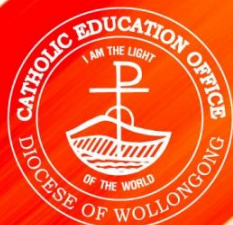
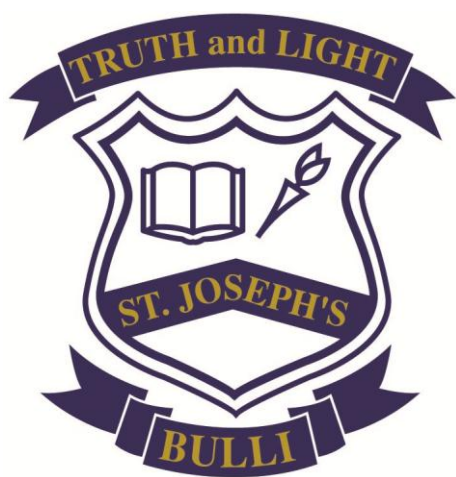


# *Annual School Report*

2014



## About This Report

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St Joseph's Catholic Primary School, Bulli is registered by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) 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 BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2015.

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](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:** 12 December 2014

## 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***

The School Review and Improvement (SRI) Framework continued to drive St Joseph's endeavours especially in the following components: Rights and Responsibilities, Pastoral Care, Professional Learning and Use of Resources and Space.

After extensive community consultation and professional advice from CEO staff, it was decided that St Joseph's will become a two stream school to cater for the enrolment pressure experienced within the Northern Illawarra area. This decision began a process of preparation and planning through the formation of two committees – The Enabling Committee and The Educational Brief Committee. These Committees will provide valuable information to architects when designing a school which will reflect not only the facility needs but also supports the pedagogy of St Joseph's. Plans will be submitted for Federal Government funding in early 2015.

### ***Parent Involvement***

The involvement of families was again an important aspect of St Joseph's school community. The Parent and Friends Association (P&F) has worked to build school community and support the important work of classroom teachers through many fundraising events for the school. In addition, the school and the P&F have worked throughout the year planning the Easter Fair for early 2015. Parent involvement has been a pivotal component to pastoral care, school lawn mowing days, second hand clothing store, book club, sporting carnivals and gala days, school excursions and the school canteen.

St Joseph's welcomed many new families and another two Kindergarten classes in 2014. During 2014, the students of St Joseph's Primary School excelled in academic, sporting and personal accomplishments. The parents and community at St Joseph's supported these achievements. Eleven families were farewelled in 2014.

*Parents and Friends Association, President*

### ***Student Leadership***

Throughout the year, knowledge has been shared and experiences have been provided for all students. There are three key events that have made lasting impressions on Year 6 students

at St Joseph's students this year: visiting the Illawarra Retirement Trust Village (IRT), receiving the Sacrament of Confirmation and the leadership camp. Being paired up with the elderly ladies and gentlemen at the IRT, provided Year 6 the opportunity of learning how to interact with people of all ages. Receiving the Sacrament of Confirmation built a new stage in all the students' Catholic faith. The Year 6 leadership camp taught the students new skills and further developed qualities. Gala days, excursions, spelling bee, public speaking, science fair have all been part of learning at St Joseph's. Also all of the Year 6 students became student leaders. The students chose to belong to different leadership groups of leadership every Term. Year 6 was all given different responsibilities. None of this would have happened without the staff St Joseph's. Thank you for all the assistance provided to the students.

*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 in Years K-6 and has a current enrolment of 264.

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 until 2001, when with considerable growth in the local area, it was decided to enroll 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. The decision to develop St Joseph's was made this year.

### Student Enrolments

2014 enrolments	
Boys	121
Girls	142
Total	263
Indigenous	0
LBOTE	17

The Diocesan Primary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website [www.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 2014.

