

Annual School Report

2015



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

St Justin's Catholic Primary School, Oran Park 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:

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Parish Priest: Father David Catterall
Principal: John Milgate
Date: 11 December 2015

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 Annual School Report. This report is an opportunity to allow for recognition and acknowledgement of the work done by the Parish Priest, school community, teaching and administrative staff, parents and the students in the continued development of this rapidly expanding school. The work undertaken in 2015, has positioned the school well for the future.

Parent Involvement

2015 was a successful year for the Parents and Friends Association (P&F). The P&F focused on running events and social gatherings to generate funds that could be used for the enhancement of the children's education at St Justin's. With the completion of the building program the P&F has worked with the parent community and staff to identify areas for expenditure in 2016. A big thank you to every single parent, family member or friend that was involved with the school this year. To those who have participated in organising committees or assisted with events, your time and effort is much appreciated.

Parents and Friends Association, President

Student Leadership

The student leadership team was comprised of School Captains, Vice Captains and House Captains. The student leadership team have had continuous support from the Principal and teachers and have contributed in many ways to the life of the school. Throughout the year there were many opportunities for the team to share responsibilities as leaders, including; swimming carnival; athletic carnival; leading school assemblies; handing out awards; welcoming guests to the school; attending the Campbelltown Catholic Club Mass; and the Year 6 Mass with the Bishop.

School Leaders

School Profile

School Context

St Justin's is a Catholic systemic co-educational school located in Oran Park. The school caters for students in Years K-6 and has a current enrolment of 674. Commencing in 2012 the school has rapidly expanded. In 2015, St Justin's became part of the newly established Parish of St Mary MacKillop, Oran Park. A feature of the school is its modern well-appointed facilities that allow for the flexible use of learning spaces, enabling a high level of collaboration between both the students and the staff. 2015 saw the completion of the building project.

Student Enrolments as at August 2015 census

2015 enrolments	
Boys	349
Girls	325
Total	674
Indigenous	23
LBOTE	86

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.sjopdow.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	93.8%	94.1%
Year 1	92.7%	92.1%
Year 2	92.8%	92.5%
Year 3	93.2%	93.1%
Year 4	93.4%	93.3%
Year 5	90.4%	92.1%
Year 6	91.3%	94.3%
Whole school	92.6%	93.0%

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.

Parents are required to supply notification as to the reason for their child's non-attendance on the day that they return to school. The school administration staff issue reminder notices to families who fail to comply. The administration staff periodically reviews any student who has significant non-attendance and report to the Principal. When a student has a significant period of non-attendance the parents are contacted for an interview or a registered letter is sent to the home address. Parents must apply for an

exemption from school for any absence that is related to anything other than illness that is greater than 10 days.

Staffing Profile

There are a total of 33 teachers and 15 support staff at St Justin's Catholic Primary School. This number includes 26 full-time, 7 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 96.7%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 96%.

Professional Learning

During 2015 St Justin's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Justin's whole school development days involving 44 staff.

These days focused on:

- English Syllabus – Spelling; and
- Staff Spirituality – Following in the footsteps of St Mary MacKillop.

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

- Lead, Read, Succeed Reading Assessment Workshops (18 staff);
- School-wide Positive Behaviours for Learning (SPB₄L) (5 staff);
- School-wide Positive Behaviours for Learning (SPB₄L) (31 staff);
- Pastoral Care – Path to Life (31 staff);
- Learning Technologies (2 staff);
- Analysis of National Assessment Plan Literacy and Numeracy (NAPLAN)(31 staff);
- Religious Literacy (31 staff);
- Australian Curriculum – Science (31 staff);
- Australian Curriculum – History and Geography (31 staff);
- SALT Compliance – Discrimination, Harassment and Bullying (48 staff);

- SALT Compliance – Child Protection (48 staff);
- Spotlight on Autism – 3 modules (31 staff);
- Disability Standards for Education (48 staff);
- Applied First Aid (2 staff);
- Cardiopulmonary Resuscitation (45 staff);
- Australian Curriculum – Mathematics (2 staff);
- Oliver Library Training – 2 days (1 staff);
- Alight for the World – (4 staff);
- SENTRAL Training (3 staff);
- Australian Curriculum – History Leaders (2 staff); and
- English Research Project (2 staff).

The average expenditure by the school on professional learning per staff member was \$263.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$1079.

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 as the school continued to expand in student numbers. 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 and St Mary of the Cross MacKillop. Liturgies were held to celebrate beginning and ending of the school year, Ash Wednesday, Easter, the Blessing and Opening of the school facilities and honouring grandparents.

A culture of prayer and celebration existed which was evidenced by Friday morning school prayer at assemblies and class prayer. Staff participated in fortnightly prayer and the Religious Education Coordinator (REC) provided the staff with spiritual direction.

