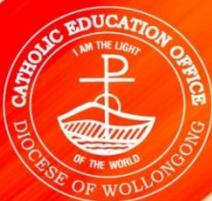


Annual School Report

2012



About This Report

St Justin's Catholic Primary School, Oran Park is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement (SRI) initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

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

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

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

St Justin's Catholic Primary School
PO Box 889
NARELLAN NSW 2567
Ph: (02) 4561 3800
Fax: (02) 4631 3805
Email: info@sjop.dow.catholic.edu.au
Website: www.sjopdow.catholic.edu.au

Parish Priest: Fr Michael Williams

Principal: Mr John Milgate

Date: 14 December 2012

Vision Statement

Founded and enlivened by the person of Jesus Christ, St Justin's school community strives to pursue a quality Catholic education for all, through "faith, reason and harmony".

Message from Key School Bodies

Principal's Message

St Justin's Catholic Parish Primary School, Oran Park takes pleasure in presenting its inaugural Annual School Report. This opportunity to report on the school community allows for recognition and acknowledgement of the work done by the Parish Priest, the school community, the teaching and administrative staff, the parents and students in establishing a new school.

Our school also acknowledges the significant support of the Catholic Education Office (CEO) in guiding the planning process for the establishment of the school. This year the school was located in the grounds of St Paul's Catholic Parish Primary School, Camden. We are grateful for the generosity of the St Paul's community in allowing our school to commence in its foundation year on their site.

Our school is blessed to have such a dedicated foundation staff that are committed to providing many opportunities for students to be engaged in academic, social and spiritual formation to help develop the whole child.

The school community looks forward with anticipation to the growth of the school and the location to our permanent school site at Oran Park in 2013.

Parent Involvement

During 2012, parents were involved in a Parents and Friends Steering Committee. The purpose of the committee was to establish good procedures for conducting business meetings and to provide opportunities to establish networks and friendships. During the year, parents participated in the following fundraising events: Easter raffle, Mothers' and Fathers' Day stalls, school disco, trivia night, St Paul's Fete, and Feast Day BBQ.

Parents were well represented at school liturgies, weekly prayer and assembly, school sport carnivals and gala days.

On behalf of the Parents and Friends Association Steering Committee

Student Leadership

In 2012, many students had opportunities to be involved in leadership. As classes had children enrolled in Grades K-5, students from Year 4 and 5 were given opportunities to lead the weekly prayer and assembly. In addition students from across the school took turns to lead the prayer at the assembly at the end of the school day. Plans are underway to establish formal roles for school leaders from our inaugural Year 6 in 2013. A leadership day at the beginning of the year will begin this process.

School Profile

School Context

Established in 2012, St Justin's Catholic Primary School is the newest primary school in the Diocese of Wollongong and is one of three Catholic primary schools that serve as an integral part of the Catholic Parish of Camden. Founded and enlivened by the person of Jesus Christ, St Justin's school community strives to pursue a Catholic education for all through our motto 'faith, reason and harmony'.

In 2012 the school catered for students in Years K-5 and had an enrolment of 187. The school will grow to 370 students K-6 in 2013.

Student Enrolments

2012 Enrolments	
Boys	91
Girls	96
Total	187
Indigenous	5
LBOTE	31

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.sjopdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2012.

Student Attendance

2012 Attendance (%)	Male	Female
Year 1	86.2	88.0
Year 2	88.3	90.3
Year 3	91.1	80.8
Year 4	91.0	91.3
Year 5	88.6	89.0
Year 6	n/a	n/a

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.

Children are required to supply notification as to the reason for their non-attendance on the day that they return to school, the school administration staff issue reminder notices to families who fail to comply. Parents must apply for an exemption form school for any absence that is related to anything other than illness.

Staffing Profile

There are a total of 10 teachers and 5 support staff at St Justin's Catholic Primary School. This number includes 10 full-time, 0 part-time teachers. The composition of the workforce is as follows:

- 2 male staff and 13 female staff

Teacher Standards

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

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

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2012 was 99.09%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 100%.

Professional Learning

During 2012, St Justin's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

A. St Justin's whole school development days involved 15 staff.

These days focused on:

- Vision and Mission Statement; and,
- Inquiry Learning with Kath Murdoch.

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

- A Learning Communities Project centred around Pastoral Care attended by 15 staff;
- Diocesan Learning and Teaching Framework attended by 10 staff;
- Religious Education Story Telling attended by 10 staff;

- Stepping Stones Maths attended by 10 staff;
- Best Start Assessment attended by 3 staff; and,
- Australian Curriculum Days 3 staff.

