Annual School Report 2006

Vision Statement
As a Catholic School we aim to provide a caring and academic environment which proclaims the teachings of our faith and thus, enables our students to make positive contributions to our ever changing society.

Principal’s Message
2006 has been a successful year at St Joseph’s.

The highlights have included the development of the Catholicity of the school, a focus on inquiry based learning in curriculum development, a sustainability approach to student participation of the school environment and the development of student leadership through a social justice perspective.

Parent Involvement
For any school to function properly there must be clear, direct and open channels between three key groups – the teachers and staff, the children and the parents. This three way communication link provides the basis for the ethos of the Parents and Friends Association of St Joseph’s Catholic High School – being “Parents as Partners”. This is in turn the focal point of the school community which is St Joseph’s.

It is pleasing to see that everything we do as the parent body of St Joseph’s is geared towards the achievement and maintenance of this philosophy. The community spirit is stronger and more evident than it has ever been and I am confident that there now exists a much stronger and co-operative support by parents across so many areas of school life.

Parent involvement in the St Joseph’s community can be seen across a plethora of areas including, but certainly not limited to, Canteen, Uniform Shop, exam supervision, Rock Eisteddfod, Musical, Arts and Cultural Expo, grounds maintenance, to name a few. But I think the most important area from a parents perspective is the active interest and involvement most of our parent community take in the progress of their children in their day to day school life.

St Joseph’s is a community where all participants play an active role and celebrate the ongoing achievement of the goals of that community – the better education of our children.

Student Leadership
Student leadership forms an integral part of our school. Within the school, student leadership is formed by the Student Representative Council, which comprises 26 representatives from Year 8 to Year 12.

The Student Representative Council works tirelessly throughout the year for social justice, working on the basic principle of “Think local, act Global”. It has organised countless fundraisers throughout the year to promote school spirit and awareness of social justice issues. They also strive to lead by example, ultimately aiming to create a school that lives up to its motto of “Act Justly”.

Student leadership is essential within a school community as it integrates students of all ages. This ensures that St Josephs’ is a place where the body as a whole is happy and individual personalities, talents and abilities are acknowledged and nurtured.
Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>488</td>
<td>498</td>
<td>986</td>
</tr>
<tr>
<td>2005</td>
<td>478</td>
<td>487</td>
<td>965</td>
</tr>
<tr>
<td>2006</td>
<td>482</td>
<td>473</td>
<td>955</td>
</tr>
</tbody>
</table>

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.

Student Attendance

The average daily student attendance rate for 2006 was 89%

School Profile

St Josephs Catholic High was established in 1982 to serve the parishes of Albion Park, Dapto, Shellharbour City and Kiama. It is a 6 stream systemic, coeducational high school. The drawing area’s population is diverse both in socio-economic structure and demographic location ranging from farming to coastal centres to newer urban areas.

As a Catholic school serving a large area of southern Illawarra, St Joseph’s enjoys a rich multicultural tradition with Italian, Spanish, Maltese, Macedonian and Greek influences.

Our school motto,’ Act Justly’ influences every aspect of daily life and there is a strong focus on social justice. The religious dimension of our school environment is expressed through the celebration of Christian values in word and sacrament. Liturgy and prayer are fundamental to St Joseph’s strong sense of community. The students’ spiritual development is a shared responsibility of Parish Priests, Principal, staff and students.

Student Profile

173 students completed Year 10 in 2004. In 2006 there were 121 students who completed Year 12. The retention rate for the 2006 cohort was 70%.

50 students from the Year 12 cohort in 2006 have enrolled at universities, 34 have enrolled at TAFE and 37 have entered the workforce in 2007. Of the 179 students who completed Year 10 in 2006, 23 students left the school at the end of the year, 4 students went to other secondary schools, 5 enrolled in TAFE, 14 students commenced full time work.

Staff Profile

In 2006 there were 71 total teaching staff. There were 24 executive staff, 47 classroom teachers, 7 administrative support staff and 11 specialist support staff.

The staff at St Joseph’s are very experienced. There were 34 staff in 2006 who have taught for more than 20 years. 7 staff have taught for between 15 and 19 years. 11 staff have taught for between 10 and 14 years. 8 staff have teaching experience of between 5 and 9 years. 7 staff have taught for between 2 and 4 years, and 4 staff were teaching in their first year.

All teaching staff have acquired qualifications from a higher education institution. Some staff are undertaking masters and other post graduate qualifications. A number of staff were also involved in acquiring a Religious Education qualification – a Certificate Of Religious Education.

Currently 83% of the teaching staff have post graduate qualifications These qualifications range from a Diploma of Education, to a Certificate of Religious Education to a Masters Degree.

