Vision Statement

In accordance with the mission of the catholic school as a centre of learning and evangelisation, the staff of St Patrick’s strives to create an environment in which children will be nurtured and strengthened in faith whilst achieving the best possible outcomes and personal excellence.

Principal’s Message

As the 2006 scholastic concludes it is important that we take time to reflect upon and celebrate all the achievements that we have worked hard to attain. It is rewarding to acknowledge that through a sense of shared commitment and collective enterprise, staff have supported the initiatives encompassed within Diocesan Agenda 2006 and priorities outlined in the School Renewal Plan 2005-7.

2006 saw the reformation of the Executive Team, the arrival of teaching staff on temporary secondment to the school and employment of additional Support Staff. The process of establishing a new team within a distributive leadership framework formed the basis of negotiated change in the early part of the year. The effectiveness of the change process can be directly attributed to the collegiality and support of all members of our school community - staff, students and parents. Much has been achieved by the newly formed team in regard to teaching and learning and in the daily administration of the school.

Parental Involvement

Working from the premise of partnerships in education, parents are welcomed as valued participants in the life of St Patrick’s School and are given opportunities to engage in and support student learning on a daily basis. Groups of parents supported Literacy and Creative Arts programs in Early Stage 1. A team of parents volunteered to assist the Canteen Manager, in the efficient operation of the school’s canteen. Parents assisted in the annual library stock take, in the processing of new resources and with the general organisation of the school library. Parental support of sporting carnivals and events ensured student involvement in a varied calendar of events, which provided opportunities for engagement in activities beyond the school. Parents and parishioners engaged in the process of developing photographic archives of the school’s history. Preliminary work undertaken by adult members of the community should lead to the realisation of the goals established in the 2005-2007 School Renewal Plan.

A number of parents have supported the school through their active participation in the Parents’ and Friends’ Association. Meetings have been held 10 times throughout the year ensuring opportunities for participation in the decision-making processes, support of social events and the organisation of a varied program of fund-raising activities. Moneys raised through this calendar of events supported the integration of computer technology across the key learning areas, ensured the completion of classroom refurbishment and the installation of audio-visual equipment to enhance learning and teaching. All parents were offered opportunities to engage with staff in information evenings organised at the beginning of the year and later in Parent/Teacher Interviews. Access to guest speakers in P&F forums provided parents with information pertaining to Government mandated changes to aspects of schooling.
**Student Leadership**

The Student Leadership Team, drawn primarily from the ranks of Stage 3 students supported leadership at St Patrick’s School. Year 6 in their various capacities - School Captains, Student Council members, House Captains, Sports Monitors and Bus Prefects, worked consistently in fund-raising activities and in support of all efforts to maintain a safe and peaceful environment at St Patrick’s. The induction of students to the school’s inaugural Mission Support Team assisted the work of the Religious Education Coordinator in focusing student attention on social justice issues. Senior students were provided with a range of opportunities to develop and demonstrate leadership skills and to be part of the decision-making process within the school. They were provided a voice in the regular meetings held, within their classroom and in school assemblies.

In accordance with goals highlighted in the School Renewal Plan 2005-2007, staff and students have been involved in the ongoing refinement of the school’s Behaviour Management Policies and Procedures in the School Renewal Plan. Procedures implemented in this area have led to a more creative use of playground space, with more opportunities and choices being afforded students wishing to engage in passive play activities. The induction of Games Monitors within the Student Leadership Team for 2006 has supported playground initiatives.

**School Profile**

St Patrick’s School has serviced the educational needs of the Catholic faith community in Port Kembla for over eighty years. During that time it has maintained a reputation for delivering quality educational service to a diverse community. Whilst the degree of cultural diversity has diminished somewhat over the years, the commitment to the delivery of quality learning and teaching has remained constant.

In the eighty-eighth year since the foundation stone of the combined church and school was blessed by Archbishop Kelly, the process of creating a new emblem for the school was initiated. The new logo is being developed to give expression to the school’s Catholicity, whilst highlighting its three significant historical eras.

**1918-1978**

The early foundation years when the Sisters of St Joseph of the Sacred Heart administered the school. Parish records indicate that the foundation stone of the combined church and school was blessed in October 1918, that a new, larger convent was built for the growing community of Sisters in 1958 and that the Josephite Sisters served the Parish until 1978.

