St Joseph’s
Catholic Primary School
Bulli

Annual School Report
2010
About This Report

St Joseph’s Catholic Primary School, Bulli 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.

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 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 Primary School
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Bulli NSW 2516
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Fax: (02) 4283 2097
Email: info@sjbdow.catholic.edu.au
Website: www.sjbdow.catholic.edu.au

Parish Priest: Fr Peter Tien

Principal: Mr Terry Westblade
Date: 17 December 2010
Vision Statement

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

Message from Key School Bodies

Principal’s Message

The canonisation of Mary MacKillop was a major feature of the 2010 School Year. The work of the Josephite Order has had a significant impact on the history of St Joseph’s School. Her canonisation gave the community a wonderful springboard to take it forward into the future.

Building works occupied the entire year with the Building Education Revolution (BER) being the main focus. Classroom renovations for Kinder, Yr 1 and Yr 2 were completed in Term 3 and the new school hall was completed in August. Both facilities gave new life to the school and a fresh new feel and we wait in anticipation for the completion of the remainder of the school.

The Catholic Block Grant Authority (CBGA) project commenced with the demolition of the old weatherboard building and the construction of the administration block, which was completed in December 2010. The classroom renovation stage of the CBGA project commenced in December with completion due in March 2011. The cooperation between all involved in the building process, including parents and students has been wonderful.

In 2010 we were privileged to work with Lane Clark whose research on ‘Real thinking, real learning and real assessment’ has been trialled and integrated into our learning framework. Lane worked with staff in June and again in October and her methodology is embedded in the Diocesan Learning & Teaching Framework (DLTF). The Habits of Mind continue to be a major part of our school culture. We believe that all students need to develop their learning dispositions and by doing so gain greater clarity about learning and life.

Fr Peter has been a wonderful support to the school throughout 2010. His support in accommodating the school canteen in the Fr O’Reilly Hall throughout the year has been appreciated. Fr Peter has supported the school in the sacramental life of the Church with regular liturgies, masses and other programs that enrich the faith and lives of our students.

Parent Involvement

The 2010 School Year has been a transition year, with extensive building works. The school hall was demolition in January and the new hall now stands in its place. Parents displayed wonderful cooperation by keeping the school canteen running in the Fr O’Reilly Hall. The Parents and Friends Association (P&F) would like to thank Fr Peter for allowing the school canteen to operate and for incurring many of the running costs of the canteen. While it was a quiet year there were many successful fundraising activities that generated great spirit, and funds for the school. The walkathon was a wonderful success and many thanks go to the
organizing committee. St Joseph’s school is fortunate to have a well coordinated and supported P&F committee. The sub committees worked tirelessly to enrich the life of the school and we are all grateful for the work that they do.

The 2011 School Year is shaping up to be a big one. The new buildings and renovations have given the school a new lease of life. The P&F look forward to working in partnership with the wonderful staff and together provide a vibrant and rich environment for the children. The existing P&F executive would like to thank the out-going executive for the wonderful job over the past 3 years.

*Parents and Friends Association, President*

**Student Leadership**

The year began with the Leadership Camp at Stanwell Tops. This experience gave us an opportunity to form friendships and enhance our understanding of the Habits of Mind. We love the school carnivals and the spirit that each House team generates with the war cries. The Diocesan Gala Days provide a chance for us to socialise with students from other schools and they are always lots of fun.

All students were able to be on the Student Council throughout the year so we all felt that we had a say in what goes on in the school. Confirmation was really special and we enjoyed our contact with Bishop Peter.

Attending St Joseph’s has given us lots of opportunities to explore who we are and learn about the Habits of Mind. The Habits have helped us learn more about ourselves as learners and to appreciate what is required to live a successful and happy life.

We have definitely enjoyed our time at St Joseph’s Bulli and we are proud of our school. We would like to thank the teachers that have taught us over the past 7 years.

*School Captains*

**School Profile**

**School Context**

St Joseph’s Catholic Primary School is a Catholic Systemic co-educational school located in Bulli. The school caters for students in Years K-6 and has a current enrolment of 202. 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. 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.

Whilst staff members are all lay people, there is a close connection between the school and the parish. The canonization of Mary MacKillop had a significant impact on St Joseph’s School, as it was among the first few Josephite schools established in the Illawarra along with Dapto and Albion Park.
**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>2010</td>
<td>93</td>
<td>109</td>
<td>202</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists 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 both the school website and the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2010.