St Joseph’s had a staff retention rate of 91.2%

The average daily staff attendance rate for 2006 was 97.28%

Professional learning for staff involved a wide range of programs. There was a great variety of programs ranging from syllabus implementation, assessment and reporting and other curriculum programs to child protection and Occupational, Health and Safety, Teachnology, myclasses and other information technology training. Office staff were trained in a new office system – School Administration System (SAS 2000).

Teacher Standards

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>98.6%</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>1.4%</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**

The culture of St Joseph’s is based on Scriptural and Gospel values, with the school motto coming from Micah 6:8 “Act justly, love tenderly, walk humbly with your God.

Our Catholic school exists and recognises that it exists to build the Kingdom of God in this community. Practically there is a recognition that for St Joseph’s to be true to Catholic education it must provide an exemplary academic education and to be true to the mission of the Church to provide for the spiritual needs of its students. St Joseph’s is true to these aspects.

In 2006 St Joseph’s promoted the culture of the school through its involvement in prayer, liturgies, retreats, social justice and environmental awareness.

The number, diversity and richness of liturgies and masses were a feature of the year. Liturgies included the opening school liturgies, and liturgies for Ash Wednesday, Easter, Refugees and Remembrance Day.

Homeroom Masses occurred each Thursday, Parish Masses were introduced and the students were also given the opportunity to participate in the Sacrament of Reconciliation at St Paul’s Church, Albion Park.

The Retreat program continued with retreats for Year 11 and 12 being conducted at a number of venues including Mulgoa, Kerever Park, Kiah Ridge and Port Hacking. Retreats for Years 7 to 10 were conducted as 1 day retreats at local venues such as St Paul’s Parish Hall and Centennial Hall, Albion Park.

Social Justice initiatives continued to be a central focus in 2006. All fund raising conducted in the school was done for social justice causes. These causes were St Vincent de Paul, Caritas, The Carmelites in East Timor and Health Australia for a water project in Tanzania. A walk for Justice, A Giving Mass where hampers were raised for needy families in homerooms, student socials and a range of school based activities were conducted in the school.

The school has been fortunate to have a priest present in the school for one day a week in 2006 he has been available to staff and students as well as being involved in school masses, liturgies and community days.

**Student Welfare**

The St Joseph’s school community promotes an atmosphere of peace, mutual respect and acceptance of each individual. The value of the individual and the contribution he/she makes is central to this understanding and is mirrored in policy documents. It follows then that programs which are available within the school both support and promote this focus for students, their families and staff.

In order to realise our primary goal of satisfying the pastoral needs of students, several programs are utilised and a variety of approaches adopted. In addition, an anti-bullying one-day program has been developed and is presented to Year 8 students by year 10 students annually.

Counselling for students is provided by Centacare which provides us with the services of two counsellors for four days each week. Students may be referred by parents or through the pastoral team and, in some cases, students will self-refer. Students present with a range of issues which include anxiety, coping with change, grief and loss, depression and relationships.

The Pastoral needs of student are also met by the Pastoral team, consisting of the Pastoral Care Co-ordinators and the Year Co-ordinators, who work very closely with the counsellors and provide support for students in classrooms by liaising with teachers. Areas in which the team offers assistance are in mediation, organisation, conflict resolution, self esteem and anger management. These options are offered both on a one-to-one basis and in groups. Also, each year group receives specific information in relation to Sexual Harassment which may include all or part of a program developed at school titled ‘That’s Inappropriate’. Next year, it is hoped that Pastoral Care Co-Ordinators will meet fortnightly with the Assistant Principal to track students whose behaviour and attitude requires modification or is of concern.

Some specific programs are available to our students which are used to target particular needs. Talk Sense to Yourself is used with students who have anger management issues and to assist with positive changes in behaviour in the classroom. Also, the Resourceful Adolescent Program (RAP) has been used to good effect in improving self esteem and modifying behaviour. Both these
programs can be delivered individually, although the preferred method is in groups.

Boys are catered for through the Buoyed Up program which uses the Rock and Water Program as its basis and addresses aggression, self esteem, bullying and emotional learning amongst boys. Groups of boys showing any or a number of these concerns are invited to participate. It is hoped this year to extend the program to a girls group. A recent innovation has been the introduction of the Girls’ Group which addresses self esteem, attitude and behaviour amongst the girls and is run by both counsellors and pastoral care team members together. A pilot group this year was successful in improving performance and attitude in its participants. Next year it is planned to attempt to address boys who are under-achieving academically using a mentoring approach.

The purpose of all these programs is to develop in our students the confidence and resilience to better handle the difficult aspects of their lives and to assist them in reaching their potential both academic and emotional.

