Annual School Report 2006

Vision Statement
St. Michael’s is a caring Catholic school committed to quality education. Quality learning and teaching encourages all students to strive for individual excellence.

Principal’s Message
The 2006 School Year has been an outstanding year for the school community of St Michael’s School, Thirroul. Parents and staff have worked tirelessly to provide a stimulating and nurturing learning environment for all our students. Our Parish Priest has ably supported us in all our endeavours and we appreciate his valuable contribution to the life of our school. The commitment and dedication of the staff permeates learning and teaching and all aspects of school life. The teachers have delivered quality teaching programs and have achieved improved learning outcomes for the students. Their task has been made easier by the continued support, enthusiasm and commitment of our parent body. This partnership between school and home has significant impact on the learning that takes place. During the year our students participated in a wide range of activities including numerous sporting events, excursions, social skills programs, Class Act, band, choir, chess and fundraising activities. A highlight was the link made with Sule College and the subsequent school visitation. This year we introduced a whole school public speaking program. Students were able to choose a topic of interest and present them at grade speech days. Finalists were selected and presented their speeches at a special school presentation afternoon. The program was most successful and will become an annual event. The students thoroughly enjoyed the Science Day activities and the quality of the Science Fair entries was outstanding. This year we were successful in gaining an Investing in Our Schools grant of $35,000. This income certainly lessened the pressure of fundraising and was used in the purchase of sixteen Apple desktop computers, a digital piano for the McCarthy Centre and nine bubblers for the playground. We were most appreciative of the support from the Federal Government.

Parent Involvement
The Parents & Friends Association meets on a monthly basis and work tirelessly to support the school in whatever way we can. The 2006 School Year began with a most successful welcome to our new parents. In February we donated $5,000 for the Key Learning Areas. The main focus of this year has been raising money for the refurbishment of the school tuckshop. In September we approved the finance for these renovations. A highlight of 2006 was our most successful Annual School Fete. A total of $23,823 was raised. This is a result of the wonderful support we receive from all families here at St Michael’s School.

Student Leadership
As school leaders of 2006 we have held a very responsible position at St Michael’s School. Each week we have a meeting with the school principal where we discuss upcoming events, issues and our responsibilities for the week. An important part of our role is communicating upcoming activities to the rest of the students. All students in Year 6 are school leaders and undertake two days of intensive training as Peer Support Leaders. This year’s theme for peer support was “Building Positive Relationships”. Each week Year 6 students ran a peer learning group. The program was very successful and all the teachers were proud of...
the way in which Year 6 students led the groups. As leaders we have had to welcome many important guests to our school, including all the Executive of the Catholic Education Office, Kerryn McCann and the Swans AFL grand final winners. We have had to make up many speeches for different occasions. We have also spoken regularly at school assemblies. We also attended a Mayoral Reception at Wollongong Council Chambers where we heard about all the services Wollongong Council does for the community. This year, as leaders, we have led the local combined service for ANZAC Day at the Thirroul Memorial Park and have had an important role in the combined Remembrance Day service that was held at our school this year because of wet weather. We have helped serve morning tea at many school functions. As part of Harmony Day we had the pleasure to welcome students from Sule College to our school and join them in some sporting activities. These are just some of our responsibilities as members of the School Student Executive.

2006 Highlights
- Hosting the Year 6 Conversation with the Bishop – seven schools were represented
- The link made with Sule College and the subsequent school visits
- The introduction of the whole school public speaking program
- The successful School Health Expo with the theme “Say No to Drugs”
- Science Activity Day
- School participation in the Diocesan Class Act at the WIN Entertainment Centre
- Students playing basketball during half time at the Hawks game at the WIN Entertainment Centre
- Hosting the Centacare parent program Magic 123
- Fundraising activities for various charities
- National Leadership Day at Homebush
- Interesting guest speakers
- Leading the community ANZAC Day ceremony
- Hosting the Remembrance Day ceremonies
- Student success in UNSW competitions
- Student success in BST
- Choir performing at McCauley Lodge
- Formation of the school band
- Band performance at Crown Street Mall