**Student Attendance**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>95.0%</td>
<td>93.2%</td>
<td>96.5%</td>
<td>95.1%</td>
<td>95.4%</td>
<td>95.1%</td>
</tr>
</tbody>
</table>

**Management of Student Non Attendance**

For non-attendance at school parents and carers are asked to ring the school on the day to inform them of the non-attendance. They are also required to send in a note explaining the absence and detailing the date and reason for absence. Unexplained absences are followed up with phone calls from an office staff member and letters from the principal, if needed.

**Staffing Profile**

There are a total of 14 teachers and 5 support staff at St Joseph’s Catholic Primary School. This number includes 7 full-time, 7 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</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-NOOSR* 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 2010 was 95.56%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2009 to 2010 was 98%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Joseph’s Catholic Primary School staff. During 2010 school personnel undertook a range of professional learning activities related to improving student outcomes. These included:

- Teachers Matters Conference;
- Learning technologies (smartboard training);
- Pastoral Care Forum;
- Diocesan Learning & Teaching Framework;
- Lane Clark Workshops;
- Mary MacKillop Spirituality;
- Habits of Mind;
- ALEA workshops;
- Comprehension workshops (Northern Illawarra Catholic Schools (NICS);
- Wellness Conference; and,
- Narrative writing using the smartboard.

School based expenditure on professional learning in 2010 was $14,400. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Catholic Life & Religious Education

Catholic Life and Religious Education is the core business of the school. Religious practices at St Joseph’s Bulli contribute to the faith development of its students, families and staff. This cannot happen without the mutual cooperation, support and commitment of the Parish. This year the school community worked together to evangelize, celebrate, remember, and work for social justice causes.

The canonisation of Mary MacKillop was a highlight as she had an affiliation with the school. The sisters of St Joseph’s founded St Joseph’s Bulli, and St Mary of the Cross stayed in the convent whilst recuperating from an illness, and she attended a Christmas concert presented by the students of the school. The school’s journey towards Mary MacKillop’s canonisation began with a Parish Mass on Sunday 17 October. Many celebrations then followed, including a School Liturgy with a re-enactment of her life by Year 6, an Art Expo, an excursion to Mary MacKillop Place in North Sydney, daily morning prayer and a Staff Spirituality Day with St Michael’s Thirroul, which was facilitated by Jen Charadia on 22 October. The Diocesan Liturgy
at WIN Stadium on Sunday 31 October was the culminating event. The school now has a Mary MacKillop garden with a special grevillea plant species named in her honour.

This year, social justice initiatives raised over $4,167 for the following charities: Project Compassion, CARITAS, Children’s Mission, Koori Kids, Pakistan Flood Appeal and St Vincent de Paul Society.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the Diocese in 2009. In 2010 the school cohort consisted of 26 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on Monday 30 August and 27 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.

There was a high level of performance in the following areas:
- Knowledge of the meaning of key symbols, signs and rituals of the Catholic tradition; and,
- Knowledge about the images of God.

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 demonstrate a basic understanding of the Sacrament of Baptism.

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

For Part A, 7.1% of students were placed in the developing level, 64.3% in the achieving level and 28.6% were in the extending level.

For Part B, 0% of students were placed in the developing level, 86.2% in the achieving level and 13.8% were in the extending level.

Combining Parts A and B, 10.7% of students were placed in the developing level, 71.4% in the achieving level and 17.9% were in the extending level for Religious Literacy.
Financial Summary

The school used School Enhancement and Debt Servicing Obligation (SEDSO) funds to continue repaying loans on the library and the toilet block. Funds were also used for security and minor maintenance costs throughout the year. The P&F continued with their annual literacy grant of $2,000 but everything else was kept on hold while the building program was under way.

Money from the Federal Government’s ‘Building the Education Revolution’ (BER) was used to build a new multi-purpose hall and refurbish three classrooms. The Parish qualified for a loan from the Catholic Block Grant Authority (CBGA), which will be used to build a new administration block and staff facilities plus the refurbishment of four classrooms. The CBGA loan is to be supplemented with funds from the Parish.

The financial focus of the P&F and the school throughout 2010 has been the building project.