Financial Summary

Of the $364,029 carried forward $59488 is for loan repayments from December 2006, leaving a balance of $304,541.

Our Parents and Friends Association, following a decision to commit to a building of a gymnasium for $330,000 over 10 years, appropriated all monies in 2006 towards this project. The project is to be completed in Term 2, 2007.

The tuition fee recovery rate for 2006 was 84.4%.

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
In 2006 St Joseph’s Higher School Certificate students generally performed within the expected range. This achievement was the result of clear practices and procedures that have been established throughout the school over a number of years. The Curriculum development built on the focus from previous years of ensuring diversity of subject offerings and promotion of ‘best practice’ amongst staff. To support this, a number of curriculum innovations from previous years continued to be developed.

Curriculum & Pedagogy
Within various KLAs, development of programs were necessary to ensure that new syllabuses were being incorporated into classroom teaching. To support this, KLA co-ordinators worked with the Curriculum Co-ordinator and Assistant Principal to ensure all Diocesan and Board of Studies requirements had been met.

To support these changes, assessment and reporting practices across the school continued to be developed to incorporate outcomes based reports. The reporting structures were changed to ensure compatibility with new Federal Government requirements. Each KLA worked toward outcomes based learning and assessment. As always, our community has encouraged parents to be included in this process, and to build on the teamwork approach in the education of their children. Opportunities were provided for parents to access staff by changing structures to provide more Parent/Teacher meetings particularly at the end of the year. Grade distribution tables were made available to parents at these meetings for years 7 – 10.

Curriculum Integration was evidenced through the continuation of the Bridge Program which is centred on the development of integrated learning projects that targeted Year 7 students from St. Joseph’s and Year 6 students at St. Paul’s Primary school, Albion Park. This landmark project has plans to include other prospective feeder schools from 2008. Planning began mid-year with teachers from both schools structuring a program that would facilitate self-directed experiences for mixed groupings from both schools. Implementation was in 2006 and both schools have made timetable adjustments to allow this to take place.

The KLA co-ordinators Curriculum management team had a focus on mentoring and professional support. Each co-ordinator was “buddied” with another to allow for curriculum audits and other professional learning opportunities to take place. Facilitated by the Curriculum Co-ordinator, each co-ordinator provided professional readings and management strategies at meetings. The KLA co-ordinators also had the opportunity to work collegially at KLA planning days where they worked with each other to support curriculum initiatives and management strategies.

Mandatory Technology in learning and teaching programs was supported by the Learning Technology Co-ordinator developing a school mapping of technology outcomes. KLA co-ordinators were encouraged to develop and report on technology based initiatives that were operating in their faculty.

Staff development opportunities were provided through the development of ICLT skills across a broad range of areas. Workshops continued for staff in the areas of web page design, digital camera use, PowerPoint presentation, using the internet for research, creating imovies and use of data projectors in the classroom.

Cross-Curriculum
St Joseph’s has used the standardised assessment instruments of ELLA and SNAP to identify students in Years 7 and 8 who are experiencing difficulties in literacy or numeracy. The test results built on the information collected during the school visits St. Joseph’s staff made to feeder schools at the end of 2005.

The cross-curricular focus on indigenous education has been supported by an audit of existing relevant resources and has been used to continue the development of a whole school program.

Other cross-curricula areas are being audited through the faculty based review program which was initiated in 2000. The presence of mandated focus areas is evident in faculty programs and continues to be promoted through the expenditure of targeted funding and the dissemination of federal support materials.

Meeting the Needs of all Students
Changes to the administration of the Learning Resource Centre due the increase in Students with high support needs enabled classroom teachers to be supported by way of strategies in
the areas numeracy and literacy. A priority was made to assist teachers in differentiating learning experiences and assessment of learning tasks so that students could work at their most appropriate level. Greater targeting of students has enabled special classes to be created for students requiring more direct intervention.

The Special Education team work across the school with students with a range of disabilities. The diversity of needs is reflected in the range of programs on offer including individual lessons, small group lessons, specific ability class groups and life skills courses in Years 9 and 10. Teacher assistant support is ongoing in many classrooms including in Years 11 and 12.

The theme of Multicultural Week this year was "tapestry". We celebrated our cultural diversity through events such as the Father's Day Breakfast, Indonesian and Italian Culture Days, "alfresco" morning teas, Arts and Craft Expo and national flag assemblies.

As part of Diocesan requirements a Gifted and Talented committee was formally established. The Curriculum Co-ordinator along with the Gifted and Talented Co-ordinator developed a Policy statement that was presented to the staff and accepted. The policy was supported with a five year plan of implementing the Diocesan guidelines. Professional Development of staff took place during 2006 with Defining G & T and Identification of students being the focus. A website and database were also set up to support staff, students and parents.

