

St Joseph's School Southern Cross

Curriculum Plan 2021



Part A

This part supports schools in meeting Chapter 1 - Observance of Registration Standards

Part A (Section 4. Observance of Registration Standards)

St Joseph's School is a dynamic, co-educational, composite primary school, catering for students from Pre-Kindergarten to Year 6. (16 girls/14 boys). 20% of students are Catholic, 13% other religion and 67% non-Catholic. 10% of students have a background other than English, mainly from India. There are no Aboriginal students currently enrolled at the school. Our ISCEA value is 992, and our SES is 90. Since 2017 there has seen an increase in enrolments in the early years. Continued growth in this area projects well for the longevity of school. Enrolments are heavily dependent on mining and agricultural.

The school's location is in the town of Southern Cross, 371 kilometres east of the state capital Perth in the Goldfields region of the Yilgarn Shire. Our vision for St Joseph's is to create a welcoming Catholic community where all our students will come to grow in their relationship with Jesus Christ and reach their full potential in a supportive and engaging environment. Innovative curriculum based on promoting student success with a strong emphasis on developing creative and critical thinking skills. The school is an Office365 for Education School and hosts a 1:1 iPad program. Quality teaching and learning focus on educating for the 21st century. A friendly, family atmosphere, which is supported by a supportive School Board and Parents and Friends Association permeates the school. It enjoys close and cooperative relationships with the Parish. Positive relationships and interaction with other schools in the Shire of Yilgarn and the wider community are ongoing.

In providing the best educational opportunities possible for all students, the staff at St Joseph's pride themselves on knowing their learners. Currently, the following data is gathered:

- National Assessment Plan - Literacy and Numeracy (Years 3 & 5) – Cancelled in 2020
- National Quality Standards (K-Year 2)
- Bishops Religious Literacy Assessment (Years 3 & 5) – Cancelled in 2020
- On Entry Assessment Pre Primary
- Maths Assessment Interview (MAI) (Data Wall)
- Running Record Reading Levels (Data Wall)
- PAT – Maths
- PAT – Comprehension
- PAT – Vocabulary
- South Australian Spelling (1-6)
- Brightpath (Data Wall)



Year Group	Number of Students	ATSI	LBOTE	IEP	SWD	NCCD
Pre K	5	0	0	0	0	0
Kindy	4	0	0	0	0	0*
PP	2	0	0	0	0	0
Year 1	4	0	0	0	0	0
Year 2	3	0	1	2	0	2
Year 3	5	0	1	3	0	3
Year 4	2	0	0	0	0	0
Year 5	3	0	0	2	1	2
Year 6	2	0	1	0	0	0

A school could use the reference summary from the My School website.

Note: Aboriginal students are required to have a Personalised Learning Plan (PLP).

Part B

This part supports schools in meeting Chapter 2, Standard 1 – Curriculum

At St Joseph's Catholic Primary School, Religious Education is the first learning area in the curriculum. A religious dimension is expected to be evident in all learning areas across the curriculum. All classroom teachers are expected to teach from the Catholic Education Religious Education Units of Work which is promulgated by the diocesan Bishop. In Kindy to Year One year levels, a minimum of fifteen minutes each day of Religious Education lessons. From Year Two to Year Six, a minimum of thirty minutes each day of Religious Education lessons.

St Joseph's Catholic Primary School is also involved in the following pastoral care initiatives:

- Caritas Project Compassion
- LifeLink
- Wheelchair for Kids

The Pre-primary to Year 10 Western Australian curriculum provides a coherent and comprehensive set of prescribed content and achievement standards which St Joseph's uses to plan student learning programs, assess student progress and report to parents.

St Joseph's utilises the assessment snapshots (SCSA) as a starting point for discussion of the assessment principles. The judging standards are used as part of moderation alongside Brightpath writing samples. The school utilises Data Walls and Case Management Meetings to assist teachers informed judgements on student success and to identify areas that require further development.

St Joseph's implements the Western Australian Curriculum and Assessment Outline (the Outline) as mandated by The School Curriculum and Standards Authority (the Authority) to inform curriculum delivery and planning, and to meet the learning needs of students from Pre-Primary to Year Six.

Language studies for students in Years Three to Six are Chinese via online link to Beijing using the online mychinesetutor program. Students in Pre-Primary are immersed in the ELLA program where they experience and learn Chinese using iPad APPS called the Polyglots.



For the Arts and Technology area, students are involved in a range of hands-on learning. Students participate in Dance once a week and perform at the Catholic Performing Arts Festival each year. There is a variety of robotics and programming tools for students to utilise as well as specialist STEM learning.

The Kindergarten Curriculum Guidelines guide educators to develop a kindergarten curriculum for Western Australian children. St Joseph's utilises the Early Years Learning Framework (EYLF) Belonging, Being and Becoming to guide educators to develop curriculum that supports and enhances young children's learning. It draws from the key ideas and related content from the EYLF to construct curriculum to ensure that all children in the Early Years' (Pre-Kindergarten to Year Two) experience quality teaching and learning.

Part C

This part supports schools in meeting Chapter 2 - Standard 10 Child Abuse Prevention

All staff have attended a one day Keeping Safe: Child Protection Curriculum workshop which is the protective behaviours curriculum supported by CEWA. Extensive resources are available online for teachers. Teachers also undertake an online refresher training course once a year.

During the Beginning Year, Parent Information Evening parents are presented the Child safe Framework specifically catered for parents which is available via the Child Safe Framework on Teams. Parents are also informed of the Keeping Safe Protection Curriculum during parent information sessions.