**1978-1995**

A period in which the Franciscan Sisters of the Heart of Jesus administered and taught within the school. Their dedication to the educational and pastoral needs of the children and their families lives on in the community of Sisters who still serve the Parish today. With the Parish Administrator, staff and parents, our resident Sisters are committed to the shared responsibility for the spiritual formation, welfare and growth in learning of the children in our care.

**1995-2006**

Lay leadership operating with a mandate to build on the best traditions and charisms of the founding religious orders whilst facing the educational challenges of a contemporary society. Current administration and staff are committed to the provision of quality learning and teaching in the best Catholic tradition.

In 2006, St Patrick’s is a single streamed primary school with an enrolment of 162 students from 117 families. The rich cultural diversity, which has characterized the community since its inception, is evident today in a significant English as a Second Language (ESL) component within the student body and in the 13 nationalities represented in the extended families we serve. Currently the school draws on a wide feeder area encompassing eight suburbs.
**Student Enrolments**

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>79</td>
<td>85</td>
<td>164</td>
</tr>
<tr>
<td>2005</td>
<td>73</td>
<td>93</td>
<td>166</td>
</tr>
<tr>
<td>2006</td>
<td>74</td>
<td>88</td>
<td>162</td>
</tr>
</tbody>
</table>

**Student Attendance**

The average student attendance rate for 2006 was 92.4%

**Staffing Profile**

There are fifteen teachers employed at St Patrick’s School. Six of these are employed on a full time basis whilst nine work part time. Seven classroom teachers supported by specialist teachers for Library, Music, PD/H/PE, Literacy and Special Education, along with School Support Officers worked collaboratively to facilitate student learning. Two teachers provide Executive Relief facilitating the movement of Executive Members into administration.

The School Leadership team is comprised of Principal, Acting Assistant Principal, Religious Education Coordinator and one Coordinator I. One teacher provided Executive Relief for members of the school’s Leadership Team.

The teaching experience of the staff is varied. No member of the teaching staff has been engaged in the profession for less than 10 years. Professional experience for other periods is as follows:

- 10-15years: 12%
- 15-20years: 35%
- 20-25years: 6%
- 25-30years: 41%

**Teacher Qualifications**

Six staff members have a Diploma in Teaching, seven have a Bachelor of Education, one has a Diploma in Music Education, one has a Bachelor of Arts/Graduate Diploma of Education and one has undertaken Masters in Education studies. The Certificate of Religious Education (NSW) has been awarded to five teachers with two more teachers currently working to attain that qualification.

Two School Support Officers have recently enrolled in the Certificate III Course at Wollongong TAFE.

**Teacher Standards**

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum. (school to insert %)

<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>

**Staff Retention**

At the end of the 2006 scholastic year 20% of staff retired from teaching while 13% moved to seek professional experience beyond St Patrick’s. The movement of 5 staff members out of the school, combined with cyclical internal movement for the purpose of supporting professional development, presents opportunities for restructuring at the Executive level and the determination of new ways forward.

**Staff Attendance**

The average daily staff rate for 2006 was 94.84%
Culture of the Catholic School

St Patrick’s School is proud of its identity as a quality Catholic Educational community and its reputation as a place where all members are valued as individuals. The charisms of the founding Religious Orders is perpetuated in the spirit of service to the community and love of God demonstrated by current staff and by the community of Franciscan Sisters in residence in the Parish.

The school’s Catholic identity is actively promoted and recognised in the maintenance of religious symbols and sacred spaces in classrooms and other areas of the school. It is also featured in the daily prayer activity of the community. Morning and afternoon assemblies feature school and communal prayers for special intentions. Children are encouraged to appreciate the importance of prayer in daily Christian life and - as the school motto indicates - to draw strength from the faith that unites them in community with one another. Members of the school’s newly formed Spiritual Animation Team, lead teachers in the organisation of staff prayer and worked to implement new ideas to enhance prayer activity at class level.

Throughout the year, the school and Parish communities join in the celebration of liturgical seasons of Lent, Advent and Christmas and for significant Feasts and special occasions. Celebrations focusing on the religious dimensions of Catholic faith and traditions forge meaningful links between the school and the life of the Parish. The Parish Administrator, supported by the Religious Education Coordinator (REC), works to ensure that staff and students are involved in a rich liturgical program.