The following graphs reflect the aggregated income and expenditure for St Joseph’s Catholic Primary School for the year ended 31 December 2010. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction
A holistic approach to student welfare at St Joseph’s Bulli allows the school to work with the community to promote positive behaviour. Pastoral Care is seen as an extension of the ministry of the Catholic Church and as such calls for action to promote the dignity of the human person and strive for the common good of the St Joseph’s Bulli community.

Pastoral Care
At St Joseph's Catholic Primary School Bulli, Pastoral Care is relational – an attitude, culture and way of being. Members of the school community are responsible for the Pastoral Care of students. Following an audit on Pastoral Care in schools a new Diocesan Learning and Teaching Framework for Pastoral Care was drafted this year. In 2010 the school employed a School Support Officer (SSO) to work with students to promote student well being. The SSO was on duty at each break and organised activities to promote inclusiveness of all students. Outside agencies have been engaged to support part of Pastoral Care Professional Development. This has enabled the school to better understand how students think and learn in different ways. The use of Habits of Mind promoted a common language that all students understand, live and learn by. The school’s involvement with the Australian Habits of Mind (HoM) Institute has seen the school invited to present at the Habits of Mind Expo in Adelaide in 2011. This along with the adoption of Lane Clark’s work on thinking, have proven to be beneficial in the delivery of Pastoral Care programs in the school. The school was awarded a grant to develop a Peer Support Program based on the HoM inclusiveness. This program was supported by Year 6 students leading vertically streamed groups of students to promoted self-awareness and positive behaviour.
Weekly and end of term awards were used to acknowledge learning how to live wisely. These awards included HoM Awards and Mary MacKillop Awards. Each day during assembly, students pledged their ‘Six Kinds of Best’. This raised awareness of the need to be a mindful and contributing member of the community. The refurbishment of the school buildings and surroundings has enhanced the Pastoral Care of the school community.

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 form an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2010.

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 2010, St Joseph’s School focused on providing students with appropriate strategies, tools and opportunities to develop different types of thinking. The challenge was to assist all learners in planning, assessing and evaluating their thinking and learning experiences.

Curriculum & Pedagogy

Thinking, risk-taking, self direction, independence, interdependence, interpersonal skills, technological skills, conceptual skills, experimenting, problem solving, decision making and idea generation have been the skills the school has been attempting to develop in students. In 2008 the school started a journey to gain a better understanding of students wanted while living in the 21st Century. The latest brain theory research was explored along with, multiple intelligences, learning styles and their relationship to classroom practice. After much explicit professional learning, both staff and students now use brain compatible strategies and Habits of Mind to support successful learning. In 2010 this journey was added to with staff members aligning the above understandings with Lane Clark’s ‘thinkbox’ model, which has promoted both thinking and learning. This allowed teachers to build the concept of an authentic ‘shared vision’ with a model for learning and classroom practice.

This year teachers unpacked specific English outcomes for learning across all stages. Teachers explored how to produce and develop organisers for specific learning skills in writing and designed activities for higher-level thinking. Similar unpacking was undertaken in the areas of reading, comprehension, spelling and Mathematics.

The staff reviewed the school’s Assessment and Reporting Policy in light of new compliance standards, resulting in a consistent, open and shared school plan for assessment and reporting and a consistent approach to programming and learning evaluation. An in-depth review of assessment practices was undertaken specifically in the key learning area of Mathematics with the emphasis on ensuring individualisation and using the syllabus outcomes relating to working mathematically.

Integrating technology in classrooms as a tool for thinking and learning was a priority in 2010. This was highlighted by staff’s commitment to personal learning of new technologies like the iPod touch, elmos, digital flip cameras, smartboards, notebook applications and other new software packages, which supported the use of “technology as a tool”. Three smartboards were installed in Kindergarten, Year 1 and Year 2 classrooms and teachers agreed to implement a new online program for Mathematics learning and teaching titled “Stepping Stones” for 2011.

Cross Curriculum

In meeting the challenge to bring about further literacy improvements in students a focus was placed on how best to teach reading and comprehension. The skills of understanding text were addressed throughout the school. The focus here was on meaning making and students’
ability to critically analyse texts. Integrated approaches to learning were shared and the scope and sequences in the English Syllabus around grammar and punctuation, spelling and writing were reviewed. The incorporation of such tools as Clark’s strengths and weaknesses and ‘So What Ideas’ into learning tasks empowered students to evaluate information, decisions and learning behaviours during their learning journey.

