St Joseph’s
Catholic High School
Albion Park

Annual School Report
2008
About This Report

St Joseph’s Catholic High School, Albion Park is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Wollongong, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report 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 about 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 Annual Action Plan. Following its submission to the Board of Studies, the Report will be available on the school’s website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

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

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PO Box 130
Albion Park NSW 2527
Ph: (02) 42 564388
Fax: (02) 42 565793
Email: info@stjosephs.woll.catholic.edu.au

Principal: Peter McGovern
Date: 27 March, 2009
Vision Statement

As a Catholic school we aim to provide a caring and academic environment which proclaims the teaching of our faith and thus, enables our students to make positive contributions to our ever changing society.

Message from Key School Bodies

Principal’s Message

The 2008 school year was a period of change. A review of the school assessment procedures and the implementation of a new reporting format were two of the outcomes of a new administration and communications system which was introduced into the school in 2008.

The building of the Brother Murphy Memorial Sports Hall was the culmination of significant parent input which also saw the further development of the school grounds and re-fencing of the school property as well as the decision to change the school junior uniform for Year 7 in 2009 to align it with senior uniform changes in the past few years.

The audit of Information Technologies in the school in 2008 was a platform on which major developments took place. The improvements to infrastructure in ICLT was accompanied by a successful submission for 240 new computers from the Federal Government, the purchase of screens and data projectors for classrooms that takes the school within target of achieving data projectors and screens in all classrooms within the next two years.

Curriculum initiatives also included student information technologies in the classroom, curriculum differentiation and reform of structures for students with special needs.

Development of student learning, as witnessed in improvements in external examination results in 2008, was an endorsement of further developments in inquiry based learning and independent learning undertaken at St Joseph’s.

The implementation of school review and improvement resulted in an emphasis on the diverse needs of learners, uses of resources and space, professional development of staff and reporting to the parent community. These initiatives together with student rights and responsibilities will be continued next year.

Among the highlights of the year was an emphasis on the traditions of the school where Catholic community and student engagement were fostered and strengthened. The Parish links program was continued. Student leadership was again strengthened through the much focused alignment of student leadership with social justice initiatives. Community days including St Joseph’s Day where sustainable activities were featured and a walkathon as a fundraiser for a number of charities such as Caritas and St Vincent de Paul highlighted the community building emphasis again present in 2008.

The impact of World Youth Day was significant. The coming of the Cross and Icon to St Joseph’s, the activities involving staff and students in the Days In The Diocese of the Cross and Icon and the events of World Youth Week brought about a strong response in respect to student involvement.
Extracurricular activities included a fifth place in the Rock Eisteddfod finals in Sydney, success in sport across a diverse range of disciplines and considerable student involvement in the Parliamentary Club, public speaking and debating.

**Parent Involvement**

The involvement of parents in our school is a key to the development and maintenance of a strong community spirit within the school. Parents fill many roles around the school such as canteen duty, exam supervision, sport coaching, running school tours and the uniform shop. The parents also supported staff in providing opportunities for students to develop and show their talents in events such as the Student Showcase, School Musicals and the Rock Eisteddfod.

The organisation of social events such as the parent Welcome Night, the Showcase evening and the Blue and Gold Ball provide informal opportunities for teachers and parents to meet. The Parents and Friends Association meetings were well attended and provided the opportunity to have input into topics such as student reports, a revamp of the student uniform, P&F life membership criteria and student scholarships.

The P&F contributed funding to most of the events mentioned above as well as continuing to direct funding to financing the loan for, and finishing projects around, the newly opened Brother Murphy Memorial Sports Hall.

*Parents and Friends Association, President*

**Student Leadership**

The Student Representative Council is a distinct part of our school community; it offers the students of St Joseph’s the opportunity to gain leadership skills and experience along with knowing they have enhanced the life of another. Our strong focus on social justice issues continues to evolve as our school motto ‘Act Justly’ influences every aspect of daily life at St Joseph’s.

The SRC team lead the social justice program within the school and work to instil in the students a sense of the broader community. Some of the causes that our social justice program has promoted over the past 12 months include St Vincent de Paul, Caritas, East Timor Missions, Operation Smile Vietnam and an orphanage school St Joseph’s in Vietnam.

Within our school, we have endeavoured to enhance awareness of our need to care for our local and global environment. In terms of the environmental impact and social justice leadership, structures include the SRC, homeroom leadership and a St Vincent de Paul Chapter. A Parliamentary Club also provides a leadership opportunity for students interested in civics and eager to debate local school issues and promote a student voice in the school.

