St Joseph’s Catholic Primary School Bulli

Annual School Report 2008
About This Report

St Joseph’s Catholic Primary School, Bulli 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 105
BULLI NSW 2516
Ph:  (02) 4283 1111
Fax:  (02) 4283 2097
Email: info@sjbulli.woll.catholic.edu.au

Parish Priest: Fr Peter Tien

Principal: Terry Westblade
Date: 12 December 2008
Vision Statement

To ignite in all our students the passion for learning within a Catholic ethos.

Message from Key School Bodies

Principal’s Message

This year has been challenging and exciting. I am pleased to say that our desire to be a ‘Mindful’ school through the teaching of the Habits of Mind has gained momentum. Our understanding and commitment to thinking more intelligently and thoughtfully has been rewarding for staff and students.

New staff members brought fresh ideas and perspectives to our community as did new families.

The outdoor learning area was completed and officially opened by the Federal Member for Cunningham, Sharon Bird MP along with the Director of Schools, Mr Peter Turner. The P&F continued to support us in a variety of ways and I extend my thanks to all the committee members for their dedication to our school community.

The school community has dealt with its fair share of difficulties during the year with many families suffering personal hardships. As a Catholic faith community I am pleased to witness the support and prayers for those in need.

Our senior students did our school proud with their performance of the Ned Kelly story in the Wakakirri competition. St Joseph’s were awarded silver in the final at the Sydney Entertainment Centre in September.

I extend my sincere thanks to Fr Peter for his continued support of the staff and school.

Parent Involvement

2008 has been a successful year for the P & F Committee. This was made possible through the generous support of the parents, teachers and community of St Joseph’s. The parents have been able to provide both financial and physical support to the school and are very proud of the close working relationship with the staff of St Joseph’s. One of the highlights of 2008 was the opening of the Outdoor Learning Centre, a joint P & F and school project. This project provided much needed space and is being utilised for a variety of activities.

The four P & F sub committees (fundraising, social, support and service) are to be congratulated on their tireless efforts ensuring the smooth running of a myriad of school activities. Thanks to the staff for their dedication to the teaching of the children and for their open and honest assistance. The parent community is blessed to enjoy such a great relationship with all school staff.

Parents and Friends Association, President
Student Leadership
This year has been an exciting with the highlight being our Leadership camp in Term 1. We were given tasks to perform that required us to work as a team. It was lots of fun and the team from Stanwell Tops made us feel very special about ourselves.

We all had an opportunity to be part of the Student Council and felt that our voice was heard. We were able to make decisions that were listened to by the staff.

Having Bishop Peter Ingham celebrate Confirmation with us was a special occasion in our lives.

We have enjoyed our years at St Joseph’s School and we thank the teachers for their care and everything they have done for us over the past seven years. We wish all our class friends the very best during their years at high school.

School Captains

School Profile

The Sisters of St Joseph established St Joseph’s Catholic Primary School in 1882. It serves the Catholic Community of Woonona and Bulli and is situated in Park Road Bulli. The school has co-educational classes from Kindergarten to Year 6, and at present it has an enrolment of approximately 230 students. In the early years, the Sisters of St Joseph built strong foundations for the development of community spirit. This sense of Catholic community has continued to be nurtured over the years and at present this culture reflects a spirit of cooperation, inclusion, recognition of the individual and the involvement of the wider community.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>119</td>
<td>112</td>
<td>237</td>
</tr>
<tr>
<td>2007</td>
<td>116</td>
<td>117</td>
<td>233</td>
</tr>
<tr>
<td>2008</td>
<td>116</td>
<td>117</td>
<td>233</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>94.5%</td>
<td>94.9%</td>
</tr>
</tbody>
</table>
Staffing Profile

There are a total of 11 teachers at St Joseph’s Catholic Primary School, Bulli.