Year 6 students attended the Year 6 Mass and gathering with the Bishop Ingham and other Year 6 students from across the Macarthur and Southern Highlands schools.

All classroom teachers taught Religious Education (RE) 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.

The school planned and promoted social justice by supporting charitable initiatives. The school raised and donated \$1 675 to Caritas Australia and \$671 to Catholic Missions. The school supported St Vincent de Paul with food donations for the Vinnies Food Van and \$1 103 for the Christmas Appeal. The school also ran a Mini Vinnies Group with 25 students from Year 6. The group raised awareness of social justice

issues through presentations in class, at assemblies and whole school liturgy. The group participated in a social justice night, which raised awareness of a variety of issues faced by St Vincent de Paul volunteers.

Various staff members participated in spirituality programs such as Igniting the Fire, Alight for the World and the Family Ministry Conference.

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 74 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 74 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 in Part A 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:

- writing a prayer of thanksgiving;
- the saints and how they loved and served others;
- identifying a gift and describing how they share their gifts with others;
- images from scriptures and their meaning; and
- the Commandments and how they relate to life experiences.

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 the season of Lent;
- identify key times of the liturgical year;
- demonstrate basic understanding of the Sacrament of Penance; and
- demonstrate understanding of Jesus' teaching on forgiveness.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A 24.3% of students were placed in the developing level, 62.9% in the achieving level and 12.9% were in the extending level.

For Part B, 13.9% of students were placed in the developing level, 65.3% in the achieving level and 20.8% were in the extending level.

Combining Parts A and B, 21.4% of students were placed in the developing level, 62.9% in the achieving level and 15.7% 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 link the religious life of the school to the life of the Parish

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

- 2.3 Reporting student achievement

- Goal: To develop consistent and shared understandings of the fundamental principles and practices underpinning authentic reporting of student achievement.

- **Key Area 3: Pedagogy**

- 3.3 Teaching practices and 3.5 Assessment

- Goal: To develop an effective whole-school approach to assessment which reflects a well-developed and shared understanding of the fundamental principles and practices of assessment of and for learning in reading.

- Goal: To develop a proactive whole-school approach to using data effectively to inform the teaching and learning process, so as to continually improve whole school, cohort and individual student performance.

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

- 5.2 Use of resources and space

- Goal: To develop an understanding of the use of space in relation to the Educational Brief.

- 5.3 Environmental stewardship

- Goal: To develop environmental stewardship initiatives.

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

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

- 1.1 Vision and Mission

- Goal: To develop a shared commitment to the Vision and Mission of the school.

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

- 2.1 Educational potential

- Goal: To see how the school rates in maximising learning potential of the students.

- **Key Area 3: Pedagogy**

- 3.3 Teaching practices and 3.5 Assessment

- Goal: Continue to develop an effective whole-school approach to assessment which reflects a well-developed and shared understanding of the fundamental principles and practices of assessment of and for learning in reading and writing.

- 3.7 Professional learning

- Goal: To see how the school rates in its commitment to the professional learning of staff.

- **Key Area 4: Human Resources Leadership and Management**

- 4.2 Professional development of staff

- Goal: (Links to 3.7 above) To see how the school rates in its commitment to the professional learning of staff.

- 4.4 Succession planning

- Goal: To review and rate how the school provides opportunities for developing leadership capacity amongst the staff.

- 4.5 Overall compliance with legislation and other requirements

- Goal: To review and rate the effectiveness of the school's process and structures to deal with compliance requirements.

