About This Report

St John the Evangelist Catholic Primary School, Campbelltown 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 Primary School
PO Box 150
Campbelltown NSW 2560
Ph: (02) 46251171
Fax: (02) 4625118
Email: info@stjohnsct.woll.catholic.edu.au

Parish Priest: Fr Michael Healy

Principal: Peter McKenzie
Date: 12 December 2008
Vision Statement

St John the Evangelist School strives to be a Catholic school community that promotes excellence in a learning environment based on Gospel values. Our mission is to provide a quality Catholic school that enables each person to reach full potential in the light of our school motto, “Walk in Peace and Joy.”

Message from Key School Bodies

Principal’s Message

The 2008 School year was another successful year at St. John’s. Enrolments remained steady and parent involvement was excellent, particularly through our Reading Support Program and continuing support for our school fete. The furniture in a number of classrooms was upgraded and students’ access to learning technologies was enhanced. A range of quality pastoral care programs including the Peer Support Program were delivered successfully and indigenous culture was further acknowledged and celebrate through a number of initiatives.

Learning and Teaching was characterized by a developing commitment to authentic student centred learning enhanced by significant professional development and collegial support. The relationship between the school and the wider parish continued to be productive and supportive.

Parent Involvement

The Parents and Friends Committee combined effectively and received excellent support from the wider parent body for a range of fundraising events held during the year. These included Mothers and Fathers Day stalls, Student Discos, a shopping trip for Mums and Dads and of course, the major fundraiser, the Annual Fete which was once again very successful from a number of perspectives including the raising of well over $30,000. The practical support for the school by so many parents during the year is acknowledged and appreciated. This includes all those within the school community who assisted with sports carnivals, gala days, in classrooms and in a variety of other ways.

Parent & Friends Association, President

Student Leadership

2008 was a great year at St John’s particularly for Year 6 students, who appreciated learning in such an excellent learning environment as the Learning Space. Students have learned many new things because of the learning resources available at St John’s, and have been able to have fun while learning. Highlights for Year 6, in 2008, included the overnight excursions to Kurrajong in Term 1, where students developed their leadership skills, and the trip to Canberra in Term 3, which was part of learning about the nation’s capital and Federal Government. Year 6 students will also remember their Thanksgiving Mass and the dinner at the Campbelltown Catholic Club. On behalf of Year 6 we thank the school and especially our parents, for providing us with the opportunity to learn so much during the past seven years.

School Captains
School Profile

St John’s is a three-streamed Catholic Parish School, located near the centre of the city of Campbelltown. As the first Catholic school in the region, St John’s has a long and proud tradition of providing an excellent Catholic education to children from a number of parishes within the Macarthur. St John’s had its beginnings as early as 1849 when Archbishop Polding blessed the cornerstone of the building now known as Quondong. Then it was St Patrick’s School, the first Catholic school built by private enterprise in the colony. A number of dedicated Irish lay teachers ran the school until the Sisters of the Good Samaritan took charge in the late 1880’s.

The school transferred to its present site in 1914. The school name was also changed at this time. Throughout the ensuing years the school has grown and flourished under the guidance of successive principals and dedicated teachers. Many local parents and parishioners have played an active role in the school’s development as has the Campbelltown Catholic Club. As a Catholic Parish School the spiritual growth and welfare of every student, along with sound educational practices is a shared responsibility of the Parish Priest, Principal, staff and parents under the supervision of both Catholic and Government Educational authorities.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>306</td>
<td>257</td>
<td>563</td>
</tr>
<tr>
<td>2007</td>
<td>304</td>
<td>267</td>
<td>571</td>
</tr>
<tr>
<td>2008</td>
<td>311</td>
<td>274</td>
<td>585</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>92.2%</td>
<td>93.5%</td>
</tr>
</tbody>
</table>

Staffing Profile

There are a total of 36 teachers at St John’s School who work in either a full time or part time capacity. These teachers fill a total of 27 full time positions. Of these teachers, 17 have taught for longer than twenty years. Another 14 have taught for approximately ten years and 5 teachers have taught for five years or less. The majority of teachers have obtained a Bachelor Degree while some have also completed a Masters Degree. A number of teachers are currently engaged in further tertiary study.
School Leadership
The school leadership consists of the Principal, Assistant Principal, Religious Education Coordinator, a Middle Leader 3 position, two Middle Leader 2 positions and a Senior School Support Officer.