School Leadership
The Leadership Team comprises the Principal, the Assistant Principal, Religious Education Coordinator and a Coordinator. The team meets on a weekly basis to consider needs of the school community.

Specialist Teachers
The school does not employ any specialist teachers, however, Muciscorp offer a music program on a Thursday.

Administrative Staff
The school has two Senior School Support Officers and two School Support Officers who assist the teaching staff in the classroom and with the management of school resources.

Teaching Staff Experience
There is fourteen teaching staff of which nine have over twenty years teaching experience. One member of staff was a recent graduate. Four members of staff were on temporary full time contracts and two teachers were permanent part-time.

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

<table>
<thead>
<tr>
<th>Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<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>%</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>%</td>
</tr>
</tbody>
</table>

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

Staff Attendance
The average daily staff attendance rate for 2008 was 98.01%.
The staff retention rate is high at St Joseph’s Catholic Primary School with 90% 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 school staff. During 2008 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
- A day with Karen Boyes – Habits of Mind and how the brain learns;
- New Zealand study tour and school visit (6 staff during Term 2 holidays);
- ICLT Apple training day;
- Art Costa and James Anderson Habits of the Mind Sydney; and,
- Smartboard training.

School based expenditure on professional learning in 2008 was $11,054. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Culture of the Catholic School

World Youth Day dominated the year with the highlight being the arrival of the Cross and Icon at St Joseph’s on 5th April. The school community enthusiastically embraced the Journey of the Cross and World Youth Day. The school joined with the Parish community in celebrating the lives of St Joseph, and the school’s founder Mary MacKillop. During October the school community prayed the rosary and primary classes attended Friday Parish Masses and Sunday Parish Children’s Masses. Primary classes joined the Parish on the first Friday of the month for Exposition of the Blessed Sacrament.

Students set the direction for our Social Justice programs. During Lent a “Project Compassion Awareness Day” was held where reflective prayer stations around the school gave children the opportunity to walk in the footsteps of the disadvantaged. During the annual “Indigenous Awareness Day”, funds were raised for Koori Kids and students wore wristbands to show support for indigenous brothers children. In Term 3, Year 1 and 2 students planned, produced and sold cookies and handmade goods to raise money for local youth. During Mission Week, Year 5 students ran a toy stall to raise money for Children’s Mission and had a drive for school materials and money to support two WYD participants in their teaching mission in Timor. Throughout the year over $2,800 and 6 boxes of school materials were sent to a Josephite School in Timor.

Formal Staff Prayer sessions brought staff together in prayer before Communication Meetings. Each prayer session reflected the different spirituality of its facilitator and added to the tapestry of faith.

This year St Joseph’s took part in the combined Sydney Archdiocese and Diocese of Wollongong Christmas Story 2008 Art Exhibition. A Year 5 student had their work displayed at St Mary’s Cathedral and another two students received Highly Commended. Year 4 students participated in the Religious Literacy assessments and did exceptionally well.
Student Welfare

At St Joseph’s, students are supported by a network of pastoral care which reflects the school’s mission and vision for learning. The school culture endeavours to promote a safe and supportive environment where the worth of each person is valued. These values are embedded in school programs, policies, practices and school organisation.

The implementation of the Habits of Mind have enhanced student welfare and the inclusive implementation of the Habits of Mind throughout the school have ensured that a common language for life and living successfully permeate the curriculum. Students are able to articulate what Habits have been employed when dealing with issues and in turn use the Habits to solve problems they encounter.

Centacare supports the school with a school councillor visiting one and a half days per fortnight. The Counsellor works with classes and individual students who are referred through dialogue with parents, teachers and principal.

The Pastoral Care team consisting of teachers and parents again supported the community in acts of kindness, help and student welfare.

The Peer Support program has again featured as part of our Pastoral Care program. Year 6 have had an opportunity to be trained and act as Peer Support Leaders with students from each Stage placed in Peer Support groups. St Joseph’s students and teachers have written their own Peer Support program based on building positive relationships and embedding the use of Habits of Mind in everyday life.