School Profile
To serve the Catholic community the Sisters of St Joseph established St Michael’s School in 1940. The Sisters administered the school until 1978. In 1979 the first lay principal was appointed to the school. The school has undergone many changes over the years and presently caters for two hundred and seven students. The student population is drawn mainly from Thirroul and the Northern Suburbs of Wollongong, however, recently there has been a slight increase in the number of students coming from the southern suburbs. Students are grouped by age cohort into eight class groups from Kindergarten to Year 6. Presently, there are two Year 4 class groups. When this large group leaves St Michael’s at the end of 2008 the school will return to a single stream. St Michael’s is a systemic, Catholic school within the Diocese of Wollongong and is an integral part of the Catholic parish of Thirroul. The spiritual growth, welfare and education of the students are a shared responsibility of the principal, Parish Priest, staff and parents.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>110</td>
<td>90</td>
<td>200</td>
</tr>
<tr>
<td>2005</td>
<td>108</td>
<td>98</td>
<td>206</td>
</tr>
<tr>
<td>2006</td>
<td>107</td>
<td>100</td>
<td>207</td>
</tr>
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</table>

Student Attendance
The average student attendance rate was 95%.

Staffing Profile
St Michael’s School has a non-teaching principal and eight full-time teachers on staff. Four teachers work at the school on a part-time basis. A Teacher Librarian is employed to work in the library for three days each week. Three school support officers are employed to assist the teachers in providing quality learning and teaching. A Senior School Support Officer (clerical) works in administration assisted by a part-time Clerical Support Officer. A qualified
counsellor, from Centacare, works at the school on one day each fortnight. The school is administered by a Leadership Team comprising the Principal, Assistant Principal, Religious Education Coordinator and a Coordinator 2. The Parish Priest and a dedicated group of teachers and support staff ably support the Leadership Team. There is a mix of age and experience on staff. Eight teachers have over twenty two years of teaching experience, three teachers are at the beginning of their teaching career. All teachers employed at the school have university qualifications. Three have post graduate qualifications. The staff retention is very high at St Michael’s School. One staff member is currently on maternity leave and will return to St Michael’s at the commencement of the 2007 School Year. The average daily staff attendance rate for 2006 was 93.19%.

Staff members are committed to furthering their personal and professional learning and growth. Teachers work collaboratively, meeting regularly to engage in planning teaching programs that enhance student learning. In 2006 the focus for all staff has been the continuation of the Learning Communities Project on Information Communication Learning Technology (ICLT). The ongoing support, dialogue and positive interaction throughout the project has enhanced the professional learning of all involved.

The staff engaged in a wide range of inservice and professional learning opportunities provided by the Catholic Education Office and other agencies in 2006 including: Values Education, Diversifying the Curriculum, Redefining the Safe School Environment, Diocesan Literacy and Numeracy courses, Religious Education Curriculum, Consistent Teacher Judgement courses, Reporting and Assessment, Teacher Librarian and Information and Communication Network meetings, courses involving integrating computer technology into the curriculum, Teachnology, using “My Classes”, a spirituality “Animator” course and Reading Recovery.

Throughout the year weekly staff meetings have also been used as opportunities for professional learning. Staff members as well as outside providers have led sessions in Religious Education, Creative Arts, Diabetes Education, Technology, Numeracy, Environmental Education and Indigenous Education. It is common practice at St Michael’s for staff who attend professional learning opportunities to share their learning experience with their colleagues. The commitment to professional learning will continue in 2007.

**Teacher Standards**

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

* Australian Education Institution – National Office of Overseas Skills Recognition

**Culture of the Catholic School**

St Michael’s is a Catholic School committed to the education in faith of our students and school community. Religious Education is the focus of the school, is taught on a daily basis and is integrated in all aspects of schooling and daily life. The Diocese of Wollongong Religious Education Curriculum is the endorsed curriculum for all grades from Kindergarten to Year 6, in conjunction with St Michael’s Religious Education Policy.

St Michael’s School is an integral part of the wider parish community and a very close relationship exists between the school and the parish, which is evidenced by Father Lawrence McCarthy’s ongoing presence at the school.

The Year 2006 began with a Welcoming Mass for the staff and a Commissioning Mass for teachers and catechists. This ceremony acknowledged the valuable work done by the staff and catechists in the Thirroul Parish. The students began the new school year with a Welcoming Mass and Presentation of Badges to the 2006 school leaders.

