St John the Evangelist Catholic High School
Nowra

Annual School Report
2008
About This Report

St John the Evangelist Catholic High School, Nowra 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.

Holy Spirit College Catholic Secondary School, Bellambi 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:

St John the Evangelist Catholic High School
PO Box 1046,
Nowra NSW 2541
Ph: (02) 4423 1666
Fax: (02) 4423 1086
Email: info@sje.woll.catholic.edu.au

Principal: Neil McCann
Date: 26 March 2009
Vision Statement

Our vision is that St John the Evangelist High School will become known as a compassionate and just educational community based on Catholic traditions. This community will value peace, will promote the growth of the whole person and will be uniquely responsive to the needs of the Shoalhaven and surrounding regions.

Message from Key School Bodies

Principal’s Message

St John the Evangelist Catholic High School is part of the St Michael’s Parish Nowra. It has links to the Catholic feeder primary schools of St Michael’s Primary school Nowra and St Mary’s Star of the Sea Primary school Milton.

Parent Involvement

Parent involvement is strong at St Johns. St Johns strives to be an inclusive community where parents are seen as partners in their child’s Catholic education. The Parents and Friends Association meets on the second Monday of each month in the staff common room. Guest speakers are invited to P & F Meetings regularly to keep parents updated with current trends in education and happenings within the school. Parents are active volunteers in the school in the Canteen, Reading program, Special Education support, Library work, book covering, examination supervision and sporting teams. Parents are surveyed regularly and information evenings are held throughout the year.

Student Leadership

Student leadership in Year 12 consists of two Captains, two Vice Captains and six House Captains, while in years 7-11 two Student Representative Council members are elected per PALS groups. The Student Representative Council meets fortnightly. The SRC holds theme Discos each term, supports the inter-house competitions and school carnivals and assists in charity work. Year10 Peer Support leaders (60 students) assist year 7 orientation and camp and Year 11 Peer Mediators (20 students) assist year 8 with conflict resolution.

Highlights for 2008

The most significant highlights for 2008 were the World Youth Day celebrations. The Journey of the Cross, Icon and Message Stick on 30th March was celebrated with an outdoor Mass at school with the parish. The Cross remained at school overnight before processions and celebrations around Nowra the following day. Years Seven and Eleven escorted the cross across Nowra bridge before it made its way to the Bomaderry Homes. Students participated in the Festival of Light celebrations as part of the Days on the Diocese, before upward of eighty students participated in the actual World Youth Days activities in Sydney.
In Pastoral Care, a new direction was set with the introduction of the Restorative Justice approach to behaviour management. The school received funding for staff professional development through the Learning Communities Project scheme and this provided a number of professional development seminars to facilitate the change.

Foundation Day was held on May 23rd 2008 and was celebrated with a Mass followed by a fair, with PALS groups hosting various stalls, with funds raised going to the Student Representative Council and charities.

The school also took possession of the newly completed Religious Education and Performing Arts block. This facility has already had a major impact on lesson delivery and student learning. The school was successful in its application for computer funding as part of the government’s education revolution. 196 new computers were purchased and an information technology plan was implemented to maximise access to technology across the school.

Students and a number of teachers produced the musical “How the West was Warped”. It was highly acclaimed and very well attended.

**School Profile**

St John the Evangelist Catholic High School was established in 1990, to serve the Catholic students of the Shoalhaven area. It is a five stream co-educational catholic high school moving to six streams in stage 4 for 2007. The school draws its year 7 enrolments from 24 local primary schools of which 2 are Catholic.

**Student Enrolments**

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>416</td>
<td>398</td>
<td>814</td>
</tr>
<tr>
<td>2007</td>
<td>419</td>
<td>428</td>
<td>847</td>
</tr>
<tr>
<td>2008</td>
<td>433</td>
<td>454</td>
<td>887</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>2008</td>
<td>92.1%</td>
<td>92.7%</td>
</tr>
</tbody>
</table>
### Student Retention Rate

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 Total Enrolment 2006</td>
<td>124</td>
<td></td>
</tr>
<tr>
<td>Year 12 Enrolment at Census Date remaining in Year 12 at end 2008</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>Actual Retention Rate (%)</td>
<td>82%</td>
<td></td>
</tr>
</tbody>
</table>

