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 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 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
PO Box 105
Bulli NSW 2516
Ph: (02) 4283 1111
Fax: (02) 4283 2097
Email: info@sjdow.catholic.edu.au
Website: www.sjbdow.catholic.edu.au

Parish Priest: Fr Peter Tien

Principal: Mr Terry Westblade
Date: 10 December 2009
Vision Statement

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

Message from Key School Bodies

Principal’s Message

This year has been a defining one with the approval of a building program coinciding with the Government stimulus package ‘Building the Education Revolution’ (BER). Our application for a block grant through the Catholic Education Commission was approved in Term 4. The grant approval and the BER money will ensure that St Joseph’s is a modern learning environment for all students. The scope of works will include a new school hall, a new administration block and refurbishment of classrooms.

The school has applied for registration as a Habits of Mind School with the Habits of Mind Institute and we look forward to becoming a more mindful school in the future.

There have been many physical improvements to the school that have made the playground more appealing to students. A parcel of land was acquired from the Parish behind the convent and a junior playground was constructed by the Parents and Friends (P&F). In addition we received $125,000 through the National School Pride Project. This funding allowed us to resurface a section of the car park for a new basketball court, provide shade over the outdoor learning area and purchase eight new Smartboards, projectors and computers to be installed in the new classrooms on completion.

Our students have been wonderful ambassadors for the school through their involvement in sport, liturgies, community events and their learning endeavours. Four students represented the school at the Mindful by Design Conference in Sydney to speak about the use of the Habits of Mind over the past three years.

The school enjoys a wonderful relationship with the Parish with school Masses and liturgies available to students on a regular basis, and there is a high involvement of school families with the Parish.

Parent Involvement

2009 was a year of highs and lows, of celebrations and change with the highlight being our Easter Fair. Tracey DeLyall’s death was a time of much sadness. She was a much loved member of our community and gave generously of her time. Tracey’s death saw St Joseph’s community bind together to support one another and the DeLyall family. I was proud of the community spirit extended to strangers and family on the day of her funeral.

An obvious change to our school has been the improvements to our playground which has been a joint effort between the school and the Parents & Friends Association (P&F). National School Pride was used to resurface the carpark for a basketball court and the P&F installed new playground equipment which combined natural and built environments to provide a creative play space for the younger children.

The second big change was the relocation of the Convent fence. The Parish generously
donated this land to the school, allowing us to extend the bark garden to create a larger shaded area for lunch and quiet games.

In 2009 our Easter Fair was an outstanding success. I would like to congratulate the fete organising committee on a job well done. We raised in excess of $36,000.

St Joseph’s school is fortunate to have a well coordinated and supported P & F Committees. Our many sub committees have worked tirelessly to enrich the life of the school and we are all grateful for the work that they do.

The 2010 school year is shaping up to be a big year. The school will undergo major structural changes and there will be many challenges along the way. I look forward to meeting these challenges in partnership with the wonderful staff of the school and working together to continue to provide a vibrant and rich environment in which our children can thrive spiritually, educationally and emotionally.

Parents and Friends Association, President

Student Leadership

This year has been a joyful year full of fun. We have had many highlights throughout Year 6, but the stand outs were the Year 6 Leadership Camp, Confirmation, Habits of the Mind Conference and the Year 6 Graduation. Leadership Camp was a great experience and taught us how to cooperate with each other and face our fears. We had many activities that involved Habits of the Mind.

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. In Term 2 all Year 6 students had Confirmation with Bishop Peter Ingham. In Term 4, four students got the honour of attending a Habits of Mind Conference in Sydney where teachers and principals from around Australia gathered to talk and learn about the Habits of Mind.

We would like to thank the P&F for providing us with the Stage One playground, which the younger students use every recess and lunch. In Term 4 the Year 6 students and parents had a fabulous night at the Graduation.

We have most definitely enjoyed our time at St Joseph’s Bulli and 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 Sisters of St Joseph established St Joseph’s Catholic Primary School in 1882. It serves the Catholic Community of Woonona and Bulli and is situated in Park Road Bulli. The school has co-educational classes from Kindergarten to Year 6 and at present has an enrolment of approximately 211 students. In the early years, the Sisters of St Joseph built strong foundations for the development of community spirit. This sense of Catholic community has continued to be nurtured over the years and at present this culture reflects a spirit of cooperation, inclusion, recognition of the individual and the involvement of the wider community.
Student Enrolments

<table>
<thead>
<tr>
<th>2009</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>102</td>
<td>109</td>
<td>211</td>
<td>0</td>
<td>7</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 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></td>
<td>94.9%</td>
<td>97.9%</td>
<td>94.5%</td>
<td>95.0%</td>
<td>95.1%</td>
<td>93.1%</td>
</tr>
</tbody>
</table>

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 11 teachers and 4 support staff at St Joseph’s Catholic Primary School. This number includes 8 full-time and 3 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 2009 was 98.15%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2008 to 2009 was 97%.