This year the new Religious Education Curriculum was introduced to Kindergarten, Year 1 and Year 2 classes. All Infant Class teachers attended professional development courses to assist with the implementation of the new curriculum.
Each term, two Sunday Parish Masses were earmarked as special celebrations for children and their families. The children participated by reading, singing, joining in the offertory procession and other special liturgical features relevant to Sundays of the year. Throughout the year students also have the opportunity to plan and attend Mass with their class group and with the whole school. Special feast days and celebrations held this year were, Ash Wednesday, Feast of Mary MacKillop, Feast of the Sacred Heart, Vocations, The Assumption, All Saints Day and the Immaculate Conception of Mary. A Liturgy of the Word was held for each day of Holy Week and Easter.

Sacramental Programs are family based and parish, school and parents work together to prepare children for the sacraments of Penance, First Eucharist and Confirmation. Father McCarthy and class teachers present an innovative program for each Sacrament.

A highlight of the year was hosting the annual Year 6 ‘Prayer and Conversation with the Bishop’. Seven schools participated in this memorable liturgy which had as its theme, ‘The Work of the Spirit’.

Forty-eight Year 4 students undertook the Diocesan Religious Education Literacy Assessment. Students completed a written examination and also submitted a long-term project. The long-term project was based on the theme ‘One with God’s Creation’. The results of the written examination were collated by the Australian Catholic University and sent to parents.

This year two staff members attended the Spiritual Animators Course. This course assists in promoting and developing spirituality within the school. A staff development day was also held to assist teachers with developing Spirituality through the Creative Arts.

The whole school community modelled Catholic values by their support and involvement in special fundraising activities including, Mission Week, Project Compassion, Jeans for Genes Day, Wollongong Hospital Children’s Ward, Daffodil Day, MS Readathon and Funds for India.

St Michael’s concluded 2006 with a special whole school and parish Thanksgiving Mass which was celebrated on the Feast of the Immaculate Conception of Mary.

Student Welfare

Staff at St Michael’s School are committed to providing a safe and nurturing environment for all students in our care. In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in ALL Schools within the Diocese of Wollongong.

A range of programs have been implemented to support the welfare of students including, Child Protection, Behaviour Management, Healthy Lifestyles, Fitness and Nutrition. Drug Education is part of the Personal Development, Health and Physical Education Program and is taught in all grades. This year there was emphasis placed on Drug Education culminating in a Health Expo at the end of Term 3.

A Centacare Counsellor works at St Michael’s for one day per fortnight. The counsellor works with individual students, parents and small groups and supports staff in addressing welfare issues. The counsellor also co-ordinates class programs on friendship, relationships and conflict resolution. The school staff work closely with the school counsellor to address the social and emotional development of students.

The Peer Support focus in 2006 was ‘Building Connections’ a module that focused on relationships. This theme underpinned the weekly peer support sessions. Parents were kept informed about the lesson themes and follow up activities were provided via the School’s Weekly News Bulletin.

In 2006 the Centacare Parenting Program MAGIC 123 was held at St Michael’s School. This gave parents the opportunity to undertake the program in their local area.

In 2006 St Michael’s introduced an updated Transition to School program for students starting Kindergarten in 2007. After an initial parent session the children came to school for four consecutive Mondays. This program was introduced to make starting school easier for Kindergarten students.

In Term 1, Year 6 students attended the National Young Leaders Day. This day was organised for students so they could be given the opportunity to hear high profile members of the community speak about leadership.
In Term 2, the senior students undertook an intensive Peer Support training course to assist them in their role as Peer Support Leaders. In Term 4, Year 6 students were also involved in the Transition to High School Program, ‘Hit the Ground Running’. The activity day was led by a Centacare Counsellor and assisted by the Year 6 teacher.

This year two staff members attended an intensive professional development course called ‘Rethinking Safe School Environments’. This course highlighted the importance of providing a safe environment for all students. As part of this initiative all staff were surveyed and asked to reflect on the school's Pastoral Care and Discipline Policy and Anti-Bullying Policy. The results were collated and these policies will be updated in 2007. Access to all policies and guidelines can be obtained by contacting the school office.

The Complaints & Grievances Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go to the link Policies.

**Financial Summary**

In 2006 the Parents & Friends Association donated $5,000 for the Key Learning Areas. Our annual school fete raised $23,823 – these funds will be used to refurbish our school canteen. An amount will also be set aside for the installation of a volleyball court. St Michael’s School was successful in gaining a Federal Government “Investing in Our Schools” Grant of $35,000. This grant was used to purchase sixteen desktop computers for the classrooms ($26,230), a digital piano for the McCarthy Centre ($1,500) and nine new bubblers ($7,270). We are most thankful to the Federal Government for this financial support.

