St Joseph’s
Catholic High School
Albion Park

Annual School Report
2009
About This Report

St. Joseph’s Catholic High School, Albion Park 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. Joseph’s Catholic High School,
PO Box 130
Albion Park  NSW  2527
Ph:   (02) 4256 4388
Fax:  (02) 4256 5793
Email:  info@sjchsdow.catholic.edu.au
Website:  www.sjchsdow.catholic.edu.au

Principal:  Mr Peter McGovern
Date:      22 March 2010
Vision Statement

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

Message from Key School Bodies

Principal’s Message

St Joseph’s Catholic High School underwent a review of major areas of curriculum, administration and pastoral care in 2009. The implementation of School Self Review and Improvement placed emphasis on the further improvement of school database collection, communication and assessment and reporting processes and procedures.

The opening of the Brother Murphy Memorial Sports Hall was the culmination of significant parent input which also witnessed the construction of a second sun shelter in 2009. Our school benefited from The Federal Government initiative, the Pride in Our Schools Program, with a $200,000 refurbishment of classrooms in the school.

The improvements to infrastructure in ICLT in 2009 was accompanied by a successful submission for 150 new computers from the Federal Government, in addition to the 240 laptops that were given to the school in 2008 in the first phase of the Federal Government’s Computer rollout to schools. The continued purchase of screens and data projectors for classrooms placed the school well on the way to the provision of this technology in all of the classrooms.

The implementation of School Review and Improvement resulted in an emphasis on the diverse needs of learners, uses of resources and space, professional development of staff, and reporting to the parent community and the review of pastoral care to implement an approach focusing on positive behaviours and affirmative action.

Curriculum initiatives highlighted a focus on literacy and numeracy in the school with the appointment of literacy and numeracy coordinators. The school uses a wide range of strategies including the use of data collection for NAPLAN, the implementation of literacy and numeracy across Years 7 to 10 in homeroom, year meetings and class time across each of the key learning areas and through the provision of intervention opportunities for students in need.

Among the highlights of the year was a continuing emphasis on Catholic community and student engagement which were fostered and strengthened. The Parish links program was continued. Student leadership was again strengthened through the much focused alignment of student leadership with social justice initiatives. Community days, including St Joseph’s Day where sustainable activities were featured and a walkathon as a fundraiser for a number of
charities such as Caritas and St Vincent de Paul, highlighted the community building emphasis again present in 2009.

**Parent Involvement**

The involvement of parents in our school continues to be a key strength in the development and maintenance of a strong community spirit within our school.

Parents fill many roles around the school such as canteen duty, exam supervision, sport coaching, running school tours and the uniform shop. They also work side by side with the staff to provide opportunities for students to develop and show their talents in events such as the Showcase, School Musicals and the Rock Eisteddfod.

The organisation of social events such as the parent Welcome Night, the Showcase evening and the Blue and Gold Ball provide informal opportunities for teachers and parents to meet.

The Parents and Friends (P&F) Association meetings were well attended and provided the opportunity to have input into topics such as budget spending, student uniform changes, and student scholarships.

The P&F contributed funding to most of the events mentioned above as well as providing funding for improvements to the sound system and an extra sun shelter for the students. We also continued to direct funding to financing the loan for the Brother Murphy Memorial Sports Hall and have budgeted for projects that will put the finishing touches to this valuable addition to our school.

*Parents and Friends Association, President*

**Student Leadership**

The Student Representative Council plays a prominent part in the daily life of our school. A strong focus on social justice issues drives a perspective of service which continues to evolve as our school motto ‘Act Justly’ influences every aspect of daily life at St Joseph’s.

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

Within our school, we have endeavoured to enhance awareness of our need to care for our local and global environment. In terms of the environmental impact and social justice leadership, structures include the SRC, homeroom leadership and a St Vincent de Paul Chapter. A Parliamentary Club also provides a leadership opportunity for students interested in civics and eager to debate local school issues and promote a student voice in the school.
In 2010 the priority is to further build student leadership through a commitment to service and representation of the student body in the school. The goal, to foster community through active student involvement, remains a key factor in the enrichment of life in the school.