### Destination Survey

<table>
<thead>
<tr>
<th></th>
<th>Yr 10</th>
<th>Yr 11</th>
<th>Yr 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of School Leavers</td>
<td>28</td>
<td>28</td>
<td>102</td>
</tr>
<tr>
<td>University</td>
<td>0</td>
<td>0</td>
<td>51</td>
</tr>
<tr>
<td>Tafe/Tertiary</td>
<td>1</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Employment</td>
<td>14</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Other School</td>
<td>13</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

### Staffing Profile

In 2008 there were a total of 68 (27 male, 41 female) teachers at St John the Evangelist Catholic High School. Our teaching staff was equivalent to 59.7 FTE, with 10.7 FTE (3 male, 16 female) part time teachers.

### Administrative Staff

Support staff consisted of 5 full time female and 12.8 FTE (4 male and 20 female) part time. Specialist support staff included Food Technology Assistant, TAS (wood) Assistant, Science Assistant, Special Education Assistants and Clerical and Library Assistants,1 (0.5equivalent) Indigenous support staff and 1 part time Supported Wage support staff.

### School leadership

School leadership structures include: a School Management team consisting of Principal, Assistant Principal, REC (3point), Pastoral Coordinator (3 point), Leader of Administration and 2 Staff (elected) Representatives; a Learning and Teaching Committee consisting of Curriculum Coordinator (chairperson), all 8 KLA Coordinators (2 point), Librarian, Learning Technology Coordinator, VET Coordinator and Special Education Coordinator; a Pastoral Committee consisting of Pastoral Coordinator (chairperson), the 6 Year Coordinators (1 point), Careers Coordinator and the School Counsellor.

### Teaching Staff Experience

Teaching experience summary: 12% with less than 5 year experience; 10% with 6-10 years experience; 25% with 11 -20 years experience; 48% with in excess of 20 years experience. The staff retention rate in 2008 was 92%. Average daily staff attendance rate for 2008 was 96.57%.
**Teacher Standards**

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

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

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

**Staff Attendance**

The average daily staff attendance rate for 2008 was 96.57%.

The staff retention rate is high at St John the Evangelist Catholic High School with 92% 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 John the Evangelist Catholic High school staff. During 2008 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
- Quality Learning & Teaching
- Assessment for Learning
- Thinking Skills
- Technology
- Boys Education
- Student Management
- Pastoral Care
- Religious Education

School based expenditure on professional learning in 2008 was $23,598.57. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.
Culture of the Catholic School

2008 has been unique with World Youth Day. Catholic Identity at St John has reinforced ties with St Michael’s Parish through the work of Fathers Faherty and Healey who celebrated school liturgies and the Sacraments of Reconciliation and Eucharist with students. Key liturgical experiences were Ash Wednesday, Foundation Day, ANZAC Day, NAIDOC Week, Year 12 Graduation Mass, and Parents’ and Friends’ Mass. Parish connection had been further enhanced by events of WYD08, with parishioner sponsorship of students for WYD08, and an outdoor Mass at St John’s for the Journey of the Cross, Message Stick and Icon (JCI) in March. Students participated in WYD08 for the Nowra leg of the JCI with Mass, an overnight vigil, Liturgies at Hanging Rock, at the Shoalhaven, and at Marriott Park, the JCI Walk across the Shoalhaven Bridge, and Bomaderry Home Liturgy. Indigenous students had significant input at all ceremonies. Our students contributed to the Pilgrim’s Living Justly events at St Michaels (July). WYD08 was given priority: two coordinators shared this role drawing students into the spirit of events at Wollongong and Sydney. The success of this initiative is evident: St Johns had the largest contingent of students attending Sydney events for the Diocese.

Prayer and Liturgy fortify Catholic Life of the school and is pivotal to the community evidenced in daily prayer, special liturgies, assemblies, Retreat (Year 11) and Reflection Days (Years 7-10 and 12).

A collegial approach in teaching Stage 4 RE has been facilitated by the Assistant RE Coordinator and Stage Team members. The new RE Block has been functional to this pedagogical approach, allowing for shared space activities, individual class/groups and ICT facilities. A student-centred approach in teaching/learning has been adopted in RE at all levels.