<table>
<thead>
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<th>Income</th>
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<tr>
<td>Balance Brought Forward</td>
<td>23,139</td>
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<tr>
<td>Contribution from Parents &amp; Friends</td>
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<tr>
<td>School Enhancements &amp; Debt Servicing Obligation</td>
<td>37,089</td>
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<tr>
<td>Tuition Fees</td>
<td>135,989</td>
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<tr>
<td>Student Materials &amp; Activity Fees</td>
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<tr>
<td>Donations</td>
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<tr>
<td>Fund Raising</td>
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<tr>
<td>Interest</td>
<td>851</td>
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<td><strong>Total Income</strong></td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching Expenses &amp; Materials</td>
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</tr>
<tr>
<td>Student Activities</td>
<td>18,340</td>
</tr>
<tr>
<td>System Administration</td>
<td>53,001</td>
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<tr>
<td>School Administration</td>
<td>24,802</td>
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<tr>
<td>Maintenance</td>
<td>33,453</td>
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<td>Furniture &amp; Equipment</td>
<td>35,750</td>
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<td>Library Resources</td>
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<tr>
<td>Buildings &amp; Grounds</td>
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<tr>
<td>Transfer to School SEDSO Account</td>
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<tr>
<td><strong>Total Expenditure</strong></td>
<td>$247,904</td>
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</table>

- Other Income & Expenditure
- Government Capital Grants: NA
- Capital Expenditure on Buildings, Furniture & Equipment: NA
- State Government Interest Subsidy: 7,434
- Loan Repayment Interest: 10,326
- Loan Repayment Capital: 14,044
- Other Capital Income: NA

**Balance Carried Forward** $40,284

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**

St Michael’s Thirroul continues its commitment to providing quality Catholic Learning and Teaching. Our focus areas for Learning and Teaching reflect Diocesan and National priorities to improve Literacy, Numeracy, Religious Education and for the
integration of Information Communication and Learning Technologies across Key Learning Areas.

Priorities for our school this year included:
- Integration of more effective technology to broaden and enhance learning and teaching
- Improve curriculum through integration of all KLA’s
- Differentiating the Curriculum
- Reporting
- Improved Talking and Listening

Curriculum and Pedagogy

All Learning and Teaching programs fulfil the requirements of both the NSW Board of Studies and the Diocese of Wollongong, Catholic Education Office.

Integration of learning across the different Key Learning Areas remains a focus. Collaborative planning has continued across the Stages. As a result of the new Government regulations in the area of assessment and reporting all staff this year have used the new Reporting system designed by the Catholic Education Office (Wollongong). All students at St Michael’s Thirroul have been given a half-yearly and yearly report. The Consistent Teacher Judgement courses for all teachers earlier in the year assisted the teachers in compiling each report. A variety of assessment data collected throughout the year by each class teacher assisted the writing of each student report. This data is kept to guide improved learning experiences for each student. Parents can view this data as a way of seeing their child’s progress.

To support learning and teaching St Michael’s Thirroul purchased two eMacs for each of the eight classrooms, Inspiration software, a new data projector, camera and overhead projector for Stage 1.

Continuing the Learning Communities Project allowed us to work with an Education Officer from the Catholic Education Office, Wollongong. Each term, all teachers worked in stages in the use of Animation, MyClasses, iMovies, iChat. Confidence and skills development has led to the integration of technology as a tool which enriches student learning outcomes and improves classroom practice.

Students in many classes have been accessing the MyClasses homepage with links to supportive learning experiences.

A Stage 2 staff member attended the Teachnology Course run by the Catholic Education Office. We now have five staff members who have attended the course.

Professional Learning

Staff members have continued their personal learning through involvement in many learning experiences. In Numeracy we were fortunate to have James Burnett come to our school to talk about further ways to improve mental computation.

Several staff members attended the Effective Learning and Teaching course incorporating Literacy and Numeracy.

Because of the focus this year on Differentiation within the Curriculum one teacher attended the course and reported back to staff.

The Animators Course attended by two teachers promotes spirituality within the school.

All staff attended the Consistent Teacher Judgement. Each stage has since met several times throughout the year with student work samples in order to be consistent in the way they report to parents.

The purchase of Clicker 4 earlier in the year is a good resource for our school support officer who works with students with special needs.