Specialist Teachers
During 2008 St John’s was served by specialist teachers in the areas of Reading Recovery, Creative and Performing Arts (CAPA) and Library.

Administrative Staff
The school office is staffed by one Senior School Support Officer (SSSO), a full time School Support Officer (SSO) and a part time SSO. Four other Support Officers work mainly in classrooms, one manages the school canteen and the school employs a groundsman for 25 hours per week.

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 94.17%.
The staff retention rate is high at St John’s with 95% 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’s school staff. During 2008 school personnel undertook a range of professional learning activities related to improving student outcomes.
These included:

- In March the staff attended a “Thinking Dispositions” workshop with Karen Boyes from New Zealand;
- Significant school based professional development, focussing on Inquiry Learning;
- Conferences and courses on Special Education including the Autism spectrum, Asthma and anaphylaxis;
- Learning tours to New Zealand by six teachers;
- Attendance at an Indigenous Education conference; and
- Numerous courses run by the CEO, Wollongong.

School based expenditure on professional learning in 2008 was $13,764. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Culture of the Catholic School**

The Catholic culture at St. John’s has continued to grow throughout 2008. The staff, students and parents together with the wider community have joined on many occasions to share, work and celebrate. The Spiritual and prayer life of the St John’s school family has been deepened throughout the year with many beautiful celebrations. These include the weekly gathering as a whole school praying for special intentions or to reflect on scripture, the celebration of the Eucharist with the students from each grade joining with the wider parish community and their parents and friends.

The school was able to support the Parish Sacramental Programs, of Penance, First Holy Communion and Confirmation. These occasions were highlights of the year. Many students received the sacraments in their own neighbouring parishes as well as within St. John’s Parish itself. Other highlights included whole school masses to both open and close the 2008 School Year, the Christmas concert held at St Patrick’s College and the Year 6 Thanksgiving Mass which celebrated the completion of their primary education.

The relationship between the school and St. John’s parish continues to be very positive with staff regularly attending the parish mass on Friday mornings before school and Frs. Michael and George both providing support and pastoral guidance for staff and students.

In 2007 the school supported a number of charities and organizations including Jeans for Genes, Mater Dei School, Fight Against Cancer, the St Vincent de Paul Society, Caritas and Catholic Missions. Donations totalled approximately $7500. Students from Mater Dei School participated in various classes at St. John’s during the year and were wonderful ‘guests’.
Student Welfare

Once again there have been many significant highlights during 2008. Mini Vinnies has continued this year with Year 5 and 6 students, meeting once a week, with the guidance of teachers, to promote activities that reflect the ideals of service to others within the school. Fundraisers were held to support the work of St Vincent de Paul within the parish through food drives for the needy and the Winter Appeal. Once again, the Christmas appeal was supported by our whole school community with families bringing a gift to the Christmas concert. The Peer Support Program was again run in Term 3 with the Yrs 5 & 6 students leading our 50 groups of all students from K-6 on a weekly basis. Building and maintaining relationships has been the focus of this year’s program through the module ‘Keeping Friends’.

Buddy classes have run successfully across the school with many joint experiences being held, including grade religious celebrations as well as classroom and whole school experiences. The friendships that develop across the grades contribute to social cohesion among students. Year 6 students participated in a Leadership forum at Homebush, which was once again well received by the student leaders attending.

To support our behaviour management policy, leadership team members were assigned playground duties. This was to support students who may have experienced difficulties with social skills on the playground. This initiative has been successful for these children and for the smooth running of playtime.

Students from both Mater Dei School and Beverly Park School participated in a variety of activities in a number of classes on a regular basis during the year. This initiative has allowed our students to interact with students with significant disabilities, and has assisted students in developing an understanding and appreciation of difference, and the integration of such students into mainstream schooling.

‘Hit the Ground Running’, a program delivered in partnership with the school’s Catholic Care counsellor took place in Term 4. This initiative assists Year 6 students in their transition to high school. A program of transition to school for students with special needs was held for students enrolling in Kindergarten, 2008.

The Life Education Program was again a very successful complement to the Personal Development, Health and Physical Education (PDHPE) Program for students and involved all classes, K-6. This program took place in Term 2.

Good Samaritan Awards continued in 2008 and these are presented weekly to promote and acknowledge excellent behaviour and school spirit amongst the students.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

The Complaints & Grievances Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go to the link, Policies.