Student Leaders

School Profile

School Context
St Joseph’s is a Catholic Systemic co-educational secondary school located in Albion Park. The school caters for students in years 7-12 and has a current enrolment of 972. St Joseph’s Catholic High School was established in 1982 to serve the parishes of Albion Park, Dapto, Shellharbour, Warilla and Kiama. It is a 6 stream systemic, coeducational high school. The drawing area’s population is diverse both in socio-economic structure and demographic location ranging from farming to coastal centres to newer urban areas.

Our school motto, ‘Act Justly’ influences every aspect of daily life and there is a strong focus on social justice. The religious dimension of our school environment is expressed through the celebration of Christian values in word and sacrament. Liturgy and prayer are fundamental to St Joseph’s strong sense of community. The students’ spiritual development is a shared responsibility of Parish Priests, Principal, staff and students. The support of our Parish Priests including Father Caterall in Albion Park, Father Jones in Shellharbour City, Father Chris Roberts in Kiama, Father Dowdell in Port Kembla, Father O’Keefe in Unanderra and Father Reinberger in Dapto is an important focus of our school with the link between St Joseph’s and the parishes from our drawing areas.

Student Enrolments

<table>
<thead>
<tr>
<th>2009</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>465</td>
<td>474</td>
<td>939</td>
<td>6</td>
<td>110</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>2009</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95.3%</td>
<td>94.3%</td>
<td>93.5%</td>
<td>91.3%</td>
</tr>
</tbody>
</table>
An absent student is marked as absent in the homeroom class role. This information is recorded in the school roles. Parents are notified after 3 consecutive absences. The student on return is required to bring a note from home explaining the absence and this is recorded in the class role with the note filed in the student’s file.

**Student Retention Rate**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 10 Total Enrolment 2007</strong></td>
<td>164</td>
</tr>
<tr>
<td>Year 12 Enrolment at Census Date remaining in Year 12 at end 2009</td>
<td>124</td>
</tr>
<tr>
<td><strong>Actual Retention Rate (%)</strong></td>
<td>75.6%</td>
</tr>
</tbody>
</table>

**Student Attainment in Senior Years**

<table>
<thead>
<tr>
<th><strong>Years 11 - 12 2009</strong></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>37.5%</td>
</tr>
<tr>
<td>% of students attaining award of Higher School Certificate or equivalent vocational education &amp; training qualification</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Destination Survey**

<table>
<thead>
<tr>
<th><strong>2009</strong></th>
<th><strong>Year 10</strong></th>
<th><strong>Year 11</strong></th>
<th><strong>Year 12</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>No of School Leavers</td>
<td>28</td>
<td>36</td>
<td>124</td>
</tr>
<tr>
<td>University</td>
<td>-</td>
<td>-</td>
<td>52</td>
</tr>
<tr>
<td>TAFE/Tertiary</td>
<td>5</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>Employment</td>
<td>10</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>Other School</td>
<td>12</td>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>
Staffing Profile

There are a total of 73 teachers and 34 (24.1 full time equivalent) support staff at St Joseph’s Catholic High School. This number includes 59 full-time, 14 part-time teachers.

Teacher Standards

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

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

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2009 was 98.14%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2008 to 2009 was 95.4%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Joseph’s staff. During 2009 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:

A. St Joseph’s whole school development days involved 73 teaching staff. These days focused on:
   - diversification of Learners;
   - staff spirituality and community;
   - School Review and Improvement; and
   - programming, assessment development and reporting.

B. Other professional learning activities provided at school level including CEO run courses:
   - Leading Learning Networks (14 staff by 2 days each);
   - Vocational Education and Training planning and networking;
   - Technology in-servicing;
• numeracy and literacy courses;
• subject Specific knowledge development days;
• boys education;
• professional teacher association courses;
• pastoral Care courses;
• leadership development courses;
• Australian Curriculum information courses;
• spirituality days and retreats;
• an ICLT skills building workshop program across the year;
• the in-servicing of staff on the implementation of Denbigh (administration, assessment and reporting package); and
• IEP workshops.