Parish-based Sacramental Programs unite students of St Patrick’s with their Catholic counterparts enrolled in neighbouring schools. Working together with the support of their parents, the children engaged in a series of workshop activities and retreat programs organised by the Sisters and facilitated by the Religious Education Coordinator. Twenty children were prepared to receive First Holy Communion in Term 1, twenty eight received the gifts of the Holy Spirit in the Sacrament of Confirmation in Term 3 and seventeen children were presented for their first experience of the Sacrament of Penance in Term 4. The Parish Administrator works with staff to ensure that children in Grades 3-6 are afforded opportunities to attend Reconciliation once a term.

Religion is taught on a daily basis in all classes with lessons based on Diocesan Religious Education Syllabus. Teachers have been supported in the implementation of the Early Stage 1-Stage 1 sections of the syllabus through professional development. Teachers have been supported in this enterprise by the REC and through the provision of a budget allocation to secure appropriate resources.

In 2006, the whole school modelled Catholic values by involvement in Social Justice Projects and ongoing support of various Church Missions. Support of St Vincent de Paul’s Winter Appeal and Cancer Research - Australia’s Biggest Morning Tea event, drew on the collective generosity of our families. Money raised with the help of the newly formed Mission Support Team has been directed to Catholic Mission, Caritas Australia, the Franciscan Sisters of the Heart of Jesus and Sister Rosita Kiss, Josephite Mission in East Timor.

Student Welfare

Throughout 2006 numerous initiatives have been implemented to attend to the pastoral needs of students. The most significant of these have been within the context of the School’s Learning Communities, Behaviour Management Program. Funded through the Commonwealth Targeted Programs Scheme, this initiative has engaged the staff in policy and procedural review aimed at making the school a safe, healthy environment for all. Playground and classroom procedures have been refined, restated and monitored to ensure that all students have an understanding of expectations, rules, rewards and consequences attached to how we relate to one another in community. The process engaged in has necessitated a high level of ongoing collaboration at a staff level, the utilisation of expertise drawn from a wider Diocesan perspective and consultation with parents. This, coupled with an articulation of Concerns Handling Procedures has created a better understanding about how we can best support our children in their social and emotional learning. The Diocesan Complaints and Grievances Procedures Policy can be found on the Catholic Education Office website: http://www.ceo.woll.catholic.edu.au then go to link Policies.

Much has been done to counteract bullying within the school. The refinement of Behaviour Management monitoring databases and the introduction of Individual Behaviour Management Plans for students identified as...
exhibiting specific concerns have proven to be effective strategies leading to remediation of inappropriate behaviours. Funding has been sought to further develop policies and procedures in Behaviour Management for the benefit of all students.

Positive reinforcement of appropriate behaviour delivered in the school’s Merit Award System - encompassing rewards such as Principal Certificates, Lunch with the Principal and class-based, Marble Jar Incentive Schemes continue to motivate students to perform to the best of their ability. The regular distribution of awards and commendations at weekly assemblies, along with the introduction of Class of the Week Trophy has added to the repertoire of incentives utilised to create a climate of support and affirmation within the school.

Programs offered by the Centacare Counsellor have supported the Behaviour Management Initiative through the delivery of pastoral care to identified students. Working with class groups, or on an individual basis, the School Counsellor has delivered the following programs this year:

- PALS - Playing and Learning to Socialise (Kindergarten social learning Program)
- Working It Out - Tools for everyday peacemakers (Primary social interaction/conflict resolution)
- Hit the Ground Running - seniors program to assist transition to High School.

A buddy system has been in place to support students in transition and those transferring to the school. Kindergarten children assigned buddies from Year 5 entered into a special friendship and support relationship which will be maintained in their first two years at school. The assignment of adult mentors to students experiencing difficulties or demonstrating behaviour concerns was trialled within the Behaviour Management Program this year. The effectiveness of the strategy will be reflected in its continued implementation. It has been determined that a formalised system of support will be developed in 2007 to assist students facing the challenges of settling into a new educational setting.

Financial Summary

The Balance carried forward from the December 2006 Financial Rollover will help meet the end of year costs, pay outstanding cheques and further incurred costs at the beginning of 2007 including nearly the total cost of the toilet block refurbishment. The deficit between the $55,000 Commonwealth Government “Investing in our School” subsidy and the actual cost of the building work will, with the approval of the Parish Administrator, be provided from the School Enhancements & Debt Servicing Obligation (SEDSO) account.

