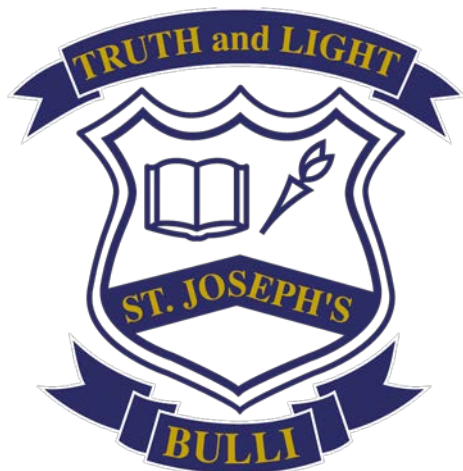


Annual School Report

Primary



2016



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 the 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
PO Box 305
Woonona NSW 2517

Ph: (02) 42831111
Email: info@sjbdow.catholic.edu.au
Website: www.sjbdow.catholic.edu.au

Parish Priest: Rev. Fr Patrick Vaughan
Principal: Luisa Tobin
Date: 16 December 2016

Vision Statement

To ignite a passion for learning within a Catholic ethos.

Message from Key School Bodies

Principal's Message

Since Federal Government funding was provided, in December last year, for a major building project at St Joseph's there have been significant delays due to the project needing to be redesigned many times. The convent space was no longer available to be included in the master plan and consequently the redesign school plan included the relocation of General Learning Areas, the Administration Area and Toilet facilities. School entry access and traffic arrangements also had to be changed.

The project has now gone to tender and it is expected that building will commence at the start of 2017 school year. Although the delays have caused significant extra work and expense, the redesigned project will provide students and staff with a modern school which fulfils the pedagogical needs of St Joseph's.

The new year will also bring some significant changes to the leadership of the school, with the appointment of a new Principal, an acting Assistant Principal, an acting Religious Education Coordinator as well as a new Middle Leader 2.

Parent Involvement

The parents are indeed very blessed and extremely fortunate to have such a wonderful school at St Joseph's Bulli, but this wonderful school cannot operate efficiently and effectively without the excellent support, sound leadership and commitment of our principal and the incredible team of teachers and support staff members that she leads daily. We express our heartfelt thanks to you for the massive challenges you overcome each day, week and month in bringing a quality education that is second to none to our children year in, year out. The excellent NAPLAN results in 2016 not only complement but also reinforce the commitment and professionalism of our wonderful teaching staff and support team, thank you sincerely indeed!

Thanks to the Parents and Friends of St Joseph's who make such a difference daily, to the wonderful parents who help with many tasks such as helping with the running of the canteen, doing canteen duty, second hand clothing sales, fundraising team members, lawn mowing team members, various committee team leaders and committee members themselves, thank you all for the dedication and ongoing commitment to the school community, it does indeed make a difference and efforts are appreciated by many.

Congratulations to the members of the Class of 2016 Year 6 as they sadly but proudly leave St. Joseph's and commence the next stage / phase of their lives and education. It is sincerely hoped that you have enjoyed your time at St. Joseph's Bulli and wish you all the very best for your futures. We hope you will have extremely fond memories of your years spent here.

To the families leaving St, Joseph's for the last time we offer you our very best wishes and thank you for your commitment and contribution that you have made over the many years you have been with us. We appreciate the great example you leave with us and you will always be welcome at St. Josephs Bulli. You will always be forever in our hearts for your wonderful contributions.

To the new families who will be joining us in 2017 we offer you a very sincere welcome and we cordially invite you all to become actively involved in your new school.

Sadly, the school community will be farewelling our principal at the conclusion of this school year, we wish you only the very best wishes in your retirement and thank you once more for your dedication and friendship you have shown to all families here at St. Joseph's Bulli. You will be missed by many!

A new principal, will be warmly welcomed in 2017 in what will be an extremely challenging year with the building project finally getting underway.

Finally, I would like to wish everyone at St. Joseph's Bulli a very happy, holy, fabulous Christmas and a fantastic 2017. Please take some time to reflect upon the year and its events and remember those, not as fortunate as ourselves in your thoughts and prayers this Holy Season.