School based expenditure on professional learning in 2009 was $14,548. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Catholic Life & Religious Education

Our Vision influences the Catholic life of the school and it states:

As a partner in Catholic education, we commit ourselves to developing an authentic Catholic school which:
• is founded on the person of Jesus Christ and enlivened by Gospel values;
• highlights the relevance of our faith to life and contemporary culture;
• is embedded within the community of believers, and shares in the evangelising mission of the Church; and
• is committed to the development of the whole person.

The school is further influenced by the motto of the school which is taken from the book of Micah 6:8: “Act justly, love tenderly and walk humbly with your God”

Social Justice

There is a strong emphasis on Social Justice which was demonstrated this year through our support of numerous charities including: the Society of St Vincent de Paul, Caritas, The Carmelite Mission in East Timor, Catholic Mission, Smile in Vietnam and St Joseph’s Orphanage in Vietnam. The school has made personalised contacts with most of these charities and ensures that the administrative costs of working with charities is minimised. While it is always possible to be more involved, the school is happy with the involvement of many community members in the social justice program.
Environmental Awareness

Social Justice also concentrates on the environment which is now seen as an integral part of any Social Justice statement. Many efforts are made to inform the community that we are custodians of Creation and the Environment. Students and staff are educated about the need to care for the environment, with many staff and students taking this challenge to heart. On a practical level, regular work was done by staff and students to beautify the school and to work for the good of creation. The school is also involved in the Kirabati problems and one member of staff went to Kirabati as part of an immersion group and has involved students in becoming more aware.

Emphasis on Prayer

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

The Curriculum

Every student at the school must study Religious Education, with the programs being taken from the Faithful to God; Faithful to People program which is promoted by the Diocese of Wollongong. Senior students have the choice of studying this program or studying the Board of Studies ‘Studies of Religion’ Course.

Financial Summary

The Federal Government awarded a $200,000 grant to the school under the “Pride In Our Schools” programme in 2009. This was in addition to the provision of 150 computers.

The Parents and Friends Association provided $18,590 for a shade sail in the playground which was in addition to $47,008 which was paid in loan repayments for the Father Murphy Memorial Sports Hall which opened in March, 2009. The outstanding loan for the sports hall is currently $381,623.11.

An amount of $156,772 was paid by the school for maintenance and refurbishment around the school in 2009. They include concreting pathways, plumbing, air conditioning repairs, electrical and phone line repairs and furnishings.

The following graphs reflect the aggregated income and expenditure for St Joseph’s Catholic High school 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.
Pastoral Care

Pastoral Care at St Joseph’s is about the development of the whole person; academic, physical, spiritual and emotional. Our aim is to nurture the development of each student in an environment based on compassion, mutual respect, justice and equity so that they may achieve their true potential. At the core of the pastoral care is the Pastoral Care Coordinator, who is responsible for monitoring the progress of all students and the individual Year Coordinators who progress through the years with their students.

Significant pastoral care initiatives in 2009 included:

- the implementation of programs to meet the needs of individual students and year groups including Rock and Water, Resourceful Adolescents, study skills and Underachieving Boys;
- the “HOPE Flyover” – a whole school event to support those within our community affected by cancer;
- regular monitoring of student progress through the student diary system;
- the provision of external counselling services four days a week through CatholicCare;
- the continuation of the Peer Support Program aimed at assisting students with a smooth transition from primary school to high school. This involved linking the new Year 7 students with a Year 10 “buddy” through a number of “getting to know you days”; and
- the introduction of the “Affirmative Alternative” merit system aimed at affirming and encouraging positive behaviours.

St Joseph’s has zero tolerance policy towards bullying and harassment. All students are continually made aware of this policy and encouraged to “Act Justly”.

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 and Teaching

Introduction

In 2009 the St Joseph’s curriculum management team involved itself in activities and initiatives that supported the professional needs of their staff in relation to “Strengthening Literacy and Numeracy”. Specific focus on the review of SMART Data from NAPLAN results, the use School Certificate results and the appointment of a Literacy Co-ordinator and a Numeracy Co-ordinator were instigated to support developments in this area.

A continuation of priorities, such as differentiating the curriculum, was evident through committees such as Learning and Teaching, INTEL, Gifted and Talented, Learning Technologies and Special Needs. These committees worked through the various SRI groups and met during staff meetings and other times arranged by the chair of the committee.
The Denbigh Administration System was fully implemented across the school to support all learning and teaching areas. In particular the school reporting system was opened up to the whole school and significant professional learning took place to support this wide ranging implementation.