SEDSO balance as at November, 2006 - $40,608.39. Funds totalling $985.59 have been released to date from SEDSO to cover maintenance costs. Money from the SEDSO account also paid for the replacement of the staffroom roof and loan repayments current from the 2000 Environmental Enhancement Project.

Replacement of the staffroom kitchen, costing $6095 was jointly covered by a Catholic Church Insurances claim and through the school budget.

Parents’ and Friends’ $9950 contribution to the school facilitated the purchase of audio-visual equipment in designated classrooms, the completion of primary class refurbishment and loan repayments for (ICLT) equipment.
### Income

- **Balance Brought Forward**: $16,154
- **Contribution from Parents & Friends/Parish**: $21,180
- **School Enhancements & Debt Servicing Obligation**: $31,684
- **Tuition Fees**: $107,259
- **Student Materials & Activity Fees**: $28,707
- **Donations**: $63,207
- **Fund Raising**: $1,894
- **Interest**: $328

**Total Income**: $270,413

### Expenditure

- **Teaching Expenses & Materials**: $20,020
- **Student Activities**: $12,736
- **System Administration**: $40,056
- **School Administration**: $26,550
- **Canteen**: $12,243
- **Maintenance**: $26,235
- **Furniture & Equipment**: $13,698
- **Library Resources**: $823
- **Buildings & Grounds**: $75
- **Loan Repayments**: $8,440
- **Transfer to School SEDSO Account**: $31,684

**Total Expenditure**: $192,560

### 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**: $77,853

The tuition fee recovery rate for 2006 was 93%.

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 Patrick’s Primary School is a Catholic educational community which provides a quality learning and teaching environment for all enrolled students. Policies and procedures implemented within the school work to enable students to fulfil their maximum potential. The 2006 scholastic year has seen the implementation of initiatives designed to further enhance learning opportunities.

#### Curriculum & Pedagogy

All learning and teaching programs across the key curriculum areas fulfil the requirements of the NSW Board of Studies. Teachers in all stages designed programs of work which followed the Diocesan Programming Policy. A feature of class programs was the integration of teaching units including outcomes and experiences across the range of key learning areas. All classes followed the Catholic Education Office, Diocese of Wollongong Religious Education Syllabus. Focus areas in learning and teaching continue to reflect Diocesan and Government priorities aimed at improving student performance in Literacy, Numeracy, Religious Education and in the integration of Information Communication and Learning Technologies across the key learning areas.

In 2006, compliance with Government regulations in the important area of Assessment and Reporting saw the introduction of a new report format incorporating performance standard ratings. The biannual distribution of reports was supported by policies of ongoing assessment across all stages and the discontinuation of Student Learning Portfolios as a tool for reporting to parents. Forums were provided for discussion about the A-E performance rankings early in Term 1, with invitations extended to parents for discussion of student progress at mid-year Parent/Teacher interviews and again, on request, in December.

Assessment schedules implemented at St Patrick’s reflect the school’s commitment to supporting Diocesan curriculum initiatives. Early Literacy Assessment (ELA), Schedule of Early Numeracy Assessment (SENA 1 and 2) and long term monitoring of Reading Recovery students, have been undertaken within Diocesan guidelines this year. In addition, student progress in Literacy and Numeracy was assessed in Basic Skills Testing conducted in Years 3 and 5 and progress in Religious
Education was monitored in the involvement of Year 4 students in the Diocesan Religious Literacy Assessment testing process.

The school continued to promote the integration of all aspects of Information and Communication Learning Technology (ICLT) across the key learning areas. Involvement of staff members in Diocesan ICLT Programs such as TEACHnology and myclasses supported the exploration of potential uses of technologies to enhance learning. Kindergarten students were engaged in the creation of an iMovie presentation. All teachers worked closely with support staff, specialist personnel and the teacher librarian to ensure a high level of integration of ICLT across the curriculum. Collaborative teaching episodes were negotiated with the Librarian and teachers every term. As a result, students in early stages have become skilled in the use of KidPix and Appleworks Draw and those in Stages 2 and 3 have worked with digital and iMovie technologies to present information, create books and audio-visual records of important events in the life of the school.