There is evidence in teacher programming and daily work pads that the Keeping Safe Curriculum is delivered to all students from Pre Kindy to Year Six. This program is age, culturally and developmental-stage appropriate, is integrated into the curriculum, includes e-safety education and builds practical self-protective skills and strategies.

We are committed to continual ongoing professional learning and providing parents with relevant information.

St Joseph's Code of Conduct is available on the school's website and was given to all families upon enrolment and at the commencement of the school year. Any frequent contractors to the school also have a copy. All visitors to the school, at sign in, acknowledge their acceptance of the school's Code of Conduct. Constant professional learning is carried out with staff in regard to understanding and adhering to the Code of Conduct.

Staff undertake regular professional development on the Staff Code of Conduct throughout the year which is minuted in the Staff Minutes. It is also addressed at the commencement of each year and is part of a new staff induction process.

All staff at St Joseph's complete their mandatory reporting training each year.

Links: [CEWA Child Protection Policy](#) and [Child Safe Framework Website](#)



Part D
This part supports schools in meeting
Chapter 1 – School Governance, Accountability

The school Board is regularly informed during Board meetings and via Principal section in the school newsletter regarding Curriculum data so that decisions for resourcing can be made accordingly.

The school’s Curriculum Plan links to our current School Strategic Plan (2018-2020) under all areas such as Learning (use data), Engagement (pastoral care), Accountability (professional learning) and Discipleship (Evangelisation Plan).

St Joseph’s Evangelisation Plan addresses three areas: staff, student & community. The Evangelisation process contains a number of essential elements. They are: Christian Witness, Primary Proclamation and Catechesis. The Evangelisation Plan is regularly reviewed to ensure that as a school we are offering experiences for the building and nurturing of faith in our community.

The Curriculum Plan links to our School Improvement Plan, NQS, QIP, Aboriginal Education Plan.

SCHOOL IMPROVEMENT PLAN FOCUS AREA

Evangelisation Plan Focus	Provide a holistic approach to the faith formation and total development of all students and staff.
Aboriginal Education Plan Focus	Aboriginal Education Improvement Map (AEIM) Aboriginal Perspectives across the curriculum
Early Years Focus	NQS 1.2.2 Responsive teaching and scaffolding NQS 3.2.2 Resources support play based learning
Curriculum Plan Focus	Enhance classroom pedagogy and data informed practices to influence a differentiated approach to learning. Enhance writing teaching practices to directly influence student writing outcomes
Staff and Student Well Being	Develop a whole school wellbeing approach <ul style="list-style-type: none"> - SEARCH model for staff - Mindfulness

St Joseph’s acknowledges Aboriginal people are the original inhabitants of Australia. St Joseph’s recognises that we have a responsibility to create an understanding and appreciation of Aboriginal people, their



histories, cultures and spirituality. St Joseph's in consultation with the school community has developed an Aboriginal Education Plan which is consistent with guidelines provided by national and state agreements.

Part E

This part supports schools in meeting Section 3 - Standard of Education

This part supports Early Childhood Education

In Part E the school should provide a *short* statement referencing the National Quality Standards (NQS). This needs to include:

- a statement evidencing when the audit was undertaken by the school Principal
- a statement evidencing the key focus areas for the current year
- a statement referencing the process of reflective practice

Each year St Joseph's carry out a National Quality Standards Audit against the seven quality areas in the Early Years. Staff complete a self-assessment and group assessment which is followed by an internal audit by the principal. Following the assessment of programs and practices, a Quality Improvement Plan is generated to celebrate strengths and identify areas for improvement.

The Principal undertook an audit of the Early Years Learning in November 2020.

Key focus areas for 2021:

Quality Area 1:

- Children's interests will be more visible in daily programs.
- Encourage children to make more choices.
- Promote enquiry based learning.
- Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.

Quality Area 3:

- Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
- Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.

Quality Area 4:

- Professional Collaboration Management, educators and staff work with mutual respect and collaboratively and challenge and learn from each other, recognising each other's strengths and skills.

Quality Area 5:

- Encourage positive educator to child interactions to help build trusting relationships which engage and support each child to feel confident and supported with their learning needs.



- Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Quality Area 6:

- The service builds relationships and engages with its community.

Quality Area 7:

- A statement of philosophy guides all aspects of the service's operations.

Early Years teachers utilise the NQS Self Reflection tool and Group Reflection Tool to ensure that they are working at standard or striving to meet the standards.

Professional Learning Communities are used to discuss and reflect on current practices and how we as a school can improve on them.

Part F

This part supports schools in meeting Section 3 - Standard of Education

St Joseph's has a yearly assessment schedule that the class teachers need to follow. (Please see Appendix)

Whole school testing is undertaken throughout the year. Data is analysed during Professional Learning Communities (PLCs) to inform future teaching and learning. An online Data Wall is accessible to all staff members via TEAMS. Data Walls capturing PMI Running Records and Informal Prose Reading, Brightpath Writing and MAIs are located in the staffroom and regularly addressed during Case Management meetings. It is the responsibility of each teacher to move students on each Data Wall as growth occurs.

Students who are at risk or have a disability have a Individual Education Plan. A differentiated curriculum is provided by the class teacher and plans are revised bi-annually. An Education Assistant provides additional one-to-one support to those students, particularly in the areas of Numeracy and Literacy. Reading Support was utilized in 2020 and will continue this year.

The school utilizes the Bishops Religious Literacy Assessment as a guide to inform teaching, although there is no data for 2020 due to the Covid-19 Pandemic. The school has a small cohort of Year Three and Year Five students and generally students do not perform well, however, analysis of student results and questions used during assessments are utilized to ensure that programming aligns with expectations of student's religious knowledge at each year level.

