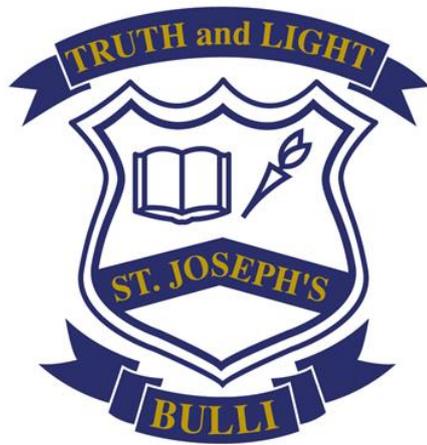


Annual School Report

2015



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

St Joseph's Catholic Primary School, Bulli is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) and managed by Catholic Education, Diocese of Wollongong (CEDoW). The CEDoW 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 CEDoW. This Report has been approved by CEDoW to ensure compliance with all the 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 2016.

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

St Joseph's Catholic Primary School Bulli

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 Patrick Vaughan

Principal: Luisa Tobin

Date: 11 December 2015

Vision Statement

To ignite a passion for learning within a Catholic ethos.

Message from Key School Bodies

Principal's Message

The master planning of the school was finalised after an extensive consultation period. Included in the plans was the convent space, which will enable for the construction of a shared parish/school administration building. Applications to Commonwealth Grant Building Authority (CGBA) were submitted in April with a response expected at the end of the year.

In July, a panel of Catholic Education Diocese of Wollongong Office (CEDoW) personnel and a Diocesan Principal, conducted a School Cyclic Review. The Review allowed the school to report on the School Review and Improvement (SRI) process and the panel conducted conversations with different groups to gauge community perspectives about various school aspects. The final report submitted to the CEDoW Director of Schools affirmed the work being undertaken by the school: *"The Cyclic Review Team were very impressed with the collaborative and student-centred approach of the staff and for the commitment to giving students every opportunity to grow in faith and learning. The pending expansion of the school provides a wonderful opportunity to access new flexible and purpose-built learning spaces that will enhance the excellent pedagogy that currently exists."*

Parent Involvement

As in past years, 2015 was again a really solid year for the St. Joseph's Bulli school community. The Easter Fair this year, again proved to be the nucleus that brought the incredibly generous school, Parish and Northern Illawarra business community together once more and the benefits will be felt and appreciated for many years to come. Many members of the Parents & Friends' Association (P&F) have worked tirelessly throughout the year delivering school canteen opportunities, second hand uniforms, lawn mowing, numerous fund raising activities and also have held a number of social activities for all to benefit and enjoy. We congratulate the wonderful students of Year 6, who will be leaving us and moving forward in their lives and future. We wish them the best of wishes and good luck as they enter yet another cycle of life. We also congratulate the awesome dedication of the two staff members who are leaving us as well this year. These magnificent ladies have been stalwarts of the school community and pillars of the Christian faith for over twenty years and will be sadly missed. We also cordially welcome new families who have enrolled in Kindergarten in 2016. St. Joseph's Bulli is a true community based school, we urge new parents to join with us and invite them to participate in the many activities which ultimately benefit all children at the school.

Parents and Friends Association, President

Student Leadership

Most of Year 6 has been at St Joseph's for seven years. During this time, many opportunities were offered. This year at St Joseph's, Year 6 has had many experiences that will be remembered by all. Year 6 was able to be a part of many activities such as: participating in the Science Fair, leadership camp, Book Week, sport gala days and competing in the Diocesan level, athletics, cross country and swimming carnivals. These activities provided students the chance to work as a team and meet many new people.

Year 6 was also able to visit the Woonona Illawarra Retirement Trust (IRT) Centre and learn about other people's stories. During these visits all students had to use the sixteen Habits of Mind and improve their communication skills. St Joseph's also offered Year 6 students the chance to become adults in the Catholic community through the Sacrament of Confirmation. Each student also chose a leadership role to undertake which enabled students grow and further develop quality leadership skills. All of Year 6 would not have been able to have these wonderful opportunities without the Principal, staff members, students and parents of St Joseph's Catholic School Bulli.

School Leaders

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 283.