The average expenditure by the school on professional learning per staff member was \$331. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$2 142.

Catholic Life & Religious Education

St Justin's vision and mission statement implicitly connects the school's intent to the charism of St Justin. Significant emphasis was placed on Catholic Identity in the school's foundation year. Catholic Identity was clearly visible through the celebration of important feast days, school participation in liturgies and in the displays of sacred spaces around the school and within classrooms.

Liturgical celebrations were planned in consultation with the Parish Priest to ensure they were meaningful and appropriate for the students. Major feast day celebrations were held to commemorate the feast of St Justin, St Mary of the Cross MacKillop, Mary Help of Christians and All Saints Day.

A culture of prayer and celebration existed which was evidenced by whole school afternoon prayer, Monday morning school prayer at assemblies, class prayer and staff prayer. The whole school participated in National Rosary Day in October.

Staff participated in weekly prayer and the Religious Education Coordinator (REC) provided the staff with spiritual direction.

All classroom teachers taught Religious Education based on the current Diocesan Curriculum and Year 4 students participated in the Diocesan Religious Literacy Assessment. The results of this assessment were distributed to the parents of the students as well as being analysed by the staff to influence future learning experiences for the students. Significant funds were spent on resources to support the implementation of Religious Education.

The school planned and promoted social justice by supporting several charitable initiatives. The school raised and donated \$201 to Caritas, \$142 to Catholic Missions and donated blankets to St Vincent de Paul Winter appeal and food hampers to the St Vincent de Paul Christmas appeal.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2012. The school cohort in 2012 consisted of 13 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 13 students 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 knowledge of:

- Facts relating to creation;
- Identifying key symbols, signs and rituals of the Catholic Tradition; and,
- Recognizing and identifying the qualities of Saints.

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

- Develop their knowledge and familiarity of key people and events within scripture and stories;
- Identify the lessons from the parables; and,
- Recall the events of the Resurrection.

In Part B students displayed an ability to work with and apply their religious knowledge.

For Part A, 46.1% of students were placed in the developing level, 46.2% in the achieving level and 7.7% were in the extending level.

For Part B, 7.7% of students were placed in the developing level, 69.2% in the achieving level and 23.1% were in the extending level.

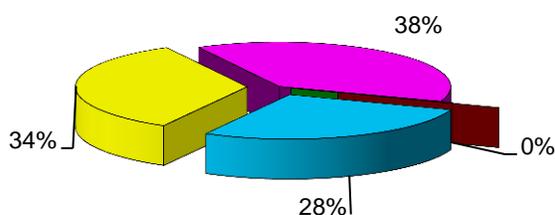
Combining Parts A and B, 46.1% of students were placed in the developing level, 38.5% in the achieving level and 15.4% were in the extending level for Religious Literacy.

Financial Summary

Significant funds have been expended on providing resources across Key Learning Areas and developing a library collection. The Catholic Education Office provided funds to purchase student and staff furniture and equipment and technology resources. Funds held at the end of the financial year are allocated to the purchase of further furniture, equipment and resources for the continued expansion and growth of the school.

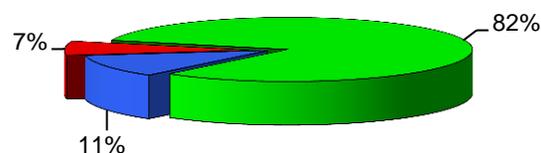
The following graphs reflect the aggregated income and expenditure for St Justin's Catholic Primary School, Oran Park for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Income



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

Expenditure



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

Student Welfare

Introduction

At St Justin's it is recognised that learning occurs most effectively within a supportive school environment. The well being of students and staff operates within the Safe Schools Framework and is underpinned by core school values. The school's motto 'Faith, Reason and Harmony' is a constant reference point for encouraging positive behaviour.

Pastoral Care

In 2012, St Justin's implemented a range of programs and initiatives to care for the welfare of students, staff and parents. The school awards scheme was an example of the school's commitment to recognising the good behaviour of the students. Good behaviour was recognised daily through the accumulation of merit stickers and blue awards. The accumulation of five blue awards led to the presentation of a white merit award. Subsequently five white awards led to the presentation of a Principal's Award at the weekly assembly.

School policies and procedures were in place to support the National Safe Schools Framework. The students all participated in two peer support days on collaboration and anti-bullying. This focus was an initiative of our Learning Communities Project on Pastoral Care. The days promoted opportunities for students across the school to get to know one another and focus awareness amongst the students, staff and parents on strategies to use when dealing with bullying and harassment.