Access to all policies and guidelines can be obtained by contacting the school office.
Financial Summary

Each year, the school budget is determined by the ongoing needs of the school. The budget is set using historical information from the previous year and emerging needs. This draft budget is then discussed with key stakeholders and implemented. A copy of the budget is given to our Parish Priest.

Fees and Other Private Income includes the monies raised by the Parents and Friends Association. This fund raising committee was able to allocate approximately $30,000 to the finances of the school from a highly successful Fete as well as additional monies from other fund raising ventures throughout the year.

An amount of $18,377 was as retained earnings to enable the smooth transition to the new academic year in 2009.

The following graphs reflect the aggregated income and expenditure for St. John the Evangelist 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
The delivery of quality learning and teaching at St John’s has continued to be our objective and this has been pursued in many ways throughout the year.

Curriculum and Pedagogy
The K–2 Religious Education curriculum that was introduced for Infant students at the beginning of 2006 has continued to develop, with a focus on the particular ways young children learn. Teachers had previously received an introduction to the syllabus as well as having a resource book “To Know, Worship and Love” for each of the students and additional resources have also been purchased to enhance the teaching of Religious Education in the school.

Curriculum integration maintains a strong focus in teaching/learning programs as teachers plan in order to integrate outcomes in light of the Primary Foundation Statements which set out a clear picture of the knowledge, skills and understanding that each student should develop at each stage of primary school. These statements provide a basis for assessing, reporting and discussing student progress. In light of these Foundation Statements and the federally mandated reporting procedures, teachers have reported student progress to a common grade scale A-E. Opportunities were also given to the parents to meet and discuss each report.

The continued use of ICLT as a tool to enhance learning has further directed pedagogical thinking in the classroom K-6. Teachers have adopted a more student centred approach to learning, integrating the use of ICLT so that students are able to follow an inquiry style model of learning allowing greater self-direction and the opportunity to work more independently. Those students requiring greater scaffolding to support their learning have been able to access explicit teaching and direction from the teachers present in the team teaching environment which has been in place throughout the year for Stage 3 and in Grades K-4 with relation to inquiry learning.

In 2008 a teacher was employed part time to support both teachers and students with inquiry-based learning as a process for finding out information by questioning. This style of learning involves a level of student engagement and participation that leads to deeper understanding as well as the resolution of questions and issues whilst constructing new knowledge. Teachers were able to work in a team teaching situation gaining direct support from the modelling of effective strategies for supporting this style of learning and students benefitted from exposure to another teacher working with them as they questioned, investigated and planned and implemented their action. In response to our inquiry learning, the students across the grades K-6 were involved in a wide variety of planned action as a result of their inquiries into a variety of topics and local issues. Students were able to raise funds for the RSPCA, organise and run a dry river bed creek race to raise awareness about caring for our environment, Grade 5 students organised, planned and costed the running of a stall at our School Fete to raise funds for research in Antarctica and Grade 6 initiated ‘Water Hour’ to promote an awareness for saving and conserving water within school and at home.

Our purpose built learning environment for Stage 3 students continues to gather momentum and this year saw the first cohort complete their final two years of Primary schooling in a more
student centred environment with an emphasis on the students enjoying greater independence and responsibility for their own learning.

**Cross-curriculum**

During this year there has been a continued focus on early Literacy. This focus has involved reviewing and updating current resources, monitoring the reading levels of students at frequent intervals throughout the year and supporting and assisting teachers in planning and implementing specific Literacy programs. Our Reading Support Program continued during the year as a means of increasing reading opportunities for our younger students. Both parents and parishioners were part of this very successful program that resulted in improved oral reading for our students and an opportunity for local community participation in school. The reading tutor workshop that assisted in training our program volunteers was highly valued as it enabled parents and grandparents to learn strategies that could be used in supporting our readers and their own children alike. Our Literacy program continues to be supported by the reading Recovery Program with fourteen students receiving intervention through this program during 2008.

In 2008 we continued our focus on developing and supporting the thinking skills of all students and to this end the Habits of Mind were continued in the classrooms and throughout the school as a means of exposing students to a variety of strategies for thinking and for approaching problem solving in a creative way. The Habits of Mind are explicit descriptions of intelligent behaviours. The students have been encouraged through a whole variety of activities to construct an awareness about each habit, and helpful strategies that will assist them in learning tasks and challenges utilising the appropriate thinking disposition.

