Annual School Report 2006

Vision Statement
Our vision is that St John’s Catholic Primary School will be an educating community in which children, teachers and pastor support each other in pursuing the highest quality of Catholic education for each individual child.

Principal’s Message
This year has been another outstanding year for the school community of St John’s Catholic Primary School, Dapto. Together, the Principal, Leadership Team, staff, the Parish Priest, Fr Doug Rheinberger, Parish and parents have provided quality Catholic learning and teaching for students.

As shown in this report students have excelled in many areas of school life. Teachers have delivered quality learning programs achieving improved outcomes for students. Learning takes place within an Information Communication Learning Technology (ICLT) rich environment.

The commitment and dedication of staff permeates learning and teaching and all aspects of school life. The professionalism of staff is supported by active, energetic parent involvement, Fr Doug and the extensive Parish of Dapto.

These initiatives and others outlined in this Annual Report are underpinned by our strategic direction formalised in our School Review Report (May, 2005) and our Renewal Plan.

Parent Involvement
St John’s has over 400 registered helpers among its parent groups. The Parents and Friends Association is extremely active with many committees. A Care group was established in 2005 to meet the high demand of families in need.

Student Leadership
School and Sports Captains as well as Student Representatives form the Student leadership team at St John’s. These office bearers are elected using the Vote For property on myclasses.

School Profile
St John’s Catholic Primary School was founded in 1839 at West Dapto. The Sisters of St Joseph taught in the school from 1880 under the direction of Blessed Mary MacKillop. In 1900 the school and convent were moved to the present site. The anticipated student population will be 461 in 2007.

At present Kindergarten, Years 1, 3 & 4 are located in the Werowi Campus and Year 2 and our Middle School Stage 3 (Years 5 & 6) in the Jerematta Campus.

The beginning of 2005 saw the commencement of Middle School Stage 3. This initiative has been designed to promote and enhance quality Catholic learning and teaching and encompasses student centred, independent and self directed learning.

Students are grouped by age cohort into 20 classes from K - 6. Students continue their education at either St Joseph’s Catholic High School, Edmund Rice College, St Mary Star of the Sea College, Corpus Christi Catholic High School, Dapto High School or Kanahooka High School.

St John’s School received Special Education funding for twenty three children for the 2006 school year.
Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>239</td>
<td>221</td>
<td>460</td>
</tr>
<tr>
<td>2005</td>
<td>254</td>
<td>229</td>
<td>483</td>
</tr>
<tr>
<td>2006</td>
<td>256</td>
<td>215</td>
<td>471</td>
</tr>
</tbody>
</table>

The average daily student attendance rate for 2006 was 86%.

The average daily staff attendance rate for 2006 was 96.4%.

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

Staffing Profile

The School Leadership Team comprises the Principal, Assistant Principal (Director, Werowi Campus), Religious Education Co-ordinator, Co-ordinator 3 (Director, Jerematta Campus) and a Co-ordinator 2. The school also has two Co-ordinator 1 positions.

Staff members have attended Professional Development in the following areas:

- myclasses
- Leadership Conferences
- Reading Recovery
- REC Conference
- Professional Assault Response training
- Community Languages (Italian)
- Effective Teaching & Learning
- Clicker 5
- Learning Communities Project (ICLT)
- GoalView Training
- Religious Education Curriculum
- TEACHnology
- Indigenous Education
- Assessment and Reporting
- Values Education

Teacher Standards

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

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | % |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | % |

* Australian Education Institution – National Office of Overseas Skills Recognition

2006 Highlights

- Increased involvement of the school in Parish Programs with even greater cooperation between the school and Parish Catechists, the St. Vincent de Paul Society and the Catholic Women’s League.
- The continued refinement of Middle School and Professional Learning/Teaching teams (Dufour Model) with an emphasis on Self Directed Learning in Stage 2.
- Strong involvement of children and staff in many aspects of the Diocesan spectacular, Class Act.
- Involvement in the ASSISTM project focusing on the integration of Mathematics and Technology in an integrated unit under the theme of Environmental Awareness. This project linked St. John’s with Corpus Christi Catholic High School and two other Catholic Primary Schools in the region.
- Implementing a Values Education Program, including a Drug Education Forum, in partnership with other Catholic Primary Schools in the region as well as Catholic Education Office Staff.

Boys | Girls | Total
-----|------|-------
2004 | 239  | 221   |
2005 | 254  | 229   |
2006 | 256  | 215   |
St John’s Primary School has endeavoured to work closely with the Parish and the wider community during 2006 to be true to the values taught to us by Jesus Himself. Our Parish Priest, Rev Douglas Rheinberger, works closely with the school to provide the children with the opportunity to attend Mass in both class and whole school groups on a regular basis. The children are also invited to become involved in the Sacramental Programs within the Parish on weekends.

In addition to regular Masses, St John’s celebrates significant feasts and events such as the Vocation Congress, Holy Week, Ascension, Pentecost, ANZAC Day, Grandparents’ Day, Mary MacKillop, all the Feasts of Mary, All Saints and All Souls.

Our school day begins with morning prayer on assembly and each week, on a Thursday, classes are responsible for leading morning prayer time using the children’s prayers. Parents are present at these prayer times. Staff also share a weekly prayer time together.

Staff members are encouraged to attend the Spirituality Courses offered by our Diocese and staff development days are dedicated to the spiritual growth of each staff member.

Great care is taken to ensure that Religion lessons follow the curriculum set down by our Diocese and that staff are suitably qualified to teach the children about their Catholic faith. The introduction of the new K-2 curriculum this year has brought a renewed enthusiasm to the teaching of Religious Education. Sixty of our Year 4 children completed the Religious Literacy Exam this year. Samples of work done in Religious Education are published each term in our Religious Education Newsletter and sent home to our parents.

The Sacramental Program is Parish based and the children from St John’s join with other Catholic children from the Parish in workshop days and after school lessons. The school works closely with the catechists and Parish Priest on these occasions.

During the month of June, fifty six children from St John’s received the Sacrament of Penance for the first time. Forty five children joined with others from the Parish on 21 September to receive the Sacrament of Confirmation, celebrated by Bishop Ingham. On the Feast of Christ the King, 26 November another 39 children received Jesus for the first time in Holy Communion.

In 2007 at St John’s we plan to continue to witness the values of Jesus Christ and to provide a learning environment where learning is permeated by Gospel values.

At St John’s we promote and provide a climate of authentic Christian support for all members of our school community. In word and action quality pastoral care should reflect Gospel values and our school motto ‘Love One Another’. Below are a number of initiatives and programs that St John’s have implemented and/or developed.

### Pastoral Care Programs

- **Review Committee** - Students who are not funded through Special Education, but have learning difficulties that could be attributed to social, emotional or behaviour problems.

- ‘Parents as Partners’ is an initiative of St John’s, where parents are invited to volunteer their time and skills in supporting teachers with students’ learning. These parents are involved in a number of Key Learning Areas including computers, literacy, numeracy and sporting events.

- The P & F supports and works collaboratively with the school staff in catering for the needs of the school and its students. The Spring Fair, Easter raffle, and Mother’s Day Stall are examples of this relationship between the parents and the St John’s staff.

- There are a number of rosters that have been developed and implemented to ensure the effective management of the school. These rosters include: Mass and Prayer, playground, clean up, staffroom, assembly and gardening.
PALS Program has been implemented within the school curriculum. This program has assisted children in the developing the social skills needed in school.

Middle School (Stage 3) is involved in a two-year excursion cycle: Year A - Berry Sport and Recreation Camp. Year B - Canberra.

Transition to Secondary School Program has been developed with Centacare and St Joseph’s Catholic High School to assist Year 6 children with the transition from Primary to Secondary School.

Parent Support Programs: At St John’s, this program provides parents with ongoing support throughout their child’s primary education. Parent-teacher evenings, the orientation program for new Kindergarten students and an accessible school staff, provide parents with the necessary support they need in the whole development of their child.

In the area of pastoral care there have been a number of programs that have been developed and implemented at St John’s. Personal Development, Buddy classes and more recently Kindergarten contact have been successful in the emotional and social development of our students. Extension Programs: The students of St John’s have been involved in a number of extension programs, which supplement learning needs outside the classroom. These programs include; Public Speaking and Art competitions

Counselling services are available from Centacare for children and families who are in need of ongoing assistance.

The Student Representative Council (SRC) meets fortnightly to discuss needs, concerns and requests that the students or teachers may have. This information is collated and the SRC work together to meet the needs, requests and concerns of all. This is where they begin to become actively involved and plan what needs to be done.

Integrating the National Framework for Values Education K-6 across several Key Learning Areas.

Staff Meeting and Professional Learning Day based on resilience within schools and the wider community.

Links With External Agencies

Members of the school community who are experiencing social and emotional difficulty have the opportunity of assistance through the schools ‘Adult Care Group’.

Centacare work within the school on a number of levels including provision of a School Counsellor one day a week, assisting in the implementation of the Transition to High School Program, and liaising with the Principal, Leadership Team and Teachers.

Students are committed to the Society of St Vincent de Paul. Each year the school has a Giving Mass in which food and toy items are donated to the St Vincent de Paul Society. These items are used in their Christmas hampers. The Student Council Representatives have a committee called ‘Mini Vinnies’ that organise events and activities for those people in need, particularly those families with young children.

We liaise with the local community Police and Fire services, Local, State and Federal members of Parliament.

A Drug Education forum facilitated by Catholic Education Office, Wollongong, staff and students centred on Drug Education and resilience.

Safe & Supportive Environment And Behaviour Management

All students have the expectation that the school provides them with a safe and supportive environment.

School expectations are displayed in the playground on both campuses. All students, teachers and parents work collaboratively in implementing these expectations.

There have been a number of initiatives that staff of St John’s has been involved in regarding safety procedures. The Occupational Health and Safety Committee is responsible for informing staff about changes in safety procedures and the welfare of staff and students.

The school has its own evacuation procedures for both Jerematta and Werowi Campuses.

Students who walk to and from school have been involved in a program called ‘Safer Routes to School’.

Teachers are able to be kept informed and up to date through weekly whole school and campus meetings, via email and through weekly staff meetings.

Security of all students within the school is paramount. Student’s attendance at school is recorded daily through electronic marking. Students who arrive late or leave school during school hours are required to have relevant forms completed and signed by their
parents/guardian. A pedestrian crossing monitor, employed by the RTA, is responsible for student crossing Jerematta Street both before and after school.

The Student Leadership team is comprised of School, Vice and Sports Captains and Student Council Representatives. The leadership team meets every two weeks.

Counselling services are available from Centacare for children and families who are in need of ongoing assistance.

Students with special needs are given additional assistance physically and academically by the Special Education teacher, School Support Officers and through selected resources.

Homework policies for K - 4 and Middle School have been developed and implemented based on current theory in the use and purpose of homework. These policies are communicated to parents at Information Nights at the beginning of the school year.

Parents and students are encouraged to communicate concerns that they may have. Initial consultation is with the class teacher, followed by the Campus Coordinators then the school Principal. Parents are able to communicate directly with the Principal if necessary.

An accident register is kept in the school office for students involved in accidents that occur during regular school hours. The teacher/staff member responsible for the supervision of that student is required to fill in the accident register and inform the school Principal and class teacher. This is in accordance with CEO guidelines.

Child Protection - the following protocols have been developed and implemented: Parent surveys, professional development for school staff through the Child Protection Certificate A/B Courses, staff and communication meetings. Parents have been informed about Child Protection through P & F Meetings, consultants from the Catholic Education Office, posters on display and the school newsletter.

Special Education

The school currently has a number of students who are funded and gain assistance in the areas of Literacy, Numeracy and Mobility.

Students identified as those who have special needs are referred to Review Committee Coordinators who liaise with the class teacher, Special Education teacher and if necessary CEO Education Officers to develop and implement effective learning and teaching strategies.

Celebrations

There is a strong emphasis on recognising student achievement at St John’s. Student achievement is recognised during morning and whole school assemblies, through the school newsletter and awards given at Campus and whole school assemblies. There are a number of awards given at school, which include St. John’s Blue, Safe Crossing, A.C.E. (Attitude, Conduct, Effort), Welcome Certificates and Principal’s Certificate. Students who received ten stickers throughout the course of the term receive a Principal’s Award sticker.

Student achievement is not just school based, but also includes what the student has accomplished outside regular school hours.

Parent Reading Programs involve children working in the area of Literacy with parents who have been inserviced to provide support and assistance to the class teacher.

St John’s has a number of celebrations throughout the year. These include Spring Fair, School Leadership Mass, Sacramental Programs, Liturgies - St Joseph’s Day, Sports Days - Swimming, Cross Country, Athletics, Grandparents’ Day, Year 6 Graduation, Christmas Concert and Mission Days.

A number of students and sporting teams have represented the school at Diocesan and MacKillop level in a variety of sports including rugby league, basketball, swimming, athletics, cross country and netball. This year three students were selected to represent Australia in the areas of Gymnastics and Baseball.

Year 1 and Middle School performed in ‘Class Act’ in the areas of dance and the combined choir. Several students were selected for individual performances.
Financial Summary

During 2006 the St John’s Parents & Friends Association allocated funds to the following items:

- Hospitality and Welcome
- Relocation of the Shade Structure
- Sporting Equipment
- Canteen Freezer
- Guillotine for School Office
- Purchases for Care Group
- Donation
- Desks for Middle School
- Seven laptops & Trolley
- Data Projector

The balance carried forward at the end of November includes finances allocated for works to be undertaken on the school premises during the Christmas school holiday period.

Income

- Balance Brought Forward: $37,691
- Contribution from Parents & Friends: $31,092
- School Enhancements & Debt Servicing Obligation: $81,685
- Tuition Fees: $283,098
- Student Materials & Activity Fees: $71,274
- Commonwealth Special Programs: $7,460
- Information Technology Loan: $16,760
- Canteen: $56,014
- Donations: $56,981
- Fund Raising: $3,399
- Interest: $1,564

Total Income: $647,018

Expenditure

- Teaching Expenses & Materials: $47,248
- Student Activities: $33,632
- System Administration: $111,937
- School Administration: $67,180
- Canteen: $48,151
- Maintenance: $47,687
- Furniture & Equipment: $67,862
- Library Resources: $4,780
- Buildings & Grounds: $16,183
- Loan Repayments: $18,668
- Transfer to School SEDSO Account: $81,685

Total Expenditure: $545,013

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: $102,005

The tuition fee recovery rate for 2006 was 89.1%.

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

St John’s Catholic Primary School Dapto bases all learning and teaching in the context of the Key Learning Areas as prescribed by the NSW Board of Studies. Religious Education which is a priority within the school is based on the Diocese of Wollongong Religious Education Curriculum.

Curriculum and Pedagogy

The learning and teaching being facilitated within the school is Outcomes based. The Outcomes are derived from each of the syllabus documents that accompany each Key Learning Area. The pedagogy or the art of teaching is constantly being refined and further developed within the school. Staff based professional learning opportunities, as outlined in this document, provide the platform for the refinement of pedagogy across the school.

During 2006 St John’s implemented a new Assessment and Reporting Policy. The new Policy has been developed in the context of the Diocesan K-12 Assessment and Reporting Statement. The new Policy meets the mandatory requirements as stated by the Federal and State Governments. It reflects the philosophical basis that ‘...assessment and reporting practices focus on the whole person whose uniqueness and dignity are respected, affirmed and developed’ (Diocesan K-12 Assessment and Reporting Policy).

Using the Common Grade Scale students are awarded an A to E grade for each Key Learning Area. Reports are distributed to parents at the end of June and December.

Sixty Year 4 students participated in the Religious Literacy Assessment Part A and Part B. The Religious Literacy Assessment was initiated by the Catholic Education Office Wollongong in collaboration with Australian Catholic University. It provides teachers and parents with information about the ways children process and express their religious knowledge. The results of the two part assessment task are communicated to parents. The performance of each child is described as developing, achieving or extending.

Integrated units of work which are based on varied learning experiences are being implemented in Middle School. Common Grade and Stage assessment tasks are utilised to monitor student progress in relation to the integrated units. Integrated learning opportunities are facilitated in various forms throughout Early Stage 1 Stage 1 and Stage 2.

Information Communication and Learning Technology (ICLT) is firmly embedded in student learning across the school. The 2006 Flickfest provided an opportunity for students to interpret relevant social issues then respond using digital technology. The St John’s Parents and Friends Association has provided significant financial support in relation to the purchasing of computer hardware.

Cross Curriculum

Numeracy continues to be a high priority. Teaching staff are continually involved in ongoing professional learning and conversations to deliver the highest quality of learning and teaching activities. Embedded in our learning and teaching is The Count Me In Too Mathematics program across Early Stage 1, Stage 1 and Stage 2. To cater for all students learning Information Communication and Learning Technology is utilised through the use of myclasses.

St Johns also considers the teaching of Literacy as a high priority. Good Practice is continually being refined and developed so as to meet the needs of all students. In catering for all students learning, experiences are diversified and Information Communication and Learning Technology is utilised through the use of myclasses. The Reading Recovery Program is implemented in Stage 1 to support literacy development. Throughout the year 15 students participated in the Reading Recovery Program.

An Indigenous Education Plan was formulated in the context of the Diocesan Indigenous Education Policy. Staff identified and utilised culturally appropriate Indigenous learning and teaching resources and designed appropriate learning and teaching practices. As part of this, the whole school were involved in celebrations during NAIDOC Week, Sorry Day and Reconciliation Week. These activities included a whole school liturgy, displays of aboriginal symbols, sharing stories about the dreamtime and identifying local people within our community.

Professional Learning Community

During the last year the school has further developed a culture of learning. This has occurred in the context of the key principles that underpin the theory of a school developing the capacity to operate as a professional learning community. A focus on learning and the formation of effective staff based collaborative teams has been particularly successful over the last 12 months. Staff
Meeting and Communication

Meeting time has been reviewed so as to provide more time for the Stage based Teams to meet and plan the learning and teaching specific to a particular Stage. Further details of the concept of St John’s operating as a professional learning community can be found in the context of a framework which can be accessed from the school’s website.

During the course of this year all staff have engaged in a range of professional learning initiatives. Stage 1 staff participated in an extended learning program which focused on the implementation of a virtual learning environment known as myclasses. This learning opportunity was part of a three year program which involved most staff.

The Principal and Assistant Principal were invited to present a paper at the annual Association of Computer Technology Educators in Augusta Maine. The paper showcased the work undertaken at St John’s in implementing a virtual learning environment so as to further enhance student learning.

Meeting the needs of all students

The St John’s Middle School, now in its second year of implementation has proven to be an excellent means by which student learning can be diversified for Stage 3 students. The organisation of Stage 3 is underpinned by the guiding principles of Middle Schooling. The concept is now well established and strongly supported by student’s parents and staff. Students in all Stages have had the opportunity to be engaged in a variety of learning experiences which have been designed so as to meet many varied learning needs. The concept of child centred learning is being developed across the school.

The school has used a number of learning frameworks including Thinker Keys, Multiple Intelligences, De Bono’s Thinking Hats and Bloom’s Taxonomy along with a variety of ICLT learning tasks, for the purposes of meeting the needs of identified students. Opportunities are in place to allow identified students to be accelerated at both Grade and Stage level.

Individual Education Plans created using GoalView are used to meet the learning needs of all Special Education students. These plans formulate personal goals for students in the areas of Literacy, Numeracy and Social Interaction. A staff member is employed one full day per week to oversee the co-ordination of Special Education. These tasks include an administration focus, co-ordinating and facilitating along with the classroom teachers transitional meetings and purchasing and organising resources to enhance the learning and teaching of all special education students. Staff also participated in a professional learning day on Autism facilitated by an Education Officer from the CEO in Special Education specialising in Autism. A number of staff also undertook a specialised learning course focusing on Clicker 5. A staff member completed a Certificate of Special Education with the CEO and University of Wollongong focussing on the Autism Spectrum Disorder.

During the course of this year Grade 4 students have had the opportunity to be engaged in aspects of self directed learning. Within an integrated learning time students have been able to select relevant learning tasks. While completing the tasks the students were expected to reflect on the choices they made which impacted on their learning. The students were asked to focus specifically on nominated self management skills. After a given time students were asked to submit their planning comments and share their learning, utilising various forms of multi-media.

Expanded Learning Opportunities

This year nearly two hundred of our students from St Johns participated in Class Act 2006 - “A Sense of Spirit.” The students in Middle School participated as part of the combined choir and for the first time our students from Middle School were able to participate in a number of combined dance items. We also had one student from middle school who was a featured artist. Students from Year 1 were a highlight of the performances this year with a featured dance item around the theme of ‘Where’s Wally’. St Johns have been successfully involved in a number of competitions. These include, receiving a highly commended in the Primary short film section of Wollongong Diocese TolR8 competition, runner up in the K - 6 category of Internet Safety Awareness Program run by the National Net-Alert.

St John’s has had another very successful sporting year. The junior Rugby League team won the all schools Paul McGregor Shield. The senior Rugby League team won the Catholic schools division of the Rod Wishart Shield. A large number of students participated in an array of Diocesan sports. Two students participated in the MacKillop Trials in Swimming and Athletics.
**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 fifty four Year 3 and sixty nine 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 24% of students in Band 5. The best performance was in Band 4, followed by Band 3 and Band 5.

Numeracy:

18% of students were in Bands 1 and 2, with 24% of students in Band 5. The best performance was in Band 4, followed by Band 3 and Band 5.

**Year 5**

Literacy:

2% of students were in Bands 1 and 2, with 64% of students in Bands 5 and 6. The best performance was in Band 5, followed by Band 4 and Band 6.

Numeracy:

0% of students were in Bands 1 and 2, with 64% of students in Bands 5 and 6. The best performance was in Band 5, followed by Band 6 and Band 3.

**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>2005</th>
<th>2006</th>
<th>Year 4 2004</th>
<th>2005</th>
<th>2006</th>
<th>Year 5 2004</th>
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<tr>
<td>Reading</td>
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<td>93</td>
<td>96</td>
<td>93</td>
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<td>99</td>
<td>95</td>
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<tr>
<td>Writing</td>
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<td>98</td>
<td>97</td>
<td>99</td>
<td>95</td>
<td>99</td>
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</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>69%</td>
<td>27%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>This school helps me in my understanding of the Catholic faith</td>
<td>47%</td>
<td>46%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>My teacher encourages me to learn to the best of my ability</td>
<td>57%</td>
<td>38%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>I understand my rights and responsibilities at school</td>
<td>47%</td>
<td>51%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>I feel safe at my school</td>
<td>52%</td>
<td>38%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>If I had a problem, there are people who I could approach for help</td>
<td>38%</td>
<td>47%</td>
<td>13%</td>
<td>2%</td>
</tr>
<tr>
<td>There are sporting and other activities in which I can become involved</td>
<td>67%</td>
<td>24%</td>
<td>7%</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>55%</td>
<td>45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides various opportunities for me to become involved</td>
<td>46%</td>
<td>52%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>My child is challenged to maximise his/her learning outcomes</td>
<td>18%</td>
<td>64%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>The school strives to meet my child’s individual learning needs</td>
<td>26%</td>
<td>61%</td>
<td>12%</td>
<td>1%</td>
</tr>
<tr>
<td>The school provides appropriate information about my child’s progress</td>
<td>23%</td>
<td>58%</td>
<td>15%</td>
<td>4%</td>
</tr>
<tr>
<td>The school offers a range of co-curricular activities</td>
<td>22%</td>
<td>70%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>The teachers are genuinely interested in the welfare of my child</td>
<td>44%</td>
<td>50%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>50%</td>
<td>47%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>The school effectively communicates information about activities and events</td>
<td>41%</td>
<td>54%</td>
<td>5%</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>75%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students understand their rights and responsibilities</td>
<td>38%</td>
<td>62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are challenged to maximise their learning outcomes</td>
<td>38%</td>
<td>62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school strives to meet the individual learning needs of students</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides appropriate information to parents about student progress</td>
<td>62%</td>
<td>38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
</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.


Progress in 2006 Towards Achievements of School Renewal Plan

- Further refinement of Middle School in the provision of quality Catholic Learning and Teaching for Years 5 & 6.
- Extension of the Learning Communities Project to Early Stage 1/Stage 1.
- Further development of a spirituality plan for staff focusing on being Catholic in today’s world.
- Provision of quality learning and teaching for special needs children.

Priorities for 2007

- Refurbishment of the school administration area in consultation with the Parish Priest, Parish Finance Committee and the Catholic Education Office.
- Further development and refinement of St John's as a Professional Learning Community(Dufour Model)
- Refinement of the delivery of quality Catholic learning and teaching in Middle School.
- Development of St John's model of self-directed learning for Stage 2.
- Further provision of technology throughout the school with a view to Middle School becoming more technologically enriched.
- Nurturing staff spirituality through the provision of opportunities for staff to engage in appropriate courses.

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

Michael Connelly
Principal