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 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 continued in 2011, 2012 and 2013. The decision to develop St Joseph's was made by the Diocese last year.

Student Enrolments at August 2015 census

2015 enrolments	
Boys	128
Girls	155
Total	283
Indigenous	1
LBOTE	24

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 and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2015.

Student Attendance

2015 Attendance	Male	Female
Kinder	95.0%	95.9%
Year 1	94.9%	94.6%
Year 2	94.4%	92.8%
Year 3	93.7%	94.4%
Year 4	96.5%	95.6%
Year 5	94.6%	94.7%
Year 6	95.2%	93.6%
Whole school	94.8%	94.5%

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 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

There are a total of 18 teachers and 5 support staff at St Joseph's Catholic Primary School. This number includes 10 full-time, 8 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 2015 was 99.1%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 91.3%.

Professional Learning

During 2015 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 involving (21-23) staff.

These days focused on:

- Thinking Processes - Lane Clark
- CPR Training/Thinking Processes - follow-up
- Student Data, Information Transfer Workshops/SALT Training
- Staff Spirituality on Lamplighters Capacities

The average expenditure by the school on professional learning per staff member was \$747.

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

- Lamplighters Course (5 staff)
- Shining Lights (2 staff)
- Light for the World (1 staff)
- School-wide Positive Behaviours for Learning (SPB4L) Training Days (4 staff)
- History Facilitators Course (1 staff)
- Jason Project (1 staff)
- MSPEC Training (3 staff)
- Indigenous Day (1 staff)
- Gifted Conference (2 staff)
- Leading a Digital Conference (4 staff)
- Religion Education Coordinator (REC) Retreat (1 staff)
- REC Network Days (1 staff)
- REC Conversations (1 staff)
- RE Literacy Marking Day (1 staff)
- Principal's Retreat (1 staff)
- Principal's CEDoW Meetings (1 staff)

- Principal's Business Meetings (1 staff)
- Clergy/Principals' Gatherings (1 staff)
- Principals' Conference (1 staff)
- Assistant Principal and Religious Education Coordinator Days (2 staff)
- Best Start Training (2 staff)
- Sentral Training (4 staff)
- Stocktaking in Library (2 staff)
- Primary Focus Day (1 staff)

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$638.

Catholic Life & Religious Education

In September, Father Peter Tien transferred to Port Kembla Parish after many years of service as Parish Priest of St Joseph's. The school staff, students, parents and parish, farewelled Father Peter with a special school and Parish Mass at the end of Term 3. Early in Term 4, Father Patrick Vaughan was welcomed as the new Parish Priest.

This year, students were involved in a number of celebrations which highlight the school as a place of worship and prayer. These included celebrations during Lent and Advent, the Feasts of St. Mary of the Cross MacKillop and St Joseph, Catholic School's Week, Anzac Day, Remembrance Day, Christmas and Parish Masses and regular Monday morning liturgies. In October, the school prayed the Rosary each morning. This was led by the Year 6 Liturgy Committee each week. Rosary beads were also sold during this month and students were encouraged to use their Rosary beads in special devotion to Mary. The school also had representatives in the Christmas Story competition conducted by CEDoW and two students were awarded a Highly Commended.

Students attended two Masses per term as a school community and each Friday many classes attended the Parish Mass in Terms 1, 2 and 3. Year 6 students gathered with Bishop Peter Ingham and a number of Diocesan students, teachers and clergy to celebrate a special Mass of thanksgiving at St Therese Catholic Primary School, West Wollongong. School students from Year 3, Year 6 and another 8 students from surrounding State schools, participated in the Sacramental Programs, which culminated with Parish based celebrations. Retreat days were held at the school for students receiving these Sacraments prior to the Parish celebrations.

St Joseph's community donated to many charitable organisations including Caritas, Catholic Mission and St Vincent de Paul Society, to the amount of \$3909. Year 6 leaders (Mini Vinnies) and teachers organised various activities during the year, which raised funds for Catholic Missions and the local branch of St Vincent De Paul. Students in each class donated to class mission boxes too. On Grandparents/Special Person's Day, a Mission Market was held that not only raised funds for Catholic Mission but provided the opportunity to gather as a school community and promote awareness of those in need. Year 5 students collected pre-loved toys, which were later sold in a toy store. Funds from this initiative (\$300) 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.