Social Justice continues to thrive with a St Vincent de Paul Conference established, and a Social Justice Committee under the guidance of two teachers sharing the Coordinator’s role. Students were highly involved in Social Justice fund-raising for St Vincent de Paul through the Winter Doorknock Appeal, the Winter Sleep-out, Foundation Day collections and the Christmas Hampers, as well as collecting for Project Compassion and Catholic Missions. A Sacramental Programme catering for students who wish to complete Sacraments during High School has been established and has had a significant degree of success with candidates completing Sacraments including Baptism, Reconciliation, Communion and Confirmation.

This year’s Staff Spirituality Day centred on Restorative Justice with the intention of inducting all members of the school community into this approach for conflict resolution. The School’s Animation Team continues to contribute to the prayer and spiritual life of the staff community. RE Staff continue to benefit from the in-services and Spirituality Days provided by the CEO, and the RE Certificate Courses.
Student Welfare

Pastoral Care at St John’s includes the areas of student welfare, student management and values education. The Pastoral Team consists of a Pastoral Coordinator (3 point), 6 Year Coordinators (2 point time release/1 point pay), 1 student Pathways Coordinator (2 point time release/1 point pay) and 104 Pastoral and Learning Support (PALS) groups who are organised into year group teams within the school House System. There are six House patrons who assist colour teams for inter-school competitions to promote House/School spirit and connectedness. Students have access to three days of Centacare counselling support per week. Key Learning Area Coordinators manage classroom discipline matters within their faculties. PALS teachers monitor student progress and interview individual students following a set structured questionnaire. Incident reports for more serious issues are entered on a central database and reports are distributed to Year Coordinators and the Pastoral Coordinator to monitor and act upon. Merit Awards and house points are used to encourage positive behaviours. Restorative approaches to student management have been introduced and developed during 2008.

Student Support and preventative initiatives include: Peer Mediation that is provided by trained Year 11 Students to assist in conflict resolution for junior (7-9) students; Peer Support training for Year 10 students to facilitate the Orientation and transition of the incoming Yr 7 students; Student Leadership training days for senior students (10-12); Resilience course (Resourceful Adolescent Program) for all Year 9 Students; Learning to Learn Studies Skill program; Careers Education in Year 10; regular year assemblies. Safe School Framework initiatives to combat bullying and harassment as well as student management policies and procedures are managed through the pastoral structures. Both these areas were thoroughly reviewed in light of Restorative practices and policies embraced by the school. All policies, procedures and expectations including codes of conduct, suspension and exclusion guidelines are available to staff, parents and students on the school website or by contacting the school office. A collaborative approach with numerous avenues of communication is evident across the Pastoral and KLA teams in order to provide a supportive school environment.

The Complaints and Grievances Procedures can be found on the Catholic Education Office Website: www.ceowoll.catholic.edu.au then go to the link ‘Policies’.

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.
Financial Summary

During 2008 a building project was finalised and another commenced. Accumulated funds were earmarked for refurbishment and fitting out of the new areas.

The Parents and Friends Association earmarked funds for future development of a gymnasium.

The following graphs reflect the aggregated income and expenditure for St John the Evangelist 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.

Income

Expenditure
Learning & Teaching

Introduction
St John the Evangelist Catholic High School is committed to Excellence in Learning and Teaching. During 2008 the implementation of the School Review and Improvement plan saw development in each of the following aspects of Learning and Teaching.

Curriculum and Pedagogy
Staff development has been based on the School Review and Improvement Plan, focusing on Curriculum Provision to meet the needs of diverse learners. This has been integrated with the use of ICT to enhance learning. There was an extension of the mandatory ICLT task into stage 5 across all subject areas. New syllabus implementation continued in line with the NSW Board Of Studies requirements. Assessment for Learning was a key focus. Parent Teacher interview evenings were held for each year group after each report.

Cross Curriculum
This year has seen the consolidation and further development of the Integrated Learning Modules in year 7. The units are skills-based with a focus on developing skills that will be useful across all curriculum areas, practise these skills and transferring them to their other class work. The Units included: Johnny’s Believe or Not: incorporating skills in group-work, researching techniques from books, pamphlets and the internet, note-taking, brainstorming, report writing, model making, speech presentations. Heroes and Villains: Students identified their preferred learning styles and used a matrix to select learning experiences. They developed group-work skills and made and edited an imovie. Getaway: Using the task of planning a holiday to a dream location students developed skills in research in books, journals, brochures and the internet. They produced a spreadsheet of their budget and converted money to other currencies. The information was presented on a web page. Critical Thinking: A unit on thinking skills helped students identify their learning styles and recognise how they think and learn. Games were used as a context for this learning. Students also developed skills in further web page design.