Parents & Friends Association President

Student Leadership

Most of Year 6 have been at St Joseph's from Kindergarten all the way through to Year 6. In Year 6, the students have had so many opportunities to participate in fun and educational activities such as: Science Fair at the University of Wollongong (UOW), Year 6 Camp, Book Week activities, Fundraising days such as Superhero Day and Crazy Sock Day, gala days, Diocesan teams for some students, athletics, cross country and swimming carnivals. As all of Year 6 students are student leaders, we have had many great responsibilities such as having Year 1 buddies since they started school last year. Year 6 students are also part of seven leadership groups including the Liturgy, Sports, Green Thumbs, Newsletter/photography and Public Relations Committees. Lastly the Mini Vinnies Committee has supported Year 4 students with 5 cent Fridays and SOCKTOBER collections as well as with St Vincent de Paul fundraisers. During their time as leaders they accomplished many great things. All of Year 6 would not have been able to achieve their leadership goals without the help of the Principal, staff members, other students and parents of St Joseph's.

Year 6 had the opportunity to visit the Woonona Illawarra Retirement Trust (IRT) home. They had partnered with a buddy from the IRT and listened to their many stories about growing up. Year 6 had to use the sixteen Habits of Mind during their visit to the IRT. This helped them to increase their communication skills. Over the time spent at St Joseph's Bulli, they have learnt how to become adults in the Catholic Church by receiving the Sacrament of Confirmation.

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 330.

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 into a two stream school was made by the Diocese in 2014.

Student Enrolments

2016 enrolments	
Boys	155
Girls	175
Total	330
Indigenous	2
LBOTE	27

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. Changes were made to this Policy in 2016.

Student Attendance

2016 Attendance	Male	Female
Kinder	95.9%	94.7%
Year 1	95.5%	96.6%
Year 2	96.1%	95.6%
Year 3	95.9%	94.2%
Year 4	95.9%	93.4%
Year 5	95.2%	95.5%
Year 6	93.7%	95.4%
Whole school	95.7%	95.1%

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, monitors 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 were followed up on a weekly basis and absences greater than fifteen days prompted a phone call and/or an interview from the Principal.

Staffing Profile

There are a total of 22 teachers and 6 support staff at St Joseph's Catholic Primary School. This number includes 11 full-time, 11 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 2016 was 95%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 94.45%.

Professional Learning

During 2016 St Joseph's Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Joseph's Catholic Primary School whole school development days involving (28) staff.

These days focused on:

- Anaphylaxis/CPR Training
 - Quality Learning Pedagogy-The Thinking Processes
 - Student Data, Information Transfer Workshops/School-Wide Positive Behaviours for Learning (SPB4L)/MSPEC
 - Staff Spirituality -Lamplighters Capacities
- B. Other professional learning activities provided at school level including CEDoW run courses:
- Lamplighters Retreat (5 staff)
 - Francis Effect -Laudato Si-Colloquium (2staff)
 - Indigenous Inservices (1 staff)
 - Principals' Business Meetings (1 staff)
 - Principals/Catholic Education Office (CEO) Meetings (1 staff)
 - Clergy/Principals' Meetings (1 staff)
 - Religious Education Coordinator (REC) Network Meetings (1 staff)
 - REC Conference (1 staff)
 - SPB4L Team Day (5 staff)
 - STEM (Science Technology, Engineering and Mathematics) Meetings (1 staff)

- History Day (staff)
- Brain Injury (1 staff)
- Igniting The Fire (2 staff)
- Teaching Phonics and Phonemic Awareness (2 staff)
- Principals' Overnight Retreat (1 staff)
- Firefly Spelling Masterclass-Soundwaves (1 staff)
- Primary Focus Day (1 staff)
- A Light for the World (1 staff)
- Blended Online Behaviour Management Modules (3 staff)
- Gifted Education (2 staff)
- Men's' Retreat (1 staff)
- Religious Literacy Assessment Review (1 staff)
- Religious Literacy Marking (1 staff)
- Assessment and Reporting Policy Workshop (2 staff)
- Mental Health (2 staff)
- New Features for Oliver (1 staff)
- Shining Lights Retreat (2 staff)
- Spotlight on Technology Days (6 staff)
- Senior School Support Staff (SSSO) Network (2 staff)
- Becoming Accredited with Board of Studies Teaching and Educational Standards (BOSTES) (2 staff)

The average expenditure by the school on professional learning per staff member was \$110.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$664.