### Student Attendance

2014 Attendance	Male	Female
Kinder	96.1%	96.2%
Year 1	96.0%	95.6%
Year 2	96.7%	97.1%
Year 3	95.7%	97.2%
Year 4	94.5%	95.0%
Year 5	97.1%	96.5%
Year 6	95.2%	97.4%
Whole school	96.0%	96.4%

### 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, monitored part or whole day absences.

The Principal regularly advised parents and caregivers of the importance of school attendance through the weekly newsletter. If a student was absent, parents were asked to ring, email or provide a written note explaining the non-attendance. Phone calls had to be followed up with written record of the absence. This information was scanned and kept as data. Unexplained absences and absences greater than fifteen days were followed up with a phone call and/or an interview from the Principal.

## Staffing Profile

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There are a total of 16 teachers and 7 support staff at St Joseph's Catholic Primary School. This number includes 10 full-time, 6 part-time teachers.

### **Teacher Standards**

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

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

### **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2014 was 97.6%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 100%.

### **Professional Learning**

During 2014 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.

A. St Joseph's Catholic Primary School whole school development days involving 21-23 staff. These days focused on:

- Lane Clark – Immersion tasks, General Capabilities, Mini – Challenges, New Habits of Mind Framework was introduced;
- Northern Illawarra Catholic Schools (NICS) – Technology focus: use of Google in the Classroom, exploring Apps for classroom use; a variety of workshops and presentations;
- Spirituality Day focused on the capacity of Presence; and
- Student Information Transfer Workshops.

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

- Oliver Training – 3 staff;
- Lamplighters Coarse – 5 staff;

- School Wide Positive Behaviours for Learning (SPB<sub>4</sub>L) Training/Celebration Days – 4 staff and 1 parent;
- Learning for Leadership Course – 1 staff;
- Science Facilitators Course – 2 staff;
- Reading Recovery OPL – 1 staff;
- Australian Curriculum, Mathematics and English Leaders – 3 staff;
- Religion Education Co-ordinator (REC) Retreat, Network and Conversation Sessions – 1 staff;
- Australian Literacy Educators' Association (ALEA) Sessions – 5 staff;
- Shining Lights – 2 staff;
- BOSTES – Consistent Teacher Judgement – 3 staff;
- Anaphylaxis Training – 18 staff;
- Leading Libraries – 1 staff;
- Leadership Days for Assistant Principals, REC, Middle Leaders – 4 staff;
- Sharing the Gospel – 1 staff; and
- Spotlight IT Conference – 3 staff.

The average expenditure by the school on professional learning per staff member was \$375.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$637.

## **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 continues to have 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 and regular Monday morning liturgies. Bishop Peter Ingham blessed the new Parish/School bell tower during a very special liturgy, which was attended by parishioners, staff, students and parents.

Students attended two Masses per term as a school community throughout the year and each Friday most classes attended the Parish mass in Terms 1, 2 and 3. Year 6 students gathered at Good Samaritan Catholic Primary School, Fairy Meadow, with Bishop Peter and a number of diocesan students, teachers and clergy to celebrate a special mass of thanksgiving.

Many students from the school participated in the sacramental programs, which culminated with Parish based celebrations. Retreat days were held prior to students receiving the Sacraments.

Our school community supported several social justice initiatives throughout this year. The St Joseph's community donated to many charitable organisations including Caritas, Catholic Mission and St Vincent de Paul Society, to the amount of \$3904. Year 6 leaders and teachers organised various *Socktober* activities during Mission Month, which raised funds for Catholic Missions. The Mission Markets was an event that not only raised funds but also gave the opportunity to gather as a school community to promote awareness of those in need and also to celebrate Grandparents' Day. Students from Kindergarten to Year 6 were also asked to donate toys, which were later sold in a toy store. Funds from this initiative were donated to St Vincent de Paul (SVP) Society. Again this year, hampers were made from donated gourmet foods and were raffled to raise extra funds for SVP.

Staff was given the further opportunity to develop their own spiritual formation through attendance at Diocesan based courses and a number of them have commenced the Lamplighters and Shining Lights program.

The Lenten program 'Encounter' was undertaken as part of the school's faith formation program and our Spirituality Day organised by the school's Lamplighters Team provided staff time to reflect and focus on being present through the capacity of Presence. The Rosary was recited each morning during October and students also represented our school in the 2014 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 2014. The school cohort in 2014 consisted of 26 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 26 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 in their knowledge of the religious tradition.