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

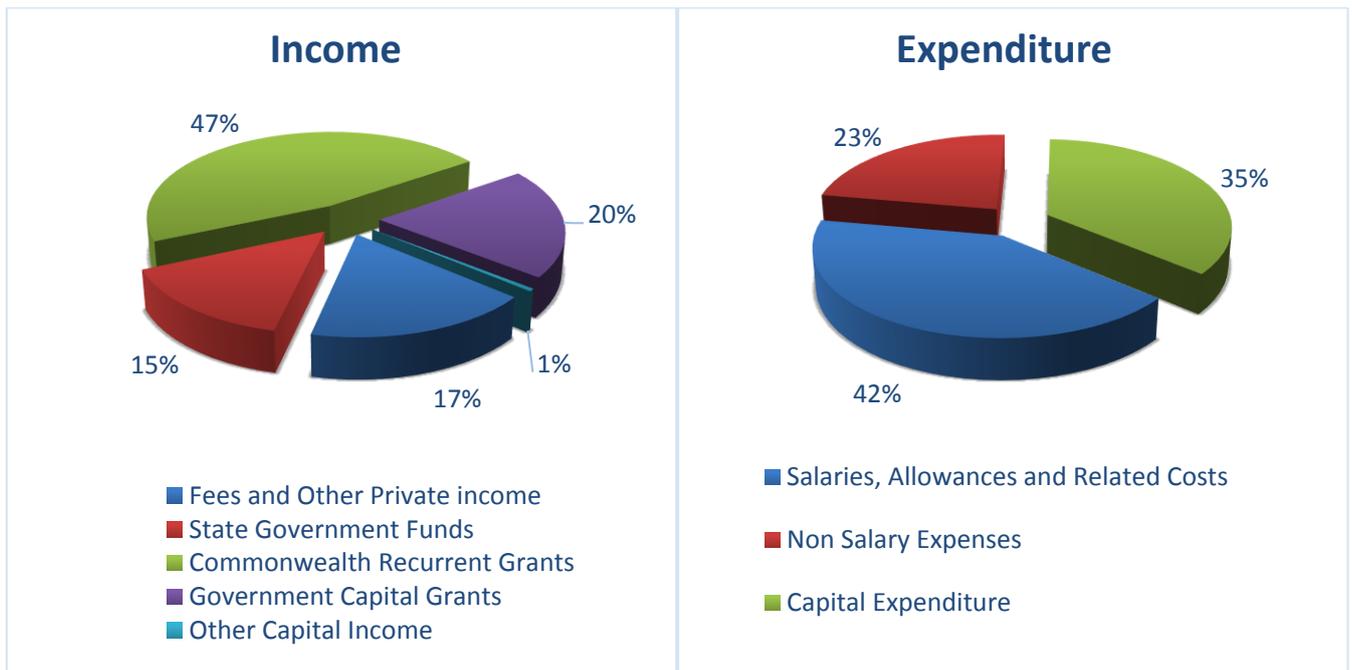
- 6.1 Parent involvement

- Goal: To review the effectiveness of the involvement of parents as partners of their children's learning.

Financial Summary

Significant resource expenditure has occurred across various Key Learning Areas (KLA's), technology and library as the school has continued to expand. Funds held at the end of the financial year are allocated to the purchase of other furniture, equipment and resources for the continued expansion of the school in 2016.

The following graphs reflect the aggregated income and expenditure for St Justin's Catholic Primary School, Oran Park 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

Introduction

At St Justin's, it is recognised that learning occurs most effectively within a supportive school environment. The wellbeing 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 2015, St Justin's implemented a range of programs and initiatives to care for the welfare of students, staff and parents. The school awards scheme is an example of the school's commitment to recognising the good behaviour of the students. Good behaviour is recognised daily through the accumulation of merit stickers and blue awards. The accumulation of five blue awards leads to the presentation of a white merit award. Subsequently five white awards lead to the presentation of a Principal's Award at the weekly assembly. Five Principal's awards lead to the presentation of a Principal's medal. The school

also regularly acknowledges students for the St Justin's medallion, which is presented to students for an exceptional community service.

The school has policies and procedures in place that support the National Safe Schools Framework. During 2015 the school continued its School Wide Positive Behaviours for Learning initiative (SPB4L). The focus of this initiative was to look at the rules and procedures in place that affected the learning and behaviour inside the classroom environment. As a consequence the staff developed a behaviour and expectations matrix for the classroom environment.

CatholicCare provided family-counselling support to the school on a weekly basis and a program called Seasons for Growth was offered to students experiencing grief or separation. The school partnered with Macquarie University to commence a study that aims to prevent anxiety and victimisation through education. Those students identified through the survey had the opportunity to participate in the Cool Kids: Taking Control program.

The school participated in the annual National Day of Action against Bullying and Violence with students participating in a number of events. The school also had a workshop and performance by Bully Busters.

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*** 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 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

Introduction

St Justin's is committed to establishing quality Catholic Learning and Teaching. All BOSTES 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 Area (KLA's) prescribed by BOSTES, the students have been provided with courses of study in Religious Education in accordance with Diocesan policy.

Curriculum and Pedagogy

In each classroom, teachers' timetable across KLA's according to the minimum time requirements of the BOSTES and Diocesan Policy.

Syllabus implementation

Throughout 2015 teachers attended professional development opportunities to increase knowledge in the implementation of the Australian Curriculum in the areas of History and Geography. Teachers also attended staff meetings to further their understanding of Mathematics, English and Science.

Assessment and reporting

In both literacy and numeracy, assessment data from the National Assessment Program Literacy and Numeracy (NAPLAN) in Year 3 and 5, and Best Start in Kindergarten drive learning programs. The results were used to inform learning and teaching and identify students at risk. Teachers in Year K-3 participated in a targeted project around reading assessment and guided reading.

Integration

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 the learning experience.

Technology supporting learning

The school's Information Communication and Learning Technology Plan (ICLT) enabled the school to continue to establish significant levels of technology to support learning. All learning areas are well resourced in technological hardware. This level of technology supports the inquiry based learning model and in individual learning projects. The school investigated the concept of Bring Your Own Device in Stage 3 and will implement this from 2016.

