About This Report

St John the Evangelist Catholic High School, Nowra is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education and Training.

The Report also outlines information regarding School Review & Improvement 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.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by the Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2010.

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@sjedow.catholic.edu.au
Website: www.sjedow.catholic.edu.au

Principal:  Mr Neil McCann
Date:  19 March 2010
Vision Statement

Our Vision Statement is that St John the Evangelist Catholic 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 Catholic Primary School Nowra, and St Mary’s Star of the Sea Catholic Primary School Milton. Catholic education in the Shoalhaven provides a full school experience taking students from Kindergarten to Year Twelve in a Catholic, caring environment, focusing on the growth of the whole child.

Parent Involvement

Parent involvement is strong at St John’s and we strive to be an inclusive community where parents are seen as partners in their child’s Catholic education. The Parents and Friends Association (P&F) meets on the second Monday of each month in the staff common room. Guest speakers are regularly invited to P&F meetings to keep parents updated with current trends in education and happenings within the school. This year presentations were given on Restorative Justice, Pastoral Care programs and ICT initiatives. Parents are active volunteers in the school in the Canteen, Reading Program, Special Education support, Library work, book covering, examination supervision, sporting teams and working bees. Parents are surveyed regularly and information evenings are held throughout the year.

Parents and Friends Association, President

Student Leadership

Student leadership in Year 12 consists of two Captains, two Vice Captains and twelve House Captains, while in Years 7-11 two Student Representative Council members are elected from each 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 social justice work. Year 10 Peer Support leaders (60 students) assist Year 7 orientation and camp and Year 11 Peer Mediators (20 students) assist Year 8 students with conflict resolution.

School Captains

Highlights for 2009

In 2009, St John’s celebrated its twentieth year of operation. To mark the occasion, a number of events were held, centred around Foundation Day activities. Students participated in a
special Foundation Day disco, which was followed the next day with the Foundation Day Mass and fair. On Saturday May 23rd, a “Cocktail Party” was held which brought together many former members of the St John’s community. On Sunday 24th, an Open Day was held at school which culminated in a beautiful outdoor Mass celebrated by Bishop Peter Ingham. This was a fitting way to celebrate such a great milestone for the school.

St John’s continued to enjoy academic success in a number of ways. The Higher School Certificate (HSC) results from 2008 were analysed and indicated excellent learning growth for these students, reflected in a significant number of Band Six results as documented later in this Report. It was particularly pleasing to see well above average learning growth in our Year 9 students as indicated in their NAPLAN results. The range of subjects offered also increased significantly in 2009 with the introduction of a third elective for Year Ten students.

The 2009 HSC cohort saw one music student being nominated for selection in Encore, and three Design and Technology students being nominated for the DesignTech showcase.

On the sporting field, St John’s continued to shine with a range of achievements across the spectrum of sporting opportunities. Of particular note was the school’s return to the AFL competition where the Under 14 team played in a state school run competition and won the competition. A team from St Johns competed at the Diocesan Athletics Carnival with two students becoming age championships in 15 and 16 years age groups.

In soccer the Open Girls were undefeated at the Diocesan gala day and were overall champions. Seven girls went on to play in the Wollongong Diocesan team with some also representing at the NSW Schools Regional Indoor Soccer Championships where the team was the overall competition winner. Two students were selected in the NSWCCC Volleyball team and two senior boys were selected for the Diocesan Open Touch team and another student was selected for Rugby Union.

Another student travelled to Darwin to complete at the Arafura Games which also doubled as the Oceania Paralympics. The same student won the National Cross Country title for Under 16 and Under 19 athletes.

At Diocesan Cross Country St John’s was placed second from ten schools with the girl’s team being overall winners. There were five student awarded Diocesan Sports Council Medallions, eight students received Diocesan Sports Council Blue Awards and one student received a nomination for most outstanding sportsperson in the Diocese.