This high level of performance was particularly noticeable in their ability to:

- identify key symbols, signs and rituals of the Catholic Tradition;
- recall key events in the Scriptures that tell of Mary's openness to God;
- recognise qualities of saints who are models of love and service; and
- describe the presence of God in creation.



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 and sequence the events of Advent and Christmas;
- identify Jesus' example of service to others; and
- identify and match items in the Church.

For Part A, 27% of students were placed in the developing level, 54% in the achieving level and 19% were in the extending level.

For Part B, 0% of students were placed in the developing level, 54% in the achieving level and 46% were in the extending level.

Combining Parts A and B, 16% of students were placed in the developing level, 56% in the achieving level and 28% were in the extending level for Religious Literacy.

## School Review and Improvement

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School Review and Improvement is an ongoing 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 2014:

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

- 2.3 Reporting student achievement

- Goal: To refine, review and update assessment and reporting procedures so they are more informative and responsive to needs within our school.

- **Key Area 3: Pedagogy**

- 3.5 Assessment

- Goal: To employ whole school approaches for the assessment of learning, and to achieve optimal learning growth for all students in our school.

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

- 5.3 Environmental stewardship

- Goal: The school shows purpose in their call to action and achieves a more positive future for our school, for our school and for the local and world environment.

**School Review and Improvement components to be reviewed and rated in 2015:**

- **Key Area 1: Catholic Life and Religious Education**
  - 1.2 Religious Education
  
- **Key Area 3: Pedagogy**
  - 3.1 Curriculum provision
  - 3.7 Professional learning
  
- **Key Area 4: Human Resources, Leadership and Management**
  - 4.2 Professional development of staff
  
- **Key Area 5: Resources, Finance and Facilities**
  - 5.2 Use of resources and space
  
- **Key Area 6: Parents, Partnership, Consultation and Communication**
  - 6.2 Reporting to the community

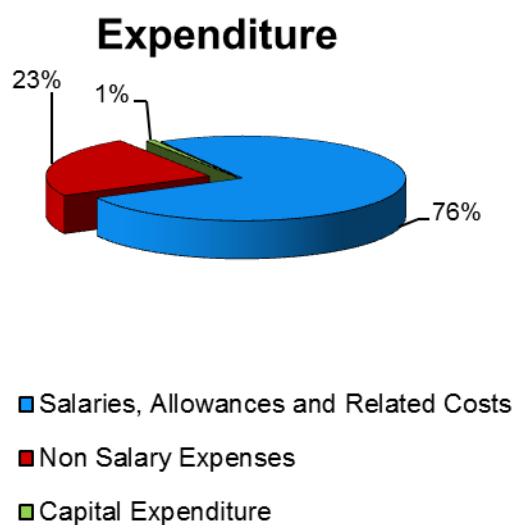
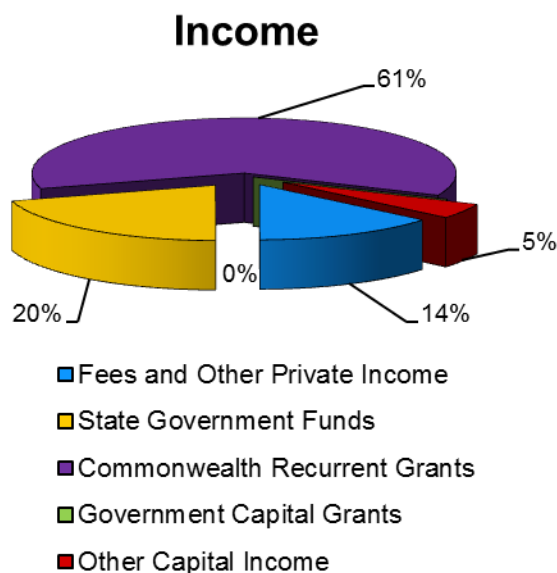
## Financial Summary

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The Parents and Friends Association (P&F) contributed a total of approximately \$15,000 this financial year. This included \$5000 for reading materials, \$5000 for technology and \$5000 for playground upgrade and repairs. As the school will have a whole site upgrade, funds have been retained for this purpose.