2009 promises to be a year of success for the St Joseph’s leadership team as we aspire not to have more, but to be more, through the pursuit of social justice, personal growth and knowledge.

*School Captains*
School Profile

St. Joseph’s Catholic High School was established in 1982 to serve the parishes of Albion Park, Dapto, Shellharbour, Warilla and Kiama. It is a 6 stream systemic, coeducational high school. The drawing area’s population is diverse both in socio-economic structure and demographic location ranging from farming to coastal centres to newer urban areas.

As a Catholic school serving a large area of southern Illawarra, St Joseph’s enjoys a rich multicultural background, including Spanish, Maltese, Italian and Greek influences.

Our school motto, 'Act Justly’ influences every aspect of daily life and there is a strong focus on social justice. The religious dimension of our school environment is expressed through the celebration of Christian values in word and sacrament. Liturgy and prayer are fundamental to St Joseph’s strong sense of community. The students’ spiritual development is a shared responsibility of Parish Priests, Principal, staff and students.

The support of our Parish Priests including Father Caterall in Albion Park, Father Jones in Shellharbour City, Father James in Kiama, Father Dowdell in Port Kembla, Father OKeefe in Unanderra and Father Reinberger in Dapto is an important focus of our school with the link between St Joseph’s and the parishes from our drawing areas. In addition the school is fortunate to have Father Honorio’s involvement at St Joseph’s in his capacity as Chaplain.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>482</td>
<td>473</td>
<td>955</td>
</tr>
<tr>
<td>2007</td>
<td>480</td>
<td>470</td>
<td>950</td>
</tr>
<tr>
<td>2008</td>
<td>466</td>
<td>486</td>
<td>952</td>
</tr>
</tbody>
</table>

The Enrolment Policy and Procedures can be found on the Catholic Education Website: www.ceowoll.catholic.edu.au then go to the link Policies.

Student Attendance for 2008

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90.1 %</td>
<td>89.4 %</td>
</tr>
</tbody>
</table>

Student Retention Rate

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Total Enrolment 2006</td>
<td>178</td>
</tr>
<tr>
<td>Year 12 Enrolment at Census Date remaining in</td>
<td>140</td>
</tr>
<tr>
<td>Year 12 at end 2008</td>
<td></td>
</tr>
<tr>
<td>Actual Retention Rate (%)</td>
<td>78.6 %</td>
</tr>
</tbody>
</table>
### Destination Survey

<table>
<thead>
<tr>
<th>Year</th>
<th>No of School Leavers</th>
<th>University</th>
<th>Tafe/Tertiary</th>
<th>Employment</th>
<th>Other School</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>22</td>
<td>20</td>
<td>140</td>
<td>87</td>
<td>22</td>
<td>3</td>
</tr>
</tbody>
</table>

### Staffing Profile

There are a total of 73 teachers at St. Joseph’s Catholic High School.

**School Leadership**

The School leadership Team comprises of the School Executive, Key Learning Area Coordinators and Year Coordinators.

The **School Executive** group includes the Principal, the Assistant Principal, the Religious Education Coordinator, the Curriculum Coordinator, the Administration Coordinator, the Senior School Support Officer, one Pastoral Care Coordinator, one KLA Coordinator and two staff representatives.

The **KLA group** comprises the Principal, the Assistant Principal, the Curriculum Coordinator, the KLA Coordinators, the Learning Technology Coordinator, the Equity Coordinator and the Teacher/Librarian.

The **Pastoral Team** comprises the Principal, the Assistant Principal, two Pastoral Care Coordinators and 6 Year Coordinators.

**Specialist Support Staff**

St Joseph’s has a number of support staff to assist teachers both inside and outside the classroom. The support staff assists with special needs students (6), science and TAS preparation (4), groundsman and cleaners (7), Library/technology (6) and canteen (2).

**Administrative Staff**

The teaching staff is supported by 8 administrative staff that assist with school administration, reporting, financial organisation and printing.

**Teaching Staff Experience**

St Joseph’s staff have a wide range of teaching experience ranging from those with greater than 20 years experience (31) to staff with less than 5 years experience (6).
Teacher Standards

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

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

Staff Attendance

The average daily staff attendance rate for 2008 was 97.08%.