Catholic Life & Religious Education

St Joseph's is part of the Parish community and as such shares the life of the Parish. The Parish Priest 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.

This year, students were involved in a number of celebrations that 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. The Year 6 Liturgy Committee led this 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 (Catholic Education Diocese of Wollongong) where three of our students were Wollongong Diocese finalists. One of these students was awarded a Highly Commended and another received the CatholicCare Trophy. Both of these students proceeded to the Sydney exhibition at St Mary's Cathedral where they were awarded a Highly Commended and won the Journey Prize.

Students attended Parish Masses as a school community and many classes attended a Parish Mass in Term 4. 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 Thomas Aquinas Catholic Primary School, Bowral. School students from Year 3, Year 6 and another four 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.

Our school community supported several social justice initiatives throughout this year. The school reached out to many charitable organisations including Caritas, Catholic Mission and St Vincent de Paul Society to the amount of \$2 870. During Mission Month, funds were raised for Catholic Mission through our SOCKTOBER activities. The activities aimed at raising funds and also to promote awareness. The Mini Vinnies provided the students with a vehicle for expressing their social conscience by helping others who need support, including St Anthony's School, Picton.

Again this year, hampers were made from donated gourmet foods and were raffled to raise extra funds for St Vincent de Paul. The Lenten Program 'Mercy' was undertaken as part of the school's faith formation program and the Spirituality Day facilitated by a member of the Catholic Education Office Spiritual Formation Team provided staff time to be still, to reflect and to focus on our journey. Staff was given further opportunity to develop their own spiritual formation through attendance at Diocesan based courses and a number of them completed 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 2016. The school cohort in 2016 consisted of 40 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and 45 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 five weeks 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:

- demonstrate an understanding of the Eucharist;
- demonstrate understanding of Jesus' teaching on forgiveness;
- recognise an event from the story of Noah and the Ark; and
- identify and sequence the parts of the Mass.

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 scripture of the Liturgical Year;
- Identify Sacraments of initiation;
- recall the events of Pentecost; and
- demonstrate knowledge that the Church prepares for the birth of Christ during Advent.

For Part A, 10% of students were placed in the developing level, 48% in the achieving level and 42% were in the extending level.

For Part B, 2% of students were placed in the developing level, 60% in the achieving level and 38% were in the extending level.

Combining Parts A and B, 15% of students were placed in the developing level, 55% in the achieving level and 30% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2016:

Key Area 1: Catholic Life and Religious Education

1.3 Catholic Life and Culture

Goal: A community which is faith-filled and spiritual

1.4 Parents, parish and the broader Church

Goal: The spiritual and faith development of students, staff and wider community is supported.

Key Area 2: Students and their Learning

2.1 Educational Potential

Goal: Targeted intervention to differentiate learning

2.2 Rights and Responsibilities

Goal: To achieve a safe and supportive environment for all.

2.5 Pastoral Care

Goal: To provide appropriate care for students and families, reflecting a just and consistent approach to learning, support and management.

Key Area 3: Pedagogy

3.2 Provision for the diverse needs of learners

Goal: The school responds to individual student learning needs

3.4 Planning, programming and evaluation

Goal: To develop teachers' capacity for decision-making, programming and planning

Key Area 6: Parents, Partnership, Consultation and Communication

6.1 Parent involvement

Goal: The school has strong links with parents

6.3 Linkages with the wider community

Goal: The school has links to the wider community

School Review and Improvement components to be reviewed and rated in 2017:

Key Area 1 - Catholic Life and Religious Education

1.1 Vision and Mission

Key Area 2 - Students and their Learning

2.2 Rights and Responsibilities

Goal: To achieve a safe and supportive environment for all.

