

Annual School Report

Primary

2016



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 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:

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Parish Priest: Father David Catterall

Principal: John Milgate
Date: 16 December 2016

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 2016, has positioned the school well for the future.

Parent Involvement

The Parents & Friends Association was able to purchase a number of items for the students from moneys raised over the last few years. We purchased new reading books and trolleys to carry them to the classroom. Additionally, funds were provided for an awning to provide much needed shade for the Kindy students in their play area. These items of expenditure were decided from feedback from our school community, from a survey conducted late last year. We will seek feedback once again early in 2017 to set the agenda for expenditure for the coming year. A big thank you to every single parent, family member or friend who 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 and without your help we would not have achieved what we have so far this year.

Parents and Friends Association, President

Student Leadership

The student leadership team consisted of two School and Vice Captains and four House Captains. The student leadership team have had ongoing support from the Principal and staff and have been diligent respectful and contributed significantly to the life of the school. Throughout the year there were many opportunities for the team to collaborate and support one another as leaders. These included cross country, swimming and athletic carnivals, leading school assemblies, attending the Campbelltown Catholic Club Mass, attending Catholic Mission Month launch, welcoming guests to the school and the Year 6 Mass with the Bishop.

Student Leaders

School Profile

School Context

St Justin's Catholic Primary School is a Catholic systemic co-educational school located in Oran Park drawing from the surrounding suburbs of Gregory Hills, Catherine Fields, Leppington, Cobbity, Bringelly and Harrington Park. The school caters for students in Years K-6 and has a current enrolment of 773. Commencing in 2012, St Justin's has rapidly expanded. Last year St Justin's became part of the newly established Parish of St Mary MacKillop, Oran Park. It is anticipated that the school will grow to a four streams accommodating 840 students by 2018.

Student Enrolments

2016 enrolments	
Boys	388
Girls	381
Total	769
Indigenous	28
LBOTE	98

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. Changes were made to this Policy in 2016.

Student Attendance

2016 Attendance	Male	Female
Kinder	92.0%	93.6%
Year 1	92.4%	93.4%
Year 2	92.9%	91.9%
Year 3	92.8%	92.0%
Year 4	92.0%	93.0%
Year 5	94.0%	93.4%
Year 6	89.5%	92.3%
Whole school	92.2%	92.8%

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 42 teachers and 18 support staff at St Justin's Catholic Primary School. This number includes 32 full-time, 10 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 97%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 93 %.

Professional Learning

During 2016 St Justin'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 Justin's Catholic Primary School whole school development days involving all staff.

These days focused on:

- English: English Agreed Practice
 - Religious Education: Staff Spirituality - Environmental Stewardship.
- B. Other professional learning activities provided at school level including CEDoW run courses:
- School-wide Positive Behaviours for Learning (SPB₄L) (7 staff)
 - Primary Re-Think Program (2 Staff)
 - University of Technology Sydney Writing Project (2 Staff)
 - Transition to School Workshops (1 Staff)
 - Learning for Leadership (3 Staff)
 - STEM Coding (1 Staff)
 - Dyslexia Online Training (3 Staff)
 - MiniLit Training (3 Staff)
 - Lamplighter (5 Staff)
 - Shining Lights (3 Staff)
 - NAPLAN Analysis (3 Staff)
 - Religious Literacy Assessment (2 Staff)
 - eSmart (2 Staff)

- Math Number Sense (29 Staff)
- Spotlight on Technology Conference 2 Days (2 Staff)
- Cardiopulmonary Resuscitation (46 Staff)
- SALT Compliance - Workshop Health and Safety for Schools and Officers (46 Staff)
- Analysis of National Assessment Plan Literacy and Numeracy data (31 Staff)
- Data and Continuum (32 Staff)
- School Review and Improvement (31 Staff)
- Lead, Read, Succeed (36 Staff)
- What is Writing? (28 Staff)

The average expenditure by the school on professional learning per staff member was \$116

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$1,036.

Catholic Life & Religious Education

St Justin's Vision and Mission statement implicitly connects the school's intent with the charism of St Justin. Catholic identity was clearly visible through whole school celebrations such as feast days, liturgies, assemblies and through sacred spaces for prayer within classrooms and in other areas of the school such as the library and main office areas.

Eucharistic celebrations continued to be central elements of the school's liturgical life. Class/Parish Masses were held each Friday where all parents were invited to attend. Each class was rostered on a semester basis. Visits to all classes by the Parish Priest were also important aspects of the school's Catholic Life where connections were made to students' lives and their Religious Education curriculum.