The staff retention rate is high at St. Joseph’s with 93.6 % of the teaching staff remaining for the 2008 school year.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Joseph’s Catholic High School staff. During 2008 school personnel undertook a range of professional learning activities related to improving student outcomes.

The staff were involved in a range of professional development opportunities that included whole school development days to individual staff attending courses run by the Catholic Education Office and other Learning providers and institutions.

The Professional Learning opportunities included those designed to enhance learning and teaching strategies, assessment construction, pastoral care of students and school structure and organisation.

These included:

A. St Joseph’s whole school development days involving 73 teaching staff.
   These days focused on:
   • School organisation and planning,
   • Staff spirituality and community,
   • School Review and Improvement, and
   • Programming and assessment development.

B. Other professional learning activities provided at school level including CEO run courses:
   • Leading Learning Networks (14 staff by 2 days each),
   • IEP workshops ,
   • Vocational Education and Training planning and networking (16 days),
- Technology in-servicing,
- Numeracy and Literacy courses,
- Subject Specific knowledge development,
- Flexible school structures,
- Boys education, and
- Professional teacher association courses.

School based expenditure on professional learning in 2008 was $17,133. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Culture of the Catholic School

Our Rationale states: “Religious Education is central in a Catholic School and should permeate the whole environment. It is the fabric of the school life as we aim to integrate faith and life. It is the Religious dimension of the school and encompasses such things as prayer, liturgies, community service, retreats and integration of the values in the curriculum is reflected in the relationships which exist within the school: Staff - student, student - student, staff - staff.” (Religious Education/Liturgy Handbook). The Catholic Culture of St Joseph’s is achieved through the activities and relationships within the community.

The Curriculum

The Religious Education curriculum is integral at St Joseph’s and we understand that the Catholic culture cannot be promoted unless the students are in a sound learning environment.

Emphasis on Prayer

Prayer is an important part of life at the school, evidenced by regular Morning Prayer, Liturgies which occurred for special occasions, examples of which are: Mass to welcome the new Year 7 students, the Liturgy for the opening of the school year, the celebration for the Feast of St Joseph; Ash Wednesday, Easter, Sorry Day and Remembrance Day. Masses were celebrated for the end of Years 12 and 10, and the Giving Mass at the end of the year. Each week a home room joined the Parish to celebrate Mass in the Parish Church. Students joined their own Parish Priest for a Mass to raise awareness of their relationship with parish.

Social Justice

There has been a very strong emphasis on working for Social Justice at St Joseph’s. The school participates in Project Compassion and many Social Justice ventures. We do not speak of charity, rather students and staff are more familiar with the term Social Justice.

All the money raised from student socials were passed on to social justice organisations. The school had its annual Walkathon, the proceeds of which were shared between the Carmelite Missionaries in East Timor, Smile in Vietnam and St Joseph’s Orphanage in Vietnam. The St Vincent de Paul Society benefited from a truck load of hampers collected for the needy at Christmas. These charitable actions integrated with an education program make the community more aware of the needs of those less fortunate than ourselves.
Environmental Awareness

Many efforts are made to inform the community that we are custodians of Creation and the environment. Students and staff are educated about the need to care for the environment, with many staff and students taking this challenge to heart. On a practical level, regular work was done by staff and students to beautify the school and to work for the good of creation. The promotion of community days such as St Joseph’s Day with an emphasis on students and staff tending the gardens in the school symbolise the attention to our environment which is such an important part of our school culture.

Student Welfare

The pastoral care programs implemented in 2008 are committed to the provision of a safe and secure environment for students through the promotion of mutual respect, tolerance and the acceptance of each individual.

The provision of two Pastoral Care Coordinators overseeing the work of the year coordinators encouraged a team approach to the suite of pastoral programs implemented and the continuation of a structure which encourages year coordinators to progress with the cohort of students each year allows for the implementation of an effective case management approach to student behaviour.

The pastoral needs of students are very much met by this team of pastoral care coordinators and year coordinators who work very closely with the school counsellors to provide support for students in the classroom by liaising with the teaching staff. The team offers assistance in the areas of mediation, organisation, conflict resolution, self esteem and anger management.

The school structures adopted to coordinate behavioural management include regular year team meetings of staff, the monitoring of student progress through diary checks, regular pastoral meetings of the pastoral staff of the school and fortnightly meetings between the Assistant Principal and the Pastoral Care Coordinators. A case management approach is taken by the school which is supported by regular meetings between the Principal, Pastoral Care Coordinators and counsellors and a Board of Review which meets regularly with students who require assistance. The merit system in place, principal morning teas and picnics towards the end of the year are some of the processes in place to reward positive behaviours.