Cross Curriculum

Literacy and Numeracy continue to be taught daily in accordance with Diocesan Policy. The talking and listening component of Literacy has been a specific need to be addressed this year. Oral presentations such as news, debating and improved speech delivery have been experienced across the learning community of St Michael’s. Representatives from Stage 3 have been involved in Diocesan and Apex Club Speech Competitions. The importance of Numeracy across Key Learning Areas was emphasised with students using technology to inform and record data.

A number of students were involved in University competitions and as a school we all participated in ‘Reach for the Stars’. Students ran in different relay races. An essential criteria was that they use a balloon. Data was recorded on times, distances and the different ages of students. This information was then posted on the website and we were able to see how other schools compared to ours.

On Harmony Day this year St Michael’s were privileged to have Sule College students visit our school and share some learning experiences together.

It is important that we recognise the traditional owners of this country. We have plaques with the words: “As you take your next step remember the first people who walked this
land.” These are placed around the school. St Michael’s has always placed great importance on environmental issues, eg., recycling, planting herb gardens.

The value of differentiation of the curriculum has been a priority this year. This has been influenced by the same techniques and skills used in the Gifted and Talented Program. Basic Skills Tests (BST) results, Schedule for Early Numeracy Assessment (SENA) test results, other test results and ongoing assessments held throughout the year have driven curriculum initiatives in order to allow for inquiry based learning. Literacy, Numeracy and Creative & Practical Arts (CAPA) have been integrated within our Human Society and its Environment (HSIE) and Science Research times. This allows for students’ different learning styles and rates of development. The use of rubrics to plot development has also been adopted by some teachers.

**Meeting the Needs of the Students**

This year students with high academic potential and or ability have experienced the benefits of programs such as Independent Research Project and Stage 3 Mathematics Extension Class. These programs involved nominated students being withdrawn from class to participate in activities that extend and enrich their Literacy and/or Numeracy skills as well as develop their knowledge and skills in an area of interest. In addition these students have had the opportunity to further develop their ability to use ICT as it has been extensively integrated into these programs. The Review Committee meets during each term to discuss the academic needs of some students in the areas of Literacy and Numeracy. Targeted students are assisted by specially devised programs so that school support officers are directed to specific learning needs. Two teachers at St Michael’s have been inserviced in the use of the Goalview program to enter data on special needs students.

**Expanded Learning Opportunities**

Students at St Michael’s enjoyed a variety of excursions to Wollondilly Heritage Park, the Aquarium, Imax Theatre, Botanical Gardens, National Young Leaders Day, Lake Illawarra Bike Safety run by the Police Boys’ Club, visiting local businesses, Royal National Park, Wollongong Library, the Rocks, Hyde Park Barracks and Sydney Museum. Early Stage 1 and Stage 2 children were privileged to listen to Cynthia Hartman who spoke about the art of storytelling. Her presentation was very motivating and creative. During Book Week we invited the author D C Green (“Erasmus James and the Zap Machine”) to speak to all students. The show Mini Beasts exposed the students to a variety of Australian insects. We also learnt some basic first aid on what to do should we happen to be bitten.

All students at St Michael’s were involved at a class level in being able to speak in front of the class confidently. Kindergarten and Year 1 were able to recite a poem or talk on a subject of their choice as did the rest of the school. Three students from each grade were then selected to deliver their speech in front of the school body. Parents were invited to attend. As our Stage 3 has been involved in Public Speaking competitions for several years now, it is an advantage to be accustomed to this experience as part of class routines.

St Michael’s has continued to do well in sport. Once again throughout the year representative squads have participated in Diocesan events such as Swimming, Athletics and Cross Country. Students from Year 3 to Year 6 are involved on a rotation basis and attend Community Dance, Lawn Bowls and Tennis programs.

We have been visited by the Sydney Swans, the Dragons football team and the Illawarra Hawks who ran clinics involving our students. A highlight of the year was the selection of some students by Fox Sport promoting “Aussie Hoops”. This was held at WIN Entertainment Centre.

Music has been a feature during the 2006 School Year. The school orchestra which was formed in 2005, continued weekly lessons and performed regularly at school assemblies. In 2006 a school band was formed. Twenty-two students are involved in the program. The band was very popular with the students and they were positive about weekly rehearsals. The band performed at the School Fete, to the delight of parents. Their final, very successful performance was at Crown Street Mall on 6th December. Both the band and orchestra will continue to operate in the 2007 School Year. The school choir was formed and participated in the Wollongong Diocese Class Act. They also performed at the McCAuley Lodge Christmas Party and the St Michael’s Parents “Thankyou” morning tea. Class teachers use “Music Express” as the basis of their class music program.
**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 31 Year 3 and 22 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: 3% of students were in Bands 1 and 2, with 39% of students in Band 5. The best performance was in Reading, followed by Writing and Language.

