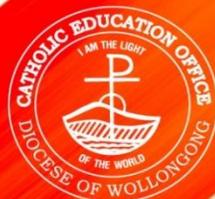
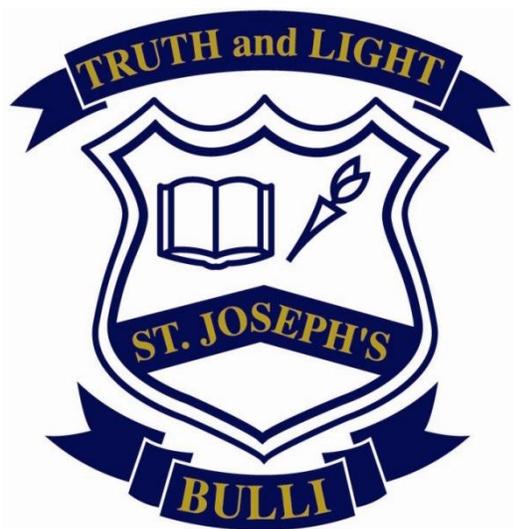


Annual School Report

2012



About This Report

St Joseph's Catholic Primary School, Bulli is registered by the NSW Board of Studies (BOS) 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 Action Plans.

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 NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2013.

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

Email: info@sjbdow.catholic.edu.au

Website: www.sjbdow.catholic.edu.au

Parish Priest: Fr Peter Nguyen van Tien

Principal: Mrs Luisa Tobin

Date: 14 December 2012

Vision Statement

To ignite a passion for learning within a Catholic ethos.

Message from Key School Bodies

Principal's Message

My appointment to St Joseph's at the beginning of Term 2 was the beginning of an exciting opportunity to be part of a vibrant, exciting community where both students and staff work co-operatively to embrace, promote and stimulate a passion for life-long learning. Lane Clark's learning methodology and the Habits of Mind learning dispositions are evidently embedded in learning programs and in student work. These provide structure to a Thinking Framework which complements the Diocesan Learning and Teaching Framework (DLTF).

The Learning opportunities provided to the students, not only developed their thinking but offered creative and sporting avenues through which they experience skill development and success.

These, together with religious, social, cultural and aesthetic experiences enable a holistic education.

St Joseph's creative performances in Wakakirri and JRock was again recognised with an emotive interpretation of "The Power of One". Students from Years 3 to 6 were supported by a team of staff and parents. The students were rewarded for their efforts by gaining a Highly Commended for their Wollongong Wakakirri performance, second place in the J Rock Competition in Sydney and a second place in the J Rock Competitive National Final.

Parent Involvement

It has been a very successful and busy year at St Joseph's, with additional families joining our community through the Two-Stream Kindergarten class for 2012. The school community will grow again in 2013 with twenty five new families commencing at the school.

Parental help and dedication have continued to assist the school through working bees, lawn mowing days, the initiation of the second hand clothing shop, Book Week and pastoral care in times of need.

We had a wonderful parent involvement in events such as the walkathon, social nights out, the school disco and the family picnic that commenced the year. Students have enjoyed mufti days and their successful involvement in events such as JRock and Wakakirri. This was possible through the dedication, generosity and ongoing involvement of families and the Parents and Friends Association (P & F).

Now plans are in place, ready for another successful Easter Fair in 2013. The organising committee has also set up social media for this event, to help communicate and build excitement for the big event.

Congratulations to all students who participated and excelled in sport, academic endeavours and all areas of school and personal life. St Joseph's is certainly represented by talented and gifted students, who are supported by their parents and the community.

Parents and Friends Association, President

Student Leadership

St Joseph's, this year has provided many opportunities in all areas of learning. It was sad to farewell our principal, Mr Westblade but it was exciting to welcome Mrs Tobin in Term 2. The Leadership Camp held in Term 1, brought Year 6 together as a team while we faced our fears and challenges. It brought out the best in our students. With the success of J Rock last year to spurs us on, we entered Wakakirri and JRock. St Joseph's was placed second in Australia performing "The Power of One". This year, the sporting achievements of four students were recognised at the Diocesan Sport Awards. What makes a large difference in learning at St Joseph's is Habits of Mind as it helps enhance our learning and helps us to look at learning in a different perspective. St Joseph's has brought out the best in us and we will miss it.