Our Creative and Performing Arts (CAPA) department continued to shine with the school’s performance of “The Wyrd Sisters” taking out the Arcadians Award for Illawarra and Shoalhaven schools. Art, music and drama showcases throughout the year demonstrated a high level of both engagement and achievement in the arts.
In 2009 St John’s undertook a significant building program. In June, the school took possession of a new classroom block near the Chapel which has become home for the Religious Education (RE) department. This was followed at the start of Term Four by the opening of the new staff block. This facility includes a staff study for the whole staff, a common room and a number of meeting rooms. It has remedied a systemic problem in the school that saw staff spread around the school under different working conditions. This initiative allows for greater collegiality and provides up to date working conditions for staff. We also commenced construction of a gymnasium with a grant from the Federal Government under the BER program. This grant provided funding for a COLA which the P&F has topped up to allow us to enclose to form the gymnasium. This building is due for completion early in 2010.

Our technology infrastructure also underwent a major overhaul this year, accompanied by an increase in the number of computers in the school and in preparation for a 1 to 1 laptop program to commence next year.

School Profile

School Context
St John the Evangelist Catholic High School is a Catholic Systemic co-educational secondary school located in Nowra, which was established in 1990 to serve the Catholic students of the Shoalhaven area. The school caters for students in Years 7-12 and has a current enrolment of 864. The school draws its Year 7 enrolments from 24 local primary schools, two of which are Catholic.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>403</td>
<td>461</td>
<td>864</td>
<td>33</td>
<td>67</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exist to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>92.4%</td>
<td>90.2%</td>
<td>91.3%</td>
<td>91.6%</td>
</tr>
</tbody>
</table>

Roles are marked at the beginning of the first lesson each day. Letters are sent to parents when absences are two weeks outstanding to follow up written notification of reason for absence. Further letters are written and mailed home if notification is still not received.
Telephone calls are made to parents by Year Coordinators if absences are regular and unexplained.

**Student Retention Rate**

<table>
<thead>
<tr>
<th>Year 10 Total Enrolment 2007</th>
<th>148</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 Enrolment at Census Date remaining in Year 12 at end 2009</td>
<td>92</td>
</tr>
<tr>
<td>Actual Retention Rate (%)</td>
<td>62.16%</td>
</tr>
</tbody>
</table>

**Student Attainment in Senior Years**

<table>
<thead>
<tr>
<th>Years 11 - 12 2009</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students undertaking vocational training or training in a trade during Years 11 and 12</td>
<td>49%</td>
</tr>
<tr>
<td>% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Destination Survey**

<table>
<thead>
<tr>
<th>2009</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of School Leavers</td>
<td>27</td>
<td>26</td>
<td>92</td>
</tr>
<tr>
<td>University</td>
<td>0</td>
<td>0</td>
<td>58</td>
</tr>
<tr>
<td>TAFE/Tertiary</td>
<td>2</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Employment</td>
<td>12</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Other School</td>
<td>11</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

**Staffing Profile**

There are a total of 74 teachers and 30 support staff at St John the Evangelist Catholic High School Nowra. This number includes 55 full-time and 19 part-time teachers.

**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-NOSOR* guidelines but lack formal | 0% |
Teacher Attendance and Retention

The average daily teacher attendance rate for 2009 was 96.25%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2008 to 2009 was 92%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St John the Evangelist Catholic High School staff. During 2009 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
- Religious Education;
- Pastoral Care;
- Leadership;
- Literacy;
- Numeracy;
- Anti-Bullying;
- Pedagogy;
- Quality Learning & Teaching;
- Technology;
- Behaviour Management;
- Occupational Health & Safety; and
- Mental Health First Aid.

School based expenditure on professional learning in 2009 was $21,239.82. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.
Catholic Life & Religious Education

St John’s celebration of two decades of education, academic history and Catholic Identity was a highlight in 2009.

Links with St Michael’s Parish continue to strengthen the school’s Catholic Identity particularly through the input of Fathers Pat Faherty and Richard Healey. Key liturgical experiences included the Combined Shoalhaven Catholic Schools Mass (hosted by SJE), Ash Wednesday, Foundation Day (Pentecost), ANZAC Day, NAIDOC Week, Year 12 Graduation Mass, and Parents’ and Friends’ Mass. Parish connection had been further enhanced this year by the joint parish-school outdoor Mass at St John’s for the 20th Anniversary Celebration in May concelebrated by Bishop Peter Ingham and Fathers Faherty, Healey and Gebski incorporating a School Open Day. Regular school liturgies, as well as the celebration of the Sacraments of Penance and the Eucharist held in the school Oratory have been pivotal to connecting school and Parish. The training and commissioning of six members of the student body as Ministers of the Eucharist within the school community is an initiative that reinforces school-parish links.