Numeracy: 9% of students were in Bands 1 and 2, with 35% of students in Band 5. The best performance was in Number, Patterns and Algebra, followed by Measurement and Data, Space and Geometry.

**Year 5**

Literacy: 5% of students were in Bands 1 and 2, with 73% of students in Bands 5 and 6. The best performance was in Literacy, followed by Language, Reading and Writing.

Numeracy: 0% of students were in Bands 1 and 2, with 73% of students in Bands 5 and 6. The best performance was in Number, Patterns and Algebra, followed by Space and Geometry and Measurement and Data.

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

**Learning Gain - Literacy**

![Learning Gain - Literacy graph]

**Learning Gain - Numeracy**

![Learning Gain - Numeracy graph]

**National Benchmarks**

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

<table>
<thead>
<tr>
<th></th>
<th>Year 3 2004</th>
<th>2005</th>
<th>2006</th>
<th>Year 5 2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>91</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>97</td>
<td>100</td>
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<tr>
<td>Numeracy</td>
<td>100</td>
<td>100</td>
<td>97</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** (119 students responded)

<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>75</td>
<td>42</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>This school helps me in my understanding of the Catholic faith</td>
<td>63</td>
<td>54</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>My teacher encourages me to learn to the best of my ability</td>
<td>74</td>
<td>41</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>I understand my rights and responsibilities at school</td>
<td>62</td>
<td>49</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>I feel safe at my school</td>
<td>71</td>
<td>35</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>If I had a problem, there are people who I could approach for help</td>
<td>59</td>
<td>51</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>There are sporting and other activities in which I can become involved</td>
<td>91</td>
<td>23</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

**Parents** (40 parents responded)

<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>31</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides various opportunities for me to become involved</td>
<td>31</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is challenged to maximise his/her learning outcomes</td>
<td>15</td>
<td>22</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The school strives to meet my child’s individual learning needs</td>
<td>17</td>
<td>19</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>The school provides appropriate information about my child’s progress</td>
<td>18</td>
<td>18</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>The school offers a range of co-curricular activities</td>
<td>16</td>
<td>23</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The teachers are genuinely interested in the welfare of my child</td>
<td>34</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>31</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school effectively communicates information about activities and events</td>
<td>22</td>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Staff** (12 staff responded)

<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>9</td>
<td>3</td>
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<tr>
<td>Students understand their rights and responsibilities</td>
<td>6</td>
<td>6</td>
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</tr>
<tr>
<td>Students are challenged to maximise their learning outcomes</td>
<td>7</td>
<td>5</td>
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<tr>
<td>The school strives to meet the individual learning needs of students</td>
<td>8</td>
<td>4</td>
<td></td>
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<tr>
<td>The school provides appropriate information to parents about student progress</td>
<td>8</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school provides a safe and supportive environment</td>
<td>10</td>
<td>2</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.

The priorities for 2007 set out below bring to some closure the goals set for the past few years. During 2007 a new School Renewal Plan will be finalised and presented to the school community;

- It is anticipated this new plan to include:
  - A focus on Boys Education;
  - Implementation of Rock and Water Programme;
  - A Focus on the physical fitness and health of students and the implementation of Active After School Communities

Progress in 2006 Towards Achievements of School Renewal Plan

- Successful completion of the Learning Communities Project ICLT 2006
- Introduction of a school band
- Continuation of school orchestra
- A-E Reporting process put into place
- Involvement of school community in the “Health Expo” as part of the school focus on Drug Education
- Introduction of whole school public speaking program
- Implementation of new Diocesan Religious Education Curriculum to infant grades
- School website updated
- Successful Science Fair and activity day
- A link formed with Sule College

Priorities for 2007

- Development of a new School Renewal Plan
- Continuation of public speaking program
- Focus on creative arts – introduction of a school Art Show to display children’s creative artwork
- Continuation of the school band and school orchestra
- Continuation of relationship with Sule College
- Introduction of a Student Representative Council
- Literacy-focus on Spelling and Writing
- Focus on Human Society and its Environment
- Implement new learning technology applications available through My Classes
- A focus on the school choir – providing many opportunities for performances

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
Louise Campbell
Principal