Cross Curriculum

Indigenous Education

During 2015 a School Support Officer worked with Indigenous students in the classrooms. An Aboriginal Community Engagement Officer visited the school regularly to assist with the development of Personal Learning Plans for Aboriginal students and to assist with raising awareness of various aspects of Aboriginal culture. Indigenous Education perspectives were integrated across all Key Learning Areas. An Aboriginal story teller visited the school to share culture.

Meeting the needs of all students

Gifted Education

The school has established procedures to identify and support gifted and talented students. The process involved all students in Year 3 and new students to the school in Years 4-6 undertaking an Australian Council for Educational Research (ACER) General Ability Test (AGAT). A number of students in Year 2 were also identified and assessed. Those students who were identified as high achievers underwent further testing using the Slossen Intelligence Test. As a result a number of students were selected to participate in the Diocesan project "Stretching Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong" (SPLICED) or undertook acceleration in their area of expertise.

Special Education needs

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 “Managing Student Pastoral and Educational Concerns” (MSPEC) referral process. The referral team is comprised of the class teacher, Assistant Principal, Religious Education and Pastoral Care Coordinator, class teacher and stage coordinator. Class teachers met with parents of these students twice a year to set individual learning outcomes and to review progress. School Support Officers who worked in partnership with the teaching staff supported these students in class.

In addition, the school had 43 students who received additional funding for special education needs. Transition meetings were held twice a year, with parents and teachers of these students, to evaluate and plan achievable short term learning goals. Individual Education Plans were developed for these students.

Staff continued with professional development in the area of autism in preparation for the commencement in 2016 of a Learning Support Class specifically for children with Autism Spectrum Disorder.

Expanding Learning Opportunities

Excursions

All classes were provided with opportunities to enhance learning through excursions and visiting workshops. Excursions included visits to Symbio Wildlife Park, Wildlife Sydney Zoo, Australian Botanical Gardens Mount Annan, Taronga Zoo. Year 5 attended a leadership camp to Wedderburn Christian Camp and Year 6 attended an excursion to Canberra. In addition visiting workshops included: science show, World of Maths, an illustrator and author visit for Book Week, Bully Busters and an aboriginal story teller.

Sport

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 soccer, netball, rugby league and basketball gala days. The National Rugby League and Australian Football League ran clinics. Several students had the opportunity to represent the Diocese of Wollongong in sporting trials in swimming, cross-country and athletics.

Music and Dance

Opportunities were provided for students to participate in music tuition, by the Music Bus in: keyboard, guitar, drums, vocals and rock band and also the school band run by Bandemonium. The school entered a dance and storytelling team in Wakakirri at Win Entertainment Stadium.

Public Speaking

This year the school hosted the Northern Region Public Speaking Competition. Students from Year 5 and 6 had the opportunity to audition for selection to represent the school.

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.

The school's results in the NAPLAN were stronger in Year 3 than in Year 5. Overall the students performed stronger in literacy than numeracy. Year 3 reading and numeracy results were significantly higher than 2014. Reading results have made gains in the last two years and will remain the focus of improvement for 2016. Those students who did not meet national minimum standards 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 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	8%	45%	46%	22%	48%	31%
	National	13%	39%	48%	20%	47%	33%
Writing	School	10%	52%	38%	9%	80%	10%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	17%	35%	47%	15%	51%	34%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuation	School	11%	49%	39%	23%	55%	22%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	16%	57%	27%	25%	57%	18%
	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	94%	97%
	National	95%	93%
Writing	School	94%	94%
	National	96%	92%
Spelling	School	95%	99%
	National	93%	93%
Grammar & Punctuation	School	96%	97%
	National	95%	93%
Numeracy	School	95%	97%
	National	94%	95%

Parent, Student and Staff Satisfaction

Parents and staff were given the opportunity to respond to surveys 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 94% agreeing. The parents also indicated that the school provided opportunities for parents to become involved in the life of the school (85%). Other areas of high satisfaction were: that the teachers are genuinely interested in the welfare of the children (88%); that the school provides a safe and supportive environment (88%); that the school effectively communicates information about activities and events (85%). Areas for further exploration with parents are around the school providing appropriate information about student progress as only 70% indicated they agreed. This area will be taken up in the School Review and Improvement Plans for 2016.

The staff indicated the following areas of high satisfaction: the school helped to develop a knowledge and understanding about Catholic tradition (100%); that students understand their rights and responsibilities (97%); that students are challenged to maximise their learning (97%); that the school strives to meet the individual learning needs of the students (100%); that the school provides appropriate information to parents about student progress (97%); and that the school provides a safe and supportive environment (97%).