Prayer and Liturgy enrich the Catholic Life of the school and its centrality is evidenced in daily prayer, special liturgies, assemblies, Retreats (Year 11) and Reflection Days (Years 7-10 and 12) held at the school.

A collegial approach in teaching Stages 4, 5 and 6 RE has been adopted with Stage Teams working to plan and deliver lessons for units that are student-centred in approach, experiential and age appropriate. The appointment of a support person to the RE faculty has been instrumental in assisting this pedagogical direction. The relocation of RE into a new seven room open plan facility has been pivotal to this pedagogical approach, allowing for shared space activities, individual class/groups and access to ICT facilities.

Social Justice continues to thrive with a St Vincent de Paul Conference established, and a Social Justice Committee under the guidance of the Social Justice Coordinator. Students were highly involved in Social Justice through fund-raising for St Vincent de Paul collections in three distinct periods: the Winter Doorknock Appeal, Christmas Hampers, Foundation Day, as well as collecting for Project Compassion at Lent and Catholic Missions in Mission month. St John’s community donated $7,010.75 to Caritas Australia and $2874.15 to St Vincent de Paul Society.

The Sacramental Program caters for students wishing to complete their Sacraments during High School. It has been established under the guidance of a Sacramental Coordinator and has been significantly successful with candidates being initiated into the Sacraments of Baptism, Reconciliation, Communion and Confirmation after receiving instruction at St John’s.

The 20th Anniversary guided the theme for the Staff Spirituality Day: this focused on making connections between Good Samaritan Benedictine spirituality and building a school community based on right relationships.
The School’s Animation Team remains an active force within the community; it contributes to the prayer and spiritual life of the staff. Staff at St John’s continue to benefit from the inservices and Spirituality Days provided by the Catholic Education Office (CEO), and the RE Certificate Courses.

**Financial Summary**

In 2009 St John the Evangelist Catholic High School Nowra continued with its building program. We received a Capital Grant of $963,329 for ongoing building works. A new common staff room and new classroom block have been completed. A National Pride in Schools Grant of $200,000 has been obtained and a gym is under construction to be completed in 2010. Solar Insulation panels were installed on our library roof with monies from an energy grant of $50,000.

The following graphs reflect the aggregated income and expenditure for St John the Evangelist Catholic High School Nowra for the year ended 31 December 2009. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Pastoral Care

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 60 Pastoral and Learning Support (PALS) groups which are organised into year group teams and school House groups. There are 6 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 behaviour 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 follow up. Merit Awards and house points are used to encourage positive behaviours. Restorative approaches to student management have been further refined with Rights and Responsibilities being the School Review & Improvement (SRI) theme for the year.

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. A domestic and sexual violence prevention program, titled “Love Bites”, was initiated this year for Year 10 students. A Peaceful School Policy was introduced to further evolve the schools approach to bullying and harassment. Student management policies and procedures are managed through the pastoral structures. These areas were further evaluated and reviewed in light of developing 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 web site or by contacting the school office.

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

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents Maintaining Right Relationships and Safe Work Environment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedures forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for our school communities. These documents can be found on the Catholic Education Office website:
www.dow.catholic.edu.au then go to the link Policies. No changes were made to these Diocesan documents in 2009.

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.

Learning & Teaching

Introduction
St John the Evangelist Catholic High School is committed to excellence in Learning and Teaching. During 2009 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 both the School Review and Improvement Plan, focusing on Curriculum Provision for the Diverse Needs of the Learners and the Diocesan Teaching and Learning Framework. These have 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 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. 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. They produced a spreadsheet of their budget and converted money to other currencies. 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 needs and low literacy students is evident in Years 7 to 12. A
wide-reading and literacy intervention program for Stage 4 and the numeracy initiative were consolidated and extended.

**Expanding Learning Opportunities**

Stage 5 short courses included Careers, RAP (Resourceful Adolescent Program), Information Technology, Creative Writing, Drama Games, Financial Literacy, Puzzles & Logic and Collecting, Collating & Interpreting. The English, Maths and Science competitions were offered to students in both stage 4 and 5.