As the school has a small cohort of Year Three and Year Five students, St Joseph's utilises PAT Maths, Reading and Vocabulary to support NAPLAN data. Running Records are regularly undertaken by teachers from Years 1-6. Mathematic Assessment Inventory (MAI) is also assessed from Years PP-6.

Teachers in Years 1-2 conduct the Early Years Literacy and Numeracy Development assessment and also for those students in Year 3 that are at risk. The school will continue to carry out these assessments in 2020 as it provides valuable feedback to class teachers and parents.



The Pre Primary teacher conducts the Online Entry Assessment twice a year. This assessment provides a parent feedback form outlining a student’s progress. Parents value this feedback.

Students narratives, persuasive and recount texts were moderated using the Brightpath ruler. There has been some growth, however, in 2020 Writing is still a key focus particularly in the area of grammar and punctuation.

There was no NAPLAN data for 2020 due to its cancellation for Covid-19 reasons.

Assessment and Reporting

Schools are encouraged to use hyperlinks where possible.

Primary Schools need to include the Assessment and Reporting Policy and the Annual Assessment Schedule.



Testing Schedule
2020.docx



Assessment and
Reporting Policy .do

The 2019 data was the latest NAPLAN data received but will be compared to the 2021 data to track trends and determine areas of further development and focus. Data in 2020 includes school based testing

Spelling – SA Spelling Test, November 2020

South Australian Spelling results November 2020, Year 1-6

	Current Age	Result	Spelling Age
STUDENTS Term 4, 2020			
Year 1	6y5m	31	8.4
	6y11m	25	7.2
	6y4m	6	Below 6
Year 2	7y9M	32	8.7
	7y11M	29	7.11
		14	6.1
	7y7m	32	8.7
Year 3	7y7m	30	8.1
	9y1m	47	11.3
	8y4m	33	8.7
Year 4	8y4m	37	9.4
	9yr9m	19	6.8
	9y8m	46	11.1
Year 5	9y 11m	37	9.4
	11y4m	65	16+
	10y4m	64	16+
	11y 2m	31	9.3
Year 6	11y 2m	36	9.2
	11y4m	68	16+

The data for our junior classes shows the majority of students at or below spelling age.

The data for our middle/senior classes shows that the majority of students are at or above their spelling age. Students who are below are on intervention plans.

Intervention plans are in place for students below their spelling age and will continue to be monitored.