**Curriculum & Pedagogy**

In the area of Vocational Education and Training, St. Joseph’s offered courses in Hospitality, Construction and Information Technology. Further opportunities in externally provided TVET course were also accessed by students in the areas of Fashion Visualisation, Aged Care Nursing, Automotive and Hair and Beauty.

**Cross Curriculum**

Development of cross curriculum initiatives was supported by the school mentoring program which enabled teachers to view and discuss lesson structures. This initiative was developed from the learning and teaching committee. A mapping of outcomes, literacy and numeracy strategies, and assessment tasks were shared amongst the members of the group. This initiative is to be more formally structured in 2010.

**Meeting the needs of all students**

Programs were implemented to assist students developing more effective study practices, as well as a continuation of the “Boys Group” of underachievers to assist students in participating more effectively in classes. Goal setting and motivation continued to be a focus of these groups. Results of students’ responses to the programme were presented at a staff meeting.

The Special Needs area provided support to classroom teachers. Students with special needs were either supported full time in the Learning Resource Centre or classroom teachers were assisted with support from Learning Resource Centre staff assisting with curriculum adjustments. Further growth in numbers of students in this area will be a cause to review the effectiveness of these practices in the future.

**Expanding Learning Opportunities**

Increased access to elective courses was introduced to the Year 9 cohort in 2009. Students were able to select an additional 100 hour elective course that they would be able to access in 2010. This potentially increased the students’ access to courses by an additional one course. Learning outside the classroom continues to be evidenced by student involvement in competitions in English, Mathematics and Science as well as opportunities in the arts through Rock Eisteddfod, School Musical and school expo, which also provided opportunities across other faculties. Students’ access to sports activities also continues to grow.
Professional Learning

The most significant area of professional learning that took place in 2009 supported the implementation of the Denbigh Administration system. With the school reporting system fully operational, staff were given support in setting pre-reporting data and advice on completing comments. All staff were given the opportunity to be involved in reviewing the reporting systems and product through a range of checking stages and conversations with peers. Staff were able to make recommendations to ensure consistency of grammar and quality of presentation. This has led to the drafting of a policy and procedures document that will be published in time for 2010 reporting periods.

Professional learning time was also given to strengthening Literacy and Numeracy throughout the school. Staff meetings and professional development days were utilised to allow staff to work with the Literacy and Numeracy co-ordinators.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the national literacy and numeracy testing program 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.

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 majority of students in Year 7 at St. Joseph’s scored band 6 or above for all areas of Literacy and Numeracy within the NAPLAN program. The vast majority of students in Year 9 scored a band 7 or above. Whilst the school views these results as adequate, we have implemented changes to structures and teaching within the school to improve these results. These learning and teaching strategies will be reviewed after the NAPLAN tests completed at the start of 2010.

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>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 4 and 5</td>
<td>Bands 6 and 7</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>School 18%</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>National 18%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School 15%</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td>National 20%</td>
<td>55%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School 17%</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>National 18%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School 19%</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>National 20%</td>
<td>52%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>School 16%</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>National 18%</td>
<td>54%</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.

### NAPLAN 2009: % AT or ABOVE NMS

<table>
<thead>
<tr>
<th></th>
<th>YEAR 7</th>
<th>YEAR 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>School</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>School</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>96%</td>
</tr>
</tbody>
</table>
**School Certificate**

In 2009 there were 156 students who received a School Certificate. Student achievement is reported as a percentage score and in Bands from 1 to 6 with Band 1 indicating that students are operating below minimum standard. Computing Skills is not reported in Bands.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean Score %</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – Literacy</td>
<td>78.92</td>
</tr>
<tr>
<td>Mathematics</td>
<td>69.51</td>
</tr>
<tr>
<td>Science</td>
<td>75.03</td>
</tr>
<tr>
<td>Australian History, Civics &amp; Citizenship</td>
<td>70.43</td>
</tr>
<tr>
<td>Australian Geography, Civics &amp; Citizenship</td>
<td>74.80</td>
</tr>
<tr>
<td>Computing Skills</td>
<td>82.34</td>
</tr>
</tbody>
</table>

**Higher School Certificate**

In 2009, 124 students sat for examinations in the Higher School Certificate and 124 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, 21 were above the state average (63.6%) and 12 subjects scored below. Performance in our 4 largest cohort subjects are as follows:

In Studies of Religion 1 there were 73 students with:
41.08% of students achieved Bands 5 and 6 (compared with 48.66% statewide)
1.36% of students achieved Band 1 (compared with 0.6% statewide).