**Professional Learning**

In 2009 the staff were involved in a Learning Communities Project which looked at increasing the use of ICT resources across the school through greater student centred learning opportunities.

**Vocational Education and Training**

TVET (TAFE delivered Vocational Education & Training) enrolments for 2009 totalled 23 students in stage 6: 2 Information Technology, 2 Tourism, 3 Child Studies, 1 Beauty Therapy, 2 Business Services, 1 Marine 2 Nursing, 2 Electrotechnology, 1 Accounting, 5 Aeroskills, 2 Entertainment and 3 school based trainees. A further 64 students were enrolled in the school based VET courses Construction, Hospitality and Sports Coaching. This totals 43% of Stage 6 students (Years 11 and 12) undertaking VET Courses compared to the total number of students in Stage 6 in 2009. 44% (Year 12) completed at least 1 VET course in Stage 6 compared to the total number of students in Stage 6 in 2009.

**Technology**

Two new computer areas were commissioned in 2009. There was significant roll out of digital protectors with most rooms now having either a digital projector or smart board. This expansion of hardware has allowed staff to better integrate technology into the teaching and learning experience.

**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**

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.

The most significant aspect of the NAPLAN results for St John’s was the growth data for our students between Years 7 and 9. There was above average growth in most areas, but this is not reflected in the new data.

**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 has a larger percentage in the bottom band in all aspects of literacy.

The school has a lower student percentage in the top band and higher in the bottom band in Numeracy.

In neither Numeracy nor Literacy did there appear to be a bias related to feeder schools.

**Year 9**

The school performed above the National average in reading, writing and numeracy. Areas for improvement are spelling, grammar and punctuation.

**Literacy Growth**

The school had above average growth in writing and spelling compared to the Diocese. Learning gain in Literacy was higher in the lower bands, however, there were some excellent learning gains among some high achieving students.

**Numeracy Growth**

Learning growth was evident among high achievers, however similar to literacy, the growth was more significant in the lower bands. There appears to be a clear correlation between learning growth and engagement.

**Student Achievement in Bands**

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.**
### NAPLAN 2009: % in Bands

<table>
<thead>
<tr>
<th></th>
<th>YEAR 7</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 4 and 5</td>
<td>Bands 6 and 7</td>
<td>Bands 8 and 9</td>
<td>Bands 5 and 6</td>
<td>Bands 7 and 8</td>
<td>Bands 9 and 10</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>13%</td>
<td>67%</td>
<td>20%</td>
<td>15%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
<td>54%</td>
<td>28%</td>
<td>23%</td>
<td>56%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>18%</td>
<td>68%</td>
<td>14%</td>
<td>29%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>20%</td>
<td>55%</td>
<td>23%</td>
<td>30%</td>
<td>49%</td>
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<tr>
<td>Spelling</td>
<td>School</td>
<td>20%</td>
<td>61%</td>
<td>19%</td>
<td>22%</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
<td>54%</td>
<td>27%</td>
<td>25%</td>
<td>53%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>18%</td>
<td>71%</td>
<td>11%</td>
<td>21%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>20%</td>
<td>52%</td>
<td>28%</td>
<td>25%</td>
<td>54%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>24%</td>
<td>61%</td>
<td>15%</td>
<td>11%</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
<td>54%</td>
<td>27%</td>
<td>19%</td>
<td>56%</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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
School Certificate

In 2009, 162 students achieved a School Certificate. In English 39.62% of students achieved a band 5 or 6 compared with 40.59% state wide; In Mathematics 11.58% of students achieved a band 5 or 6 compared with 24.04% statewide; In Science 39.62% of students achieved a band 5 or 6 compared with 36.2% state wide; In History 11.57% of students achieved a band 5 or 6 compared with 23% state wide. In Geography 34.13% of students achieved a Band 5 or 6 compared with 27.66% state wide. All year 10 participated in the compulsory Computing Studies test online and attained very favourable results. 71.95% achieved Highly Competent and 26.82% achieved Competent compared with the 61.91% Highly Competent and 36.63% competent state wide. Computing Skills is not reported in Bands.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean Score %</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – Literacy</td>
<td>77.98</td>
</tr>
<tr>
<td>Mathematics</td>
<td>68.56</td>
</tr>
<tr>
<td>Science</td>
<td>76.98</td>
</tr>
<tr>
<td>Australian History, Civics &amp; Citizenship</td>
<td>70.66</td>
</tr>
<tr>
<td>Australian Geography, Civics &amp; Citizenship</td>
<td>75.57</td>
</tr>
<tr>
<td>Computing Skills</td>
<td>83.12</td>
</tr>
</tbody>
</table>