SEDSO funds were used to pay for significant maintenance and upgrade. This included security upgrade, door and lock replacement, plumbing issues and toilet improvements.

The following graphs reflect the aggregated income and expenditure for St Joseph's Catholic Primary School, Bulli for the year ended 31 December 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



## Student Welfare

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Positive student welfare and pastoral care continue to be an integral part of the school. There have been a number of initiatives undertaken at the school to avail students of a supportive learning environment. The SPB<sub>4</sub>L Program was introduced into the school. This Program provides a safer more predictable school environment where students can learn and grow. A committee of teachers, school support staff and a parent undertook initial professional development in order to lead the school in this welfare program.

Students were introduced to the 3 school rules - Be Respectful, Be Responsible, Be Safe and explicit teaching took place about what the 3 rules 'look like, sound like and feel like'. An SPB<sub>4</sub>L jingle was initiated and a banner designed, based on the SPB<sub>4</sub>L framework. The SPB<sub>4</sub>L framework used at the school now compliments the use of the Habits of Mind embedded in the Diocesan Learning and Teaching Framework (DLTF).

The school's student leadership framework allowed senior students of the school to take active leadership roles and promote student welfare and pastoral care throughout the school. Nominated students were recognized at weekly and Term assemblies for their positive attitudes and behaviours at a grade and school wide level.

CatholicCare provided individual and class support with a counsellor working at St Joseph's 3 days per month. Class based programs, provided by CatholicCare and teachers, included 'Everyday Peacemakers' and Mindfulness, Cyber Safety, Life Education and the NRMA Safety Day incursions provided students with information to develop awareness of issues faced both at school and in their daily lives. A Drug Education Day - 'Talking Tactics' provided by the Illawarra Area Health Service, was also undertaken by senior students. Parents and students also attended a workshop to address drug education and safety.

The school based Transition to School program for students beginning school in 2015 was successfully implemented with students and parents given the opportunity to attend the school based sessions. A Transition to High School program also gave students the opportunity to develop safe and supportive strategies to assist them in their future education. An out of school hours' child care initiative began in Term 3 with students from the school being cared for by a certified provider before and after school. The school's hall and outdoor area were used for this purpose. The school's Pastoral Care team provided support to students and families who needed practical support throughout the year.

Support through the Managing Students Pastoral and Educational Concerns (MSPEC) initiated by the CEO Wollongong and the NSW Catholic Education Commission (CEC) Individual Planning tool also helped teachers to provide the best learning environment and support programs according to the needs of identified students.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2014.

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 learning organisation. In 2014 it continued to provide a relevant, challenging and engaging curriculum. The focus has been the introduction of the Australian Curriculum in English and Mathematics.

### ***Curriculum and Pedagogy***

According to St Joseph's SRI priorities, there has been further commitment to understand and implement the new syllabus for the Australian Curriculum - Mathematics and English. Staff meetings, communication meetings, stage meetings, grade meetings, The North Illawarra Combined Catholic Schools (NICS) meetings and teacher personal professional development has been undertaken this year to develop this.

To assist staff members with new elements and directions within the documents, personnel from the CEO have guided staff in prioritising English concepts and aligning aspects of the documents with new Continuums for tracking student progress and determining future learning or areas of growth. Differentiation and adjustment for learning has been included into all programming of Key Learning Areas (KLAs). Scope and Sequences, programming formats and policies for assessment as well as monitoring and reporting methods to the parent community have been revised. School representatives have attended Term meetings with other teacher focus groups to inform staff of the latest research, readings, intervention models, teaching methods and curriculum requirements for the new Mathematics and English curriculums. Other staff representatives attended training and focus days to begin reporting student progress using a CEO system 'Sentral' and the teaching and learning for the new Science syllabus starting in 2015.