PAT Vocab Years 3-6, November 2020



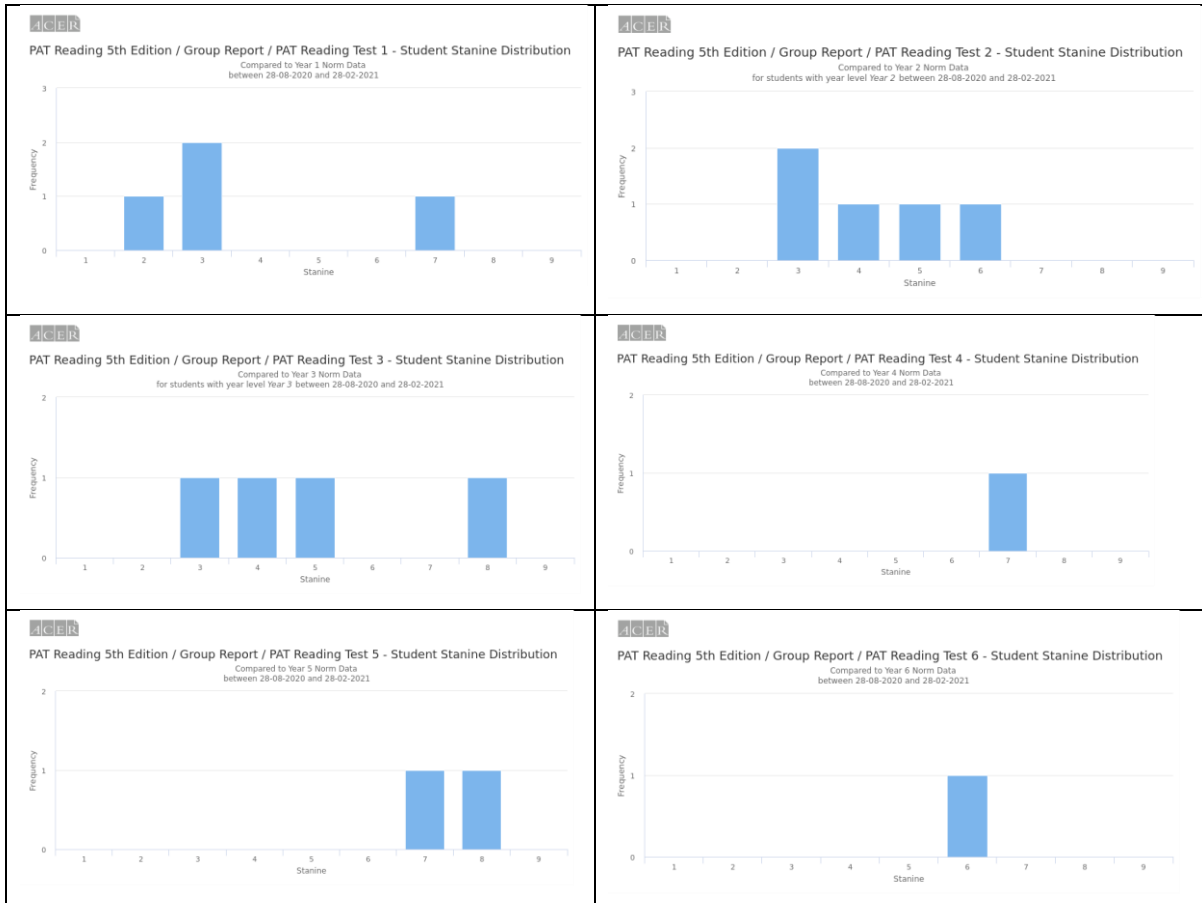
PAT-R Vocabulary Year 3-6, Nov 2020

STUDENTS	Term 4, 2020		
	Year 3	Scale: 114.4 Test Sat: 1	Stanine: 6
Year 4	Scale: 131.2 Test Sat: 1	Stanine: 9	Percentile: 98
	Scale: 104.3 Test Sat: 1	Stanine: 5	Percentile: 41
	Scale: 116.3 Test Sat: 1	Stanine: 6	Percentile: 62
Year 5	Scale: 99.6 Test Sat: 1	Stanine: 3	Percentile: 14
	Scale: 128.1 Test Sat: 1	Stanine: 8	Percentile: 90
	Scale: 114.4 Test Sat: 1	Stanine: 4	Percentile: 38
Year 6	Scale: 114.4 Test Sat: 1	Stanine: 4	Percentile: 38
	Scale: 130.9 Test Sat: 2	Stanine: 7	Percentile: 86
	Scale: 135.6 Test Sat: 2	Stanine: 8	Percentile: 93
Year 6	Scale: 134.9 Test Sat: 3	Stanine: 7	Percentile: 82

The vocab results for our middle/senior students shows that the majority of students achieved 60% or higher. The majority of students who are below the expected level are students identified with learning difficulties and are on IEPs

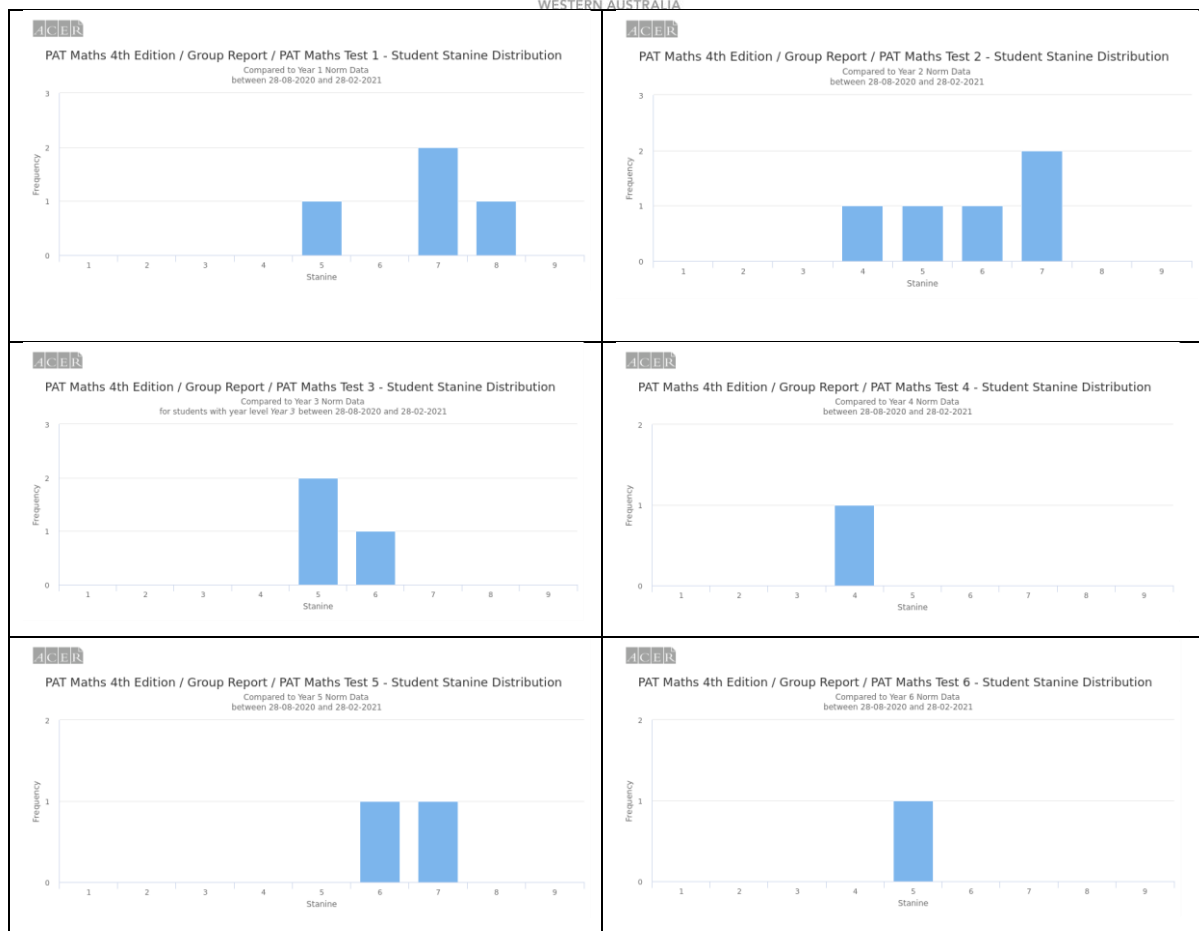
PAT- R Comprehension

Students in our junior classes have demonstrated below expected stanines with the majority of students stanine 4 or below. Students in the middle to upper classes achieved at or above expected levels (stanine 4)



PAT Maths

Students have achieved pleasing results across all year levels in the Pat Maths testing with all students achieving stanine 4 or above (excluding 3 students who sat a lower than year level test. These students are on IEPs)