Meeting the Needs of All Students
Diversifying learning has been addressed by adjustments to learning experiences and programs, assessments and special provisions for examinations. An inclusive practice of classroom support for special education and low literacy students is evident in 7-12. A wide-reading and literacy intervention program for stage 4 and the Numeracy initiative was consolidated and extended.

Expanding Learning Opportunities
Stage 5 short courses included, Careers, RAP (Resourceful Adolescent Program), Information Technology, Learning to Learn, Communication & Public Speaking, Drama games, Sustainable Living, Design, Consumer Science, Peer Support, Learning Leadership, Financial Literacy. Short courses were expanded to include Puzzles & Logic, Collecting, Collating & Reporting. All stage 4 students entered the English, Maths and Science competitions along with some students from other years and achieved the following results: English gained 10 distinctions and 20 credits; Maths gained 8 distinctions and 49 credits; Science gained 1 High
Distinction, 10 distinctions and 35 credits. A number of students from Years 9 & 10 participated in the Geography competition gaining 10 distinctions and 14 credits.

**Vocational Education and Training**

TVET enrolments for 2008 totalled 31 students in stage 6: 2 Animal Care, 3 Information Technology, 4 Tourism, 2 Automotive, 2 Child Studies, 1 Beauty Therapy, 1 Fashion, 1 Hairdressing, 5 Business Services, 1 Marine, 1 Metals and Engineering, 1 Property Services, 1 Nursing, 2 Electro technology, 1 Accounting, 3 Aeroskills. A further 67 students were enrolled in the school based VET courses Construction, Hospitality and Sports Coaching. This totals 49% of Stage 6 students (years 11 and 12) undertaking VET Courses compared to the total number of students in stage 6 in 2008. 41% (Year 12) completed at least 1 VET course in Stage 6 compared to the total number of students in stage 6 in 2008. VET in stage 5 was offered for the second year with 25 students completing Agrifood courses.

**Technology**

Students have improved access to technology equipment and facilities: 2 large computers laboratories in the Maths block( 1 Mac and 1 PC), 1 PC lab in Science, 3 small labs in the Library and 2 large Mac labs in R4 and TAS (T6) block, small pods of computers in Music, TAS foyer. 6 mobile laptop and projector sets for class use. Sets of still and video cameras are available for class use. Equipment is available for students to borrow through the library for personal use at home. There are additional digital projectors and mobile laptop sets in each KLA area. The school has invested significant resources into Technology and its effective classroom use.

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. The national literacy and numeracy testing program 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**

**Student Achievement in Bands**

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 7 and 9 in May 2008. 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 Band 4 to 9 with Band 9 representing the highest achievement and Year 9 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.
Year 7
The school performed below the state average in both Numeracy and Literacy. The school was below the Diocesan average for percentage of students in the top bands and in writing and spelling, but above Diocesan average for students in the top bands in Reading, Grammar and Punctuation. The school was above the Diocesan average in literacy.

The school has less student percentage in the top band and more in the bottom band in Numeracy.

In neither Numeracy or Literacy did there appear to be a bias related to feeder schools.

Year 9
The school performed below the state average in both Numeracy and Literacy. The school performed slightly below the Diocesan average in both Numeracy and overall Literacy.

Literacy Growth
The school had above average growth in writing and spelling compared to the Diocese. Learning gain in Literacy was higher at the bottom end, but there were some excellent learning gains among some high achievers.

Girls easily outperformed boys in all aspects of literacy.

Numeracy Growth
Good lower end growth but disappointing growth amongst higher achievers.
Boys outperformed girls in Numeracy.

There appears to be a clear correlation between learning growth and disengagement.

Higher School Certificate
In 2008, 96 students sat for examinations in the Higher School Certificate and all 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, 20 were above the state average (% shown in brackets) and 10 subjects scored below. Performance in our 4 largest cohort subjects are as follows:

In Studies of Religion 1 unit there were 55 students with: 30.9 % of students achieved Bands 5 and 6 (compared with 43.58% state wide). 7.27 % of students achieved Band 1 (compared with 1.43 % state wide).