Key Area 3 - Pedagogy

3.2 Provision for the Diverse Needs of Learners

Goal: The school responds to individual student learning needs

3.6 School climate, learning environment and relationships

Key Area 4 Human Resources and Management

4.1 Recruitment, selection, retention of staff

Goal: All staff provided with opportunities to attend PD that embraces existing school initiatives

4.3 An ethical workplace culture

Goal: To establish practices to allow for open, frank and professional discussions.

4.4 Succession planning

Goal: To ensure that all staff has PD opportunities where learnings will be reflected in PDP, Teacher Observations, Programs and practice.

4.5 Overall compliance with legislation and requirements

Key Area 5: Resources, Finances 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.

5.4 Financial Management

Key Area 7: Strategic Leadership and Management

7.1 Planning for improvement

Goal: Streamline process of Teacher Observation to ensure improvement of goals are met and monitored.

7.2 Innovation, Development and Change

Goal: Staff will become familiar and confident implementing initiatives.

In the Key Area of Pedagogy, one component has been carried over from 2016. This component is the Provision for the Diverse Needs of Learners. The reason for this is the School's strong focus on differentiating for learners in an extended learning environment and providing for students who need to make improvements in their learning. In 2017 the School will have a strong focus on the Learning

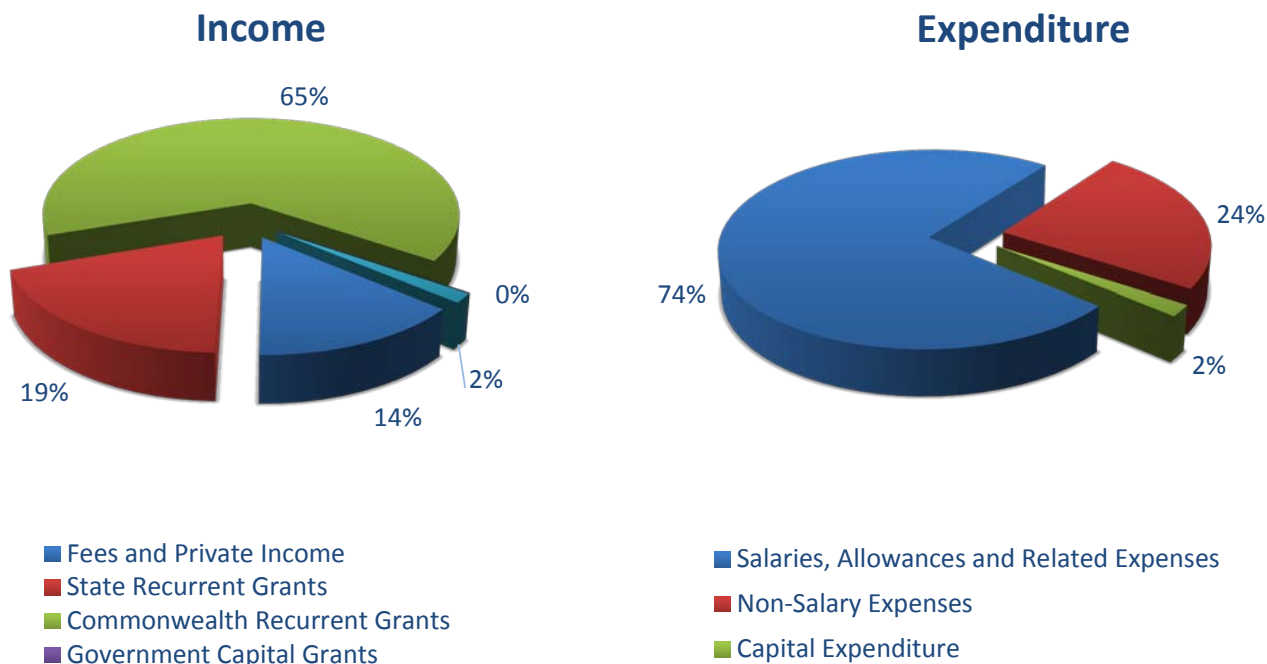
Environment, as a construction plan will begin to build new extensions and provide refurbishments to learning spaces.