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

These included:

- Mindful by Design Conference;
- Learning Technologies;
- Pastoral Care Forum;
- Teacher as Spiritual Leader;
- Numeracy project with Holy Spirit College;
- International Thinking Conference in Kuala Lumpur; and
- Smartboard technologies.

School based expenditure on professional learning in 2009 was $10,756. 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 we worked together to celebrate, remember, prepare students for sacraments and for social justice initiatives.

The Family Mass in early Term 4 highlighted that Bulli is a community who “prays and works together”, the Parish motto. The church was filled with many families who gave of their talents and time to make this celebration a joyful, prayerful and memorable experience.

This year we introduced a Catholic Reading Log across the grades which contained the school’s vision and mission statements, core values and the school prayer. Each weekly section contained Sunday’s scripture reading, a related activity and a family focus part. This has been a valuable way of linking the school with the home and promoting the importance of family as the first faith educators.

The 100th Anniversary of Mary MacKillop’s Day was also a highlight. A Back-In-Time Day, in which the students wore turn of the century clothes and teachers came to school dressed as nuns and priests marked the day. The old school bell rang to start and end the day and
a stirring Mass was celebrated, in which the life of Mary MacKillop was dramatised. During the day the students had a taste of what life was like during Mary’s times and at the whole school assembly a special Mary MacKillop Award was inaugurated.

This year, social justice initiatives raised over $3,055 for the following charities: Project Compassion, CARITAS, Children’s Mission, Fred Hollows Foundation 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 2009 the school cohort consisted of 30 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on Monday 7 September and 30 completed the Extended Task (Part B). The Extended Task is based on the Unit: *One With God’s Creation* and was completed during the first half of Term 3.

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

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- 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 0% of students were placed in the developing level, 64.3% in the achieving level and 35.7% were in the extending level.

For Part B 20.7% of students were placed in the developing level, 69% in the achieving level and 10.3% were in the extending level.

Combining Parts A and B, 3.6% of students were placed in the developing level, 85.7% in the achieving level and 10.7% were in the extending level for Religious Literacy.

**Financial Summary**

The used SEDSO funds continue servicing the existing loans on the toilet block and library. The P&F continued their regular support of the school through the literacy, religious education and sport donations as well as pledging $21,000 to support the inclusion of windows in the eastern wing of the school.
St Joseph’s qualified for a $2 million Government grant through the BER program, which has been set aside for the construction of a new hall and refurbishment of the eastern wing classrooms. This work is due to commence in 2010. The school also qualified for funding through the National School Pride program. The amount of $125,000 was used to construct a new basketball court in the existing car park, add sails to the outdoor learning area, and purchase eight Smartboards, projectors and mini Mac computers to install in the new classrooms when renovated.

An application for funding through the Catholic Block Grant Authority (BGA) was lodged, and it was announced in November that this application was successful. This grant will be supported by a Parish loan, the SEDSO levy and a school building fund to total $1.4 million for a new administration block and refurbishment of four new classrooms.

The P&F donated $27,000 to purchase and install play equipment for the junior classes as well as $7,600 for outdoor seating.

The following graphs reflect the aggregated income and expenditure for St Joseph’s Bulli Catholic Primary 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.
Student Welfare

Introduction

As a Catholic School, St Joseph’s is centred on Christ and recognises the presence of Gospel Values in all dimensions of each person. The context of Pastoral Care is embedded in the daily responses and actions towards each other. The school’s Pastoral Care Policies and Procedures are also underpinned by the National Safe Schools Policy and Values Education.

Pastoral Care

Pastoral Care at St Joseph’s Catholic Primary School Bulli permeates throughout the school. The context of Pastoral Care is embedded in the daily responses towards each other. This year has seen a number of initiatives that have enhanced the Pastoral Care at St Joseph’s Bulli.

A Peer Support program was written by Year 6 students entitled, “Do You See What I See”? This program focussed on being mindful of others in the school community and the need to be aware of the needs of others through the promotion of respect and responsibility. Stage 3 Peer Support leaders ran group activities that reflected given topics set down in the school based initiative. This program was very successful and the school applied for a grant for this program to be run. The program was also presented at the Habits of Mind National Conference – Mindful By Design – by some of the Peer Support students.

There is a whole school approach to pastoral care with the emphasis on being proactive and restorative justice for all. This year several initiatives have been implemented in the playground. The school play area was fenced and gated to allow greater access to outdoor education areas. A shade shelter was erected over the outdoor learning area and play equipment was erected and gardens established to help allow greater opportunities for all students at St Joseph’s. A new St Joseph’s Anti bullying School Banner was also signed by all students and the banner was displayed in the playground each day to help promote positive Behaviour Management in a safe and supportive environment.

Parents have continued their work in collaboration with the school in providing support for families through the Joey’s Pastoral Care Group. This group provides practical help for any family in short term needs due to unforeseen circumstances.

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 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
The school has further developed understandings of brain-compatible learning. Staff and students have adopted the principles of how the brain works using a brain-compatible approach for learning and teaching throughout the school.

Curriculum and Pedagogy
An important guiding principle of brain compatible learning is that everybody is totally unique. Therefore, at St Joseph’s Bulli there is a belief that personality, character, learning styles and the child’s emotional system all affect the learner.

In keeping with the school’s School Review and Improvement (SRI) Plan, the assessment and reporting policy has been updated, plus a whole school cyclic assessment plan has been formulated. The use of consistent and explicit strategies for the collation of data and information about all students’ learning has assisted teachers to plan more appropriate learning experiences suited to students’ needs. Students’ work samples and books went home each term helping to develop a collective vision about learning in the school.

Relaxation exercises, music and laughter were encouraged to allow students to express their emotions and enrich the mind. The ‘Smartboard’ and its technologies were used to incorporate myclasses into children’s daily learning routines. Technology training via external and internal structures has assisted classroom teachers to support children’s learning.

In Stages 2 and 3 students and teachers worked together using different approaches, content and processes in Key Learning Areas (KLAs) of the curriculum. Lessons were delivered to students that were integrated and interdisciplinary. Learning was made fun through the use of choice, student control and discovery, plus the use of digital technologies.

Cross Curriculum
Positive values and lifelong skills of collaboration, respect and cooperation, have been targeted through opportunities such as Peer Support Programs and Buddy Networks. Senior students were involved in the Mary Mackillop Foundation Art Competition, the TOLR8 Competition and the Diocesan Christmas Story Art Competition. Two students entered a digital photography art competition winning major prizes for the school.

Meeting the needs of all students
Eight students from Year 1 were supported through the Reading Recovery programme. The Reading Recovery teacher and classroom teachers have closely monitored reading growth and the literacy development of ex-Reading Recovery students. Information gathered from their formative assessments has been used to shape improvements and to adjust the classroom teaching strategies to meet individual students’ learning needs.

Following the school’s involvement with Holy Spirit College, Stage 3 teachers have worked closely with Stage 4 teachers to ensure a smoother transition to high school for all
students, particularly in the KLA of Mathematics. School initiatives and funding by CEO have provided for students’ diverse learning needs through the employment of personnel to work closely with class teachers to plan, programme, supervise and evaluate the progress of students’ specific needs in reading, spelling, writing, behaviour and social skills.

Relevance, choice and interest in learning were boosted by a variety of learning experiences. Many experts within their field were invited to the school to speak about real life learning situations.

**Extending Learning Opportunities**

Students were fortunate to experience many opportunities to reinforce their learning. Excursions, mufti days, liturgies, visiting productions, the Premier’s Reading Challenge were just a few. Flexible thinking and problem solving have been the aim of all these experiences and this has given further purpose to the school’s dimension of learning around the Habits of Mind.

Students have had the opportunity to extend their interest and love of music and Creative Arts through the School MusicCorp, and school choir and band performed at special celebrations. Special sporting events have allowed students to excel at Cross Country, swimming, athletic and a variety of gala days.

The senior boys basketball team gained state honours winning the NSW Catholic Schools Basketball Competition. Students represented the school at the all Diocesan sporting events. A Year 5 student earned national honours in running, breaking a MacKillop record whilst representing the MacKillop team at the NSW PSSA. This student also competed at the 2009 Australian Track and Field Championships. These wonderful sporting achievements gained this student the Primary Red Medallion at the CDF Annual Sports Awards and runner-up as the Most Outstanding Primary Girl Award in the Diocese.

**Professional Learning**

Many teachers attended a national conference around learning and the learner. Teacher’s understanding of brain research has impacted on curriculum, classroom design and management, grouping, assessment and instructional strategies, technology and professional training.

One teacher attended a Habits of Mind Bootcamp in Sydney. Professional discussions evolved around thinking and dispositions for learning, coping with change in today’s world and how as teachers we need to be more effective in shaping change for the students. Staff are committed to explicitly teaching and valuing the Habits of Mind. Two members of the School Leadership team (SLT), several parents and a group of students from the school gave a presentation at the National Mindful by Design Conference in Sydney. Another member of staff attended the International Conference on Thinking in Kuala Lumpur. Students are now using thinking tools, like Mindmaps to help them remember better, to concentrate, to be less stressed about information, to solve problems and be imaginative.

Two teachers attended the Diocesan workshop, Improving Literacy and Numeracy Outcomes for Learning. Staff made decisions involving a need for a school based scope and sequence in the area of spelling, grammar and punctuation and Mathematics. These
goals have now become part of the English and Mathematics Plans for 2010. All staff updated their First Aid Training and maintained their anaphylaxis training. Staff began professional development around Aspergers Syndrome and will keep this as a priority for 2010.

The Diocesan Teaching and Learning Framework (DLTF) has been introduced, and the three dimensions for learning and their elements embedded in this framework will become more intrinsically valued by staff as they work on these areas in 2010. SRI and Personal and Professional Review and Improvement have been areas of ongoing review and professional development. One teacher has also been trained as the School Reading Recovery Teacher this year for the identification and intervention of students experiencing reading difficulties. Two teachers attended the Information and Communication Technologies course run by CEO. This course has lead to in-school training and dialogue, the sharing of expertise and ultimately improve student learning in the classroom. This typifies the school’s investment and direction to better connect and position students for learning in the 21st Century.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program 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.

In 2009 all Year 3 and Year 5 students have achieved National Minimum Standards in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

Up to 4% of the Year 3 students achieved standards in Reading and Numeracy, which are at National Minimum Standard. 3% of the Year 5 students achieved at the National Minimum Standard in the area of Reading. All students in Year 5 achieved above the National Minimum Standard in the areas of Writing, Spelling, Grammar and Punctuation and Numeracy.

The students’ results indicated that Spelling was an area for further development for the school. This has been a focus of professional development this year through the use of more brain compatible learning strategies. In 2010, as part of the school’s Literacy Plan, a school based Spelling and Phonics scope and sequence of knowledge, skills and strategies will be developed for each grade and across the stages in order to improve learning outcomes in this area.
Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>NAPLAN 2009: % 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>4%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>9%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>7%</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>16%</td>
</tr>
</tbody>
</table>

Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2009: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>96%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>97%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>96%</td>
</tr>
</tbody>
</table>
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 survey indicated that a climate of collegiality and collaboration were seen as major strengths for staff at St Joseph’s. Staff also indicated a strong degree of satisfaction with how the school, as a whole, was operating, nurturing the Catholic Faith and supporting student learning. Staff believed they were working towards a whole school approach to learning and using the Habits of Mind to support that learning.

The survey revealed that a climate of pride, care and friendliness were major strengths amongst students at St Joseph’s. Students also felt that they were encouraged, through class meetings and Student Council to voice their opinions, raise points of concern and identify areas for celebration. The overwhelming majority of students felt proud of their school, understood their rights and responsibilities and felt safe and supported by the school.

A climate of cooperation, support and community were also major strengths identified amongst the parent body. The vast majority of parents strongly agreed with the direction the school was taking and the support provided for students.

Overall, all stakeholders were pleased with the school / parish relationship, however, this can be further strengthened in the further.

Some areas identified for improvement were the reporting to parents in relation to the progress of their children and catering for individual student needs. These have been identified as areas to be addressed in our SRI plan for 2010.

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 1: Catholic Life & Religious Education
  - 1.3 Catholic Life and Culture
- Key Area 2: Students & their Learning
  - 2.3 Reporting Student Achievement
  - 2.4 Integration of Information & Communication Technology
• Key Area 3: Pedagogy
  - 3.1 Curriculum Provision

• Key Area 5: Resources, Finances & Facilities
  - 5.1 ICT Resources

School Review and Improvement components to be 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