The Lenten Program 'Arise' was undertaken as part of the school's faith formation program and the Spirituality Day organised by the school's Lamplighters Team provided staff time to be still, to reflect and to focus on being people of prayer. Staff was given further opportunity to develop their own spiritual

formation through attendance at Diocesan based courses and a number of them have continued the Lamplighters and Shining Lights program this year.

Religious Literacy Assessment

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4. The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2015. The school cohort in 2015 consisted of 28 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 29 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 ability to:

- identify key symbols, signs and rituals of the Catholic tradition;
- demonstrate growing familiarity with Scripture stories;
- identify and sequence the parts of the Mass; and
- demonstrate an understanding of the Commandments and relate to own life.

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:

- demonstrate understanding of Jesus' teaching on forgiveness;
- identify Jesus' example of service to others; and
- Identify the key times of the Liturgical Year.

For Part A, 3% of students were placed in the developing level, 43% in the achieving level and 43% were in the extending level.

For Part B, 3% of students were placed in the developing level, 63% in the achieving level and 30% were in the extending level.

Combining Parts A and B, 3.7% of students were placed in the developing level, 63% in the achieving level and 33% were in the extending level for Religious Literacy.

School Review and Improvement

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 2015

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

- 1.2 Religious Education

Goal: To further develop a collaborative approach to nurturing and promoting the religious life of the school and the faith formation of students and staff.

- **Key Area 3: Pedagogy**

- 3.7 Professional Learning

Goal: To ensure each teacher has opportunity to develop quality practices in own teaching.

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

- 5.2 Use of resources and space

Goal: To develop school-based plans for the management and utilisation of resources and spaces for teaching and learning.

- **Key Area 6: Parents, Partnership, Consultation and Communication**

- 6.2 Reporting to the community

Goal: To establish efficient school and community communication structures and processes.

School Review and Improvement components to be reviewed and rated in 2016:

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

- 1.3 Catholic Life and Culture

- 1.4 Parents, parishes and the broader Church

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

- 2.1 Educational potential

- 2.2 Rights and responsibilities

- 2.5 Pastoral Care

- **Key Area: 3 Pedagogy**

- 3.2 Provision for the diverse needs of learners

- 3.4 Planning, programming and evaluation

- **Key Area: 6 Parents, Partnership, Consultation and Communication**

- 6.1 Parent Involvement

- 6.3 Linkages with the wider community

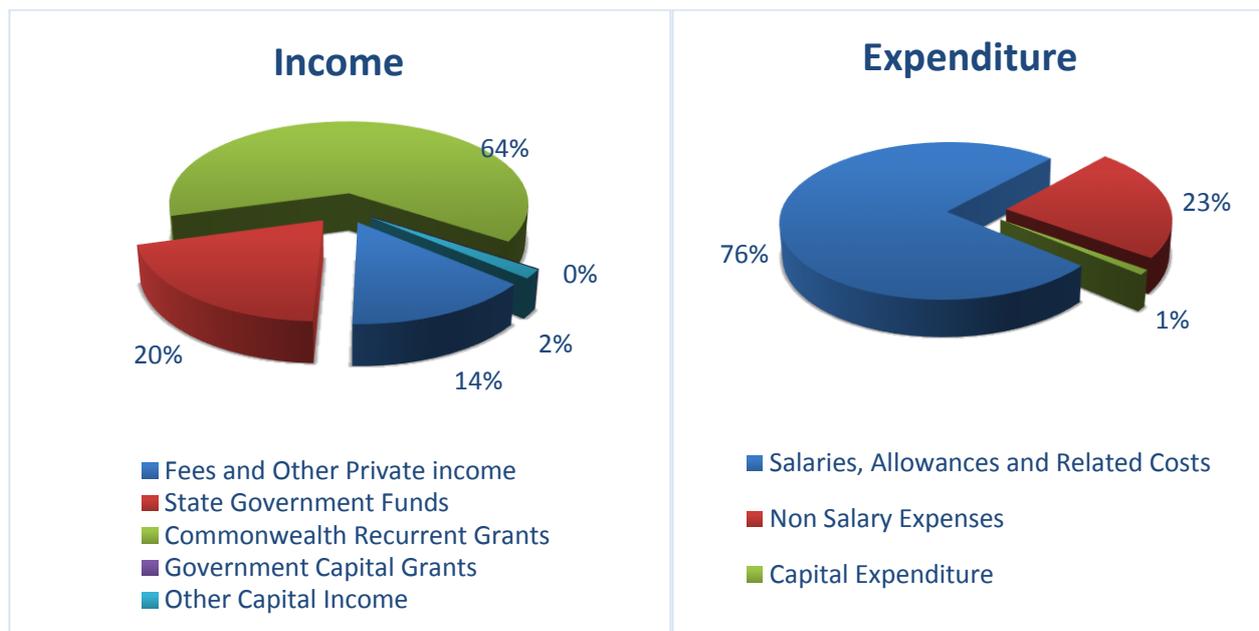
In 2016 St Joseph's will work towards achieving the following:

- provide parents opportunities to develop a deeper understanding of the Catholic faith and tradition,
- further extend students to achieve their learning potential,
- provide a safe and secure environment for all students and staff
- extend the school's involvement in the wider community

Financial Summary

The Parents and Friends Association (P&F) contributed a total of approximately \$22 713 this financial year. This included \$5 000 for reading materials, \$10 000 for technology and funds for a defibrillator, Edison Robots and a school marquee. As the school will have a whole site upgrade, funds have been retained for this purpose.

SEDSO funds were used extensively to pay for costs associated with the school's master planning. The following graphs reflect the aggregated income and expenditure for St Joseph's Catholic Primary School, Bulli for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.



Student Welfare

Student welfare at St Joseph's Catholic Primary School students in 2015, embraced the Gospel values which in turn encompassed the wellbeing of the whole child; spiritual, academic, physical, social and emotional.

The introducing of the online Sentral database for students wellbeing and learning gave the school an accessible consistent platform to collect and store information regarding student's whole development as a learner.

School-wide Positive Behaviour for Learning (SPB4L) began its third year of implementation. This is a whole school approach to managing student behaviour. The school rules of being respectful, responsible and safe were well established and data on playground behaviour was collected and entered into Sentral. The SPB4L team met fortnightly and collated data is used to drive fortnightly focus. To reward children for following the school rules, a token system was implemented. This is a team reward system using House colours and the students responded positively.

As part of the SPB4L implementation new guidelines for assembly and dismissal allowed for the refining of school procedures. A quiet area was also set up to allow students to play quiet games in a designated area at break times. The students also practised mindfulness as part of the school's program.

Students were also recognised individually for their positive behaviour and engagement in learning at weekly assemblies and presentation of Principals Awards and End of Term Awards including Academic Excellence, Habits of Mind and Saint Mary of the Cross.

The continued use of the 16 Habits of Mind for lifelong learning, embedded within The Diocesan Learning and Teaching Framework allowed students to develop strategies to problems that were not necessarily obvious.

The Managing Students Pastoral and Educational Concerns (MSPEC) program initiated by the Catholic Education Office was further implemented this year. MSPEC members held regular meetings with teachers. Professional Development for this team facilitated the setting up of the school's own MSPEC team to provide the best learning environment and programs.

CatholicCare worked closely with the school by providing a counsellor to support individual students and class programs for further development of students' welfare. Parents were also offered opportunities to participate in programs conducted by CatholicCare.

Outside agencies including Camp Australia, South East Area Health, National Roads and Maintenance Authority (NRMA), Australian Communication and Media Authority (ACMA) provided specialist assistance to the school through incursions and excursions. These programs for classes provided students, teachers and parents with information regarding issues faced in their daily lives and the wider world. Internal groups including Minnie Vinnies and the Parent Pastoral Care Team also provided support for students.

Two of the school's School Review and Improvement (SRI) components for 2015 focused on the Key Areas of Rights and Responsibilities and Pastoral Care. Examination of these components allowed for goal setting to reflect and update policies and procedures in the school to further respond positively to student welfare.

