Annual School Report 2006

Vision Statement
"To be a catholic community that respects the dignity of all and strives to provide a quality learning environment based on gospel values."

Principal’s Message
The 2006 School Year has been a very successful year and so it is with pleasure that the following Annual School Report, which details the achievements of the School and Parish Community, is presented.

Parent Involvement
Parents are important partners in the education of the students at St. Paul’s Parish Primary School. The parents are very generous with their time, building a spirit of community, through their involvement in a broad range of activities in the life of the school. At the Spring Ball, in the classrooms, the tuckshop, at Mother’s and Father’s Day stalls, the Pastoral Care Committee and at community events like Bundanoon, where parents provided a barbeque and parking attendants. These are examples of parental support and involvement.

The Parents and Friends Association plays an active role in supporting the school and the students. This year the Parents and Friends Association provided, Literacy and Numeracy resource material for the classrooms, three large portable shade shelters and two fixed ball toss tower stands for the playground.

Action Parents and Friends President

Student Leadership
The students of St. Paul’s Catholic Parish Primary School are given many learning opportunities throughout the year. These include, prayer services, liturgies, classroom learning experiences, excursions, sporting carnivals, fundraising activities and the Year 6 and Kindergarten Buddy program. In addition, the Year 6 students participated in the, annual Leadership Conference in Homebush Bay, a leadership day at the school in Term 1 and fortnightly group leadership sessions facilitated by the Centacare counsellor Year 6 students also completed a transitional program Hit the Ground Running in preparation for high school.

School Captains

School Profile
St Paul’s Primary is a one stream coeducational school within the Parish of Moss Vale. Students who attend the school predominantly reside in the Moss Vale and southern outlying areas. The Parish covers this area and includes five station churches.

The school has enjoyed a long history being originally established by the Brown Josephite Sisters and located at, 'Kalurgan', Browley St, Moss Vale. From there the school moved to a new site and was staffed by the Dominican Sisters. In December 1947 the school moved to its present Garrett Street site with students commencing in January 1948.

In 1986 the Dominican Sisters association with the school ceased and the first lay principal was appointed in 1987.

The rich history with religious orders continues today with the Pauline Fathers joining the Parish in 2002. The motto "All to All" reflects the strong faith culture of St Paul's, which promotes Gospel values and teachings. Today the school continues the fine tradition of its early days by carrying on the vision of Catholic
Education for the Catholic community of Moss Vale.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>89</td>
<td>95</td>
<td>184</td>
</tr>
<tr>
<td>2005</td>
<td>84</td>
<td>85</td>
<td>169</td>
</tr>
<tr>
<td>2006</td>
<td>76</td>
<td>83</td>
<td>159</td>
</tr>
</tbody>
</table>

The average student attendance rate for 2006 was 90%.

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

In 2006 St Paul's staff comprised of 7 full-time teachers, 5 part-time teachers providing executive release and classroom Literacy and Numeracy support, a part-time Teacher Librarian and a part-time Reading Recovery Teacher. School support is provided by 4 School Support Officers who work in the office, library and classrooms and a Senior School Support Officer who is the School Office Manager. The school is led by a Leadership Team consisting of the Principal, Assistant Principal, Religious Education Coordinator and a Coordinator 1.

The teaching staff have a range of teaching experience from three years experience to more than 25 years experience. Four teaching staff have continued their learning and attained post graduate qualifications. The staff retention rate for 2007 is 87%.

Professional learning has involved all staff, including teachers as well as Support Officers. The professional learning has taken place in school time and out of school hours.

The School Staff completed a number of personal and professional learning experiences during the year including:

- A day seminar on Values Education;
- Seminar of staff meetings with focus on Numeracy;
- Number of seminars on differentiating the curriculum;
- A number of seminars on Assessment and Reporting;
- A number of seminars to support teachers to make consistent judgements about student achievements;
- Learning and Teaching Activities;
- The Religious Education Syllabus Implementation Kindergarten (K) -2
- Interviewing Children
- Adult spirituality programs
- School Vision and Mission reflection
- The Leadership Conference at the University of Wollongong

The School Support Officers were also included in a number of the learning opportunities and in addition attended the following:

- School Administration System (SAS),
- Autism Spectrum Disorder,
- Working with Special needs Students,
- Alice Training (a computer package),
- Publisher and Excel programs.

The average daily staff attendance rate for 2006 was 98.24%.

Teacher Standards

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-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
**Culture of the Catholic School**

We believe that St Paul’s is an authentic Catholic school, contributing positively to the mission of the Church.

Prayer is an integral part of school life at St Paul’s. Children pray in classrooms and also pray at each morning’s whole school assembly. Teachers gather once a week to pray together and reflect. This prayer can take many forms and Lectio Divina, a form of praying with scripture, used at the school was highlighted to other Diocesan Schools, by staff from St Paul’s, at the Diocesan School’s Expo on 17th November 2006.

The school has continued to develop valuable links with the Catholic Parish of Moss Vale. An important part of the Liturgical Year was the Opening School Mass, which was held at the Pauline Father’s Monastery at Sutton Forest. This showed the students another part of the parish, while contributing towards maintaining a strong sense of community.

Parish links have been evidenced by the school support of the Parish Sacramental Program. Students from the school prepared for and received the Sacraments of the Eucharist, Penance and Confirmation. For the first time this year the Confirmation and Eucharist candidates both participated in Reflection Days prior to receiving the sacrament. These days were both very successful and included all candidates from the Parish.

Fund raising to help those less fortunate than themselves has had an impact during 2006. Money raised has been donated to Project Compassion, Catholic Missions, St Vincent De Paul and St Patrick’s at Trundle, which has been deeply affected by the continuing drought. A visiting guest speaker during Mission Week gave the students a deeper understanding of the issues people deal with everyday. Other Mission Week activities were a Crazy Hair Day and the Sacred Cents appeal, raising a combined total of over $300. A large amount of food items and gifts have also been donated to the St Vincent De Paul Christmas Appeal.

All classroom teachers develop and teach Religious Education programs based on the current curriculum set out by the Catholic Education Office Wollongong. In 2006 a new Diocesan Religious Education Curriculum was implemented for Early Stage 1 and Stage 1 classes. Resources to support the teaching of Religious Education in the school are continually being updated.

This year, St Paul’s Year 4 students participated in the Wollongong Diocese Religious Literacy Assessment with outstanding results. In 2006, some staff members have attended various faith and spiritual development courses in order to enrich their teaching and personal faith journey.

**Student Welfare**

**Pastoral Care**

During 2006 the school continued to use the Pastoral Care Committee that was established last year. This committee was able to continue providing practical support to members of the school community by welcoming new families, supplying meals at times of need and supporting students in the classroom and on the playground.

When Kindergarten children attended their Orientation Day in 2005, they were ‘buddied’ with a student from the Year 6 class. This provided them with a familiar face for their first year at school. The Year 6 student then took on the responsibility of assisting their Kindergarten buddy in becoming familiar with the routines of school. Kindergarten were assisted with such things as becoming aware of where to eat at recess and lunch, knowing where to play and where the tuckshop and toilets are located. The ‘buddy’ relationships then continued to grow through the year during structured time in the classroom and playground interaction. By the end of 2006 a strong bond was established and the Kindergarten children were provided with practical support for their first year at school.

In 2006 the Year 6 children participated in a Leadership Program. The beginning session focussed on effective leadership. Through a series of sessions the children were guided through an understanding of what is needed to be an effective leader. An exciting aspect for the children was reference to movies and the aspects of leadership that were portrayed in the movies. The student leaders of Chevalier assisted the students of Year 6 with expectations and problem solving experiences.
Working in small groups with the school’s Centacare counsellor was a component of the Leadership program. Each group would work with the counsellor for five sessions. Each session would provide an opportunity to investigate further aspects of leadership. A small group setting was conducive to personal attention and each child was challenged to practise the skills of leadership between each session.

The Complaints and Grievances Procedures can be found on the Catholic Education Office website: [www.ceowoll.catholic.edu.au](http://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.

Access to all policies and guidelines can be obtained by contacting the school office.

**Financial Summary**

In 2006 the school continued to be upgraded. The maintenance plan for the school was completed and the SEDSO and School Building Fund were used to pay for school maintenance throughout the year. Through fundraising activities the Parents and Friends Association provided computer technology, resources to the classrooms and school library, three portable shade shelters and playground equipment. The school Spring Ball was a resounding success in 2006 and the funds were put towards the purchase of portable shade shelters.

The balance carried forward in the 2006 budget approximately $29,000, which is required to meet demands for outstanding invoices, teaching resources ordered for the beginning of School Year, and learning resources and equipment for 2007.

### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance Brought Forward</td>
<td>$55,301</td>
</tr>
<tr>
<td>Contribution from Parents &amp; Friends/Parish</td>
<td>$89,481</td>
</tr>
<tr>
<td>School Enhancements &amp; Debt Servicing Obligation</td>
<td>$27,844</td>
</tr>
<tr>
<td>Tuition Fees</td>
<td>$95,733</td>
</tr>
<tr>
<td>Student Materials &amp; Activity Fees</td>
<td>$24,107</td>
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<tr>
<td>Commonwealth Special Programs</td>
<td>$281</td>
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<tr>
<td>Information Technology Loan</td>
<td>$22,000</td>
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<tr>
<td>Canteen</td>
<td>$10,585</td>
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<tr>
<td>Donations</td>
<td>$3,301</td>
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<tr>
<td>Fund Raising</td>
<td>$2,027</td>
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<tr>
<td>Interest</td>
<td>$1,868</td>
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**Total Income** $332,528

### Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Expenses &amp; Materials</td>
<td>$22,789</td>
</tr>
<tr>
<td>Student Activities</td>
<td>$15,762</td>
</tr>
<tr>
<td>System Administration</td>
<td>$29,247</td>
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<tr>
<td>School Administration</td>
<td>$30,160</td>
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<tr>
<td>Canteen</td>
<td>$9,936</td>
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<tr>
<td>Maintenance</td>
<td>$75,262</td>
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<tr>
<td>Furniture &amp; Equipment</td>
<td>$40,435</td>
</tr>
<tr>
<td>Library Resources</td>
<td>$1,433</td>
</tr>
<tr>
<td>Buildings &amp; Grounds</td>
<td>$27,978</td>
</tr>
<tr>
<td>Loan Repayments</td>
<td>$8,375</td>
</tr>
<tr>
<td>Transfer to School SEDSO Account</td>
<td>$27,844</td>
</tr>
</tbody>
</table>

**Total Expenditure** $289,221

### Other Income & Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Government Capital Grants</td>
<td>NA</td>
</tr>
<tr>
<td>Capital Expenditure on Buildings, Furniture &amp; Equipment</td>
<td>NA</td>
</tr>
<tr>
<td>State Government Interest Subsidy</td>
<td>NA</td>
</tr>
<tr>
<td>Loan Repayment Interest</td>
<td>NA</td>
</tr>
<tr>
<td>Loan Repayment Capital</td>
<td>NA</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Balance Carried Forward** $43,307

The tuition fee recovery rate for 2006 was 92.3%.

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

Learning and Teaching
St Paul’s Parish School is providing quality Catholic Learning and Teaching. The focus areas in Learning and Teaching reflect the Diocesan, State and Federal priorities to improve student learning through integrated Curriculum outcomes and leading authentic learning in all Key Learning Areas.

Curriculum & Pedagogy
During 2006 the school community implemented learning strategies such as, Bloom’s Taxonomy, De Bono’s Six Thinking Hats and Inquiry based learning.

K-2 Religious Education Curriculum was implemented. This Curriculum reclaims the important place of “story” of people’s experience of God, Scripture, Liturgy and Christian life.

Trial Literacy programs were delivered in Stage 3, for groups of students, in two hour blocks twice a week. Each group consisted of no more than 13 students in Stage 3. This will be reviewed and, further developed in 2007.

Numeracy programs were delivered for students according to stage groupings, in one hour blocks twice a week. Small groups of up to 10 students in each were organised in Stage 2 and Stage 3. This will be reviewed and maintained in 2007.

Collaborative professional dialogue about Assessment Plans and Scope and Sequence for a Spelling Policy was completed this year.

The school Library is a whole school resource and support centre, with integrated technology and research opportunities provided five days a week. Individual explicit Library lessons are held 3 days a week and Library classes support the learning and teaching focus of classrooms, and enhance the development of critical literacy and ICLT skills.

Students have access to a variety of media for use across all Key Learning Areas. These include, digital cameras both still and video, data projectors, isight camera, laptops and desktops in classrooms and Library. Students have constant access to technology that enables them to present their research as multimedia presentations where appropriate.

Cross-Curriculum
Forms of formal assessment included, the Early Literacy Assessment in kindergarten – Year 2, the Basic Skills Test and Primary Writing Assessment, and ELLA results received from Chevalier College are utilised by teachers to help focus the learning and teaching across all stages. This data provides teachers with information that assists them to make informed judgements about the achievement of students, and to design explicit learning and teaching episodes.

Some of the ways the school promoted reading and writing were; students participating in the Premier’s Reading Challenge, celebrating Book Week with ‘Book Now Trivia’ and ‘The Power of Story,’ by Gennie Nevinson. Students worked with a poet in residence and contributed their own poems to a St Paul’s Poetry Anthology called Eleven and Up.

The learning and teaching programs across the school have been supported by excursions. Students have had learning experiences at; Moss Vale Show, Bike Education at Campbelltown, the Minnamurra Rainforest, Shellharbour Beach, Frensham Drama Performances and the local nature park Hoskins Reserve, and received input on Berrima and Moss Vale local history. The students have had visiting guests to speak to them on a range of topics including; a Police visit which focused on “Personal Safety”, a puppet show, Catholic Mission Australia and the Life Education Program.

Students presented a Creative and Practical Arts Performance at the Moss Vale Services Club. The theme was Tickle Your Tastebuds. Students from K to Year 6 were involved in music, dance and drama in this performance.

The school is currently working with St Paul’s International College Moss Vale to create and maintain links between both schools. The plan for 2007 is to grow the links between St.Paul’s International College students and St. Paul’s Parish Primary students through sharing cultural stories, language and learning styles.

The whole school participated in a School Community day at the Pauline Fathers Monastery, Penrose Park. The day of activities included: a whole school Mass to begin the School Year; the induction of student leaders; a welcoming of new families to the school; community; a tour of the church; visiting the shrines; marching with Fr Columba; and, a
picnic lunch with games and activities in the grounds of the Monastery. The cost of this whole school trip was supported by St Paul’s Parish Church.

**Meeting the Needs of all Students**

Reading Recovery continues to be an effective program for Year 1 students. Long term monitoring is maintained each year from Year 1 up to the end of Year 4. We currently have 2 teachers trained in Reading Recovery and 11 students completed the program this year. This represents 42% of the Year 1 cohort. In attempting to meet the individual needs of the students, a variety of support structures, with a focus on Literacy and Numeracy are provided. These include four School Support Officers assisting students individually and in small groups and two Resource Teachers assisting students in the classroom.

The responsibilities of the Coordinator 1 position this year focused on developing an understanding of Gifted Education. Staff worked through numerous initiatives in this area including, identification of gifted students, curriculum differentiation, staff development in Gifted Education, My Classes (an ICLT Program) and a Spelling Policy. Staff developed learning and teaching program models for differentiating the curriculum, such as, Bloom’s Taxonomy, De Bono’s Thinking Hats and Personal Interest Projects. Resources for Gifted Education were purchased to support this focus. Following these experiences a Gifted Education Plan will be developed in 2007.

The Commonwealth Government Healthy School Communities Initiative Grant enabled the school to build two vegetable gardens.

Information, Communication and Learning Technology (ICLT) Plan has been further implemented with the purchase of more desktop computers, together with the purchase of new digital still cameras. Classrooms have permanent desktop computers and all computers have the facility to access world wide web. Students are familiar with the following software: Microsoft for Mac including PowerPoint, Word and Excel, also GarageBand, iPhoto, iTunes and imovie. Students from all Stages created digital presentations, downloading and sorting digital photos as well as manipulating these images.

The Library is undergoing refurbishment to enable flexible use of the space, to improve student learning outcomes. Two movable book shelves were purchased as part of the refurbishment. The Library can now be easily transformed into an indoors meeting place for the whole school, or an intimate, friendly space where St Paul’s hospitality can be extended to Parent and Friends gatherings. This has provided space where teachers can collaboratively plan and share, and provided additional space for Numeracy and Literacy groups.

Students, teachers and parents were involved in implementing Special Interest Groups, (enrichment groups), during Term 2 and Term 4. Students were provided with an inclusive curriculum ensuring they participated in activities that challenged and met their individual needs and interests. Students were vertically streamed with an average of 15 students in each group. An Expo was offered allowing students to display their achievements. The school’s Library space was used for this purpose.

The Inquiry model of learning and teaching was utilised by teachers during 2006 to support work with individual students, give guidance and direction, develop student task management, integration of technology and taught students how to question their learning. Visible examples of this approach to learning at the school in 2006 were; the Drug Education Forum and the Growing and Changing Forum. Both were researched and presented to parents and peers by the Year 6 students.

Staff has been inserviced on myclasses, an Internet based class resource accessible both at school and home. Parents are encouraged to view what the students are doing on myclasses. The site contains links, information and instructions for tasks based on current classroom work.

For the first time in 2006 the school participated in the Diocesan Class Act Production at Wollongong Entertainment Centre. Three students were part of the dance troop and one student participated as an individual performer.

During 2006 a school data base has been developed and maintained in order to monitor restorative practice as well as bullying and harassment on the playground and in the classrooms.
Expanded Learning Opportunities
Students in Stage 2 participated in a Sport and Recreation Swimming Program during Term 4. This involved swimming lessons every day for two weeks, culminating in the Annual Swimming Carnival.

Extra Curricula events in which the school participated in 2006 included: Diocesan Public Speaking, Class Act (the Diocesan Performing Arts Spectacular), Sport Gala Days including football, basketball and netball, Diocesan and regional sports carnivals in swimming, athletics and cross country, the Noble Challenge and Hindmarsh Cup, and TOLR8 (a CEO Diocesan Competition which examined tolerance towards others).

The University of New South Wales Competitions including, Maths, English, and Science were supported by some students in Year 3, 4, 5 and 6 and offered them another learning experience.

Professional Learning
Through the choice of particular personal and professional learning experiences, the school has continuing its journey towards developing as a learning community, where students and staff and others involved in the learning and teaching process share their talents and expertise, where learning takes place in a safe and caring environment, where learning is child centred and child focused and where learning in inculturated as a life long journey.

To this end staff members to participated in a variety of professional development and learning opportunities in 2006 which included:
- OHS training (including hazards identification)
- Programming and Implementation
- Introduction to the new K-2 Religious education (RE)syllabus
- Development of Indigenous Education Policy
- Development of Literacy with Spelling as a specific focus
- Gifted Education Modules (1-6)
- Collaborative planning and programming has been a focus this year
- Leadership Team (SLT) members attended the Leadership Conference at University of Wollongong
- Leadership Team attended an information workshop at Corpus Christi Catholic High School
- Leadership Team participated in Review of other Diocesan Schools
- Staff sharing different styles of Program Supervision eg. Collaborative dialogue and classroom walk around/discussion
- Attend the Combined Highland Schools Professional Development Day with Dr Kevin Treston focused on the school’s Vision Statement
- Consistent Teacher Judgement workshops to develop a common understanding of the new A-E Reporting Process
- Teachers extending their understanding and use of myclasses with a one day on site Professional Development Day with assistance from the Catholic Education Office
- Two Professional Development Days on the school site, which focused on collaborative planning of Numeracy Groups
- Two staff members are being trained as Animators to assist the Religious and Spiritual growth of the school community.
**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, classroom activities, teacher made assessments ‘for’ learning and ‘of’ learning, 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 twenty five Year 3 and nineteen 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:

25% of students were in Bands 1 and 2, with 8% of students in Band 5. The best performance was in Reading, followed by Writing and Language.

NUMERACY:

29% of students were in Bands 1 and 2, with 13% of students in Band 5. The best performance was in Number, followed by Measurement and Space.

**Year 5**

LITERACY:

0% of students were in Bands 1 and 2, with 55% of students in Bands 5 and 6. The best performance was in Reading, followed by Writing and Language.

NUMERACY:

0% of students were in Bands 1 and 2, with 68% of students in Bands 5 and 6. The best performance was in Number, followed by Measurement and Space.

The following graphs give an indication of the impressive learning gains made by student in their journey from Year 3 to Year 5.

**Statement**

**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>95.7</td>
<td>91.3</td>
<td>100</td>
<td>96.4</td>
<td>96.7</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>95.7</td>
<td>92</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.7</td>
<td>95.7</td>
<td>100</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** (These percentages represent the responses of 44 students in Years 5 & 6)

<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>25</td>
<td>64</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>This school helps me in my understanding of the Catholic faith</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher encourages me to learn to the best of my ability</td>
<td>41</td>
<td>50</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>I understand my rights and responsibilities at school</td>
<td>57</td>
<td>39</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>I feel safe at my school</td>
<td>41</td>
<td>45</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>If I had a problem, there are people who I could approach for help</td>
<td>27</td>
<td>62</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>There are sporting and other activities in which I can become involved</td>
<td>39</td>
<td>53</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

**Parents** (These percentages represent the responses of 54 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>56</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides various opportunities for me to become involved</td>
<td>58</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is challenged to maximise his/her learning outcomes</td>
<td>20</td>
<td>65</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>The school strives to meet my child’s individual learning needs</td>
<td>26</td>
<td>54</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>The school provides appropriate information about my child’s progress</td>
<td>35</td>
<td>52</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>The school offers a range of co-curricular activities</td>
<td>28</td>
<td>55</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>The teachers are genuinely interested in the welfare of my child</td>
<td>59</td>
<td>37</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>56</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school effectively communicates information about activities and events</td>
<td>63</td>
<td>35</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Staff** (These percentages represent the responses of 16 staff members)

<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>81</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students understand their rights and responsibilities</td>
<td>19</td>
<td>81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are challenged to maximise their learning outcomes</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school strives to meet the individual learning needs of students</td>
<td>69</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides appropriate information to parents about student progress</td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>75</td>
<td>25</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.

- To continue to build a Catholic school based on Gospel values
- To continue to build a friendly and welcoming school environment where the dignity of each person is respected
- To continue to provide quality education for all students
- To continue to establish and review organisational structures for the efficient running of the school

Progress in 2006 Towards Achievements of the School Renewal Plan

- Implemented new assessment and reporting to parents
- Completed the Gifted Education modules
- Completed the review of Vision and Mission Statement
- Values Education Professional Development Day
- K - 2 Religious Education Syllabus was implemented
- Scope and Sequencing plan of spelling in the school
- School programming process reviewed
- Completed the Drug Education modules and forum
- Seasons for Growth Program has continued and will continue in 2007
- Steps have been taken to finalise a new School Renewal Plan

Priorities for 2007

- School Renewal Plan for 2007 - 2011
- Values Education Forum
- School scope and sequence for each Key Learning Area
- School Policies
- Gifted Education five year Plan
- Adult Spirituality and Staff faith development
- ICLT Plan with a focus in Stages 1 and 2
- Numeracy and Literacy groups continue
- Seasons for Growth Program continues

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

Anthony Kenna
Principal