Catholic Care provided family counselling support to the school on a fortnightly basis.

Community links were created with the local St Vincent de Paul chapter with donations of winter blankets and Christmas hampers.

The school is committed to providing a safe and supportive environment, characterised by fairness, mutual trust, respect and reconciliation. The school utilises the restorative justice approach when dealing with matters of discipline. Any parent, student or community member who has a grievance has the right to have the matter addressed.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** and ***Safe Work Environment*** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2012.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Introduction

Being a new school St Justin's is committed to establishing quality Catholic Learning and Teaching. All Board of Studies requirements are being met as the school seeks to implement a contemporary curriculum to meet the needs of students.

In addition to the Key Learning Areas (KLA's) prescribed by the Board of Studies, the students have been provided with courses of study in Religious Education in accordance with Diocesan policy.

Curriculum & Pedagogy

In each classroom, teachers timetabled across Key Learning Areas (KLA's) according to the minimum time requirements of the Board of Studies and Diocesan Policy.

In both literacy and numeracy, assessment data from National Assessment Program Literacy and Numeracy (NAPLAN) in Year 3 and 5, and Best Start in Kindergarten were used to influence the learning programs. These results were used to inform learning and teaching and identify students at risk.

Teachers attempted, where possible, to integrate learning experiences from across KLA's. They utilised an inquiry based model which made learning experiences more relevant and allowed for more than one outcome to be achieved through learning experiences.

At St Justin's the staff members believe that learning is best supported with a student-centred approach that sees the teacher as a facilitator of learning. Therefore student centred learning was supported in flexible environments that allowed children to move around and engage in a range of activities. These flexible learning environments supported collaborative learning and teaching. Classes were better able to work together on problem solving and could share learning experiences. The students worked in groups and in teams, learning from and with each other, supporting and receiving support from each other and thus learning the value of interdependence.

The school's Information Communication and Learning Technology (ICLT) Plan enabled the school to establish significant levels of technology to support learning. All learning environments were well resourced in technological hardware. This level of technology aided the inquiry based learning approach and individual learning projects.

Cross Curriculum

Through the use of integration, teachers programmed learning experiences to meet cross-curriculum content. Literacy was a key component across all Key Learning Areas. A number of teachers from primary grades attended a "Focus on Reading" course throughout 2012 to enhance and improve the reading comprehension skills of primary students. This professional development assisted teachers in their pedagogical approach.

During 2012 a School Support Officer (SSO) worked with Indigenous students in classrooms. Indigenous Education perspectives were integrated across all Key Learning Areas (KLAs) in most grades.

Meeting the needs of all students

In addressing the individual needs of the students, a variety of individual support structures were provided. These included School Support Officer intervention across the school.

Students with specific learning needs were supported through the School Review Committee. This committee was comprised of the class teacher, Principal and Assistant Principal, who acted as the Review Committee Manager. The committee met with parents each term to set individual learning outcomes for students and to then review their progress. The students were supported in class by School Support Officers, (SSO's), who worked in partnership with the teaching staff.

In addition, the school also had eight students who received additional funding for special educational needs. Transition meetings were held each term with the parents and teachers of these students to evaluate and plan achievable short term learning goals. Individual Education Plans were developed for these students.

The Reading Recovery Program was offered to Year 1 students who were identified as being at risk in reading after their first year of school. Nine students participated in the program in 2012.

Expanding Learning Opportunities

All classes were provided with opportunities to enhance learning through excursions and visiting performances and workshops. Excursions included visits to Featherdale Wildlife Park, Imax Theatre, Mount Annan Botanical Gardens and Teen Ranch. Visiting workshops and performances were provided by Life Education, Jollybobs Science Show and Insectikus.

Opportunities to participate in sport and fitness were well catered for through weekly Physical Education and sport. In addition, students participated in school swimming, athletics and cross-country carnivals. Primary aged students had the opportunity to trial and participate in the soccer gala day. The school conducted a learn to swim program for all students, and this program was conducted over a ten day period.

Students had the opportunity to participate in the Australasian Mathematics and English competitions, achieving credible results.

Opportunities were provided for students to participate in music tuition by the music bus in keyboard, guitar, drums, vocals and rock band. Several students joined with our host school, St Paul's to perform in J Rock at the Sydney Entertainment Centre.

The school held a talent quest in Term 4 to allow students to perform and showcase their talents. The senior students coordinated this event.