School Profile

School Context

St Joseph's Catholic Primary School is a Catholic Systemic co-educational school located in Bulli. The school caters for students in years K-6 and has a current enrolment of 220

Student Enrolments

2012 Enrolments	
Boys	99
Girls	121
Total	220
Indigenous	3
LBOTE	4

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 and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2012.

Student Attendance

2012 Attendance(%)	Male	Female
Year 1	94.2	89.6
Year 2	95.8	92.8
Year 3	95.0	94.2
Year 4	97.3	96.9
Year 5	96.2	93.1
Year 6	98.9	95.9

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 in the newsletter. For non-attendance at school, parents and carers are asked to ring the school on the day to inform them of the non-attendance. They are also required to present a note explaining the absence and detailing the date and reason for absence. Unexplained absences are followed up with phone calls from an office staff member and letters from the principal, if necessary.

Staffing Profile

There are a total of 15 teachers and 6 support staff at St Joseph's Catholic Primary School. This number includes 7 full-time, 8 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 2012 was 98.84%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 100%.

Professional Learning

During 2012, St Joseph's 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 whole school development days.

These days focused on:

- Spiritual formation – Retreat Day at Douglas Park (Whole staff); and,
- Lane Clark – Planning & Where Learning and Thinking Meet (Whole staff).

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

These included:

- Slide to Learn – iPad Conference, Melbourne (4 staff members);
- Karen Boyes Conference (4 teachers);
- Australian Literacy Educators' Association (ALEA) every term (6-8 teachers);
- Indigenous Education (1 Teacher – 2 days);
- Non-Violent Crisis Intervention (4 staff);
- National Assessment Program Literacy & Numeracy (NAPLAN) (3 staff);
- Google App (Whole Staff);
- Leading English & Mathematics (2 teachers);
- Australian Curriculum (3 staff);
- Assistant Principals Network Days (1 teacher);
- Religious Co-ordinators Network Days (1 teacher);

- Best Start (4 Teachers);
- Leading Learning Technologies (3 teachers);
- SMART Board – Smart bugs (5 teachers); and,
- Spotlight on Technology (4 teachers).

The average expenditure by the school on professional learning per staff member was \$379. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$872.

Catholic Life & Religious Education

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

St Joseph's plays an integral part in the evangelisation of the Catholic Faith. The school is a place of prayer, praise and worship of our loving God. Liturgy has a central place in the life of the school and this year the children have been involved in a number of special prayer celebrations. These included celebrations during Lent and Advent, the Feasts of Mary MacKillop and St Joseph, Catholic School's Week, Anzac Day, Remembrance Day and a number of Parish Masses where students were involved through reading, music and choir.

Students regularly attended Mass as a school community and each Friday a class attended the Parish Mass. Our Year 6 students attended the annual Prayer and Conversation with Bishop Peter at Holy Cross Primary School.

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 receiving sacraments.

Our school community has again been very aware of the social justice issues that occur in our world and have given generously to these needy causes, raising funds for various agencies including Caritas and St Vincent de Paul Society to the amount of \$1 800. The Christmas appeal was 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. The Mini Vinnies team met during Term 4 with the guidance of the principal and teacher, to promote activities that reflect the ideals of service to others within our school and Parish. The members have shown initiative in the way in which they have raised money and at the end of the year students from Kindergarten to Year 6 were asked donate toys, which were later sold by the Mini Vinnies team in a Toy Store. Funds from this initiative were donated to St Vincent de Paul Society.

The Lenten program 'Living Faith' was undertaken as part of the school's faith formation program and staff were also involved in a retreat in Douglas Park focusing on the

development of personal spirituality. 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 2012 finalists Christmas Story competition conducted by the CEO.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2012. The school cohort in 2012 consisted of twenty seven Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and twenty nine completed the Extended Task (Part B). The Extended Task was based on the Unit: Mary, Mother of God: First Among the Saints 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 of the religious tradition.

This high level of performance was particularly noticeable in their:

- Understanding of the Saints, the Sacraments and the Rite of Reconciliation; and,
- Identification of the aspects of the liturgical year as well as symbols of Eucharist and Confirmation.

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

- Identify key symbols used in Baptism, parts of the Eucharist and the presence of God in creation; and,
- Understand Lenten Scripture passages and some of the parables.
- Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 4% of students were placed in the developing level, 69% in the achieving level and 27% were in the extending level.

For Part B, 0% of students were placed in the developing level, 69% in the achieving level and 31% were in the extending level.