Counselling for students is provided by Centacare which provides St Joseph’s with the services of two counsellors each for two days each week. Students may be referred by parents or through the pastoral team, and, in some cases, students will self refer. Students present with a range of issues which include anxiety, coping with change, grief and loss, depression and relationships. Our Centacare Counsellors also assist the teaching staff in the running of programs such as Rock and water, Seasons For Growth, Talk Sense to You and Peer Support, group activities which build resilience and emotional intelligence.

In 2008 boys and girls groups in Stage 4 and 5 have again been a focus of pastoral programs. Boys are catered for through the group which uses a mentoring program to address boys and girls who are underachieving. Girls groups formed in Stages 4 and 5 address self esteem,
attitude and behaviour amongst the girls. These groups have had considerable success in addressing performance and behaviour in 2007.

These groups build resilience, target self esteem, group interaction and build skills in goal setting and work organisation. They provide students with the necessary help to develop motivation skills in order for students to achieve potential.

A particular focus in 2008 was the continuing emphasis on cyber bullying and appropriate use of the internet. The school has held forums for parents, invited the police to address our students at assembly, made internet use and cyber bullying focus areas at retreats, year meetings and work across the curriculum.

All these programs develop resilience, self esteem and the confidence to gain academic results more in line with the potential that students have.

**Financial Summary**

The following graphs reflect the aggregated income and expenditure for St Joseph’s Catholic High School for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Learning & Teaching

Introduction
In 2008 the St Joseph’s curriculum management team involved itself in activities and initiatives that supported the professional needs of their staff in relation to “Developing Authentic Practices”. Specific focus was on assessment task development, dealing with curriculum adjustments to meet the needs of all students, and creating a differentiated classroom with a link to use of technology to support learning of all persuasions.

A continuation of priorities such as differentiating the curriculum was evident through committees such as Learning and Teaching, INTEL, Gifted and Talented, Learning Technologies and Special Needs.

Priority was given to developing an effective curriculum and administration support system in order to co-ordinate all aspects of learning and teaching, with particular emphasis on Reporting. The Denbigh system was piloted during 2008 for full implementation in 2009.

Curriculum and Pedagogy
The KLA management team were interviewed during term 1. Priority was given to reviewing teaching programmes with specific reference to assessment and reporting practices. Data collected was used to assist with the development of a new reporting system. Throughout 2008 the KLA team developed in conjunction with the Denbigh Group, a reporting format that was to be piloted with Year 7 in Semester 2. Ongoing conversations with staff, parents and students led to a product that was implemented and evaluated in December.

The practice of making grade distribution tables available to parents at the end of a reporting period continued with the view to complete an internal analysis of results to help inform learning and teaching practices in stages 4 & 5. A continuation of data analysis of HSC and SC also continued.

Cross Curriculum
Opportunities for staff to work across faculties were encouraged through the Learning and Teaching Committee. The need to map assessment and learning opportunities across KLA’s was identified as a priority for 2009. The INTEL course continued with the partnership between St. Josephs and St Pauls. Year 6 and 7 students worked on an integrated program which utilised technology to allow students to develop a variety of skills to meet the demands of learning across the curriculum.

Meeting the Needs of All Students
The Gifted and Talented Program developed into its third year as a result of planning in 2006. In 2008 staff was further inserviced at staff meetings. The Gifted and Talented Data Base and website were regularly updated and all information was added to the Denbigh Administrative System to support teachers in supporting students who had been identified.
The “Boys Group” of underachievers was continued with an additional staff member added to help support the growth of students identified students. Goal setting and motivation continued to be a focus of these groups. Results of students’ responses to the programme were presented at a staff meeting.

The growth in the Special Needs area initiated changes to the support that was offered to the classroom teachers. Students with special needs were either supported full time in the Learning Resource Centre or partial support was offered to classroom teachers with learning resource centre staff assisting with curriculum adjustments. Further growth in numbers of students in this area will be a cause to review the effectiveness of these practices in the future.

**Expanding Learning Opportunities**

Learning outside the classroom was evidenced through student involvement in competitions in English, Mathematics and Science as well as opportunities in the arts through Rock Eisteddfod, School Musical and School Expo, which also provided opportunities across other faculties.