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 Diocesan commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2015. 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

Curriculum and Pedagogy

In 2015, various Key Learning Areas (KLAs) of the NSW BOSTES Curriculum were either further developed or introduced for 2016. Specific areas which were developed in English included the use of content and outcomes to achieve cluster descriptions in the Literacy Continuum; programming sequences of learning and professional learning around concept development, English blocks and targeting learning for specific students in both English and Mathematics. New learning and teaching areas included the Science and Technology Syllabus and Human Society and Its Environment (HSIE) Syllabus (History and Geography begins in 2016). During the year, school Literacy and Numeracy contact leaders, plus Science and HSIE

contact teachers kept staff informed and updated on CEDoW requirements and BOSTES compliance matters. These teachers attended focus days for these KLAs.

To ensure the efficient learning and teaching of content in English, an audit and stocktake of all readers/reading material was undertaken and for Mathematics, resources were collected and distributed to each Stage at the start of the school year. Whole school scope and sequences have been further refined and programming templates have been developed to provide direction and coverage of key elements for teachers, when programming, for teaching and learning across key syllabus areas.

A commitment to professional development was made by teachers to further their understandings and skill in the use of brain researched pedagogy from Lane Clark (Think!nQ) and spectrum education. teachers attended conferences to develop their understandings in these areas. These priorities were evidenced in teachers' PDP (Professional Development Plan) in the specific areas of HSIE and Science and Technology. A programming template was designed for teachers to use in these specific KLAs. Weekly sharing of teachers' experiences and reflections were also shared during staff communication meetings.

Assessment and Reporting

To ensure consistency and accuracy of assessment and reporting to parents, school templates for assessment and reporting of student achievement have been developed. These include key elements for compliance plus Diocesan and school priorities e.g. Diocesan Learning and Teaching Framework (DLTF), Habits of Mind and Think!nQ. This year key results from assessments (in class, in school or from outside agencies) have been uploaded into Sentral Student Profiles. More Sentral modules have been made available to schools and professional development has been undertaken to ensure the inclusion of these new features in Sentral.

Technology supporting learning

Teachers developed their skills in the use of Sentral this year by not only using it for reporting, but also for daily attendance registrations. Other areas teachers have furthered their skill and use of technology is through the use of Google Drive. For shared programming, collaboration, learning, communication and information. Students in Stage 2 and 3 share and collaborate with teachers and their peers with their own Google Drive accounts. After professional development in Melbourne (Leading a Digital School) several members of staff introduced Flipped Learning to the school. Flipped Learning is a pedagogical approach that encourages a shift from group instruction, in-group learning spaces, to individual learning.

Cross Curriculum

Teachers explored the Literacy Continuum and Numeracy Continuum to support the programming and integration of several KLAs using specific strategies to move students through the different aspects of the Continuum. The school gardens have been maintained and expanded by a local parishioner and grandparent. His work has combined with the Green Thumb Committee in Year 6. This committee has also instigated the recycling of coffee pods for art and craft in the school and the coffee grains are used in the gardens.

This year CEDoW commissioned an Indigenous artist in residence- to create a mural, with the students of St Joseph's, depicting the local environment. The artwork relates to local mountains and sea, acknowledges the Dharawal people, includes the whale (the totem for the Dharawal people) and also an image of St Mary of the Cross MacKillop.

Meeting the needs of all students

All teachers further engaged with the online courses: *The Special Education Modules*. These courses further developed understandings of The Disability Standards for Education (2005). These modules assist teachers to differentiate and make adjustments in learning and teaching for students with needs.

This year, MSPEC was initiated at the school and a new team has been formed to identify and conduct meetings for case management and quality intervention in classes. Teachers have plotted students in the “Response to Intervention” triangle in the areas of English and Mathematics. Professional development and staff meetings have been conducted to inform staff of these new school procedures and processes, referrals, minutes and documentation have been uploaded to Student Profiles in Sentral.

In Stages 1, 2 and 3, students with needs are supported and extended in their learning in English and Mathematics. Two teachers attended the Gifted Education Conference: ‘Raising the Ceiling’. Following this, diagnostic and standardised testing kits were purchased. A new Stretching Potential through Learning in Interactive Challenging Environment in the Diocese of Wollongong (SPLICED) unit of work was undertaken by selected students from Year 3 to Year 6. Another initiative this year has been the partnership created with the Scientists and Mathematicians in Schools Organisation. A mathematician has been working with Stage 3 students in the field of mathematics, coding and electronics.