Year 6 students excelled as leaders utilising frequent Student Council meetings with the School Principal and they recognised special needs across specific areas of the school. A new parking system eventuated in the eastern car park because of community and school safety concerns and a new section of playground was beautified with a new rose garden.

Each term, two of the sixteen Habits have had a major focus. The school’s Anti Bullying Policy review and program, culminated in the design and construction of a new banner - ‘St Joseph’s is a Anti Bullying School’, with each child signing the banner and acknowledging the rights and responsibilities of the school’s anti bullying policy.

The Safe Schools Framework and Value for Australian Schools Policies have also reinforced the concept of the rights of students to be supported in a safe school environment. Each class has its own Behaviour Management Plan which is collaboratively designed with class teachers and students and reflects the overall philosophy of providing for student’s welfare through promoting respect and responsibility for all.

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

Financial administration and management procedures at St Joseph’s are well documented and communicated. Budgets and financial records are set and managed by the Principal and Senior School Support Officer with consultation with the staff. Effective liaisons with the Administrative Services Team at the Catholic Education Office was maintained throughout the year.

The main sources of income were from SEDSO funds, CEO allocation, Learning Community Project and P & F donations. Income was also derived from a grant through the Environmental Trust to further enhance the school environment.

The P & F donated $15,500 towards additional resources including ICT equipment, sporting equipment, the outdoor learning spaces and environs, literacy and numeracy resources and creative arts initiatives.

The following graphs reflect the aggregated income and expenditure for St Joseph’s Catholic Primary School Bulli 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
At St Joseph’s School Bulli the following beliefs are the foundation for everything we do. We believe:

• in integrating the curriculum, both content and process;
• that interdependence and independence is essential;
• where possible, community based contexts and resources are utilized;
• in the continual development of literate and numerate competencies;
• the key learning areas are connected with thinking skills and dispositions called Habits of Mind;
• the communication between peers, teachers, family and community is important; and,
• that valuing and respecting self enhances self-esteem and personal well-being.

Curriculum and Pedagogy
Teaching children how to learn has seen both teachers and students sharing a common language and understandings. Attitudes and dispositions (Habits of Mind) for learning have been explicitly taught as a whole school approach and therefore, at school assemblies and meetings there has been direct focus on certain Habits and expectations. Within classrooms, teachers and students take on more active roles. Attention has been placed on listening, and respect and techniques for respectful disagreement because we firmly believe that mutual respect and the development of self-management is needed for resilience in learning.

Assessment procedures, within and across stages, have been developed and refined as a tool for learning. Students are beginning to monitor their own progress through the use of student journals and student made rubrics with teachers identifying future learning and improvement. Rubrics, checklists and clear marking criteria have allowed students to better understand their level of achievement and how to make progress towards the next level. Teachers have worked more collaboratively to co-design programmes and assessment tasks to ensure this is possible. The use of backward design in programming has enabled a stronger teacher focus on teaching conceptual understandings and processes.

Within stages, students and teachers have shared deeper learning and more valuable experiences because knowledge has been challenging.

Learning has been very exciting with the focus on real situations close to children’s experiences. Examples of this are the Stage 3 unit on Democracy, an intra staged learning opportunity with a Technology focus, the Stage One Market Day centred around Financial Literacy and Human Society and its Environment outcomes and an inter-stage unit on the immediate wetlands environment.

The School Learning Community Project extended on from last year and focused on inquiry learning and problem solving. Big ideas motivated and interested the students, which provided a powerful context for the teaching of thinking skills. The project provided a variety of learning and teaching opportunities improved student-learning outcomes and built professional dialogue.
Cross Curriculum

Citizenship has been highlighted through our Peer Support Programmes. Students have practiced specific thinking skills, with senior students challenged to plan, use knowledge, think and present in different contexts as they became skilled facilitators for their peer groups. Students have established school wide Peer Support Units of work focusing on Habits of Mind, anti-bullying and peer power. Stage 3 in conjunction with their HSIE unit on Government and their excursion to Canberra, undertook a small election highlighting the election process. The electoral officer from the Cunningham Division presided, ensuring correct procedures and fair standards.