Higher School Certificate

In 2009, 92 students sat for examinations in the Higher School Certificate (HSC) and all students received their HSC. The results from the 2009 cohort were strong with a number of high achieving students. Student achievement was reported on a standards framework using Course Marks and Performance Bands from 1 to 6 with Band 1 (the lowest) indicating that students have not achieved the minimum standard. Student achievement in Extension Courses is reported in Performance Bands from E1 to E4.

Of the Board Developed Courses, 22 were above the state average and 12 subjects scored below. Performances in our 4 largest cohort subjects are as follows:

In Studies of Religion 1 unit there were 66 students with:
42.41% of students achieved Bands 5 and 6 (compared with 48.66% state wide)
0% of students achieved Band 1 (compared with 0.6% state wide)

In English Advanced there were 62 students with:
35.48 % of students achieved Bands 5 and 6 (compared with 51.89 % state wide)
0 % of students achieved Band 1 (compared with 0.1 % state wide)

In General Mathematics there were 55 students with:
32.72 % of students achieved Bands 5 and 6 (compared with 24.66 % state wide)
1.81 % of students achieved Band 1 (compared with 6.87 % state wide)
In PDHPE there were 31 students with:
25.8 % of students achieved Bands 5 and 6 (compared with 31.64% state wide)
6.45 % of students achieved Band 1 (compared with 3.45 % state wide)

Parent, Student and Staff Satisfaction

During 2009 a survey opportunity was provided for parents, staff and students.

A large number of students completed the survey. Students see as strengths, ability of the school to provide a safe place for students and that they find the work challenging. The students were not as positive about the school’s ability to involve students in a range of co-curricular activities. That said, all responses had a strong bias towards the positive.

A small number of parents 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 that the school offers a safe and supportive environment and communicates well about activities and events.

The question that received the lowest satisfaction rating related to the schools provision of appropriate information about their child’s progress. It is clear that reporting to parents still requires further improvement.

More than half the staff responded and were very positive about the school’s ability to develop a knowledge and understanding about Catholic traditions as well as the school’s ability to provide a safe and supportive environment for students. Most staff concerns centred around the students perceived lack of appreciation of their responsibilities.

School Review and Improvement

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

School Review and Improvement components reviewed in 2009:
- Key Area 1: Catholic Life and Religious Education
  - 1.4 Parent, Parishes & the Broader Church
- Key Area 2: Students and Their Learning
  - 2.2 Rights and Responsibilities
- Key Area 3: Pedagogy
  - 3.2 Provision for the Diverse Needs of Learners
- Key Area 4: Human Resources Leadership and Management
  - 4.4 Succession Planning
- Key Area 5: Resources, Finance and Facilities
  - 5.3 Environmental Stewardship
- Key Area 6: Parents, Partnerships Consultation and Communication
  - 6.1 Parent Involvement
- Key Area 7: Strategic Leadership and Management
  - 7.1 Planning for Improvement

School Review and Improvement components to be reviewed in 2010:
- Key Area 1: Catholic Life and Religious Education
  - 1.3 Catholic Life and Culture
- Key Area 2: Students and Their Learning
  - 2.1 Educational Potential
- Key Area 3: Pedagogy
  - 3.3 Teaching Practices
  - 3.5 Assessment
- Key Area 4: Human Resources Leadership and Management
  - 4.2 Professional development of staff
- Key Area 5: Resources, Finance and Facilities
  - 5.1 ICT resources
- Key Area 6: Parents, Partnerships Consultation and Communication
  - 6.3 Linkages to the wider community
- Key Area 7: Strategic Leadership and Management
  - 7.2 Innovation, development and change