Maths Assessment Interview 2020

Overall pleasing results in this area with most students demonstrating significant growth across most areas. Place value will need to be an area of focus in the early years in 2021

2020 Maths Assessment Interview Results, Pre Primary - 6											
Student Name	Growth Points		Counting		Place Value		Addition and Subtraction		Multiplication and Division		
	Tm 1	Tm 4	Tm 1	Tm 4	Tm 1	Tm 4	Tm 1	Tm 4	Tm 1	Tm 4	
Pre Primary											
	N/A	2111	N/A	2	N/A	1	N/A	1	N/A	1	
	N/A	5231	N/A	5	N/A	2	N/A	3	N/A	1	
	N/A	1110	N/A	1	N/A	1	N/A	1	N/A	0	
	N/A	1111	N/A	1	N/A	1	N/A	1	N/A	1	
	N/A	3231	N/A	3	N/A	2	N/A	3	N/A	1	
Year One											
	N/A	1001	N/A	1	N/A	0	N/A	0	N/A	1	
	N/A	3222	N/A	3	N/A	2	N/A	2	N/A	2	
	N/A	4242	N/A	4	N/A	2	N/A	4	N/A	2	
Year 2											
	N/A	5353	N/A	5	N/A	3	N/A	5	N/A	3	
	1222	3132	1	3	2	1	2	3	2	2	
	1012	3142	1	3	0	1	1	4	2	2	
	N/A	4342	N/A	4	N/A	3	N/A	4	N/A	2	
	4242	5243	4	5	2	2	4	4	2	3	



Year 3										
	4243	5454	4	5	2	4	4	5	3	4
	4422	5454	4	5	4	4	2	5	2	4
	6354	6556	6	6	3	5	5	5	4	6
Year 4										
	N/A	6455	N/A	6	N/A	4	N/A	5	N/A	5
	5353	5455	5	5	3	4	5	5	3	5
	4253	4253	4	4	2	2	5	5	3	3
Year 5										
	5353	6365	5	6	3	3	5	6	3	5
	5453	6565	5	6	4	5	5	6	3	5
	7466	6566	7	6	4	5	6	6	6	6
	4443	6566	4	6	4	5	4	6	3	6
Year 6										
	6666	6566	6	6	6	5	6	6	6	6

BrightPath 2020

The majority of students in Years 1-6 have made progress in each narrative and persuasive assessment. Our Year 1 students did not make expected progress in either narrative or persuasive writing and some Year 2 students did not demonstrate progress in persuasive writing. These students will need continued monitoring and support.

Our Pre Primary students demonstrated pleasing growth in their Oral Narrative and Recounts over the year.



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Year	Narrative Term 1	Narrative Term 3	Oral Narrative Term 1	Oral Narrative Term 3	Persuasive Term 2	Persuasive Term 4	Recount Term 2	Recount Term 4
K				135				
K				125				
PP			180	210			90	130
PP			210	230			80	140
PP			230	250			190	270
PP			170				100	
PP			150	200			90	130
PP				230			170	250
Year 1	80	165			80	80		
Year 1	160	210			110	80		
Year 1	80	80			50	50		
Year 2	240	295			185	115		
Year 2	240	295			185			
Year 2	240	295			200	130		
Year 2	170	210			160	105		
Year 2		170				115		
Year 2	170	200			130	115		
Year 3	310	370			340	380		
Year 3	250	300			270	280		
Year 3	265	290			260	330		
Year 4	210	230			210	230		
Year 4	270	290			260			
Year 4		360				320		
Year 4	245	320			220	270		
Year 5	380	460			440	430		
Year 5	410	430			470	520		
Year 5	260	260			270	350		
Year 5	260	260			260	330		
Year 5	255	290			250			
Year 6	450	440			490	510		

As there was no NAPLAN in 2020, the data from 2019 has been included as the most current data.

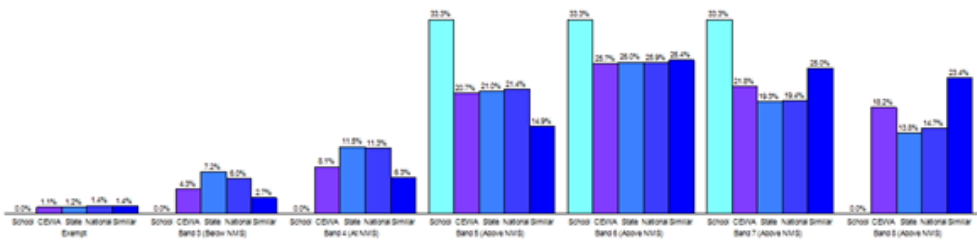
Year Five NAPLAN Data



CATHOLIC EDUCATION
WESTERN AUSTRALIA

NAPLAN 2019 Year 5 Grammar & Punctuation
 Proficiency Bands
 (Select Class) Select Gender Filter Select ATSI Filter Select LBOTE Filter

JPG Image
 1188 2019 Grammar & Punctuation Year 5 St Joseph's School (Southern Cross)