Indigenous Aboriginal perspectives were a focus in Term 2 with workshops and presentations for the entire school lead by Indigenous performers and storytellers. Acceptance and tolerance, appreciation and inclusion were highlighted through special events such as Sorry Day in Term 1 and similarly a Young Mary MacKillop, performance for her Feast Day in Term 3 and Mr Puppet Man in Term 4 focusing on peer power.

The environmental theme was further strengthened through the Eco Grant from the Federal Government, which saw the building, completion and blessing of the outdoor learning area for the school. This venture was co-funded by Federal and State Governments, designed by school student learning teams and supported by the parent community.

Learning in literacy and numeracy has continued to be refined, further developed and consolidated through the use of advanced learning technologies such as an interactive whiteboard, student thumb drives and sophisticated software.

Meeting the Needs of All Students

In May this year, Year 3 and Year 5 students undertook the inaugural National Assessment Plan for Literacy and Numeracy (NAPLAN). NAPLAN represents the first true National test in Australia and it represents a new test regime with new methodology, new marking schemas and new reporting requirements. Results indicate our students are performing above national minimum standards in both Literacy and Numeracy.

Year 4 students undertook the Diocesan Religious Literacy Assessment Tasks in Term 3. The whole school will utilize results from these assessments to drive learning and teaching in Religious Education in 2009. The assessment schedule allowed for further development of the principles and purposes of assessment.

In keeping with the School Plan for 2008, teachers worked together to formulate appropriate assessment practices to enable all students to show their skills and understandings. This whole school approach to assessment reflects a pedagogy that enables all teachers and learners to use differentiated assessment opportunities authentically. Further use of teacher and student made rubrics in Human Society and its Environment, Science and Technology and Literacy provided more meaningful feedback to students on their assessment performance and allowed for students’ different learning preferences.

With the Federal Government’s funding of the Even Start National Tuition Reading Programme several students in Stage 3 this year were given one-on-one teaching sessions reading. This
initiative provided for certain students’ diverse learning needs. Specialist teachers on staff worked closely with class teachers to plan, programme and evaluate progress of the students’ specific needs in reading.

A whole school intervention strategy was also formulated following the Catholic Education Office of Wollongong’s extra funding to improve Literacy and Numeracy outcomes for indigenous students. Targeted supplementary tuition aimed to improve the Literacy and Numeracy attainment of indigenous students in our school. Key points of schooling were also identified for students in Literacy and Numeracy in late Stage 1 and early Stage 2. Teachers have been encouraged to keep data about the effectiveness of particular approaches used through the school’s long term monitoring practices and students’ learning folders. Teachers are encouraged to use integrated approaches to reading that explicitly teach phonemic awareness, phonics, fluency, vocabulary knowledge and comprehension. Teachers have been drawing on specific techniques more suited to the learning needs and abilities of certain students.

The early identification of students experiencing reading difficulties is transformed into highly effective and systematic approaches through the Reading Recovery Programme within the school. Interventions are in place to support ten children from Year 1. Within the school, particularly for Stage 1 and Stage 2, reading growth and the literacy development of all children is closely monitored by ongoing assessment to inform parents, as well as provide feedback that can be used to guide the teaching and learning for all students. Information gathered from these formative assessments is then used to shape improvements and to adjust the teaching strategies that meet individual students’ learning needs.

To assist the transfer of information as students move from school to school and particularly from primary to high school, a new process called Goalview was implemented for specific students in Stage 3. Teaching techniques, programme evaluation and developmental learning needs, individual experiences, successes and abilities of the individual children can now be accessed by relevant stakeholders within the school and across the system.