Student Achievement

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

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of literacy and numeracy in Years 3 and 5. It provides valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

The school's results in the National Assessment Program Literacy and Numeracy (NAPLAN) were stronger in Year 3 than in Year 5. Overall the students performed better in literacy than numeracy. All students in both Year 3 and 5 achieved above the national minimum standard in all areas with the exception of grammar and punctuation. These students had already been identified by the school and currently receive additional learning support.

Student Achievement in Bands

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

NAPLAN 2012: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	7%	33%	60%	0%	82%	18%
	National	14%	37%	47%	18%	49%	31%
Writing	School	7%	20%	73%	9%	82%	9%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	7%	40%	53%	27%	55%	18%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	7%	40%	53%	36%	46%	18%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	7%	60%	33%	36%	55%	9%
	National	16%	49%	33%	18%	53%	27%

Student Achievement of National Minimum Standard

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

NAPLAN 2012: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	100%
	National	94%	92%
Writing	School	100%	100%
	National	95%	92%
Spelling	School	100%	100%
	National	94%	93%
Grammar & Punctuation	School	93%	91%
	National	93%	90%
Numeracy	School	100%	100%
	National	94%	93%

Parent, Student and Staff Satisfaction

Parents

A survey was distributed to all parents to gauge areas of satisfaction. Parents indicated that they were satisfied that the school helped to develop a knowledge and understanding about Catholic tradition with 100% agreeing. The parents also indicated that the school provided opportunities for parents to become involved in the life of the school, with 100% agreeing. Other areas of high satisfaction were: that the school provides a safe and supportive environment (99%); that the school challenges students to maximise their learning (97%); that the school strives to meet the students individual learning needs (97%); that the teachers are genuinely interested in the welfare of the students and promotes student success and achievement through the rewards system (96%); and, that the school provides appropriate information about student's progress through reporting and interviews (95%).

Students

As the school had a small population of primary aged students in 2012 a formalised survey was not carried out. A questionnaire indicated the students were extremely proud of their school, extremely happy with their teachers and felt very welcomed to their new school. The anti-bullying survey that collected data mid-way through the year highlighted that the majority of students felt that their school offered a safe and supportive environment.

Staff

Staff review, during the School Review and Improvement process, indicated a significantly high degree of satisfaction in the work that the school is doing in the area of Catholic Life and Religious Education, Pastoral Care, Curriculum Provision and Integration of Technology. It was an intention to continue the work in these areas for 2013 to cater for the significant numbers of new enrolments.

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 2012:

As a new school community it is our intention to build a culture of collaborative learning with flexible learning environments. Through the School Review and Improvement (SRI) process the school focused on the professional formation and growth of our staff. This involved the staff working collaboratively in the induction and mentoring of new staff.

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

- 1.1 Vision and Mission

- 1.3 Catholic Life and Culture

- As a result of work on this component the school developed its Vision and Mission Statement and established strong connections with families in the faith life of the school.

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

- 2.4 Integration of Information and Communication Technology

- 2.5 Pastoral Care

- As a result of work on this component the school developed a Pastoral Care Policy and established shared understandings of the role of technology in the learning process.

- **Key Area 3: Pedagogy**

- 3.3 Teaching practices

- 3.6 School climate, learning environment and relationships

- As a result of work in this component the school developed a scope and sequence of the teaching curriculum and developed shared understandings of the inquiry process.

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

- 6.1 Parent involvement

- As a result of work in this component the school has developed a strong culture of parental involvement including the establishment of a Parents and Friends Association.

School Review and Improvement components to be reviewed and rated in 2013:

- **Key Area 2: Students and Their Learning**
 - 2.2 Rights and responsibilities
 - 2.4 Integration of Information and Communication Technology (ICT)
 - 2.5 Pastoral Care
- **Key Area 3: Pedagogy**
 - 3.1 Curriculum provision
 - 3.3 Teaching practices
- **Key Area 5: Resources, Finance and Facilities**
 - 5.1 ICT Resources
 - 5.2 Use of resources and space

As the school is undergoing rapid expansion, it is imperative that the staff engage in meaningful dialogue that supports a shared understanding of the pedagogical approach that stems from our educational brief and underpins our methodology. The school uses an inquiry based approach to learning. The learning environments are designed in such a way as to promote learning across grades and stages. The furnishings and technology support and complement this approach. Dialogue around teaching and learning within this learning platform will provide a critical element in driving this innovative approach.

Underpinning all this is the desire to work upon building a vibrant school culture that recognises the diverse learning needs and achievements of the students. There will be a strong emphasis on building an authentic Catholic community.