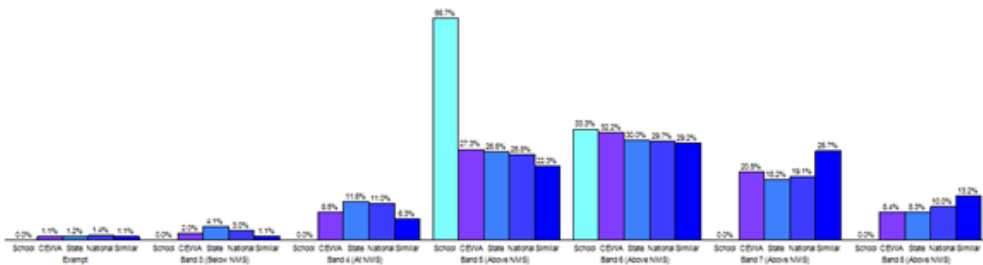


Cohort	Exempt	Band 3 (Below NMS)	Band 4 (At NMS)	Band 5 (Above NMS)	Band 6 (Above NMS)	Band 7 (Above NMS)	Band 8 (Above NMS)
School Student Count	0	0	0	1	1	1	0
School Students	0.0%	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%
CEWA	1.1%	4.3%	8.1%	20.7%	25.7%	21.8%	18.2%
WA	1.2%	7.2%	11.5%	21.0%	26.0%	19.3%	13.8%
Australia	1.4%	6.0%	11.3%	21.4%	25.9%	19.4%	14.7%
Similar Schools	1.4%	2.7%	6.3%	14.9%	26.4%	25.0%	23.4%

All students ranked above the national minimum standard. National Growth average from Year 3 to Year 5 was 60. School mean was 32. Data indicates that grammar and punctuation needs to be a key focus area in 2020.

NAPLAN 2019 Year 5 Numeracy
 Proficiency Bands
 (Select Class) Select Gender Filter Select ATSI Filter Select LBOTE Filter

JPG Image
 1188 2019 Numeracy Year 5 St Joseph's School (Southern Cross)

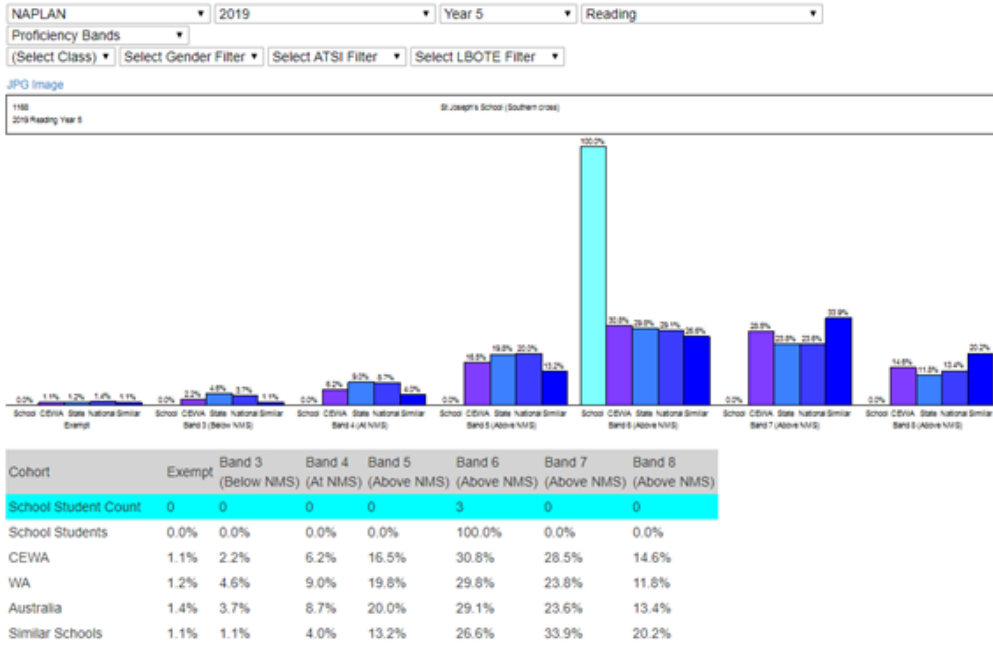


Cohort	Exempt	Band 3 (Below NMS)	Band 4 (At NMS)	Band 5 (Above NMS)	Band 6 (Above NMS)	Band 7 (Above NMS)	Band 8 (Above NMS)
School Student Count	0	0	0	2	1	0	0
School Students	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%
CEWA	1.1%	2.0%	8.5%	27.3%	32.2%	20.5%	8.4%
WA	1.2%	4.1%	11.6%	26.6%	30.0%	18.2%	8.3%
Australia	1.4%	3.0%	11.0%	25.8%	29.7%	19.1%	10.0%
Similar Schools	1.1%	1.1%	6.3%	22.3%	29.2%	26.7%	13.2%

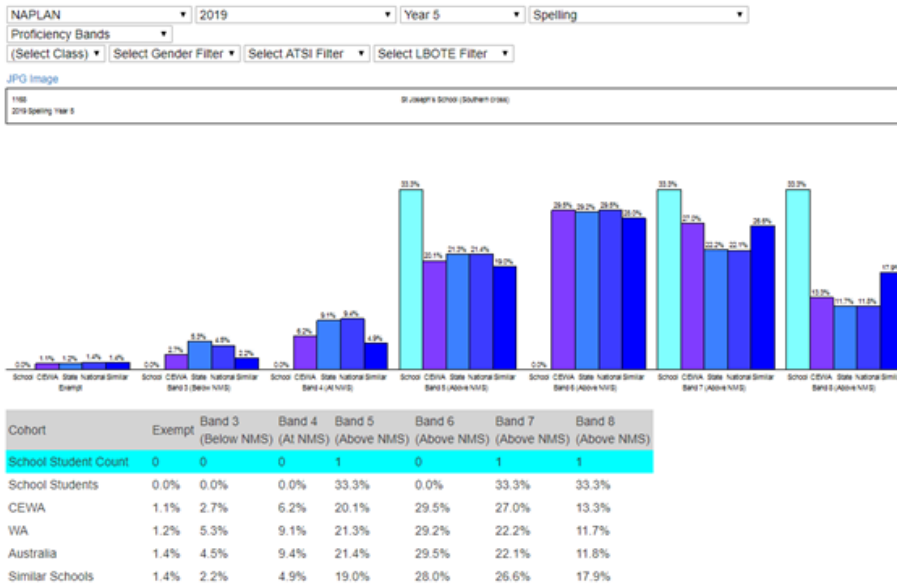
All students ranked above the national minimum standard. National Growth average from Year 3 to Year 5 was 86. School mean was 96. The positive growth in Numeracy indicates that teaching and learning practices using MAI Inventory testing is successful.