Financial Summary

The Commonwealth Block Grant Authority (CBGA) application was successful with the Federal Government providing over 1.5 million for the redevelopment and upgrade of the school. This, with Central SEDSO funds will allow for a major building project to commence at the start of next year.

The P&F has again contributed a large amount of money to the school for reading resources, technology, play equipment and SPB4L signage. Funds have been retained for future needs after the refurbishment.

The following graphs reflect the aggregated income and expenditure for St Joseph's Catholic Primary School, Bulli for the year ended 31 December 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education and Training.



Student Welfare

Student welfare at St Joseph's Catholic Primary School students in 2016, continued to embrace the Gospel values, which in turn encompassed the wellbeing of the whole child, spiritual, academic, physical, social and emotional.

The online SENTRAL database for students' wellbeing and learning continues to give 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 fourth year of implementation. This is a whole school approach to managing student behaviour. The school rules of being respectful, responsible and safe are now well established and data on playground behaviour was collected and entered into Sentral. The SPB4L Team met fortnightly and collated data that was used to drive fortnightly focus. The school continued to reward children for following the school rules, by using the token system. This is a team reward system using House colours and the students responded positively.

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 and improved this year. MSPEC Team members held regular meetings with teachers.

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.

The school based Transition to School program for students beginning school in 2017 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.

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 CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2016.

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

St Joseph's is a collaborative and innovative learning environment. In 2016, teachers continued to provide a challenging and engaging curriculum. Staff members have focused on delivering a differentiated curriculum and meeting the needs of students.

Curriculum and Pedagogy

Our School Review and Improvement (SRI) priorities this year have been in the areas of Students and their Learning and Pedagogy. To ensure all students reach their potential, an additional teacher (.4 – 2 days a week) has been employed to work in Stage 2 classes in the Key Learning Areas of Mathematics and English. The focus has been to extend these students' learning and monitor their learning progress using the BOSTES Literacy and Numeracy Continuum. Students have been selected based on preliminary assessments for learning using baseline data in English (reading and writing) and Mathematics assessments. These assessments have been ongoing throughout year therefore different students have been given the opportunity to work within these extended learning environments.

In the area of Pedagogy and Planning, Programming and Evaluation, after a Leadership Team member attended the System Focus Day, all teachers focused their programming efforts in the key areas of English and Religious Education. A checklist assisted teachers to comply with CEO (Catholic Education Office) guidelines.

The school's MSPEC Team has worked diligently to carry out new procedures, guidelines and meeting processes for the early identification and referral of students with needs. These meetings have occurred on a regular basis since Term 2 and after referral, students' progress is monitored and maintained with the classroom teacher. This has been possible, due to the collaborative and supportive procedures within the school's own capabilities and because of the knowledge and expertise of staff. A CEO Education Officer has attended these meetings to offer further support and offer guidance.

In the area of Students and their Learning, the SPB4L Team has further enhanced the rights and responsibilities of students. Consistent and clear guidelines for behaviour have been strengthened and reinforced in the playground, on buses, in areas of play and common areas around the school e.g. the assembly hall. Further to this action has been taken to introduce these expectations and procedures into each classroom. Another focus this year has been the maintenance and recording of incidents connected to SPB4L from in and around the school within SENTRAL.

There has been further commitment to understand and implement the new syllabus for the Australian Curriculum – in History and Geography. Staff meetings, communication meetings, Stage meetings, Grade meetings and teacher Personal Professional Development (PDP) has been undertaken this year to develop teacher capacities to teach these new subject specific learning areas.

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 curriculums. Additional staff representatives and our school system manager have attended training and focus days to be either informed or updated of the reporting procedures for student progress using the CEO system-SENTRAL. Programs shared in Google Drive on the staff-landing page for all staff to share and the introduction and implementation of Google Classroom strategies to Stage 2 and Stage 3 teachers.