P&F commitment to ensuring student access to computer technology is evident in the maintenance of a CDF loan bank of 10 laptops in use within the school. Equipment won by parents in the 2006 Westfield Shop For Your School competition included an Apple laptop computer, a multi-function printer, a sound system and digital camera.

**Cross Curriculum**

One of the major highlights of the year has been the completion of the Living Garden Project. This BlueScope funded environmental initiative, spanned a period of two years. Under the tutelage of a Landscape Architect, and his team of environmental educators and gardeners, students in the primary grades were trained and skilled in sustainable, organic gardening, waste management, recycling and the simple principles of permaculture. They were involved in the preparation and creation of a school garden and trained as Garden Ambassadors to ensure the sustainability of the project. We now enjoy the benefits of fresh produce included in our daily Canteen menu and opportunities to utilise the garden space as outdoors reflective or learning space. Maintenance of the garden will provide ongoing opportunities for meaningful cross-curricula integration and learning.

The promotion of Literacy learning is part of the school’s commitment to excellence in education. A particular focus of current Literacy Plans has been early literacy development. Specialist teaching support has focused on students in Kindergarten to Year 3 and significant resources have been channelled into guided reading in K-Year 2. Teachers trained in ensuring best practice in the learning and teaching of early literacy, have been helped in the implementation of Good First Teaching procedures by a small band of committed parent helpers.

The school’s Reading Recovery Program has continued to play a significant role in facilitating the early acquisition of literacy skills. A literacy intervention program aimed at supporting Year 1 students experiencing early concerns in the acquisition of reading skills, Reading Recovery 2006 assisted eight students of Year 1 cohort. All students taken on successfully completed the program, returning to the Year 1 class. Currently, 52 members of the student body have benefited from inclusion in the school’s Reading Recovery Program over a number of years. The current Literacy Plan implemented throughout the year provided an allocation of school budget to support skill development in all stages. Additional books and novels were purchased to complement class libraries and Big Books were selected on the basis of links with Science and Technology and Human Society units of work.

Numeracy continues to be a major focus for learning and teaching. Teachers have implemented the NSW Board of Studies K-6 Mathematics Syllabus in all grades. Using contemporary, “hands-on” learning techniques, teachers have been assisted in their work of encouraging students to develop skills in thinking mathematically through the provision of resources within the school budget. Students are also supported in their learning through the allocation of additional personnel in group activities and through access to appropriate computer programs.

The Indigenous Education Coordinator has worked with staff to ensure the integration of indigenous perspectives across the curriculum. Indigenous perspectives are primarily addressed within studies pertaining to Human Society and Its Environment (HSIE) and in Religious Education units of work. This year’s Living Garden Launch with its links with Franciscan Spirituality, provided scope for meaningful integration of aspects of indigenous spirituality and ecological perspectives. Inclusion of elder of the local Coomaditchie United Aboriginal Organisation
in the garden launch was a highlight of the project.

Indigenous Education funding was utilised to secure strategic intervention to improve educational outcomes for Indigenous students. The small number of identified students, has been supported in the areas of Literacy and Numeracy and in the Creative Arts where an exploration of traditional indigenous art was undertaken.

**Meeting the Needs of all Students**

Teachers continue to cater for a wide range of ability levels and interests. Within the scope of class programs, opportunities were created which enabled students to take responsibility for their own learning. Primary students were provided scope to experience self-directed learning. Group work, research projects, individual presentation tasks and activities centred on myclasses and myinternet challenged Stage 3 students to develop skills as independent learners and in the creative use of a wide range of technologies.

ICLT continues to assist in the delivery of differentiated programs, with opportunities for enrichment for the gifted and talented students within every grade cohort. A further exploration of the policies and practicalities of the Differentiated Curriculum, encompassed within the 2007 Professional Development Plan should lead to the development of more formal approach to future planning for the needs of the gifted and talented.

Specialist personnel - (Literacy and Special Education Coordinators, 2 Support Officers), work with teachers in the delivery of programs tailored to student needs particularly in the area of Literacy and Numeracy. Individualised attention is provided 1-1, or in small group situations according to the needs of identified students. Assessment tools such as Early Numeracy Assessment (SENA), Basic Skills Testing (BST) and ongoing classroom assessment mechanisms help teachers in the identification of students experiencing difficulties in learning. Through the operation of the Review Committee, teachers are further assisted in assessing and monitoring special needs students. A team approach is utilised to determine the most appropriate intervention strategies tailored to student needs. This process often draws on expertise from the Catholic Education Office or from other external agencies.