CATHOLIC EDUCATION
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All students ranked above the national minimum standard. National Growth average from Year 3 to Year 5 was 75. School mean was 80. The positive growth in Reading indicates utilising Data Walls and case management meetings to drive teaching and learning has a positive impact on student growth.



All students ranked above the national minimum standard. National Growth average from Year Three to Year Five was 85. School mean was 98.



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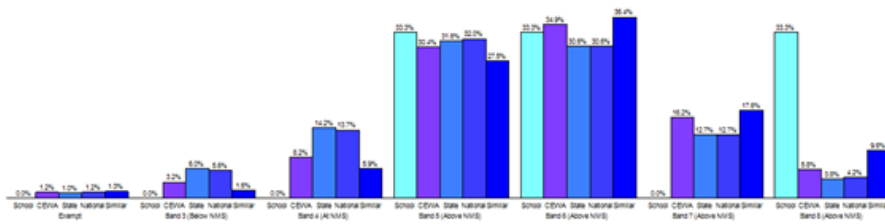
NAPLAN 2019 Year 5 Writing

Proficiency Bands

(Select Class) (Select Gender Filter) (Select ATSI Filter) (Select LBOTE Filter)

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188 2019 Writing Year 5 St Joseph's School (Southern cross)



Cohort	Exempt	Band 3 (Below NMS)	Band 4 (At NMS)	Band 5 (Above NMS)	Band 6 (Above NMS)	Band 7 (Above NMS)	Band 8 (Above NMS)
School Student Count	0	0	0	1	1	0	1
School Students	0.0%	0.0%	0.0%	33.3%	33.3%	0.0%	33.3%
CEWA	1.2%	3.2%	8.2%	30.4%	34.9%	16.2%	5.8%
WA	1.0%	6.0%	14.2%	31.6%	30.6%	12.7%	3.8%
Australia	1.2%	5.6%	13.7%	32.0%	30.6%	12.7%	4.2%
Similar Schools	1.3%	1.6%	5.9%	27.5%	36.4%	17.6%	9.6%

All students ranked above the national minimum standard. St Joseph's adopted Brightpath as a moderating tool in 2018 which has seen a marked improvement in student results.

Year 3 NAPLAN Data

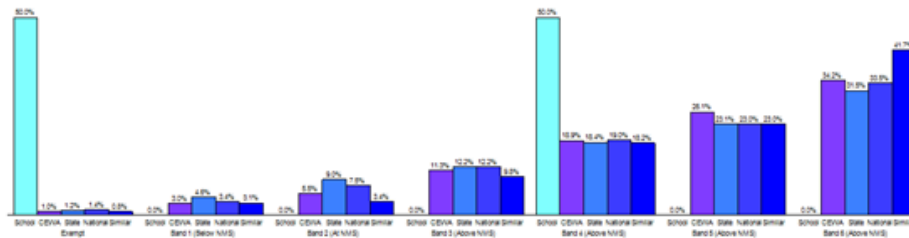
NAPLAN 2019 Year 3 Grammar & Punctuation

Proficiency Bands

(Select Class) (Select Gender Filter) (Select ATSI Filter) (Select LBOTE Filter)

JPG Image

188 2019 Grammar & Punctuation Year 3 St Joseph's School (Southern cross)



Cohort	Exempt	Band 1 (Below NMS)	Band 2 (At NMS)	Band 3 (Above NMS)	Band 4 (Above NMS)	Band 5 (Above NMS)	Band 6 (Above NMS)
School Student Count	1	0	0	0	1	0	0
School Students	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%
CEWA	1.0%	3.0%	5.5%	11.3%	18.9%	26.1%	34.2%
WA	1.2%	4.6%	9.0%	12.2%	18.4%	23.1%	31.5%
Australia	1.4%	3.4%	7.5%	12.2%	19.0%	23.0%	33.5%
Similar Schools	0.8%	3.1%	3.4%	9.8%	18.2%	23.0%	41.7%

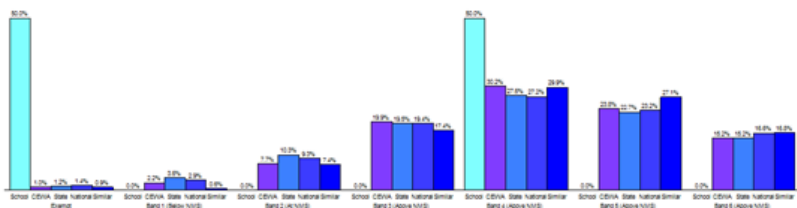


CATHOLIC EDUCATION
WESTERN AUSTRALIA

NAPLAN 2019 Year 3 Numeracy

Proficiency Bands
(Select Class) Select Gender Filter Select ATSI Filter Select LBOTE Filter

JPG Image
188 2019 Numeracy Year 3 St Joseph's School (Southern cross)