Liturgical celebrations were planned collaboratively with the Parish Priest to ensure they were meaningful and appropriate to the students. Major feast days were celebrated for Mary MacKillop and St Justin to connect our school and Parish. Liturgies were held for the beginning and end of the school year, Ash Wednesday, Easter, Grandparents Day and All Souls' Day,

A culture of prayer and celebration existed which was evidenced by Friday morning school prayer assemblies and class prayer. Staff participation continued to be an important aspect to the fortnightly timetable. The school's Lamplighters and Shining Lights Teams provided a new direction for a variety of prayerful experiences through the focus of 'presence'.

The Acting Religious Education Coordinators liaised with the Parish Sacramental Team in order to plan and coordinate Penance, First Eucharist and Confirmation Information Nights, Classes, Reflection Days and Ceremonies. These Parish based Sacramental Programs were well supported by the St Justin's staff and continued to strengthen school and Parish relationships.

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

All class teachers taught an academically rigorous curriculum based on the current Religious Education Curriculum. Teachers were supported in their teaching by using Storytelling resources, To Know, Worship and Love textbooks and big books and through their use of Understanding Faith Online resources. Students in Years 5 and 6 were given the experience of participating in the Diocesan Christmas Art Competition where they were able to reflect upon their understandings of scripture through Visual Arts. This initiative was supported by the school's Visual Arts Teacher and artworks and reflections were displayed in common learning areas and the school library.

The school planned and promoted social justice by supporting charitable initiatives. The school Mini Vinnies Team made and sold pancakes to raise money for Project Compassion and raised \$1 020. The Mini Vinnies Team also led each class in raising awareness of Catholic Mission and raised \$1 054. Footy Colours Day raised \$904 for kids with cancer. The school supported St Vincent de Paul in its Winter Appeal and raised \$567. The school also supported St Anthony's School at Picton by replacing their Winter Appeal food items that were lost during their floods. The school's Mini Vinnies group raised awareness through leading assemblies and class presentations with various focuses throughout the year.

Various staff members participated in spirituality programs such as Shining Lights and Lamplighters and Alight for the World.

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 100 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and 108 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 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:

- demonstrate reverence for the Bible;
- recognise an event from the story of Noah and the Ark;
- identify ways that they continue the ministry of Jesus;
- demonstrate understanding of Jesus' teaching on forgiveness; and
- demonstrate knowledge of the Lord's prayer.

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; and
- demonstrate knowledge that the Church prepares for the birth of Christ during Advent.

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

For Part A, 18.3% of students were placed in the developing level, 65.4% in the achieving level and 16.3% were in the extending level.

For Part B, 10.3% of students were placed in the developing level, 75.7% in the achieving level and 14% were in the extending level.

Combining Parts A and B, 20.2% of students were placed in the developing level, 72.1% in the achieving level and 7.7% 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

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

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.

School Review and Improvement components that will be reviewed and rated in 2017:

Key Area 1: Catholic Life and Religious Education

1.1 Vision and mission

Goal: Develop a shared understanding of what and why we teach and how students learn.

1.4 Parents, parishes and the broader church

Goal: By the end of Term 1 2017 new parents to Kindergarten will have participated in the formation program "Conversations about Catholics"

Key Area 3: Pedagogy

3.6 School climate, learning environment and relationships

Goal: By the end of Term 1 new staff will be inducted into the school's agreed practice in the teaching of English

Key Area 4: Human Resources Leadership and Management

4.1 Recruitment, selection and retention of staff

Goal: To develop new ways to affirm staff, celebrate achievements and provide recognition.

4.3 An ethical workplace culture

Goal: Staff will have access to policies and procedures related to staffing

Key Area 6: Parents, Partnership, Consultation and Communication

6.2 Reporting to the community

Goal: A variety of sources are used to inform the school and parish community

6.3 Linkages with the wider community

Goal: The school will develop processes to connect with the Oran Park community and in particular St Benedict's Catholic College

Key Area 7: Strategic Management and Leadership

7.1 Planning for improvement

Goal: Recommendations from the School Cyclic Review will be implemented and a plan developed for the next SRI cycle

7.2 Innovation, development and change

Goal: The school community will continue to look for ways to be innovative and seek opportunities for growth and development