The school has continued its focus on Lane Clark Pedagogy of 'Think!nQ', which promotes and develops developmental, authentic learning. The school undertook its own shared professional learning to build complexity and depth in teachers' knowledge and skills around the Thinkbox. Teachers guided each other to build on the acquisition of new understandings and gain confidence to practice specific thinking processes e.g. Sciencethink and Authorthink by Lane Clark.

This year, St Joseph's used the Australian Teacher Performance and Development Framework by conducting lesson observations to ensure teachers have the opportunity to receive regular, appropriate and constructive feedback on their performance, opportunities to identify areas for development, as well as effective and ongoing support to further impact their practice.

Technology supporting learning

The school's Technology Committee and staff continued to develop the concept of learning for the next century through the following methods: attendance at Technology workshops (MAC 1); attendance of 5 staff members at the CEO Teacher Spotlight on STEM Expo; Information Technology Network meetings; presentations and staff meetings by teachers who have attended external conferences and workshops to further develop staff knowledge and skills in technology use. This year Bring Your Own Device (BYOD) was introduced in Stage 2. This is an option for students to bring their own iPad or iPad mini to school for use during class activities/learning. If a student is not able to bring their own device to school a school device is allocated to them to ensure all students have a 1:1 device to enhance their learning.

Cross Curriculum

In 2016, St Joseph's has given significant focus to strategies that promote deeper, sustained, creative thinking in Science, Technology, Engineering and Mathematics (STEM). This has been introduced in Stage 3 and teachers in Stage 2 have been given opportunity to embrace this thinking by attending workshops and training days. A staff member has also been involved in a CEO writing team for a STEM unit of work entitled Paper Planes for Stage 2 and Stage 3 classes. Also as part of the Diocese STEM initiatives two Year 5 students were selected to represent St Joseph's at a day at the Historical Aviation and Restoration Society HARS. The students viewed the museum and then participated in a workshop and paper plane throwing competition run by Dylan Parker. At the completion of the day students were then requested to create a digital presentation of the day to be sent into the CEO.

During the year, priorities across curriculum areas have continued: sustainability and the environment, cross-cultures, citizenship and Australia's engagement with Asia. These have been shown in multiple ways such as: an Indigenous presentation for all students and a special Book Week Australiana themed musical; a concert by The Edmund Rice "Big Band", the development of committees to foster awareness and change for sustainability; the maintenance of expansive school gardens to promote healthy eating of fresh vegetables for our own school canteen; the continuing emphasis of "Waste Free Wednesdays" and new bins to reduce and recycle waste products; a whole school approach to Crunch and Sip for healthy resting and brain activity; the recognition of global and local responsibilities within our world with students conducting fundraising projects for the less fortunate, the Superheroes Day for Bear Cottage and visits to the elderly and frail of our local retirement village by Year 6 and Mission fundraising for Cambodia with Crazy Sock Day.

Civics and citizenship has also been developed through senior student committees for school public relations and public speaking, liturgical celebrations and liturgies, an environment team, a playground and maintenance committee plus weekly assemblies, the singing of the full Australian anthem and the observance of ANZAC and Remembrance Days. The Arts continues to be a priority at St Joseph's with 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 an in school "Catholic Education Week" Art Gallery.

Meeting the needs of all students

MSPEC has continued at the school. The MSPEC Team conducted meetings for case management and quality intervention in classes. Professional development and staff meetings have continued to inform staff of these 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. A new Stretching Potential through Learning in Interactive Challenging Environment in the Diocese of Wollongong (SPLICED) unit of work 'Cry of the Earth' was undertaken by selected students from Year 3 to Year 6. Students worked in groups of 4 (a student from each Grade) to identify and solve an environmental issue. Teams were then chosen to present their work at CEO office at Campbelltown to a panel of judges. Stage 3 students have been involved in the implementation of STEM (Science, Technology, Engineering, Mathematics). Stage 3 students attended Incursions for Science and Technology with science experts and science mentors from the University of Wollongong. Digital citizenship and also anti cyber-bullying session was attended by Stage 2 and Stage 3. Online programs were offered to the students about digital citizenship and cyber safety.