The links between Special Needs, Gifted Education and Curriculum Integration work directly with our pedagogical priorities in Diversifying Learning.

The Learning and Teaching Team established programs in the school in the areas of Clickview use in the classroom, motivating students and the Bridge program.

**Expanded Learning Opportunities**

In 2006 members of our school community have participated in numerous external competitions in various Key Learning Areas. Students also entered computing studies and poetry competitions. In a slightly unusual arena our students also presented our school-bred goats in local and rural competition achieving outstanding results.

In the sporting arena, our students have experienced considerable success in a variety of sports and competitions. They have represented at Diocesan, Combined Catholic Colleges and State level.

In the public speaking arena our students have been consistently active, with a number of students making regional finals and one student progressed through to the state final.

In the environmental field we continued our commitment to the sustainable schools program. Each year group was afforded the opportunity to be involved with the planting and up-keep of the grounds. This ongoing commitment has seen the school become self-sufficient in water use for our gardens through a system of water tanks.

Once again St Joseph’s hosted the Research Expo, which provided an opportunity for our students to involve themselves in a research project. This year the concept of the projects moved beyond the traditional field of science to incorporate other subject areas.

The school also continued its involvement in the Rock Eisteddfod Challenge winning its’ way through to the state finals.

**Professional Learning**

Apart from the professional learning opportunities already mentioned, the teaching staff have engaged in developing a learning culture based on reflection, grounded in data and significant professional judgement.

The staff has also participated in various CEO sponsored learning opportunities such as the Certificate of Religious Education and the whole staff have explored personal faith journeys, the spiritual realm and their role in the Church’s evangelising mission.

Using professional readings our KLA coordinators are involved in regular and ongoing discussions about how academic research can positively impact upon the classroom environment. This has led to more significant links being made between all curriculum and pastoral committees across the school. From 2007 all committees will be directed to look specifically at school priorities to reinforce our position of life long learning.

**Vocational Education and Training**

In 2006 St Joseph’s offered four Vocational Education and Training (VET) courses: hospitality, entertainment, construction and information technology.

In stage six, years 11 and 12, 26% of students were involved in the study of a VET course. In 2006, twenty five students or 19% of the entire year 12 cohort completed a VET course.
**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. State wide literacy and numeracy testing programs provide information that assist in diagnosing individual learning needs and reviewing whole school teaching programs. Results must be seen in the context of the school community. Information on student progress is communicated regularly and parents are provided with opportunities for discussion. If further information is required about student achievement, please contact the school.

**Higher School Certificate**

In 2006, 122 students sat for examinations in the Higher School Certificate and all students received their HSC. The results from the 2006 cohort were strong with a number of high achieving students. Student achievement was reported on a standards framework using Course Marks and Performance Bands from 1 to 6 with Band 1 (the lowest) indicating that students have not achieved the minimum standard. Student achievement in Extension Courses is reported in Performance Bands from E1 to E4.

Of the Board Developed Courses, 17 were above the state average (49%) and 18 subjects scored below. Performance in our 4 largest cohort subjects are as follows:

In English- Standard there were 87 students with: 4.6% of students achieved Bands 5 and 6 (compared with 3.3% statewide) 0% of students achieved Band 1 (compared with 4.81% statewide)

In General Mathematics there were 84 students with: 19% of students achieved Bands 5 and 6 (compared with 17.8% statewide) 7.1% of students achieved Band 1 (compared with 7.4% statewide)

In Studies of Religion 1U there were 67 students with: 37.3% of students achieved Bands 5 and 6 (compared with 47.7% statewide) 0 % of students achieved Band 1 (compared with 1.49% statewide)

In English - Advanced there were 35 students with: 11.4 % of students achieved Bands 5 and 6 (compared with 38.7% statewide) 0% of students achieved Band 1 (compared with .1% statewide)

**School Certificate**

In 2006, there were 178 students who received a School Certificate. Students sat for the School Certificate External Tests. Student achievement is reported as a percentage score in Bands from 1 to 6 with Band 1 indicating that students are operating below minimum standard.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean Score %</th>
</tr>
</thead>
<tbody>
<tr>
<td>English – Literacy</td>
<td>77.15</td>
</tr>
<tr>
<td>Mathematics</td>
<td>70.78</td>
</tr>
<tr>
<td>Science</td>
<td>74.79</td>
</tr>
<tr>
<td>Australian History, Civics &amp; Citizenship</td>
<td>73.15</td>
</tr>
<tr>
<td>Australian Geography, Civics &amp; Citizenship</td>
<td>79.35</td>
</tr>
</tbody>
</table>