Many students from Stages 2 and 3 entered the University of NSW tests showing high achievements and results in Literacy, Numeracy, Science and Computer Studies.

**Expanding Learning Opportunities**

Talented speechmakers from Stage 3 received high honours and placed first and second in the Northern Schools Cluster division. Our Stage 1 students did the school proud winning the verse speaking division at the Wollongong Eisteddfod. Chess teams attended the Illawarra Regional Chess League at Albion Park. The seniors were placed equal fourth. Book Week activities were a huge success as parents visited classrooms and an extensive literature display took place in the Library.

Experts from the parent and wider community have been utilized in various Key Learning Areas. Physicists, engineers and biologists spoke to Stage 3 and Kindergarten students and a local environmentalist worked closely with Stage 3 students on their Slacky Flat Creek project. A team of students visited Wollongong Council to present possible solutions to problems facing Slacky Flat Creek and make future recommendations. Grandparents also shared their experiences of learning and living in other times during Grandparents Day and Catholic
Schools’ Week activities. An Olympian and successful athlete shared personal experiences of the Beijing Olympics and gave tips and advice on fitness and basketball.

Numeracy and Literacy Week allowed our school the opportunity to once again join the Reach for the Stars Programme of “Tossing Coins”. Our students completed and added to national data and simultaneously improved their own learning outcomes in Mathematics. In Literacy, Stage 2 students undertook the Premier’s Reading Challenge and the whole school adopted a strong focus on spelling to enter into the School Spellathon.

During Science Week there was a focus with student teachers from the University of Wollongong presenting intriguing and unusual science experiments that complemented science units undertaken in the classrooms. Teachers presented English blocks to the university students leading to interesting dialogue and reflection on pedagogy. Several other practicing teachers visited throughout the year in Terms 2, 3 and 4 from the University of Wollongong and Notre Dame University. The Science students from the University set up mentoring relationships with many Year 6 students who entered the Illawarra Science Fair in Term 4.

Students were once again very successful in Wakakirri and J-Rock. The students performed the life of legendary Ned Kelly and received a silver award at the State final in Sydney. Students further extended their interest and love of music and Creative Arts through the School MusicCorp Programme and special performances from the Edmund Rice College Big Band and the Smith’s Hill High School Pantomime.

Many excursions were made available to the students. Stage 1 students visited the local museum and Stage 2 the Science Centre. Year 5 students enjoyed an overnight excursion to Canberra and Kindergarten enjoyed a visit to Symbio in Term 3. Senior students attended a special leadership camp at Stanwell Park for two days earlier at the start of the year. Special sporting events remain a focus of the school with students excelling in Cross Country, Swimming, Athletics, Netball, Basketball, Rugby, Tennis Tournaments, Rugby League and All Schools Carnivals.

**Professional Learning**

Provisions have been in place for the continued personal and professional growth of staff, consistent with the vision of the school and the identified needs of the system. In April, seven members of Staff visited College Street Normal School in Palmerston North, New Zealand and also Discovery School in Christchurch to look at alternative approaches to 21st Century learning. The New Zealand experience reinforced the passion for learning and a commitment to explicitly teaching the Habits of Mind.

The school instigated and organised a highly successful Teacher Professional Development Day with Karen Boyes. Over one hundred teachers attended to hear Karen talk about how learning occurs and what stimulates the brain for optimal thinking and learning.

Three teachers attended a workshop with Art Costa and James Anderson in Sydney, which gave our school an opportunity to reflect on its use of the Habits of Mind. Art Costa reinforced the need to continually practice, modify and refine the use of the Habits of Mind.
As part of Literacy and Numeracy Week, one teacher worked with the Australian Literacy Educators Association (ALEA) to write units of work on selected literature to be used by primary teachers around Australia. Also in association with this venture one teacher contributed to the Practically Primary Literacy Edition for English educators. Some students reviewed selected picture books and short novels for national publication. A teacher also represented the school on the TOLR8 focus group for 2009 and another staff member represented the school on the Diocesan Literacy and Numeracy forum.