In English Advanced there were 64 students with: 24.99 % of students achieved Bands 5 and 6 (compared with 49.39 %state wide). 0 % of students achieved Band 1 (compared with 0.12 % state wide).
In General Mathematics there were 59 students with: 23.72% of students achieved Bands 5 and 6 (compared with 25.67% state wide). 3.38% of students achieved Band 1 (compared with 6.09% state wide).

In PDHPE there were 46 students with: 19.55% of students achieved Bands 5 and 6 (compared with 32.22% state wide). 0% of students achieved Band 1 (compared with 3.52% state wide).

School Certificate
In 2008, 133 students achieved a School Certificate.

In English 39.99% of students achieved a band 5 or 6 compared with 38.58% state wide.
In Mathematics 14.07% of students achieved a band 5 or 6 compared with 25.39% state wide.
In Science 42.21% of students achieved a band 5 or 6 compared with 31.92% state wide.
In History 8.14% of students achieved a band 5 or 6 compared with 22.98% state wide.
In Geography 27.4% of students achieved a band 5 or 6 compared with 28.17% state wide.

All year 10 participated in the first compulsory computing studies test on line and attained very favourable results. 70.37% achieved Highly Competent and 28.14% achieved Competent.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – Literacy</td>
<td>77.96</td>
</tr>
<tr>
<td>Mathematics</td>
<td>69.37</td>
</tr>
<tr>
<td>Science</td>
<td>77.69</td>
</tr>
<tr>
<td>Australian History, Civics &amp; Citizenship</td>
<td>68.20</td>
</tr>
<tr>
<td>Australian Geography, Civics &amp; Citizenship</td>
<td>75.26</td>
</tr>
<tr>
<td>Computing Skills</td>
<td>82.66</td>
</tr>
</tbody>
</table>
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: % in Bands</th>
<th>YEAR 7</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>B4 and 5</td>
<td>B6 and 7</td>
</tr>
<tr>
<td>Reading</td>
<td>16%</td>
<td>54%</td>
</tr>
<tr>
<td>National</td>
<td>19%</td>
<td>56%</td>
</tr>
<tr>
<td>Writing</td>
<td>18%</td>
<td>60%</td>
</tr>
<tr>
<td>National</td>
<td>21%</td>
<td>53%</td>
</tr>
<tr>
<td>Spelling</td>
<td>17%</td>
<td>64%</td>
</tr>
<tr>
<td>National</td>
<td>18%</td>
<td>54%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>20%</td>
<td>57%</td>
</tr>
<tr>
<td>National</td>
<td>22%</td>
<td>54%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>18%</td>
<td>60%</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>Reading</td>
<td>School</td>
<td>97%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>95%</td>
</tr>
<tr>
<td>National</td>
<td>93%</td>
<td>88%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>95%</td>
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<td>National</td>
<td>94%</td>
<td>91%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>94%</td>
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<td>National</td>
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<td>91%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>97%</td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>95%</td>
</tr>
</tbody>
</table>
Parent, Student & Staff Satisfaction

During 2008 a parent survey opportunity was provided for parents.

A small number (28) completed the survey but a number of things are evident, despite the small number.

The parents see as strengths the school’s ability to develop a knowledge and understanding about the Catholic traditions. They believe the teachers are genuinely interested in the welfare of children and feel that the school effectively communicates information about activities and events.

Areas which received the lowest satisfaction rating related to the school’s ability to meet each child’s individual learning needs and also the school’s provision of appropriate information about progress in reporting. It is clear that reporting to parents is still a significant task and even though this was a School Review and Improvement focus in 2008, further work in this area is needed.

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:

- Catholic Life and Religious Education – Religious Education
- Students and their Learning – Pastoral Care
- Pedagogy – Provision for the Diverse Needs of Learners
- Human Resources, Leadership & Management – An Ethical Workplace Culture
- Parents, Partnership, Consultation & Communication – Reporting to the Community
- Resources, Finance and Facilities – Use of Resources and Space
- Strategic Leadership and Management – Planning for Improvement

School Review and Improvement components to be reviewed in 2009:

- Catholic Life and Religious Education – Parent, Parish & Broader Church
- Students and their Learning - Rights and Responsibilities
- Pedagogy – Provision for the Diverse Needs of Learners
- Resources, Finance and Facilities – Environmental Stewardship
- Parents, Partnership, Consultation & Communication – Parent Involvement
- Strategic Leadership and Management – Innovation, Development & Change