Expanding Learning Opportunities

This year students undertook The University of Wollongong (UOW) Science Fair Competition, University of Sydney English, Mathematics, Computer Technology, Science, Spelling and Writing Competitions, Premier’s Reading Challenge, Public Speaking, CEDoW Christmas Story Art Competition, Wollongong City Council Environmental Art Competition, Peace Poster Art Competition from the local Lions Club, Bulli Show Competitions, and CEDoW SPLICED Challenge titled *LED By the Light*. Internally, students have been offered many other learning opportunities e.g. Spelling Bee, School Public Speaking for Stage 2, and Diorama Competitions for both Book Week and Christmas.

Students from Stage 3 performed The ANZACs in the Northern Illawarra Catholic Schools (NICS) Showcase at Holy Spirit College. Students were given an extra live performance this year during Book Week “Books Light up our World”. A performance was also given by the Edmund Rice College Band in November. Liturgies and assemblies and Christmas Showcases have offered other opportunities for students too. Incursions included: Athletes Foot for shoe lace tying, foot care, dental care, drug education, digital citizenship and also anti cyber-bullying session was attended by Stage 2 and 3. Online programs were offered to the students from the Australian Communication and Media Authority (ACMA). Year 4 and Year 5 students also attended a Leadership Day titled, Lead, Discover/Act.

Sporting opportunities included carnivals, representative, State and National team sports as well as gala days. Three students (one Year 5 student and two Year 6 students) attended the Diocesan Sport Awards Ceremony. Each student was awarded a Diocesan Sports Person Award. Early Stage One and Stage One students were involved in the NRL Backyard League Program from the St George Illawarra Dragons.

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

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, students in Year 5 achieved at or above the National Minimum Standards in all areas of Literacy and Numeracy. Year 3 students also were at or above the National Minimum Standards for Reading, Writing and Spelling, Grammar and Punctuation. Numeracy was also at or above the minimum standard for Year 3 students.

In Year 5, students achieved stronger results in Spelling, Grammar and Punctuation with more than 50% of students achieving the highest bands of 7 and 8. In Reading, 48% of the Year 5 students achieved the highest bands of 7 and 8. In Numeracy, 62% of the Year 5 students achieved the second highest bands of 5 and 6.

Year 3 students achieved stronger results in Reading and Writing with 82% of the students achieving the highest bands of 5 and 6. In Grammar and Punctuation, 85% of the Year 3 students achieved the highest bands of 5 and 6. In Numeracy, 54% of the Year 3 students achieved the highest bands of 7 and 8.

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 2015: % 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	3%	15%	82%	14%	38%	48%
	National	13%	39%	48%	20%	47%	33%
Writing	School	0%	18%	82%	0%	66%	34%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	10%	23%	67%	7%	41%	52%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuation	School	3%	13%	85%	3%	45%	52%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	5%	38%	56%	3%	62%	34%
	National	17%	49%	34%	18%	55%	28%

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 2015: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	100%
	National	95%	93%
Writing	School	100%	100%
	National	96%	92%
Spelling	School	100%	100%
	National	93%	93%
Grammar & Punctuation	School	97%	100%
	National	95%	93%
Numeracy	School	100%	100%
	National	94%	95%

Parent, Student and Staff Satisfaction

The feedback from parents, staff and students during the Cyclic Review was very positive.

Students commented that they felt safe and supported at school and were fully aware of their rights and responsibilities especially with the introduction of SPB4L. They understood the school rules and realised that the rules were the same for all environments. They also commented positively on the many learning opportunities provided to them during the year.

Parents' comments affirmed the learning opportunities and growth of students. They complimented the staff for the high quality of Catholic education provided at St Joseph's. Communication also was considered to have been effective and appropriate.

Staff felt proud to be part of a supportive learning community. They expressed, that they felt valued and were contributing to the provision of a safe and supportive learning environment for all stakeholders.