The school’s Indigenous Education Policy identifies where this aspect of cross-curriculum content has been covered through the teaching of the various Key Learning Areas. Additional resources to support the teaching of an Indigenous Education perspective K-6 have also been purchased this year.

**Meeting the Needs of all Students**

All teachers plan and assess in order to meet the needs of all students. Learning experiences are designed to be relevant and purposeful so that students are supported in their learning. In this way, all students are able to make learning gains, regardless of their level of achievement or competency. A more open and negotiable manner of teaching and assessment has allowed teachers to meet more accurately the needs of individual students and this has certainly complemented the pedagogical thinking and style of learning generated in all Stages K-6.

Staff development has resulted in a greater ability to meet all the needs of all students. The move from the conventional presentation of classrooms, in Stage 3, is one way in which the school has met the needs of those senior students. This has allowed greater independence for some students and the opportunity for those students requiring greater structure and direction to work more readily, one on one with a teacher. All teachers benefitted professionally from the support offered by the Inquiry Support teacher throughout the year and through contact with colleagues at regular planning meetings and opportunities to share good practice.

The needs of students stretch beyond the academic and our sporting program and opportunities for school and Diocesan representation allow students to develop and nurture their sporting abilities. Peer Support is an integral part of the school calendar and this provided another
specific opportunity for peer relationship building during Term 3. Our school counsellor has once again supported those students seeking one-on-one help to discuss issues and work with strategies to assist in overcoming student’s individual concerns or difficulties.

**Expanded Learning Opportunities**

Throughout the year the students have been given the opportunity to attend excursions as a grade. These were planned as extended learning opportunities to support an area of study within the classroom. The senior students travel the furthest on such outings, with Grades 5 and 6 participating in overnight excursions to Mogo and Canberra respectively. Other grades were able to visit Campbelltown Council Offices, Sydney Airport for an Airside Tarmac tour, Wollongong Science Centre and Planetarium and Fairfield City Farm as well as school incursions including ‘Life Education’ and ‘Deadly Australians’, an opportunity to see and learn about our native fauna including several deadly reptiles. Our Peer Support Program, ‘Keeping Friends’ focussed on building and maintaining friendships.

Senior students were given the opportunity to participate in the Diocesan Public Speaking Competition held during Term 4. Towards the end of Term 4 students were involved in the School Christmas Concert. Stage 3 participated in a dance program, “Hip Hop, Rhythm & Rock” over a period of ten weeks, enjoying the expertise of a trained dance instructor. In a similar way, Kinder, 1, 2, 3 and 4 were involved in a gymnastics program, again utilising the skills of an instructor and the equipment necessary to nurture and develop fundamental movement skills.

In the sporting arena, St John’s has been actively involved and well represented in a great number of sports. Apart from the annual swimming, cross-country and athletics carnivals, there were numerous Gala Days attended by our students involving sports such as AFL, Rugby League, Rugby Union, Netball and Cricket. The Diocesan Netball Gala Day was, not only attended by our students, but two staff members convened that particular event for the 94 teams from across the Western Region primary schools.

Our successes this year have included our Yrs 3 and 4 Rugby League side who won the Andrew Leeds Cup and were unbeaten throughout the carnival. Our cricket team progresses to the final eight of the Mark Taylor Shield knockout competition. This competition involved 64 teams across four dioceses.

During the year a number of children in Years 5 and 6 were selected to represent the Wollongong Diocese in Sports including Softball, Hockey, Rugby League, Rugby Union and Cricket. Several of these children were selected for MacKillop teams to compete at PSSA trials. At the Annual CDF Diocesan Awards ceremony, three of St John’s students received Primary medallions and trophies in recognition of their outstanding achievements in sport.

In school, we have continued several health initiatives that have been adopted by classes as we encourage students to increase their levels of exercise and to monitor their eating habits. “Munch and Crunch” is the opportunity for students to have a healthy snack, at approximately ten o’clock each day, to energise the children. ‘Huff and Puff’ is a short period of daily exercise to encourage students to be active.
Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Plan for Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

Religious Literacy Assessment

The Religious Literacy Assessment program for Year 4 students was successfully implemented within our school in 2008.

The school cohort consisted of 72 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 80 completed the Extended Task (Part B). The Extended Task is based on the Unit One with God’s Creation and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of symbols, signs and rituals of the Catholic Tradition as well as knowledge of the Scriptures including the guiding principles of the Ten Commandments and an understanding of the Creation Story from Genesis. The students’ responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to match scripture to the Liturgical season.