**Vocational Education and Training**

In the area of Vocational Education and Training, St. Joseph’s offered courses in Hospitality, Construction and Information Technology. Further opportunities in externally provided TVET courses were also accessed by students in the areas of Entertainment, Fashion Visualisation and Aged Care Nursing as well as access to Traineeships with local TAFE’s. Hospitality in particular continued to grow as a subject, with the school looking to provide upgraded facilities to meet the demands of this course.

**Professional Learning**

The KLA Coordinators worked on developing professional development plans for their staff. This was supported through the KLA meeting structure where coordinators acted as collegially and provided professional readings at co-ordinator meetings which supported the theme of “Developing Passionate Learners”.

A staff mentoring system was also introduced in semester 2, whereby, on a voluntary basis, teachers viewed and reviewed lessons from a teacher in a different faculty to their own. This process was received with tremendous enthusiasm and will be developed further in 2009.

Staff continued to access Professional Learning opportunities offered by the Catholic Education Office, including Leading Learning Network meetings for Middle Managers.
Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. The National Assessment Plan for Literacy and Numeracy (NAPLAN) provides information that assists in diagnosing individual learning needs and reviewing whole school teaching programs. Results must be seen in the context of the school community. Information on student progress is communicated regularly and parents are provided with opportunities for discussion. If further information is required about student achievement, please contact the school.

**NAPLAN**

A full evaluation of the NAPLAN data has been conducted within the school and as a response to this, a Numeracy Coordinator and a Literacy Coordinator have been appointed. The results of the report produced from the NAPLAN data have been summarise below:

In Year 7 Literacy, the candidates from St Joseph’s achieved better than the national averages in all areas of Literacy. Within these results, the students were relatively stronger in grammar and punctuation, spelling and writing than they were in reading. A greater proportion of students achieved at or above National Minimum Standards (NMS) at St Joseph’s than compared to national averages.

In Year 9 Literacy, the candidates from St. Joseph’s achieved better results than the national averages in bands 7 & 8 of all areas of Literacy. The candidates however, performed below national averages in the 9 and 10 bands (the top 2 bands). The Learning gain of these students was not up to expectations however, it should be noted that 2008 was the first testing regime under the NAPLAN processes. Prior to this, students completed the ELLA and SNAP tests which were state based. A greater proportion of students achieved at or above National Minimum Standards (NMS) at St Joseph’s than compared to national averages.

In Year 7 Numeracy, students achieved above national averages in bands 6 & 7 but below in bands 8 & 9. Students performed relatively equally in all areas of numeracy (Number, patterns and algebra, Measurement and data, Space and geometry). A greater proportion of students achieved at or above National Minimum Standards (NMS) at St Joseph’s than compared to national averages.

In Year 9 Numeracy, students achieved above national averages in bands 7 & 8 but below in bands 9 & 10. Students performed relatively equally in all areas of numeracy (Number, patterns and algebra, Measurement and data, Space and geometry). A greater proportion of students achieved at or above National Minimum Standards (NMS) at St Joseph’s than compared to national averages.

**Higher School Certificate**

In 2008, 138 students sat for examinations in the Higher School Certificate and 138 students received their HSC. The results from the 2008 cohort were strong with a number of high achieving students. Student achievement was reported on a standards framework using Course Marks and Performance Bands from 1 to 6 with Band 1 (the lowest) indicating that students
have not achieved the minimum standard. Student achievement in Extension Courses is reported in Performance Bands from E1 to E4.

Of the Board Developed Courses, 22 were above the state average (66.7%) and 11 subjects scored below. Performance in our 4 largest cohort subjects is as follows:

In Studies of Religion 1 there were 98 students with:
20.4% of students achieved Bands 5 and 6 (compared with 43.54% state-wide), and
0% of students achieved Band 1 (compared with 1.43% state-wide).

In English Standard there were 72 students with:
9.72% of students achieved Bands 5 and 6 (compared with 5.95% state-wide), and
0% of students achieved Band 1 (compared with 5.74% state-wide).

In General Mathematics there were 68 students with:
22.05% of students achieved Bands 5 and 6 (compared with 25.67% state-wide), and
1.47% of students achieved Band 1 (compared with 6.09% state-wide).

In English Advanced there were 66 students with:
40.9% of students achieved Bands 5 and 6 (compared with 49.39% state-wide), and
0% of students achieved Band 1 (compared with 0.12% state-wide).