In 2006, the Special Education Coordinator worked with a small number of the school population. Individual Education Plans (IEPs) were developed for all targeted students. Specialist personnel and school support officers collaborated to ensure appropriate levels of support to these individuals. Parents and teachers were consulted on matters pertaining to student needs and progress. The Diocesan computer generated GoalView program was utilised to monitor students.

The move toward the implementation of a more restorative approach to discipline within the scope of the school’s Learning Community Behaviour Management Program has led to the implementation of Individual Management Plans this year. Focusing on the emotional and social needs of individual students, these plans represent a genuine attempt to remediate behaviours constructively whilst ensuring a safe and peaceful environment for all. The future exploration of Restorative Principles and Procedures will be a major focus of Professional Learning and policy formation in 2007.

**Expanded Learning Opportunities**

Students were provided with opportunities to engage in a wide range of learning opportunities beyond those planned within the normal curriculum. The regular distribution of a “Gifted and Talented Newsletter” in 2006 offered numerous opportunities for student engagement in external competitions in Mathematics, Science, Poetry Writing and the Visual Arts. Students elected to participate in the University of NSW Academic Competitions; Maths, Computing Skills, English and Writing, Spelling Assessment and the Science competition. Number of primary students participated in the MS Readathon reading a total of 78 books and raising an impressive $710.70.

St Patrick’s offers two courses in Languages Other Than English. Students in Kindergarten to Year 3, 54% of the school population, are exposed to Italian language instruction. 22.6% of students have access to the CO.AS.IT Insertion program, while 28% are exposed to an integrated Italian program taught by a member of staff. The focus of both programs is the development of an appreciation of culture and exposure to the language through integration. The highlight of this year’s program was an Italian Day Celebration – a timetable of cultural activities based on the “Carnavale” theme. Students were also given the opportunity to participate in the annual Italian Week Poster Competition.
Twenty-six Year 4 students took part in a program of instruction in the Japanese language. Lessons conducted in one-hour, fortnightly sessions, were modified from the NSW Department of Schools Network. Students engaged in the Beginner’s Course (modified) with a focus on vocabulary around set themes - greetings, food, animals and numbers.

Participation in the Life Education Program was utilised to reinforce key concepts covered in class-based PDHPE programs. A range of important topics, from the importance of good nutrition to Drug Education, was explored in this context. Students were offered wide-ranging opportunities to be involved in sport during 2006. Whole school involvement in internal sporting events such as annual cross country, athletics and swimming carnivals led to the selection of representative squads to participate in Diocesan events. Success at this level resulted in 5 talented students progressing to MacKillop and State level competitions. One student attained a fifth placement in the NSW Senior Girls Discus Competition.

Programs run by visiting sporting associations such as the AFL and the Illawarra Hawks added to the richness of school based sports programs. This year’s calendar of sporting events has encouraged maximum student participation, good levels of student enjoyment and community spirit.

Professional Learning

In accordance with Professional Standards Guidelines, all staff were involved in Professional Development in 2006. Teachers and Support Staff attended a variety of Professional Learning courses. Due to a shared commitment to the school’s Learning Communities Program, one of the allocated Staff Development Days was devoted to Behaviour Management with a focus on policies developed and procedures implemented.

Staff attended the Diocesan Spiritual Animation Program. As a result of this involvement, a rich timetable of spiritual and social activities were participated in throughout the year. Members of the Spiritual Animation team took responsibility for assisting classroom teachers in the preparation of Reconciliation Liturgies, shared prayer and the organization of major community celebrations such as ANZAC Day and the Garden Launch. One member of staff enrolled in this year’s Berakah program and another participated in the spirituality course entitled, “Journey”.

All teaching staff was involved in the Consistent Teacher Judgement training offered by the Catholic Education Office to support the effective implementation of A-E Performance Rankings in new school reports. One teacher participated in the Technology Program, successfully implementing an integrated technology project in Kindergarten. Others participated in courses focusing on the Principles of Differentiating the Curriculum and the implementation of the Year 4 Religious Literacy Assessment.