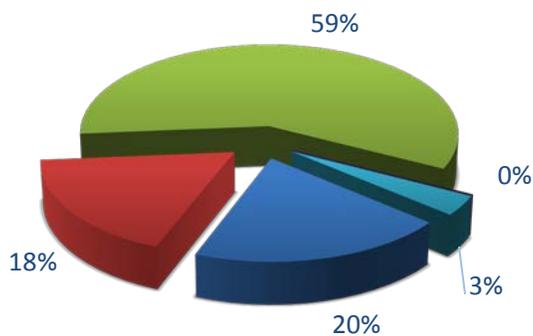
The above SRI components will be reviewed and rated in 2017 as per the School's Strategic Plan (2013-2017). A wide-ranging process of consultation and collaboration will be used to develop evidence based action plans for improvement. The key areas targeted in 2016 are reflective of the school's intent to further strengthen teacher capacity within a school climate built on mutual respect and trust, improve student learning outcomes through the effective use of data and to actively engage with the parent community by promoting opportunities available to them.

Financial Summary

Considerable resource expenditure has occurred across various Key Learning Areas (KLA's), technology and the library as the school throughout the course of the year. Significant funds were allocated to the building of the large shade sail in the playground and two additional shade sails in the Kindergarten and Learning Support courtyard. Turf was purchased to develop the grassed playground known as 'The Field'.

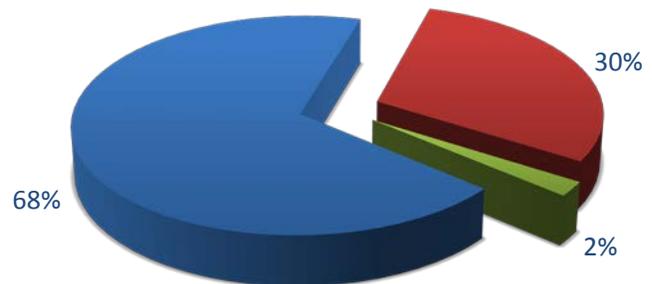
The following graphs reflect the aggregated income and expenditure for St Justin's Catholic Primary School, Oran Park for the year ended 31 December 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education and Training.

Income



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

Expenditure



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

Student Welfare

At St Justin's, it is recognised that learning occurs most effectively within a supportive school environment. The wellbeing of all students is central to all that is undertaken within the school. Staff operate 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 2016, 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 2016 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 Dioceses 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 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

Syllabus implementation

Learning and teaching programs implemented at St. Justin's fulfil the Australian Curriculum, BOSTES and Diocese of Wollongong requirements. Compliance with mandated Australian Curriculum (English, Mathematics and Science and Technology) and BOSTES syllabus (Human Society and Its Environment, Physical Development, Health and Physical Education and Creative Arts) are used to support learning and teaching programs across K-6. The Religious Education syllabus is used across the Diocese of Wollongong, Armidale and Lismore and the Archdiocese of Sydney, K-6.

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 entitled "Lead, Read, Succeed" focused mainly on the English block including a detailed approach to how much time is allocated for modelled, guided and independent lessons for reading and writing and using the data collected to drive their teaching.

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. The school implemented the Bring Your Own Designated Device (BYODD) program with Year 5 and this will continue in 2017 and beyond with years 5 and 6.

Using such technologies and online tools has enabled students to create knowledge and social contexts for sharing and celebrating their learning. All classes have Internet access and screens fitted with Apple TV's. Students in Year 5 worked through digital citizenship modules to prepare them for the Bring Your Own Designated Device (BYODD) program and these will continue to be revised, developed and integrated. Multiple workshops were held covering the topics: setting up an Apple ID account, Cyber safety, choosing a Device and My iPad. A Year 5 student showcase was also held to exhibit some of the work completed by current students on their devices.

Cross Curriculum

Indigenous Education

During 2016, a School Support Officer worked with Indigenous students in the classrooms. An Aboriginal Community Engagement Officer visited the school regularly to liaise with the community. Two Aboriginal Educational Assistants were employed to work across the school every Monday and Friday. They assisted with the development of Personal Learning Plans for Aboriginal students and in raising awareness of various aspects of Aboriginal culture. Indigenous Education perspectives were integrated across all Key Learning Areas. Our Indigenous students became involved with the Western Sydney University "Heartbeat" Program, attending two excursions facilitated by the university. These excursions were designed to empower students to make healthy and safe lifestyle choices.

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 MSPEC 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 60 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.

This year two specialist learning support classes commenced. Both classes had an allocated full time teacher and full time school support officer. There were 10 students enrolled in the classes. Eight students in the classes were St Justin's enrolments, whilst two students were from local Macarthur Diocesan schools. Personalised Planning meetings were held four times a year.