In General Mathematics there were 70 students with:
24.28% of students achieved Bands 5 and 6 (compared with 24.66% statewide)
7.14% of students achieved Band 1 (compared with 6.87% statewide).

In English Standard there were 64 students with:
0% of students achieved Bands 5 and 6 (compared with 5.35% statewide)
1.56% of students achieved Band 1 (compared with 7.16% statewide).

In English Advanced there were 55 students with:
45.44% of students achieved Bands 5 and 6 (compared with 51.89% statewide)
0% of students achieved Band 1 (compared with 0.1% statewide).
Parent, Student and Staff Satisfaction

In surveys of parents, staff and students, there was a strong sense that students were assisted in their understanding of Catholic Tradition. 94% of staff surveyed agreed that faith was a key element where students were supported. 89% of students surveyed supported this contention and this was reinforced by parents. 91% of students stated in the surveys that they were proud to be in a Catholic school.

Overwhelmingly students stated that their teachers support and encourage them in their learning (97%) whilst staff (88%) and parents (88%) reinforced this contention with the opinion that the school challenges students to maximise their learning outcomes. Staff also felt strongly that the school strives to meet individual learning needs of students and 84% of parents surveyed also agreed. In regard to how challenging students found their work, 85% stated that they were challenged in their work and 15% of students disagreed.

94% of students surveyed reported that they felt safe at school. Whilst 80% of students felt that they could get help at school on issues not related to their school work, 90% of parents agreed that the staff in the school genuinely were interested in their child. 94% of staff surveyed agreed that the school provides a safe and supportive environment whilst 94% of the student responses conveyed a sense of feeling safe. All the parents surveyed believed the school to be a safe and supportive environment.

In the area how students understood school policies and procedures, 88% of staff surveyed believed students had a strong sense of their rights and responsibilities. This sense of confidence was articulated by students in many of their responses which indicated a strong sense of safety, awareness and optimism in terms of their education.

The extra curricular life of the school is seen as a particular strength in the school. 95% of students surveyed believe that there are numerous extracurricular activities in the school which offer variety and diversity. 96% of parents supported this contention.

In communicating appropriate information about a child, 88% of parents and staff agreed that the school did provide good information about student performance. 12% of both parents and staff respondents stated that the school could provide even more information on a child’s progress.

In the area of how well the school prepares students for life after school, 90% of parent respondents agreed that the school provided appropriate career advice and a holistic education that gave students the necessary skills to realise opportunities when they finished school.
School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2009:

- Key Area 2: Students and Their Learning
  - 2.3 Reporting Student Achievement
  - 2.2 Student Rights and Responsibilities

- Key Area 3: Pedagogy
  - 3.2 Provision for the Diverse Needs of Learners

- Key Area 4: Human Resources Leadership and Management
  - 4.2 Professional development of Staff

- Key Area 5: Resources, Finance and Facilities
  - 5.2 Use of Resources and Space

- Key Area 6: Parents, Partnerships Consultation and Communication
  - 6.2 Reporting to the Community

School Review and Improvement components to be reviewed and rated in 2010:

Semester 1:

- Key Area 1: Catholic Life and Religious Education
  - 1.4 Parents, Parishes and the broader community

- Key Area 2: Students and their Learning
  - 2.1 Educational Potential

- Key Area 3: Pedagogy
  - 3.2 Provision for the Diverse Needs of Learners

Semester 2:

- Key Area 2: Students and their Learning
  - 2.5 Pastoral Care
• Key Area 3: Pedagogy
  - 3.5 Assessment

• Key Area 5: Resources, Finance and Facilities
  - 5.3 Environmental Stewardship
  - 5.4 Financial Management