Combining Parts A and B, 8% of students were placed in the developing level, 65% in the achieving level and 27% were in the extending level for Religious Literacy.

Financial Summary

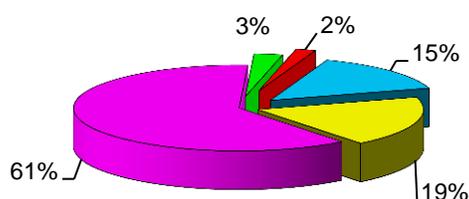
With the " Building the Education Revolution" building project been completed in 2011, financial support received by St Joseph's this year, was provided by the Parents and Friends (P & F) Association. The P&F provided finance for reading books for the Library; Information and Communication Learning Technology (ICLT) - iPads and accessories, software license; playground seating and also contributed to expenses for Wakakirri and J Rock performances.

Since St Joseph's will increase by another class in 2013, with two Kindergartens, CEO has assisted with the furnishing of a vacant room in a demountable building. The Office provided carpeting, furniture, storage, Smartboard, electrical connections for the public address (PA) system and security, as well as amending access to the building.

After attending Professional Learning Days by two teachers, St. Joseph's received a \$2 000 Live Life Well Grant to be used to foster and promote healthy habits in students.

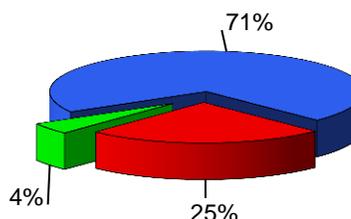
The following graphs reflect the aggregated income and expenditure for St Joseph's Catholic Primary School, Bulli for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

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

Introduction

St Joseph's recognised that learning occurs most effectively within a supportive school environment. Therefore our Pastoral Care focus was to support each child to develop holistically using Christ as a model of justice and compassion.

Pastoral Care

As a Habits of Mind School, St Joseph's provided a learning framework for students to feel valued, purposeful and successful not only in their learning but also in their ability to embrace challenges and handle every day obstacles. The school continued to use The Managing Student Pastoral and Education Concerns Program (MSPEC) on the CEO website to respond and manage student development. CatholicCare also continued to provide a counselling service for students. Stage 1 ran the Let's Play Games Program to support and improve social skills in the playground.

With the deployment of 1-1 iPads in Year 5, it was even more important that the school supported both students and their parents with cybersafety. Students took part in the cybersafety lessons offered by CEO and also in the CyberSmart Detective online program offered by the Australian Communication and Media Authority (ACMA). It was also vital that a strong communication network existed between school and home, hence both information sharing and concerns were exchanged frequently. Every family has signed a "Family Internet Safety Contract", with the school website containing a help button to assist parents with concerns.

St Joseph's established a Mini Vinnies this year. Students in Year 5 nominated themselves to be part of this group and then voted the Four Member Executive Committee. During Term 4 they organised a raffle, a toy store and promoted St Vincent de Paul Parish activities.

Students were recognised for their positive behaviour and learning during weekly award assemblies and with the presentation of Principal Awards during fortnightly "Performance" Assemblies. End of term awards – Academic Excellence, Habits of Mind and St Mary MacKillop were also presented.

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. No changes were made to these Diocesan documents in 2012.

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

St Joseph's is an innovative organisation in a 21st Century educational setting which continued to provide a dynamic, relevant, challenging and engaging curriculum in 2012. At the centre of all teaching and learning is the student and their achievement. Student stimulation, motivation and imagination must be supported by all areas of the curriculum.

Curriculum & Pedagogy

Our school has furthered its structures, environment, resources and pedagogy to teach more about the brain, the mind and its potential, thinking, learning and teaching for 21st Century classrooms and 21st Century students. General capabilities that all students need to use and develop throughout their life is recognised and considered very important. St Joseph's continued to tackle some of the big issues of the day. Formal curriculum, in terms of understandings and skills were explicitly taught, however, co-operative decision-making by students and teachers created big "So Whats". These actions transferred learning into a service for a better world and the learning experiences were about solving problems and caring for others. This helped students reflect on how they could make a difference to their lives and the lives of others. The teachers felt this was very important and encouraged deeper thinking and more significant learning opportunities.