**Literacy and Numeracy Assessments**

The English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP) assess students’ literacy and numeracy achievements against outcomes in the K-6 English and Mathematics syllabuses but in the context of the secondary Key Learning Areas. Student performance is reported in four bands; Low, Elementary, Proficient and High. These assessments are administrated early in Year 7. There were 154 students who sat for ELLA and 152 students who sat for SNAP in 2006. Below are the percentage of students who achieved Proficient or High achievement:

![Year 7 - ELLA](chart.png)

![Year 7 - SNAP](chart.png)

**National Benchmarks**

The table below indicates as a percentage the Year 7 students achieving the national benchmarks.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.9</td>
<td>94.15</td>
</tr>
<tr>
<td>Writing</td>
<td>97.67</td>
<td>97.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>80.2</td>
<td>79.3</td>
</tr>
</tbody>
</table>
**Survey Results**

Secondary Students *(shown as a percentage)*

<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 to attend a Catholic school</td>
<td>30</td>
<td>62</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>This school helps me in my understanding of the Catholic faith</td>
<td>21</td>
<td>64</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>My class work is challenging</td>
<td>16</td>
<td>68</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>My teachers encourage and support my learning</td>
<td>29</td>
<td>59</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>I feel safe at my school</td>
<td>37</td>
<td>55</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Most students follow the rules and respect each other</td>
<td>10</td>
<td>60</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>I can get help on issues not related to my school work</td>
<td>20</td>
<td>62</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>There is a range of co curricular activities in which I can become involved</td>
<td>37</td>
<td>55</td>
<td>6</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 offers a sound religious education program</td>
<td>55</td>
<td>38</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Effective communication is maintained between home and school</td>
<td>32</td>
<td>57</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>The school attempts to meet the pastoral needs of the students</td>
<td>45</td>
<td>46</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>The school meets the varying learning needs of the students</td>
<td>40</td>
<td>51</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Students are offered a wide range of opportunities beyond academic classes</td>
<td>51</td>
<td>43</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Parents are encouraged to be involved in the life of the school</td>
<td>52</td>
<td>40</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Opportunities are provided to communicate with my child’s teachers</td>
<td>37</td>
<td>55</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>The school provides appropriate information regarding my child’s academic progress</td>
<td>40</td>
<td>53</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>The facilities at the school meet the general needs of the students</td>
<td>40</td>
<td>52</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>The general disciplinary procedures within the school are suitable for the students</td>
<td>42</td>
<td>47</td>
<td>8</td>
<td>3</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>38</td>
<td>58</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Students understand their rights and responsibilities</td>
<td>18</td>
<td>75</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Students are challenged to maximise their learning outcomes</td>
<td>17</td>
<td>72</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>The school strives to meet the individual learning needs of students</td>
<td>22</td>
<td>61</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>The school provides appropriate information to parents about student progress</td>
<td>25</td>
<td>67</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>41</td>
<td>53</td>
<td>4</td>
<td>2</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.

- Build a genuine commitment to pastoral care
- Develop the Catholic ethos of the school
- Develop the grounds and school facilities to meet learning and teaching needs
- Focus on classroom teaching

Progress in 2006 Towards Achievements of School Renewal Plan

- The development of programs such as Buoyed up and Rock and Water to build resilience in students and a whole school approach to addressing bullying and harassment through curriculum.
- Development of closer links between the school and the Parishes through Parish Masses, the sacramental program and the fostering of greater opportunities for students in liturgy and prayer opportunities.
- Development of student leadership with a strong link to service. Social justice programs in the school heightened through student leadership and participation, particularly with the leadership of the Student representative Council.
- Further development of Grounds Plan with emphasis on COLA and Netball Courts. The Gymnasium is now to be completed in 2007.
- Development of Differentiated Curriculum with particular emphasis on development of Equity programs and Gifted and Talented processes and procedures; identification and resourcing Staff development priorities on use of information technologies in the classroom; differentiated curriculum and assessment.

Priorities for 2007

- Build a sense community through a focus on staff and student welfare.
- Develop student initiative and engagement in the school through a focus on student leadership, service and social justice and resilience programs which address bullying and harassment, interaction and engagement.
- Complete redevelopment of southern school grounds through the gymnasium and netball courts landscaping and improvement of seating.
- Prioritise differentiated curriculum with an emphasis on special education and gifted and talented education.
- Develop inquiry based learning through curriculum and provision of opportunities to students such as INTEL and the science Research Expo.

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

Mr Peter McGovern
Principal