The Learning Support Coordinator, class teacher and parents met to devise SMART goals and to report on achievement of current goals. Personalised Plans were regularly updated to reflect the achievements of goals as well as information including adjustments to the specified domains. Students from the setting participated in all aspects of St Justin's School including and not limited to school assemblies, sports carnivals and Masses. Students were supported during these events based on their individual needs. All students participated in a variety of activities within the school based on one or more Key Learning Areas.

The School Support Officer provided support during these learning opportunities. Teaching staff evaluated these experiences and appropriate adjustments were made throughout the year to support the student.

In Term Four we transitioned four new students into our setting ready for the commencement of the 2017 school year. Students currently in the setting also participated in the transition program. All students were provided with supports including social stories.

Throughout the year, staff from other local Macarthur Diocesan Schools came across to our site for Professional Development opportunities, spending the day with staff in both classes. Visitors to our school had the opportunity to meet with the Learning Support Coordinator and CEO Education Officer, Special Education to reflect on their visit. The Learning Support Coordinator provided ongoing professional support to staff at St Justin's throughout the year. This included observations of students, meeting with teachers to discuss possible adjustments and strategies to implement to support students with an Autism Spectrum Diagnosis. Support also included assisting in the development and implementation of SMART goals for Personalised Plans.

Expanding Learning Opportunities

Excursions

All classes were provided with opportunities to enhance learning through excursions and visiting workshops. Excursions included visits to Wannabees Play Centre, Powerhouse Museum, Australian Botanical Gardens Mount Annan, Stanwell Tops, Hyde Park Barracks and Sydney Museum, Year 5 attended a leadership camp to Wedderburn Christian Camp and Year 6 attended an excursion to Canberra. In addition visiting workshops/performances included: science show, Travel bugs (Yr 1), Young Mary Performance, Responsible Pet Ownership (K-2), Chris Olsen's Antarctica experience and a Leadership day facilitated by Cameron Brown from Explore, Discover, Act.

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. National Rugby League, Basketball and Australian Football League ran workshops. Several students had the opportunity to represent the Diocese of Wollongong in sporting trials in swimming, cross-country, netball and athletics. One student was recognised at the Diocesan Sports Awards receiving a Primary Medallion.

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. Bandemonium had a performance concert for students in years 2 - 5.

Public Speaking

Students from Year 5 and 6 had the opportunity to audition for selection to represent the school. Two students were then selected to represent St Justin's at the Northern Region Public Speaking Competition.

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 NAPLAN were stronger in Year 3 than Year 5. There was a significant increase in numeracy skills in both Year 3 and Year 5 from 2015. Reading results have made gains in the last three years and will remain the focus of improvement for 2017 with an additional focus on writing skills. 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 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	8%	53%	38%	15%	56%	29%
	National	12%	37%	49%	16%	47%	35%
Writing	School	8%	41%	52%	13%	74%	13%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	11%	45%	44%	12%	65%	23%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	6%	48%	47%	18%	53%	29%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	12%	66%	23%	14%	78%	8%
	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	97%	94%
	National	95%	93%
Writing	School	97%	94%
	National	96%	93%
Spelling	School	96%	95%
	National	94%	93%
Grammar & Punctuation	School	97%	94%
	National	96%	94%
Numeracy	School	94%	96%
	National	96%	94%

Parent, Student and Staff Satisfaction

Students, parents and staff were given the opportunity to respond to surveys to gauge areas of satisfaction.

Parents

A parent survey was used to collect responses on the 9 key questions for the purpose of this Report. Areas of strength included - the school helped deepen their child's knowledge and understanding of Catholic traditions and provided opportunities for parents to become involved, provided a respectful, safe and supportive environment for all students and the teachers are genuinely interested in the welfare of my child. An area for improvement is that the school provides appropriate information about my child's progress.

Students

The student survey overwhelmingly indicated that students were proud of their school and understood their rights and responsibilities and felt safe at school. That the school helped them in understanding their Catholic faith, teachers encouraged them to learn to the best of their ability and I felt safe at school.

Staff

Staff feedback was very positive and indicated that the school is strongly committed to developing in students a deep knowledge and understanding about Catholic tradition, provides a safe and supportive environment, strives to meet the individual learning needs of students and that their student are challenged to maximise their learning outcomes. An area of improvement is students understanding of their rights and responsibilities.



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG