Annual School Report 2006

Vision Statement

St Columbkille’s Catholic Primary School is a community of God’s people striving to live our Motto, “Christ is the Way.”

Principal’s Message

We have much pleasure in presenting to you the 2006 Annual School Report for St Columbkille’s Parish School.

St Columbkille’s School is an integral part of the Parish of Corrimal. As a Parish School we continually strive to live out the teaching of the Gospels and as a community we come together regularly, to celebrate our Catholic faith and heritage.

Parent Involvement

The parent body of St Columbkille’s, has a strong commitment to supporting the school, in many dimensions. Early Stage One and Stage One classrooms are assisted by a large number of volunteers in the curriculum areas of English, Mathematics and Creative Arts. The school Sports Carnivals are given strong support by parents who volunteer both as helpers and cheer squads.

An outstanding achievement of our parents is the introduction of our accredited Healthy Canteen. Thanks to the 75 registered canteen helpers our children have access to healthy lunch options each day of the week.

The St Columbkille’s Parents and Friends Association is a vibrant organization which supports the learning and teaching endeavours of our school with the organisation of many successful fundraising ventures. Throughout 2006 the Social Committee of the P&F have worked tirelessly raising $20,360.

Vice President of P&F Association

Student Leadership

Whilst all Year 6 students are leaders at St Columbkille’s, peer voting was used to elect two School Captains, six Student Council Members and eight Sports Captains. The responsibility of these positions was emphasised when we, the elected leaders, attended the Young Leaders Day at Homebush, early in the year.

We have demonstrated our leadership this year by assisting with presenting awards at Assembly, leading the Peer Support Program and representing our school, with pride, on official occasions.

The School Captains

School Profile

St Columbkille’s is a Catholic Parish Primary School established by the Sisters of St Joseph in 1905. The school provides quality education in faith and life for all students following in the tradition of the foundress of the Josephite Order, Blessed Mary MacKillop.

St Columbkille’s School is steeped in a tradition of over 100 years. In remembering our past we pay a sincere tribute to the clergy, the Sisters of St Joseph, parishioners, parents, students and past teachers for their irreplaceable contributions to the Parish school of St Columbkille’s.

Today, St Columbkille’s Parish School features a diverse cultural enrolment of 372 students, and offers a full curriculum, within an atmosphere in which all individuals are valued.
Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>208</td>
<td>187</td>
<td>395</td>
</tr>
<tr>
<td>2005</td>
<td>195</td>
<td>175</td>
<td>370</td>
</tr>
<tr>
<td>2006</td>
<td>197</td>
<td>175</td>
<td>372</td>
</tr>
</tbody>
</table>

The Enrolment Policy and Procedures can be found on the Catholic Education Website: www.ceowoll.catholic.edu.au then go to the link Policies

Student Attendance
The average student attendance rate during 2006 was 94.8%.

Staffing Profile
Teaching Staff
There are a total of 22 teachers at St Columbkille’s School.

School Leadership
The School Leadership Team consists of Principal, Assistant Principal, Religious Education Co-ordinator and three Co-ordinators

Classroom and Specialist Teachers
The teaching Staff at St Columbkille’s comprises twelve full time teachers and ten part time teachers. Specialist support teachers work in the areas of Library, Literacy, Reading Recovery, Physical Education and Italian

Administrative Support
Five School Support Officers are employed at St Columbkille’s to assist student learning in the classroom. Two School Support Officers and one Senior School Support Officer are employed to assist with the administrative duties at the school.

Teaching Staff Experience
The teaching staff at St Columbkille’s are very experienced with fourteen teachers having worked in the profession for more than fifteen years, and several having post graduate qualifications.

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

<table>
<thead>
<tr>
<th>Category</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
The Staff Retention rate is high at St Columbkille’s with 91% of the teaching staff remaining for the 2007 school year.

Staff Attendance
The average daily staff attendance rate for 2006 was 97.4%.

Professional Learning
Professional Learning opportunities are highly valued and sought by all members of St Columbkille’s Staff. On going Professional Learning ensures teachers remain current with contemporary educational pedagogy.

Professional Learning for teaching staff during 2006, focused on specific areas including Religious Education, Literacy and Numeracy, Information Communication Learning Technologies, Special Education, Consistent Teacher Judgement and Seasons for Growth.

During 2006 each alternate staff meeting was dedicated to co-operative planning and professional dialogue within each stage. This ensured the expertise of our talented teachers provided sharing opportunities to promote best practice within all classes.

Six classroom School Support Officers completed the Certificate Course, “Working with Students with Special Needs” which developed their knowledge and understanding of strategies to be implemented for individual learning needs.
**Culture of the Catholic School**

At St Columbkille’s Parish School our Catholic values, customs and traditions are valued, taught, lived and celebrated as we strive to live our school motto, “Christ is the Way”.

Parents, Staff, Parish Priest and Parish community continue to work, share and celebrate together to nurture the spiritual development, welfare and education of the students.

Positive relationships with the Parish community have continued to be strengthened during 2006. Our new Parish Priest, Fr Graham Schmitzer, has a visible presence in the life of our school, celebrating Mass each week for the students and supporting liturgical celebrations and special events.

The spiritual and prayer life of St Columbkille’s school community has been deepened throughout the year with many beautiful reflective celebrations including our Annual Grandparents’ Liturgy and the NAIDOC Week Liturgy. The Sacred Space created in each classroom provides a reverent focus for daily classroom prayer for the students at St Columbkille’s.

The development of quality Religious Education programs, that lay the foundation for lifelong Religious Education, is given high priority at St Columbkille’s. This year, the eagerly awaited Early Stage One and Stage One Religious Education curriculum, “To Know, Worship and Love” was introduced. The Paschal Mystery is at the heart of this Curriculum which engages students through the use of ‘storytelling’. Kindergarten, Year One and Year Two teachers and students have enthusiastically embraced this curriculum, whilst Parents were invited to an Information Evening to become familiar with the program.

The Parish-based Sacramental Program for candidates preparing for the Sacraments of Initiation were enhanced by the Reflection Days, organised by Father Schmitzer, and the collaboration of Staff and Parishioners facilitating these programmes.

Staff spiritual formation was enhanced through weekly communal prayer and our Staff Spirituality Day held at Mt Keira Scout Camp which was facilitated by Christine Carlton. The day provided opportunities for reflection on scripture, time for personal prayer and community reflection and celebration.

**Student Welfare**

Pastoral Care of students and staff is a priority at St Columbkille’s. In keeping with Catholic School Tradition, St Columbkille’s Parish School is a place of belonging, respect, justice, hope, celebration and quality learning and teaching.

During 2006 the Student Management Committee, in consultation with all Staff, developed a Code of Conduct focussed on the word RESPECT. In each week of Term 4, each classroom reinforced and emphasised one statement of the Code of Conduct with their students. Students who best embodied this particular focus were awarded a special Code of Conduct certificate at the weekly assembly.

This year we continued with new playground procedures introduced the previous year. Kids’ Club was a new initiative offering students the opportunity to take part in alternative lunch time activities. Kid’s Club operates each Tuesday and Thursday, and admission to the Club is by way of Classroom Passes.

The Peer Support programme continued this year, lead by our able Year 6 leaders. This Program allows for students in mixed age groups from Kindergarten to Year 6 to meet weekly (during Terms 2 and 3) to discuss topics and issues relevant to their wellbeing at St Columbkille’s school. As well as leading Peer Support groups, our Year 6 students continued the support of their kindergarten buddies, providing them with opportunities to develop nurturing and sustainable relationships.

We are fortunate to have the services of a School Counsellor from Centacare who attends the school for one day each week. Regular meetings with the counsellor help to ensure that there is a forum for students and families who at some time are experiencing difficulties.

The Seasons for Growth Program was offered again this year for those students experiencing grief through a family breakdown, a death in the family or for students needing to cope with many changes in their lives. The Program teaches students strategies that can help them adjust to any major change in their lives and enhances their resilience to these changes. This year a total of 25 students benefited from participation in the Seasons For Growth Program. A Celebration for all participants completed each session. This included a review of topics covered, an opportunity for sharing, the
presentation of certificates by the Seasons’ Co-
ordinator, and the serving of pizza for lunch.

All students in 2006, took part in the Life
Education Program which compliments our
Personal Development, Health and Physical
Education Syllabus. Life Education motivates,
encourages and empowers young people to
make good life choices for a healthy future. It
provides relevant and appropriate drug and
health education

St Columbkille’s adheres to the Complaints
and Grievances Policy as developed by the
Catholic Education Office.

The Complaints and Grievances can be found
on the Catholic Education Office website:
www.ceowoll.catholic.edu.au then go to the
link ‘policies’.

In compliance with the NSW Reform Act
1990, Corporal Punishment is banned in ALL
Schools within the Diocese of Wollongong.

**Financial Summary**

A major cost incurred this year was for
grounds improvement of the Paddock
playground area. Our local contribution
totted $42,000 which was serviced by the
St Columbkille’s Parish SEDSO account.

The Parents and Friends Association was
again very generous with their support,
allocating $18 000 towards the purchase of
Information Technology Equipment
including five eMac Computers,
5MacBook Computers, and a Data
Projector. This has assisted the school in
the provision of leading edge learning and
teaching experiences for the students.

During 2007 the major refurbishment
of the school building will commence. The
estimated cost of the refurbishment is $1.6
million. The Commonwealth Capital Grant
of $515 000 gained in 2005, together with
our current SEDSO balance will reduce the
required loan to approximately $900 000.

<table>
<thead>
<tr>
<th>Income</th>
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<tbody>
<tr>
<td>Balance Brought Forward</td>
<td>65 624</td>
</tr>
<tr>
<td>Contribution from Parents &amp; Friends/Parish</td>
<td>17 961</td>
</tr>
<tr>
<td>School Enhancements &amp; Debt Servicing Obligation</td>
<td>69 322</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>229 927</td>
</tr>
<tr>
<td>Student Materials &amp; Activity Fees</td>
<td>52 880</td>
</tr>
<tr>
<td>School Building Contribution</td>
<td>11 409</td>
</tr>
<tr>
<td>Commonwealth Special Programs</td>
<td>581</td>
</tr>
<tr>
<td>Donations</td>
<td>8 227</td>
</tr>
<tr>
<td>Fund Raising</td>
<td>1 554</td>
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<tr>
<td>Interest</td>
<td>1 076</td>
</tr>
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**Total Income** $458 561

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Expenses &amp; Materials</td>
<td>41 502</td>
</tr>
<tr>
<td>Student Activities</td>
<td>30 739</td>
</tr>
<tr>
<td>System Administration</td>
<td>97 604</td>
</tr>
<tr>
<td>School Administration</td>
<td>42 598</td>
</tr>
<tr>
<td>Maintenance</td>
<td>38 157</td>
</tr>
<tr>
<td>Furniture &amp; Equipment</td>
<td>32 493</td>
</tr>
<tr>
<td>Library Resources</td>
<td>3 058</td>
</tr>
<tr>
<td>Transfer School Building Contribution</td>
<td>11 409</td>
</tr>
<tr>
<td>Transfer to School SEDSO Account</td>
<td>69 322</td>
</tr>
</tbody>
</table>

**Total Expenditure** $366 882

**Other Income & Expenditure**

| Government Capital Grants                | NA   |
| Capital Expenditure on Buildings, Furniture & Equipment | NA   |
| State Government Interest Subsidy        | NA   |
| Loan Repayment Interest                  | NA   |
| Loan Repayment Capital                   | NA   |
| Other Capital Income                     | NA   |

**Balance Carried Forward** $91 679

The tuition fee recovery rate for 2006 was
91.1%.

The System Administration payment covers
expenditure areas such as salaries and salary
related expenses, curriculum support,
professional development and provision for
new schools.
Learning & Teaching

Introduction
St Columbkille’s Parish School is committed to the provision of quality Catholic learning and teaching. A diverse, contemporary curriculum is offered which caters for the needs of all students. Our 2006 focus areas and initiatives have reflected Diocesan and National imperatives for improved performance in Literacy, Numeracy and for the integration of Information Communication Learning Technologies across the curriculum.

Curriculum and Pedagogy
The Board of Studies Syllabus documents in each of the six Key Learning Areas are implemented at St Columbkille’s, as well as Religious Education in accordance with Diocesan Policy.

A fundamental priority during 2006 was given to Assessment and Reporting. The implementation of the new Reporting system in all Diocesan schools, required education for both staff and parents. A Staff Development Day was committed to this priority as well as attendance for all full-time teachers at the Diocesan Consistent Teacher Judgement courses in Literacy and Numeracy. One teacher per stage attended the Consistent Teacher Judgement course for HSIE, Science & Technology, Creative Arts and Personal Development, Health and Physical Education.

Parents were invited to attend an Information Evening to introduce the new Assessment and Reporting system. Parents received two formal Reports on their child’s progress and achievements during the year, and were offered the opportunity for three formal interviews with the class teacher.

In line with the Diocesan Agenda 2006, and the St Columbkille’s Renewal Plan 2006-2008, the integration of Information and Communication Learning Technologies (ICLT), to broaden and enrich learning and teaching, continues to be a major focus at St Columbkille’s. This year the school purchased 10 eMacs, 5 MacBooks, 9 iPod shuffles to improve student access to technology. In addition, an LCD screen was mounted in the foyer to showcase student work and school celebrations.

Students in Year 4 worked collaboratively with academic partners from the University of Wollongong, in investigating the effectiveness of video iPods in the primary classroom, under a research project entitled: “iPod Pedagogy: Using the Technology of Millennial Learners in Education”. This successful partnership helped to develop student’s skills across a variety of aspects of ICLT and Literacy.

In November of this year, 45 students presented workshops for parents at our inaugural Information Technology Expo. This Expo provided students with the opportunity to share and showcase their learning and their skills with the school community.

Cross Curriculum
The development of Literacy learning is given high priority. Practices in Good First Teaching and Good Better Best strategies continue to be incorporated into daily Literacy blocks. Early literacy assessments are collated on a data base from Kindergarten to Year 2 to track and monitor reading levels for these students.

Reading workshops for parents of Kindergarten, Year 1 and Year 2 students were offered to provide information on the reading process and reading strategies they may use to assist their child’s development.

A Critical Literacy focus was given priority during the year. In Term 3, a Staff Development Day, focusing on Critical Literacy was conducted for all teaching staff. The day was facilitated by Jessica Manti from the University of Wollongong, provided teachers with strategies to develop student critical thinking skills. This day followed the purchase of quality critical literacy resources for Stages 2 and 3.

The promotion of Numeracy within the school was supported by various initiatives. A wide variety of quality resources were purchased to the value of $3000 to enrich student learning in each of the Mathematic strands.

Students from Kindergarten to Year 4 continue to be tracked and monitored in the Number strand using the SENA assessments. These assessments are used as a guide for future planning to cater to the needs of each student.

During Literacy and Numeracy Week this year all students participated in “Reach For The Stars”, a numeracy based activity involving the whole school. Each class worked on a number of activities which were focussed around the Working Mathematically strand of the Mathematic syllabus.

Indigenous Education is incorporated across all key learning areas, within each Stage. The celebration of NAIDOC Week and the invitation of Indigenous guest speakers, enriched student awareness and knowledge of
Aboriginal Culture this year. Indigenous support was provided for students, whilst new resources were purchased to ensure our collection is current and relevant.

St Columbkille’s school is committed to our K-6 Italian Community Language Program which provides all students with the opportunity to learn a second language during their Primary schooling. A highlight during 2006 was our “Italian Day” celebrated at school. Students were able to witness first hand some of the cultural aspects of Italy as they participated in authentic Italian activities.

The school community continues to support environmental awareness events such as Clean Up Australia Day and World Environment Day. This year St Columbkille’s was fortunate to be presented with one of the first Wollomi Pines at a special liturgy. Students were involved in a variety of creative activities related to the environment.

Meeting The Needs Of All Students

St Columbkille’s is committed to catering to the needs of all students. Teachers employ strategies in their Learning and Teaching programs to enhance engagement opportunities for all.

This year teachers of Year 4 and Year 5 were involved in a Learning Communities Project designed to further differentiate the curriculum for all students. Teachers of Years 4 and 5 liaised with staff from the University of Wollongong to design learning opportunities to engage and extend all students. The success of this project was presented at the Diocesan Expo in November of this year.

Theories such as Blooms Taxonomy and Gardeners Theory of Multiple Intelligences have been incorporated into many Learning and Teaching programs to cater for the different learning styles of students.

Students with learning needs have continued to receive support in 2006. Each term parents meet with the class teacher to develop goals and outcomes which meet the specific needs of each student. A school support officer assists each student in the classroom to achieve the planned goals and outcomes and to ensure all students reach their full potential.

Expanded Learning Opportunities

Opportunities for students to expand their learning are provided at St Columbkille’s. This year, students from Years 3 to 6 were challenged through their participation in: the University of New South Wales, English and Mathematics competitions, the Premiers Reading Challenge, the Diocesan Public Speaking competition, the Illawarra Junior Chess Competition and for the first time, participation in the Maths Olympiad.

Our school choir participated in the Diocesan Class Act Performance which was held at the Wollongong Entertainment Centre.

Opportunities to participate in varied sporting events were available to students throughout the year. Students were also involved in Diocesan Gala Days along with representative opportunities in Swimming, Cross Country and Athletics. To coincide with the Soccer World Cup this year, a lunchtime soccer competition was organised which generated enthusiasm in all students. The winning student team competed against the Staff team in an event which was thoroughly enjoyed by all (and the winners were the Staff).

Professional Learning

As a learning community, St Columbkille’s places great emphasis on the importance of professional learning for all Staff.

This year all teachers attended each of the Diocesan Consistent Teacher Judgement courses, whilst the Diocesan Effective Literacy and Numeracy courses were attended by teachers from each Stage. Input on Critical Literacy was provided at a Staff Development Day for teachers, whilst School Support Officers working in Stage 2 and 3 classrooms also received instruction in this area.

Staff skills in ICLT were developed through participation in the Diocesan TEACHnology course which explores the integration of pedagogies with technology, the attendance of two members of staff at the New Technologies Apple Conference and from in-school support provided for staff members by the ICLT Coordinator.

The Certificate of Special Education (Autism Spectrum Disorder) was achieved by one staff member, whilst all School Support Officers received the Certificate of Special Education (Working with Students with Special Needs). Participation in the Rethinking Supportive School Environments and Seasons For Growth Program provided two teachers with strategies to support the well being of students within our school.

Early Stage One and Stage One Teachers participated in professional learning to support the implementation of the K-2 Religious Education Curriculum.
**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 state-wide 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.

**Basic Skills Test**

There were forty two Year 3 and sixty two Year 5 students who sat for the 2006 Basic Skills Test. Year 3 is reported in Bands 1-5; Year 5 in Bands 1-6, with Bands 5 and 6 respectively being the highest.

**Year 3**

Literacy:

7% of students were in Bands 1 and 2, with 27% of students in Band 5. The best performance was in Writing, followed by Reading and Language.

Numeracy:

17% of students were in Bands 1 and 2, with 27% of students in Band 5. The best performance was in Measurement and Data and Space and Geometry, followed by Number, and Patterns and Algebra.

**Year 5**

Literacy:

2% of our students were in Bands 1 and 2, with 7% of students in Bands 5 and 6. The best performance was in Language, followed by Reading and Writing.

Numeracy:

There were no students in Bands 1 and 2, whilst 57% of students were in Bands 5 and 6. The best performance was in Measurement and Data, followed by Space and Geometry, Number and Patterns and Algebra.

**National Benchmarks**

The table below indicates as a percentage the Year 3 and Year 5 of students achieving the national benchmarks.

<table>
<thead>
<tr>
<th></th>
<th>Year 3 2004</th>
<th>Year 3 2005</th>
<th>Year 3 2006</th>
<th>Year 5 2004</th>
<th>Year 5 2005</th>
<th>Year 5 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98</td>
<td>100</td>
<td>99.5</td>
<td>98.5</td>
<td>96</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
<td>100</td>
<td>99.5</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Note: National Benchmarks not included have not yet been published.
### Survey Results

#### Primary Students

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am proud of my school</td>
<td>52%</td>
<td>46%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>This school helps me in my understanding of the Catholic faith</td>
<td>52%</td>
<td>47%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>My teacher encourages me to learn to the best of my ability</td>
<td>57%</td>
<td>37%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>I understand my rights and responsibilities at school</td>
<td>48%</td>
<td>48%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>I feel safe at my school</td>
<td>54%</td>
<td>43%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>If I had a problem, there are people who I could approach for help</td>
<td>39%</td>
<td>51%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>There are sporting and other activities in which I can become involved</td>
<td>56%</td>
<td>37%</td>
<td>5%</td>
<td>2%</td>
</tr>
</tbody>
</table>

#### Parents

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school helps my child to develop a knowledge and understanding about Catholic tradition</td>
<td>60%</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides various opportunities for me to become involved</td>
<td>57%</td>
<td>42%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>My child is challenged to maximise his/her learning outcomes</td>
<td>35%</td>
<td>57%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>The school strives to meet my child’s individual learning needs</td>
<td>29%</td>
<td>64%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>The school provides appropriate information about my child’s progress</td>
<td>39%</td>
<td>54%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>The school offers a range of co-curricular activities</td>
<td>40%</td>
<td>53%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>The teachers are genuinely interested in the welfare of my child</td>
<td>59%</td>
<td>39%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>60%</td>
<td>39%</td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>The school effectively communicates information about activities and events</td>
<td>57%</td>
<td>42%</td>
<td>1%</td>
<td></td>
</tr>
</tbody>
</table>

#### Staff

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school helps students to develop a knowledge and understanding about Catholic tradition</td>
<td>67%</td>
<td>23%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students understand their rights and responsibilities</td>
<td>59%</td>
<td>39%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Students are challenged to maximise their learning outcomes</td>
<td>67%</td>
<td>23%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school strives to meet the individual learning needs of students</td>
<td>67%</td>
<td>23%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides appropriate information to parents about student progress</td>
<td>75%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>50%</td>
<td>48%</td>
<td>2%</td>
<td></td>
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</tbody>
</table>
**School Renewal Priorities**

The School Renewal Plan is designed to focus our actions to bring about positive change and growth. The following have been identified as key focus areas for the school during the current cycle of this plan. The School Renewal Plan generally sets directions for a period of 3 - 5 years. It is subject to regular evaluations.

- Foster Catholic identity within the context of Parish
- Build a community centred on pastoral care and wellbeing of all
- Develop a community of learners that results in improved learning outcomes for all
- Refurbish the school plant to facilitate contemporary learning and teaching

**Progress in 2006 Towards Achievements of School Renewal Plan**

- Promoted the faith formation of staff through prayer, spiritual formation courses and staff reflection day
- Provided Professional Learning opportunities with emphasis on the integration of Information Communication Learning Technologies in all learning and teaching
- Further developed inquiry based learning through the utilization of Community Learning Project Funding
- Continued the Planning for the refurbishment of the school building

**Priorities for 2007**

- Support the Spiritual and Faith Formation of all staff
- Review and develop the school Pastoral Care Policy
- Commence the refurbishment of the school building, including the relocation of Administration
- Continue to provide staff with opportunities to engage in professional learning experiences, to promote the use of learning technologies and the delivery of quality pedagogy
- Develop a plan for the review of all school policies

The information in this report has been verified and the priorities endorsed by the Acting Director of Schools and the Head of School Services.

John Tubridy  
**Acting Director of Schools**

Gayle McMahon  
**Principal**