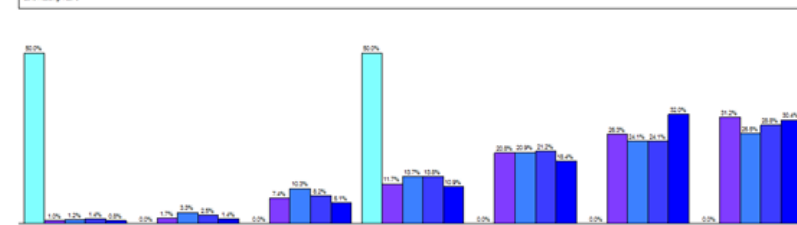


Cohort	Exempt	Band 1 (Below NMS)	Band 2 (At NMS)	Band 3 (Above NMS)	Band 4 (Above NMS)	Band 5 (Above NMS)	Band 6 (Above NMS)
School Student Count	1	0	0	0	1	0	0
School Students	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%
CEWA	1.0%	2.2%	7.7%	19.9%	30.2%	23.8%	15.2%
WA	1.2%	3.6%	10.3%	19.5%	27.6%	22.7%	15.2%
Australia	1.4%	2.9%	9.3%	19.4%	27.2%	23.2%	16.6%
Similar Schools	0.9%	0.6%	7.4%	17.4%	29.9%	27.1%	16.8%

NAPLAN 2019 Year 3 Reading

Proficiency Bands
(Select Class) Select Gender Filter Select ATSI Filter Select LBOTE Filter

JPG Image
188 2019 Reading Year 3 St Joseph's School (Southern cross)

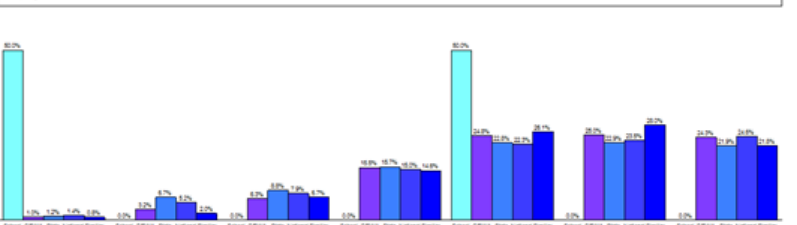


Cohort	Exempt	Band 1 (Below NMS)	Band 2 (At NMS)	Band 3 (Above NMS)	Band 4 (Above NMS)	Band 5 (Above NMS)	Band 6 (Above NMS)
School Student Count	1	0	0	1	0	0	0
School Students	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%
CEWA	1.0%	1.7%	7.4%	11.7%	20.8%	26.3%	31.2%
WA	1.2%	3.3%	10.3%	13.7%	20.9%	24.1%	26.5%
Australia	1.4%	2.5%	8.2%	13.8%	21.2%	24.1%	28.8%
Similar Schools	0.8%	1.4%	6.1%	10.9%	18.4%	32.0%	30.4%

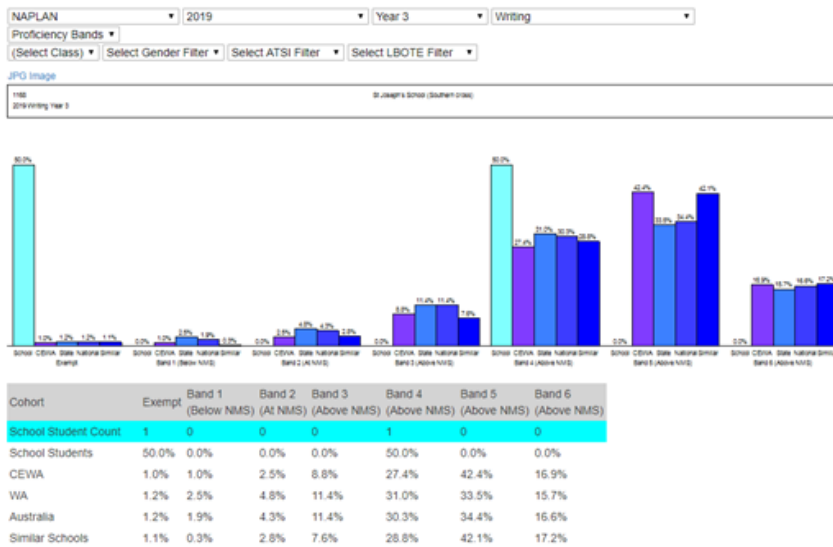
NAPLAN 2019 Year 3 Spelling

Proficiency Bands
(Select Class) Select Gender Filter Select ATSI Filter Select LBOTE Filter

JPG Image
188 2019 Spelling Year 3 St Joseph's School (Southern cross)



Cohort	Exempt	Band 1 (Below NMS)	Band 2 (At NMS)	Band 3 (Above NMS)	Band 4 (Above NMS)	Band 5 (Above NMS)	Band 6 (Above NMS)
School Student Count	1	0	0	0	1	0	0
School Students	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%
CEWA	1.0%	3.2%	6.3%	15.5%	24.8%	25.0%	24.3%
WA	1.2%	6.7%	8.8%	15.7%	22.8%	22.9%	21.9%
Australia	1.4%	5.2%	7.9%	15.0%	22.3%	23.5%	24.6%
Similar Schools	0.8%	2.0%	6.7%	14.6%	26.1%	28.0%	21.8%



There were only three children in Year Three in 2019. Only one child sat the NAPLAN tests, there was one exemption and one withdrawal, however, they did rank above the National Minimum standard in all tests.

Students in Year One who participated in the Early Years Literacy and Numeracy Data ranked mostly above CEWA standards in the different tests. Areas where students ranked below was in Concepts about Print, Dictation and the Duncan Word Test. Students ranked above in most areas of Numeracy including Addition and Subtraction, Counting (like), Multiplication and Place Value.