Lane Clark visited our school this year to strengthen teacher understandings of the frameworks for successful learning, skills in across stage curriculum augmentation and assessment of learning outcomes. Learning is relevant to real life and ongoing because it is defined by changes in the real world. St Joseph's community believe student competence in new information technologies is very much a part of today's world. Students need to be critical and reflective learners who can access, process and share information. In 2012, the school introduced a new technology learning initiative, learning with 1:1 iPads. The expectation of this initiative was that all students could achieve high standards given the support and opportunity, and that together the right dispositions and mindfulness of all things was possible.

Cross Curriculum

Students used media literacy skills across the grades to address real-world issues, from the environment to poverty, from the local area to national level. They also used the technological and multimedia tools/apps/software available to them to design and produce plays, mini-documentaries, how-to clips, oral descriptions and stories, advertisements and letters and even short iMovies or films. Combined with these skills, students used specific language and strategies to build on their understandings and competencies of mindfulness. Mindfulness is for learning and living in the future. This dialogue was shared at assemblies, in and out of the classroom, at home and at school through interactions between students and teachers and amongst students and families themselves. Hopefully, students are more equipped to articulate their thinking and explain their own behaviours for successful living.

Teachers in every grade have introduced more co-operative learning structures across subject areas. These structures have enabled more positive relationships for students. This was evidenced during the school's J Rock and Wakakirri productions of the "Power of One" undertaken by students from Year 3 to Year 6. Links to history, world events, Aboriginal and Torres Strait Islander cultures and other cultures, other social and cultural learning and understandings took place under the umbrella of Creative Arts. Added to this was the involvement of Stage 3 students in the Illawarra Regional Science Fair where students presented their understandings and conclusions after experimenting interdependently or independently on their chosen area for investigation. Many students were awarded a Highly Commended for their efforts. All Stage 2 and 3 students from Year 3 to Year 6 competed in class and entered the in-school competitions Public Speaking. School representatives were chosen from Year 5 and Year 6 to compete at the Diocesan North West Cluster Competition and later at a Diocesan level. A student from Year 5 was ultimately awarded second place in the overall competition for public speaking.

Learning was extended using special activities, events and traditions to promote personal development, character and citizenship and to strengthen current understandings of acceptance, empathy, tolerance, peace and love. Special in-school events such as Harmony Day, ANZAC Day, Reading Day, Book Week celebrations and National Literacy and Numeracy Activities, Catholic Education Week, Anti-Bullying Day and Remembrance Day were acknowledged.

Meeting the needs of all students

Opportunities for students to engage and share interests, passions and varying skills were maximised through the School and Parish Choir, Student Council, University of New South Wales Competitions, Visual Arts Competitions, Language Courses in Italian, Spanish and Indonesian and through attendance at the Northern Illawarra Catholic Schools Mathematics and Science Day held at Holy Spirit College. All addressed the diverse needs of students in our school.

In 2012 Reading Recovery was offered to Year 1 students, who were having difficulties with reading. The Reading Recovery teacher also delivered specific reading support to Ex-Reading Recovery students in the primary grades. This support focused on reading strategies, spelling and writing skill development. Students, identified from National Assessment Plan for Literacy and Numeracy (NAPLAN) Assessments as having specific needs, were discussed with Stage 2 and 3 teachers in Year 3, Year 4, Year 5 and Year 6. Specific staff meetings were held to analyse NAPLAN data and address issues as a whole school for 2013 and within or across stages and grades.

All teachers continued to collect, analyse, monitor and record all students' achievement and learning. These results were discussed with relevant personnel in the school and directions were determined for future learning. Stage 3 students undertook three-way conferencing at the end of Semester 1 and when requested by class teacher and or parents to investigate strengths, weaknesses and to celebrate learning achievements.

In addition, outside agencies and CEO personnel were involved in planning, implementation, staff professional development and the evaluation of specific structures for learners with diverse academic, social, emotional and physical needs.

Expanding Learning Opportunities

Real life learning became community learning through incursions at school and involvement with speakers for ANZAC Day; representatives from our local St Vincent De Paul , Surf Life Saving, Paramedic and Royal Society for the Prevention of Animal Cruelty representatives (Pet Awareness Program) and RSL branches; students' mothers/grandmothers and fathers/grandfathers who are helpers in the community. Financial advisors and financial literacy representatives (SmartCents Program); artists from the creative fields of Dance, Visual Arts, Music, health and fitness and visiting dramatic performers (for BookWeek); hairdressers and beauticians; seamstresses and photographers; local environmentalists; landscapers and gardeners; sporting representatives from various fields of expertise and from various arenas within our community - all enhanced learning in and out of the classroom.