Our Stage 3 teachers have been involved with Holy Spirit College and its feeder schools to establish a working relationship between primary and secondary school. The aim of the Learning Community Project was to establish a smoother transition from primary to secondary and to develop the quality teaching and learning framework with a focus on Numeracy. A common language and a common scope and sequence for teaching has been one outcome and has lead to work with teachers within other stages of our school.

All staff members engaged in an anaphylactic workshop in Term 2. The health and safety needs of students remains a priority for the school. Staff also engaged in professional dialogue through the school’s membership with the Primary English Educators Association of Australia. Each term, teachers attend a local branch meeting with a presentation on a specific strand of English.

An important resource in learning technology has lead to teacher professional growth and development around the use of the smartboard. This typifies our Learning Community Project, which is to better connect our young people with learning.

**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 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 the school in 2008.

The school cohort consisted of 25 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 28 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 the religious tradition. This high level of performance was particularly noticeable in their:

- signs and rituals of the Catholic Tradition;
- knowledge of the Ten Commandments; and,
- knowledge of the symbols used in liturgical celebrations.

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:

- recall the events of Easter and Advent; and
- match scripture to liturgical seasons.

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

For Part A 4% of students were placed in the developing level, 80% in the achieving level and 16% were in the extending level.

For Part B 7.1% of students were placed in the developing level, 57.1% in the achieving level and 35.7% were in the extending level.

Combining Parts A and B, 0% of students were placed in the developing level, 72% in the achieving level and 28% were in the extending level for Religious Literacy.

**NAPLAN**

100% of students achieved the National Minimum Standard or above in all areas of the NAPLAN testing.

Writing results showed the need to be mindful of a few students progress in Year 5. The writing results for the current Year 3 cohort indicated all students were in Bands 4, 5, and 6. The areas of measurement, data, space and geometry need continual focus.

The school is currently in the second year of a whole school approach using the Habits of Mind to develop a thinking curriculum. Staff are committed to further enhance their knowledge of how students learn best. Students can articulate their thinking and what they can do if they are uncertain about some aspect of learning.
St Joseph’s Primary School, Bulli
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 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.

<table>
<thead>
<tr>
<th>NAPLAN 2008:</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>% in Bands</td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>3%</td>
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<tr>
<td></td>
<td>National</td>
<td>18%</td>
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<td>Writing</td>
<td>School</td>
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</tr>
<tr>
<td></td>
<td>National</td>
<td>10%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>16%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</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>NAPLAN 2008: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>100%</td>
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<tr>
<td></td>
<td>National</td>
<td>97%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
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<td></td>
<td>National</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<td>100%</td>
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<td></td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
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<td>School</td>
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<tr>
<td></td>
<td>National</td>
<td>97%</td>
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Parent, Student & Staff Satisfaction

The School Review and Development Primary School Parent Survey was completed by 46 families with overwhelming support for the learning environment provided at St Joseph’s School. Strong support was shown for the Catholic intent of the school and the way in which the school meets the academic and pastoral needs of its students. Parents recognised the many opportunities offered at the school. The challenge for the school continues to be meeting the individual needs of all students and communicating the individual progress to parents.

School Review and Development Primary School Student Survey results convey the following. 74 student responses indicated a great sense of pride in the school and recognition of being cared for and listened to by staff. Some students felt the school could offer more activities to cater for a wider range of interests.

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:

- Vision and Mission
- Religious Education
- Reporting Student Achievement
- Teaching Practices
- Use of Resources and Space

School Review and Improvement components to be reviewed in 2009:

- Catholic Life and Culture
- Integration of Information and Communication Technology
- Pastoral Care
- ICT Resources
- Financial Management
- Parent Involvement