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, Peace Poster Art Competition from the local Lions Club, Bulli Show Competitions, and CEDoW SPLICED Challenge titled 'Cry of the Earth'. Internally, students have been offered many other learning opportunities e.g. Spelling Bee, School Public Speaking for Stage 2, Poster and Diorama Competitions for Book Week. Students from Stage 3 participated in the Northern Illawarra Catholic Schools (NICS) Mathematics and Science and Technology days at Holy Spirit College.

This year has seen the partnership created with the Scientists and Mathematicians in Schools Organisation continue. As well as a mathematician working with Stage 3 students in the field of mathematics, coding and electronics a scientist from University of Wollongong has been working with Stage 3. The University of Wollongong has also further provided opportunities in science; science mentors have visited Stage 3 classes and shared experiments with the students and demonstrated the scientific process.

This year, St Joseph's has provided opportunities for students to participate in many sporting events. The sporting calendar began with the whole school Swimming Carnival early in Term 1. During Term 1, many students trialled for Diocesan teams in football, hockey, rugby league, touch and netball. Year 3-6 students also participated in the Rod Wishart/Paul McGregor Shield Day at Figtree. The Term finished with the whole school Cross Country Carnival. Term 2 had students trialling for Diocesan teams in rugby union and many girls participated in the South Coast Netball Gala Day. Term 2 finished with the whole school Athletics Carnival. Term 3: many children participated in the South Coast Soccer Gala Day as well as the South Coast Basketball Gala Day. Term 4: a number of children tried out for Diocesan teams in cricket, basketball, tennis and softball. Early Stage 1 and Stage 1 students were involved in the NRL Backyard League Program from the St George Illawarra Dragons. The Term finished with 3 students receiving sports awards at the CDF Sports Awards night with one student winning the 'The John Gamble Trophy' for most outstanding boy in Primary Sport in the Diocese of Wollongong.

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 Year 3 and Year 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.

In 2016, Year 3 students achieved strong results in Reading, Writing and Spelling. Over 80% of the students were in the top two bands of 5 and 6. In Year 5, students achieved strong results in Reading and Grammar and Punctuation where more than 70% of the students performed in the top bands of 7 and 8. In Numeracy, the Year 3 and Year 5 cohorts had more than 60% of all the students achieved the two highest bands possible for each Grade. In the specific areas of Numeracy, over 65% of the Year 3 students achieved the top two bands in Number, Patterns and Algebra and Data and Measurement. In Year 5, more than 67% of the students achieved results in the top two bands for both strands of Numeracy.

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 2016: % 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%	18%	82%	0%	26%	74%
	National	12%	37%	49%	16%	47%	35%
Writing	School	0%	16%	84%	0%	61%	39%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	0%	18%	82%	6%	52%	42%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	0%	22%	78%	0%	29%	71%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	0%	37%	63%	0%	32%	68%
	National	13%	49%	36%	17%	53%	28%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

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 2016: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	96%	100%
	National	95%	93%
Writing	School	98%	100%
	National	96%	93%
Spelling	School	98%	100%
	National	94%	93%
Grammar & Punctuation	School	98%	100%
	National	96%	94%
Numeracy	School	96%	100%
	National	96%	94%

Parent, Student and Staff Satisfaction

All parents and staff were provided with the opportunity to complete the appropriate survey. Students in Stage 2 and Stage 3 were also asked to complete the survey.

Parents' comments greatly affirmed the high quality of Catholic Education provided at St Joseph's. Nearly three quarters also recognised that students' needs were met and students learning was maximised. Communication was considered to be appropriate and effective.

Students' responses were very positive about St Joseph's. Over 80% either strongly agreed or agreed that they were proud of their school, understood their rights and responsibilities, felt safe at school and felt that their teacher encouraged them to learn to the best of their ability.

It was very evident from staff survey data, that they were proud of being part of a safe and supportive Catholic learning community where students were challenged and learning needs were met and students understood their rights and responsibilities and also appropriate information was provided to parents about their child's progress.



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