The school has continued its focus on Lane Clark Pedagogy of 'Think!nQ', which promotes and develops developmental learning. Lane Clark Professional Learning also focused on the implementation of general capabilities in the Australian Curriculum. As a result, teaching and learning has increased in complexity and depth as teachers build on the acquisition of new understandings and practices gained.

Another focus this year has been on using technology within learning and teaching. The school's technology committee continued to develop the concept of learning in the 21<sup>st</sup> century through the following methods: a teacher has attended the 1:1 iPad Technology Course this year and will continue in 2015; staff members have attended and presented at the CEO Teacher Spotlight Conference; several staff members have attended Information Technology Network meetings; presentations and staff meetings and teachers have attended conferences and workshops to further develop their skills using iPads such as Slide2learn.

### ***Cross Curriculum***

In 2014, staff at St Joseph's used brain compatible strategies for learning by giving significant focus to strategies that promote deeper, sustained, creative thinking in all KLAS.

During the year, priorities across curriculum areas have included: sustainability and the environment, cross-cultures, citizenship and Australia's engagement with Asia. These have been shown in multiple ways such as: the development of committees to foster awareness and change for sustainability; the establishment of expansive school gardens to promote healthy eating of fresh vegetables for our own school canteen; the establishment of "Waste Free Wednesdays" and a Bottle Recycling Green Bag to reduce and recycle waste products; the whole school approach to Crunch and Sip for healthy resting and brain activity; the undertaking by many senior students in our school to recognise their global and local responsibilities within our world by conducting fundraising projects for the less fortunate and the not to be forgotten visits to the valued members of our society - the elderly and frail of our local retirement village Illawarra Retirement Trust (IRT).

Civics and citizenship has also been developed through weekly assemblies, the singing of the full Australian anthem and this year the observance of National Citizenship Day as well ANZAC and Remembrance Days. Each student received from the Federal Government an official copy of all the words to our national anthem. The Arts continues to be a priority at St Joseph's as shown by the dedication of our own artist-In-residence who has promoted competitions such as The Christmas Story, The Peace Poster for The Thirroul Seaside Festival Art Competition and community projects such as The Brain Installations for the Hazlehurst Gallery in Sutherland.

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

Diversifying learning continued to be a priority and meeting the needs of each student at their point of instruction was demonstrated by many examples of differentiation within specific Key Learning Areas in teachers' programming.

Emotional intelligence or the ability to monitor one's own and other people's emotions, to use emotional information to guide thinking and behaviour lead to the inclusion of specific programmes within Personal Development Key Learning Areas (KLAs) for Stage 1 and Stage 2.

Staff also undertook specific online preliminary courses in Special Education. These courses were in reference to The *Disability Standards for Education (2005)* (The Standards), which are formulated under Section 31 of the *Disability Discrimination Act 1992* (DDA). The primary purpose of The Standards is to clarify, and make more explicit, the obligations of education and training service providers under the DDA and the rights of people with disabilities in relation to education and training. Staff will continue these online modules in the next year and give purpose to the school's efforts to differentiate and make adjustments for students with needs within learning and teaching.

Students in Stage 1 were again supported in Literacy with Reading Recovery and other intervention. An experienced teacher on staff, assumed the responsibility of a Learning Support Teacher for Stage 2 and 3 students thus addressing the need for extension and Gifted Education. In all primary classes students, who have shown strengths in English and Mathematics, have had daily opportunities to work within small, guided groupings to further extend their understandings and skills in these KLAs.

### ***Expanding Learning Opportunities***

Classes have undertaken specific experiences to support their learning. These opportunities have included a leadership camp; a visit to our federal capital city to consolidate learning about our country's history, culture and government; visits to Sydney and its historic centres as well as visits to our local botanic gardens for Indigenous education and cultural experiences. Also, practical application of Indigenous awareness was implemented regularly through school prayer, assemblies and participation in National Citizenship Day.

Representatives from the local community and Parish have advised and guided our students in their learning. These special visitors have included: 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); the NRMA Road Safety Program and Life Education. Speakers from fields in Dance, Drama, Music, Health, Sport and fitness have all enhanced learning and given the term "real life learning" added meaning.