Plans are already under way to ensure staff interaction with professional groups from two Diocesan schools in the exploration of the Marist model of Restorative Justice - Policies and Procedures. Funding secured through the Commonwealth School’s Communities Projects will be utilised to support this initiative - Behaviour Management Program phase 2, 2007.
**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 sixteen Year 3 and twenty 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:

13% of students were in Bands 1 and 2, with 6% of students in Band 5. The best performance was in writing, followed by reading and language.

Numeracy:

19% of students were in Bands 1 and 2, with 19% of students in Band 5. The best performance was in measurement and date and space and geometry, followed by number patterns and algebra.

**Year 5**

Literacy:

0% of students were in Bands 1 and 2, with 56% of students in Bands 5 and 6. The best performance was in reading and language, followed by writing.

Numeracy:

0% of students were in Bands 1 and 2, with 63% of students in Bands 5 and 6. The best performance was in measurement and data, followed by number patterns and algebra and space and geometry.

**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</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004</td>
<td>2005</td>
<td>2006</td>
</tr>
<tr>
<td>Reading</td>
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<td>96</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
<td>96</td>
</tr>
</tbody>
</table>

Note: National Benchmarks not included have not yet been published.
**Survey Results**
(All results are shown as a percentage)

### 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>45</td>
<td>51</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>This school helps me in my understanding of the Catholic faith</td>
<td>31</td>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teacher encourages me to learn to the best of my ability</td>
<td>47</td>
<td>51</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>I understand my rights and responsibilities at school</td>
<td>74</td>
<td>24</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>I feel safe at my school</td>
<td>47</td>
<td>49</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>If I had a problem, there are people who I could approach for help</td>
<td>52</td>
<td>40</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>There are sporting and other activities in which I can become involved</td>
<td>63</td>
<td>29</td>
<td>4</td>
<td>4</td>
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</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>62</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides various opportunities for me to become involved</td>
<td>50</td>
<td>46</td>
<td>4</td>
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</tr>
<tr>
<td>My child is challenged to maximise his/her learning outcomes</td>
<td>17</td>
<td>67</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>The school strives to meet my child’s individual learning needs</td>
<td>8</td>
<td>80</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>The school provides appropriate information about my child’s progress</td>
<td>13</td>
<td>67</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>The school offers a range of co-curricular activities</td>
<td>14</td>
<td>72</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>The teachers are genuinely interested in the welfare of my child</td>
<td>58</td>
<td>38</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>58</td>
<td>38</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>The school effectively communicates information about activities and events</td>
<td>42</td>
<td>58</td>
<td></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>94</td>
<td>6</td>
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<tr>
<td>Students understand their rights and responsibilities</td>
<td>50</td>
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<tr>
<td>Students are challenged to maximise their learning outcomes</td>
<td>50</td>
<td>50</td>
<td></td>
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</tr>
<tr>
<td>The school strives to meet the individual learning needs of students</td>
<td>94</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides appropriate information to parents about student progress</td>
<td>63</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>100</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.

- Building a safe and supportive learning community for all
- Engagement in professional learning which creates best practice and enhances student learning
- Integration of an expanded ICLT resource base to support innovative learning opportunities in Key Learning Areas across the Stages
- Development of a sense of partnerships in education and the distributive model of leadership
- Development/implementation of Environmental Enhancement Plan

Progress in 2006 Towards Achievements of School Renewal Plan

- Further development/implementation of Behaviour Management Plan moving towards incorporation of Restorative Justice principles
- Professional learning supporting ICLT initiatives/implementation of RE Syllabus and new Assessment/Reporting procedures
- Purchase of new furniture completing refurbishment of primary classes
- Successful implementation of the Living Garden Project, the training of Garden Ambassadors and the Garden Launch
- Operation of committees and engagement in shared professional learning leading to expansion of distributive leadership model and heightened staff morale

Priorities for 2007

- Promotion of school as a quality educational establishment - with a view to increasing enrolments
- Ongoing professional learning to support innovative, best practice and prepare for the introduction of stage approach to learning/teaching in Stage 3, 2008
- Maintenance of Living Garden Project and further development of school Environmental Management Plan
- Integration of ICLT across the curriculum in all Stages supported by professional development and resource allocation
- Incorporation of Restorative Justice Principles and procedures into School’s Behaviour Management 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

Bernadette Cooper
Principal