The incorporation of HotMaths for Stage 3 learners provided specific numeracy strategies in an online format. Assessment strategies in Mathematics, across all grades were highlighted. This initiative established more consistent approaches to evaluate thinking and learning across all strands of Mathematics learning.

The Year 6 students undertook a Peer Support Program titled “Mindful Learning”. It incorporated learning outcomes involving indigenous perspectives across the school. It established links to Australian history, culture, environment and the Australian way of life. Combined with the Habits of Mind this enabled learning to be extended across many indigenous, social and cultural perspectives. Celebrating the nation’ Indigenous Day and having guest performers visit the school brought about better understandings for students in this areas. Special events such as World Environment Day, Harmony Day, ANZAC and Remembrance Days, Grandparents’ Day, a Pre-Kindergarten Program, St Joseph’s Day and Celebrations for Mary Mackillop’s sainthood all established links with the past, present and future.

Meeting the needs of all students

Purposeful and inclusive programs catered to the needs of all at St Joseph’s this year. Staff and students explored Lane Clark’s thinkbox/thinktower to support individualisation. Many classes took their new knowledge to greater heights and chose to use their new knowledge to make a difference in the world. Learners used their new learning to solve problems and fashion products during the ‘So What’ aspect of the thinking models within class programs. Learner modalities were catered through the use of different thinking styles and tools using the Clark ‘thinkbox’, Multiple Intelligences Theory and brain theory research.

Special programs of learning and responsibility were offered this year through opportunities such as the Peer Support program and University of New South Wales Competitions. Multiple Intelligences were catered for through extended experiences such as MusiCorp, Visual Arts, Writing/Poetry Competitions, Premier’s Reading Challenge and the Northern Illawarra Catholic Schools Maths Day, which was held at the local Catholic high school.

A school committee comprising leadership personnel, the school pastoral and welfare representative and teacher representative reviewed and monitored specific learning needs of individual students in the school. As part of the school’s Assessment Plan, student records and work-samples were collected, analysed and discussed by teachers and supervisors to ensure learning outcomes and targets were achieved. In addition to in-school measures, outside agencies and the Catholic Education Office personnel were frequently involved in the planning, implementation and evaluation of specific plans and procedures for learners with diverse academic, social, emotional and physical needs.
Expanding Learning Opportunities

Learning opportunities were vast and varied this year. Some of these included a walkathon, local community shows, the annual visit from the University of Wollongong (UOW) science department, the Science Fair at the UOW, sporting events and gala days, state and national sporting representations, Book Week and Mission activities, National Literacy and Numeracy Week activities, Grandparents’ Day and Cyberbullying Online Cybersmart Detectives program. Numerous guest speakers visited the school as well as visiting performances from local high schools. In 2010 the school undertook beginner courses in Indonesian, Spanish, Japanese and Italian. Also, swimming, basketball, netball, soccer, cricket, rugby league, oztag, rugby union, athletics, chess and public speaking were stand out activities for students, and history was made with one girl being awarded the Diocesan Sports Girl of the Year.

Professional Learning

Staff members attended a two-day conference in the January holidays called Teachers Matter. Teachers’ understanding of how important their role is in the community for developing caring, confident, connected, contributing citizens for the 21st Century was emphasized. Teachers and extended staff were recharged, inspired, refocused and reaffirmed in their teaching practice. This conference was a mix of both personal and professional development. The leadership of the school has a firm belief that if staff members develop themselves personally they will be better professionals.

In May, staff attended Lane Clark’s presentations titled ‘Preparing Learners For Their Future NOT Our Past!’ and ‘Where Thinking and Learning Meet’. Her presentation was packed with practical tools and strategies that could be used in classrooms. The following day Lane came to St Joseph’s and shared new tools and strategies, which are incorporated within her inquiry framework. Teachers learned how to work with an inquiry framework and other thinking processes. In October Lane returned for a two-day workshop where she unpacked specific English outcomes for learning across all stages.

Individual teachers attended many professional development opportunities including reading and comprehension, Mathematics, compliance and programming, unpacking the National Assessment Program for Literacy and Numeracy (NAPLAN) school results and aligning this to goal setting for 2011 and beyond, Indigenous Education and Religious Literacy. Teachers also attended specific workshops with other local Catholic primary schools. The continuing commitment to Information Technologies and development of smartboard expertise was seen through workshops each term either at the school or at St Michael’s Thirroul. Every term all teachers attended the Australian Literacy Educators’ Association’s (ALEA) local branch meetings.