85% of students received a performance level of either achieving or extending in Part B demonstrating an ability to work with and apply their religious knowledge.

For Part A 31.9% of students were placed in the developing level, 55.6% in the achieving level and 12.5% were in the extending level.

For Part B 15% of students were placed in the developing level, 52.5% in the achieving level and 32.5% were in the extending level.

Combining Parts A and B, 22.5% of students were placed in the developing level, 57.7% in the achieving level and 19.7% were in the extending level for Religious Literacy.
NAPLAN

There were 85 Year 3 and 76 Year 5 students who sat for the 2008 National Assessment Program Literacy and Numeracy (NAPLAN).

Year 3

Literacy: In Bands 1 and 2 there were 16% of students in the area of Reading, 5% in Writing, 15% in Spelling and 12% in Grammar and Punctuation. In the highest Bands 5 and 6, there were 43% of students in the area of Reading, 58% in Writing, 45% in Spelling and 41% in Grammar and Punctuation. The best performance was in Writing, followed by Grammar and Punctuation and then Spelling.

Numeracy: There were 8% of students in Bands 1 and 2 for Numeracy, over half of the cohort (58%) were in Bands 3 and 4, with 34% performing in Bands 5 and 6.

Year 5

Literacy: In Bands 3 and 4 there were 25% of students in the area of Reading, 11% in Writing, 16% in Spelling and 20% in Grammar and Punctuation. In the highest Bands 7 and 8, there were 17% of students in the area of Reading, 15% in Writing, 32% in Spelling and 24% in Grammar and Punctuation. The best performance was in Spelling, followed by Grammar and Punctuation and Writing.

Numeracy: There were 32% of students in Bands 3 and 4 for Numeracy, over half the cohort (54%) were in Bands 3 and 4, with 15% performing in Bands 7 and 8.
The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 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 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

### Student Achievement in Bands

#### NAPLAN 2008: % in Bands

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th></th>
<th></th>
<th>YEAR 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>School</td>
<td>16%</td>
<td>41%</td>
<td>43%</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
<td>41%</td>
<td>40%</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School</td>
<td>5%</td>
<td>37%</td>
<td>58%</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>10%</td>
<td>45%</td>
<td>45%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School</td>
<td>15%</td>
<td>39%</td>
<td>45%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>16%</td>
<td>45%</td>
<td>38%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School</td>
<td>12%</td>
<td>46%</td>
<td>41%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
<td>40%</td>
<td>40%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>School</td>
<td>8%</td>
<td>58%</td>
<td>34%</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
<td>51%</td>
<td>33%</td>
<td>23%</td>
</tr>
</tbody>
</table>

### Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) 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 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th></th>
<th>YEAR 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>School</td>
<td>95%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School</td>
<td>100%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>97%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School</td>
<td>98%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School</td>
<td>99%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>School</td>
<td>99%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>97%</td>
<td>94%</td>
<td></td>
</tr>
</tbody>
</table>
Parent, Student & Staff Satisfaction

In 2008 all families were surveyed with a response rate of approximately 15%. In general terms, parents expressed a high degree of satisfaction with the school. In particular, parents agreed “that the school helps my child to develop a knowledge and understanding about Christian tradition.” A small number of parents disagreed that “my child is challenged to maximise his / her learning outcomes.”

All Year 5 and Year 6 students were surveyed with a very high rate of positive responses. In particular, students strongly agreed that “I am proud of my school” and “if I had a problem, there are people who I could approach for help.”

Staff survey returns were almost universally positive with staff, in particular agreeing that “the school helps students to develop a knowledge and understanding about Catholic tradition” and “students are challenged to maximise their learning outcomes.”

Overall the surveys were very positive. Parents who expressed concerns or dissatisfaction are encouraged to make an appointment with the Principal to discuss same.

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 school have begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:

• Resources and facilities with classroom furniture being upgraded in nine classrooms.
• Students and their learning through the provision of quality pastoral care through the Peer Support Program, Seasons for Growth and Hit the Ground Running as well as the intervention provided by a Centacare counsellor.
• Pedagogy through professional development in the area of student based learning and the promotion of thinking dispositions.
• Human resources through the allocation of expertise and time to the professional development of staff.

School Review and Improvement components to be reviewed in 2009:

• 1.3 Catholic Life and Culture
• 2.5 Pastoral Care
• 3.3 Teaching Practices
• 4.2 Professional Development of Staff