum standard of proficiency. In reading, writing, spelling, grammar and punctuation and numeracy, students from St Joseph's School perform above the national minimum proficiency levels.

School trends indicate that in 2013 in Year 3 up to sixteen more girls in the school improved in the test aspect of writing compared with the 2012 cohort, and thirteen boys were above the state average in the test aspect of writing. In Year 5, eleven boys were above the state average growth in the test aspect of grammar & punctuation. However, in Year 5, eleven more boys than in the cohort in 2012 had shown a decrease in the test aspect of numeracy and there were eighteen girls who were below the state average growth in reading.

### **Student Achievement in Bands**

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of literacy and numeracy in Years 3 and 5. 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.

Please Note: Figures have been rounded to the nearest whole number

NAPLAN 2013: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	0%	38%	62%	0%	38%	62%
	National	12%	41%	46%	12%	53%	33%
Writing	School	0%	14%	86%	0%	52%	48%
	National	8%	43%	47%	18%	60%	20%
Spelling	School	0%	38%	62%	0%	48%	52%
	National	13%	42%	43%	17%	51%	30%
Grammar & Punctuation	School	3%	28%	69%	0%	38%	62%
	National	10%	37%	51%	14%	51%	32%
Numeracy	School	0%	35%	66%	3%	69%	28%
	National	12%	54%	32%	20%	53%	25%

### Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2013: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	100%
	National	95%	96%
Writing	School	100%	100%
	National	95%	92%
Spelling	School	100%	100%
	National	94%	93%
Grammar & Punctuation	School	100%	100%
	National	95%	95%
Numeracy	School	100%	100%
	National	96%	93%

## Parent, Student and Staff Satisfaction

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In 2013, all parents and staff were given the opportunity to participate in the satisfaction survey, as well as Stage 3 students. The information from all respondents was again overwhelmingly positive in all surveyed areas.

It was strongly agreed by both parents and staff that students were encouraged and supported to maximise their learning. Students and staff also identified that students were very much aware of their rights and responsibilities. Once again all groups identified that St Joseph's provide a safe and supportive environment

Parental feedback also identified that student welfare was a priority at St Joseph's and parents were also satisfied with the opportunities provided to them to be involved in the school. Although the majority of parent responses showed that the school effectively communicates information about activities and events, three respondents felt that this could improve.