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 participates in the National Assessment Program for Literacy and Numeracy (NAPLAN) for the purposes of
diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

The NAPLAN was introduced for students in Years 3 and 5 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.

There were no students in Year 3 and Year 5 who achieved below the National Minimum Standard (NMS). No students this year were exempted from the testing regime. Of the students in Year 5, 7% were at the National Minimum Standard in reading. All students were above the National Minimum Standard in writing, spelling and grammar and punctuation. In numeracy, 13% of the Year 5 students achieved the National Minimum Standard and all other Year 5 students achieved above the National Minimum Standard. As a result of this information, special targets were set to improve standards in writing and numeracy (measurement, space and geometry) for Stages 2 and 3 in 2011. In Year 3, 4% students achieved standards at the minimum level in spelling and 12% of the Year 3 students achieved standards at the minimum level for grammar and punctuation. All other students in Year 3 achieved above the National Minimum Standard in literacy, while 4% of the Year 3 students achieved standards at the National Minimum level in numeracy. All other Year 3 students achieved standards above the National Minimum Standard.

<table>
<thead>
<tr>
<th>NAPLAN 2010: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>17%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
</tbody>
</table>
Student Achievement of National Minimum Standard

Students are considered to be achieving below the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5), represent those who are achieving at the NMS. Students in all other Bands are achieving above the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2010:</th>
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<tbody>
<tr>
<td>% AT or ABOVE</td>
</tr>
<tr>
<td>NMS</td>
</tr>
<tr>
<td>YEAR 3</td>
</tr>
<tr>
<td>YEAR 5</td>
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<td>-------------</td>
</tr>
<tr>
<td>Reading</td>
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<tr>
<td>School</td>
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<td>National</td>
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<td>School</td>
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<td>Spelling</td>
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<td>School</td>
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<td>Grammar &amp;</td>
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<tr>
<td>School</td>
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<tr>
<td>National</td>
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<tr>
<td>Numeracy</td>
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<tr>
<td>School</td>
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<td>National</td>
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</tbody>
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Parent, Student and Staff Satisfaction

Staff, students and parents were surveyed about areas affecting the education of the students and the general functioning of the school.

The results of these surveys indicate that a climate of collegiality and collaboration are major strengths of the staff at St Joseph’s. Staff indicated a strong degree of satisfaction with how the school is operating, nurturing the Catholic faith and supporting student learning. The staff results also showed the whole school approach to learning using the Habits of Mind.

From the survey a climate of pride, care and friendliness were also major strengths identified amongst students at St Joseph’s. The results indicated students are encouraged through class meetings and the Student Council to voice their opinion and raise points of concern and celebration. The analysis showed an overwhelming majority of students feel proud of their school, understand their rights and responsibilities and feel safe and supported by the school. An area for improvement according to student’s responses is a lack of clarity about the processes in seeking assistance if problems arise in the playground. This need will form part of the strategic direction in 2011 within the School Review and Improvement plan (SRI).
From these surveys a climate of cooperation, support and community were major strengths identified amongst the parent body. The vast majority of parents also strongly agreed with the direction the school was taking and the support provided for students. Some areas for improvement identified by the parents were reporting to parents in relation to the progress of their children and catering for individual needs. These have been identified as areas in the school’s SRI plan for 2011.

Overall, all stakeholders were pleased with school/parish relationships, however, these can be further strengthened in the future.

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 2010:

- **Key Area 1: Catholic Life & Religious Education**
  - 1.4 Parents, Parish and the broader Church

- **Key Area 2: Students & their Learning**
  - 2.1 Educational Potential

- **Key Area 3: Pedagogy**
  - 3.5 Assessment

- **Key Area 4: Human Resources, Leadership & Management**
  - 4.2 Professional Development of Staff

- **Key Area 5: Resources, Finances & Facilities**
  - 5.4 Financial Management

School Review and Improvement components to be reviewed and rated in 2011:

- **Key Area 2: Students & their learning**
  - 2.2 Rights & Responsibilities
• **Key Area 3: Pedagogy**
  - 3.6 School climate, learning environment and relationships
  - 3.7 Professional learning

• **Key Area 4: Human Resources Leadership & Management**
  - 4.1 Recruitment, selection & retention of staff
  - 4.3 An ethical workplace

• **Key Area 7: Strategic Leadership & Management**
  - 7.1 Planning for improvement