All classes undertook specific immersion or post unit excursions/activities - from Canberra's Federal City to Sydney's Animal Park; from local community walks to Lake Illawarra for Bike Safety; from local Indigenous environments to Sydney's Historic Centre.

Primary aged students elected to attend one to three sporting events and/or Gala Days organised by the CEO. Girls' netball, boys' and girls' basketball, rugby, touch football, football, tennis, cricket and league. Many students qualified to attend a further level of Diocesan representation in their chosen field of sporting endeavour. In-school participation for all students was provided through sporting events such as the School Swimming Carnival, the School Cross Country Carnival and the School Athletics Carnival. Some of these events allowed for strong links with our local feeder high school as students from these schools assisted by offering adjudication, specialist support, encouragement and expert use and modelling of sporting apparatus.

Again this year over eighty student teachers from the Sydney Catholic University visited our school in Term 2. These students undertook professional learning centred on our school's framework for learning the Habits of the Mind and Co-operative Learning Structures. Science Teachers from the University of Wollongong and the Education Faculty also engaged with students from K to Year 6 and observed, interacted and assisted with the learning of English alongside the classroom teachers. Conversely the science teachers undertook Science sessions with each grade embedding fun into Science learning and teaching. The University of Wollongong was also engaged this year to survey parents and students on the use of technology and iPad education/learning. The results of these surveys, their analysis and evaluation will help staff to determine directives for the school into 2013 and beyond.

Technologies as tools for students to create knowledge and for personal and social creations was fully accessed by all grades but particularly by students in Year 6 with 1:1 laptops and in Year 5 with 1:1 iPads. All classrooms have internet access and the use of Smartboard

technologies, iPods or iPads, computers and or laptops for small and larger sized student groupings. Apple teaching consultants and CEO technology advisors provided students and staff with exciting "BootCamps" to fully utilize iPad capabilities. Students in Stage 3 undertook cybersmart challenges and special programs on Internet safety from ACMA to highlight online safety/protection and appropriate behaviours.

To highlight 1:1 learning with a mobile device, iLearn Week was officially opened to all sectors of the school, Diocesan and public communities in Term 3. Students in Year 5 explained, debated, displayed, directed, answered and shared how their learning has changed and how they view themselves as learners of the 21st Century. This was a very successful week which promoted our school as a "lighthouse" school. A staff member also presented to our feeder high school (with student representatives) and at the Diocesan Spotlight on Technology Expo in Term 4.

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

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

Student Achievement

In 2012, all Year 3 students achieved at or above the National Minimum Standards (NMS) in reading, writing, spelling, grammar & punctuation and numeracy. In Year 5, all students achieved at or above NMS in writing, spelling, grammar & punctuation and numeracy.

In Year 3, 75% of students achieved in the top two bands in reading and writing while 79% also achieved Bands 5 and 6 for grammar & punctuation. Results in spelling and numeracy were also well above national results.

Year 5 students also achieved significantly above national results in reading, writing, spelling, grammar & punctuation and numeracy. Students also showed between 56 - 68% positive learning growth in spelling, grammar & punctuation and numeracy. The learning growth for writing far outweighed the learning growth for all sectors - National, State (Catholic as well as Non-Catholic), Wollongong Diocesan and Like Schools Group.

Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2012: % 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%	25%	75%	4%	31%	65%
	National	14%	37%	47%	18%	49%	31%
Writing	School	0%	25%	75%	0%	37%	63%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	0%	36%	64%	7%	33%	59%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	4%	18%	79%	0%	33%	67%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	0%	44%	56%	0%	48%	52%
	National	16%	49%	33%	18%	53%	27%

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 2012: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	96%
	National	94%	92%
Writing	School	100%	100%
	National	95%	92%
Spelling	School	100%	100%
	National	94%	93%
Grammar & Punctuation	School	100%	100%
	National	93%	90%
Numeracy	School	100%	100%
	National	94%	93%

Parent, Student and Staff Satisfaction

All parents and staff were given the opportunity to participate in the satisfaction survey. All students in Stage 3 also took part. The information from all respondents was overwhelmingly positive in all surveyed areas.

This year parents, students and staff were unanimous in recognising the school's ability to develop the students' knowledge and understanding about Catholic tradition. All groups were in agreement that St Joseph's school provides a safe and supportive environment where students are: provided with a wide range of co- curricular activities and are encouraged to maximize their learning.