School Certificate

In 2008 there were 161 students who received a School Certificate. Student achievement is reported as a percentage score and in Bands from 1 to 6 with Band 1 indicating that students are operating below minimum standard. Computing Skills is not reported in Bands.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – Literacy</td>
<td>78.42</td>
</tr>
<tr>
<td>Mathematics</td>
<td>71.18</td>
</tr>
<tr>
<td>Science</td>
<td>75.83</td>
</tr>
<tr>
<td>Australian History, Civics &amp; Citizenship</td>
<td>72.66</td>
</tr>
<tr>
<td>Australian Geography, Civics &amp; Citizenship</td>
<td>76.86</td>
</tr>
<tr>
<td>Computing Skills</td>
<td>83.86</td>
</tr>
</tbody>
</table>
St Joseph's Catholic High School
Albion Park
Student Achievement 2008

National Assessment Program Literacy and Numeracy
Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 7 and 9 in May this year. NAPLAN replaces the previous State-based Basic Skills Test 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. Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement. Please note: Figures have been rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>NAPLAN 2008:</th>
<th>YEAR 7</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>% in Bands</td>
<td>Bands 4 and 5</td>
<td>Bands 6 and 7</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>13%</td>
<td>59%</td>
</tr>
<tr>
<td>National</td>
<td>19%</td>
<td>56%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
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<td></td>
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<tr>
<td>School</td>
<td>13%</td>
<td>55%</td>
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<tr>
<td>National</td>
<td>21%</td>
<td>53%</td>
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<tr>
<td><strong>Spelling</strong></td>
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<tr>
<td>School</td>
<td>14%</td>
<td>54%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>Grammar &amp;</strong></td>
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<tr>
<td>Punctuation</td>
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</tr>
<tr>
<td>School</td>
<td>22%</td>
<td>49%</td>
</tr>
<tr>
<td>National</td>
<td>22%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
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</tr>
<tr>
<td>School</td>
<td>21%</td>
<td>58%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>52%</td>
</tr>
</tbody>
</table>

Student Achievement of National Minimum Standard

The lowest Band for each year (Band 4 in Year 7 and Band 5 in Year 9) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % AT or ABOVE NMS</th>
<th>YEAR 7</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>94%</td>
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**Parent, Student & Staff Satisfaction**

Surveys undertaken with parents at the completion of the 2008 school year indicated that there was very strong support for the Religious Education programs offered in the school (97%). The results of the staff survey were along similar lines with 97% of staff responses indicating a strong sense that the school helped students to gain a strong understanding of Catholic tradition. 83% of the 184 students across Years 7 to 12 surveyed believed that the school helped their understanding of the Catholic faith whilst 17% disagreed. 90% of the students asked reported that they were proud to be in a Catholic school.

84% of the parent respondents believed the school met the varying learning needs of the students whilst some 13% were unsure. 85% of staff surveyed agreed that students were challenged to maximise their learning needs. 95% either strongly agreed or agreed that the school was committed to meeting the individual needs of students. In terms of their learning students generally felt that class work was challenging (88%).

In relation to pastoral care parents felt strongly that the school prioritised and succeeded in meeting the pastoral needs of students (94%). Staff, too, believed that the school provided a supportive and caring environment (91%) whilst students concurred that they felt supported in being able to get help in issues not related to their school work (83%).

In the area of communication 89% of parents reported that they believed there was effective communication between school and home. 80% of parents surveyed believed that this sentiment was also present in the ease of communicating with the teachers of their children. 20% were undecided.

85% of parents believed the information provided regarding their child’s progress was appropriate. The staff also supported the view that reporting to parents was appropriate in the information given (95%).

94% of parents believed the facilities of the school met the needs of the students. 94% of students surveyed believed that the school offered a range of co-curricular activities that they believed was appropriate for them. This was also matched by the parents who saw the co-curricular program as strength of the school (97%).

88% of parents were positive about the discipline procedures in the school with 9% undecided. Staff were in agreement with 97% of staff believing that students understood their rights and responsibilities.
School Review and Improvement

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 all schools have begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:
- Reporting student achievement
- The provision for the diverse needs of learners
- Professional development of staff
- Use of resources and Space

School Review and Improvement components to be reviewed in 2009:
- Reporting student achievement
- The provision for the diverse needs of learners
- Professional development of staff
- Use of resources and space
- Reporting to the community
- Students’ rights and responsibilities