Many students qualified to attend further levels of representation in swimming, cross-country and athletics. Three students also represented the diocese at the MacKillop level in sporting fields of basketball and athletics. One student achieved National representation in high jump and competed in Tasmania where they achieved 3rd in the junior boys' event whilst another achieved State level competition in swimming. A female sporting representative was voted Primary School Sportswoman at a Diocesan awards ceremony.

School events such as the swimming carnival, cross-country carnival, athletics carnival and gala days provide all students with added sporting experiences. These events allowed for strong links with Holy Spirit College as their students assisted with adjudication, support, encouraging and modelling of the correct and safe use of apparatus. Further links were made with Holy Spirit College through the Enrichment in Science and Mathematics Day offered to Year 5 and Year 6 students. Three students from Year 5 were invited to attend a special extension programme in Mathematics conducted over a period of 6 weeks. These students worked collaboratively with Year 10 students and the College's Mathematics Coordinator.

Strong links continued with the University of Wollongong (UOW). UOW literacy students from the Faculty of Education entertained students in Stage 1 with their story-telling skills. Year 5 and 6 students participated in the Annual Science Fair run by the UOW. A team from the school won a special award for the Best Medicine & Health Project for their project entitled 'Don't be Insane Care for the Brain.' A whole school spelling bee was held. Students also participated in public speaking for Year 3-6 with 2 students from Year 5 and Year 6 representing St Joseph's in the annual Regional public speaking finals.

Year 5 and 6 students continued to have 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 have Internet access and the use of SmartBoard technologies. Apple consultants and the CEO Technology Learning Team advisors provide students with added experiences for learning such as Digital Citizenship. Students in Stage 3 have also undertaken Cyber Smart challenges and special online programs on Internet Safety and Social Networking from the Australian Communications and Media Authority (ACMA). These programs highlight the need for online safety, protection and appropriate behaviours for using the Internet.



## **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, most students in Year 5 were at or above the National Minimum Standards. With the exception of an exempt student, all Year 3 students also were at or above the National Minimum Standards.

Learning gains from Year 3 (2012) and Year 5 (2014) have shown that Actual Growth has been greater than Expected Growth in Reading, Writing, Grammar and Punctuation and Numeracy. Achievement data indicated that in Year 3 performed best in Grammar and Punctuation followed by Numeracy, Reading, Writing and Spelling. The Year 5 data indicated a similar result with Grammar and Punctuation reflecting best performance followed by Reading, Numeracy, Spelling and Writing.

### **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 2014: % 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%	27%	73%	3%	39%	59%
	National	15%	39%	46%	15%	39%	46%
Writing	School	0%	13%	87%	7%	39%	55%
	National	13%	48%	39%	13%	48%	39%
Spelling	School	3%	30%	67%	3%	55%	42%
	National	17%	40%	44%	17%	40%	44%
Grammar & Punctuation	School	0%	27%	73%	10%	20%	71%
	National	14%	36%	50%	14%	36%	50%
Numeracy	School	0%	23%	76%	0%	45%	55%
	National	15%	48%	37%	20%	54%	26%

### 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 2014: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	97%	100%
	National	94%	93%
Writing	School	97%	100%
	National	94%	90%
Spelling	School	97%	100%
	National	93%	93%
Grammar & Punctuation	School	97%	100%
	National	94%	93%
Numeracy	School	97%	100%
	National	95%	93%

## Parent, Student and Staff Satisfaction

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All parents, staff and Stage 3 students were given the opportunity to participate in the satisfaction survey. The information from all respondents was again overwhelmingly positive in all areas. Parents and staff, strongly agreed, that students at St Joseph's were: encouraged to maximise their learning; aware of their rights and responsibilities and that they were provided with a safe and supportive environment.

All student respondents strongly agreed that they were: proud of the school; supported in the development of faith; encouraged by their teacher and that they understood their rights and responsibilities.

Two parent respondents expressed that although effective communication existed between school and home, they would have appreciated more information about the future development of the school site.