Parents' feedback also indicated that they were provided with various opportunities to become involved, however, the feedback revealed that even more opportunities would be appreciated. The responses also showed that the school effectively communicates information about activities and events.

The students' responses revealed that they understood their rights and responsibilities and that they were proud of their school.

Staff responses were all very positive, however, the staff indicated that they felt students could be even better informed of their rights and responsibilities.

School Review and Improvement

In 2012 the School Review and Improvement Framework provided a direct link between school improvement goals and actions and the professional goals of individual members of staff. Prime areas targeted included Pedagogy; Parent, Partnership, Consultation and Communication and Strategic Leadership and Management. These key areas allowed for collegial interaction and discussions about teaching students with diverse needs; it encouraged discussion about teaching practices that promote student learning; it also built and strengthened existing learning communities and provided continuing monitoring and emphasis on professional development through the key area of Innovation, Development and Change. Strong, supportive behaviours and dialogue developed. This encouraged teachers to review school objectives, structures and procedures that heightened and addressed avenues for parent communication and involvement in school life; for improving structures for parent communication and for parent/community expression for greater school links and open communication of school goals for future development.

- **Key Area 3: Pedagogy**
 - 3.2 Provision for the diverse needs of learners
- **Key Area 4: Human Resources, Leadership and Management**
 - 4.4 Succession Planning
 - 4.5 Overall Compliance with Legislation and other requirements
- **Key Area 6: Parents, Partnerships, Consultation and Communication**
 - 6.2 Reporting to the wider community
 - 6.3 Linkages to the wider community
- **Key Area 7: Strategic Leadership and Management**
 - 7.2 Innovation, Development and Change

Teachers strengthened their pedagogy by including Managing Student Pastoral and Educational Needs (MSPEC) into their current practices for differentiation, adjustments and monitoring of students with needs. A professional learning culture exists to review, inform and change pedagogy.

Staff meetings provided opportunities to share professional learning and thinking. Staff also nominated their own areas of expertise and interest and therefore became the school contact person and representative at varied professional development opportunities conducted throughout the year.

All teachers employed new programming compliance schedules (from System Focus Days). Throughout 2012 ICLT meetings took place regularly to cater for teacher individual differences, questions and concerns regarding compliance and online formats and the evaluation of these units of learning. The employment of an online system to record minutes of staff meetings and Leadership meetings was adopted in 2012 to ensure all staff members are aware of weekly communication agenda items and business arising or decisions made (this was not in the original plan of action but needed to be addressed under compliance).

Innovative tools to communicate information and share school practices with parents and the school community are now in use as all newsletters and school notes are now emailed each week. The school twitter is available within the school website page; stage or class notes and teacher communications are now emailed and included within the school website page. A new online parent-booking schedule prior to parent-teacher interviews was introduced to the parent community.

Opportunities for adult learning were opened to all the school community. The topics for these meetings included Technology and 21st Century Learning; iLearn Week; Learning in 2012 and Beyond.

This year saw much development, innovation and change in our school. There has been sustained change throughout the school in technology and the Real ThinkInQ processes.

There continues to be open, professional dialogue around positive change to improve students' learning outcomes. New working committees have been formed to sustain the conversation and give direction. particularly for Lane Clark's pedagogy on Real Learning in a real world. There have been further advancements of strategic priorities as the school has implemented use of 1:1 iPads (in Year 5 2012 and Year 6 2013). A school ICLT Checklist now exists to direct learning in this field across the stages. Professional learning has personalised, self-initiated and shared amongst staff for the improvement of teacher practices and ultimately for improved student learning. Staff attended extra learning and ongoing personal and professional learning formation and growth experiences of their own accord (internally and externally) in areas around technology and teaching and learning such as the new Australian Curriculum.

School Review and Improvement components to be 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**
 - 3.1 Curriculum provision
 - 3.3 Teaching practices
- **Key Area 4: Human Resources Leadership and Management**
 - 4.2 Professional development of staff
- **Key Area 5: Resources, Finance and Facilities**
 - 5.1 ICT Resources

With the introduction of the Australian Curriculum and 2013 being designated as professional learning of staff in English and Maths, St Joseph's has decided to link this to the components of Curriculum provision, Teaching practices, assessment and professional development of staff. We also remain focused on our commitment to the best use of technology for learning.

