Vision Statement

Mary Immaculate School, Eagle Vale is a Catholic School, which provides quality education. We are guided by our school motto – ‘CHRIST OUR WAY AND LIFE.’ Our aim is to develop knowledge, beliefs and practices of the CATHOLIC FAITH supporting the parish life of Mary Immaculate, Eagle Vale.

Principal’s Message

Mary Immaculate Parish Primary School is an integral part of the Eagle Vale Parish and the school community has continued to consolidate the strong relationship that exists between Parish and school. Our Parish Priest Father George Ryan OMI and new Assistant Priest Father Daniel Szewc OMI are very much part of the school staff, offering Eucharistic and Liturgical opportunities for all grades each term.

This year, after Kevin Treston’s Values in-service, staff, clergy, students and parents were involved in dialogue to identify and explicitly name the values the school community wished to prioritise. This process led to a preliminary review of the school’s Vision and Mission statements. This will be linked to our School Review and Improvement process. The school’s Learning Communities Project for 2008 and the development of the School Renewal Plan will also focus on this.

As a further means of fostering open communication between home and school, parents have been invited to attend monthly SIPP (Sharing Interaction-Principal and Parents) Meetings. With no set agenda, parents have been able to dialogue with each other, ask questions and express opinions.

This report gives another opportunity to acknowledge the spiritual leadership of Fr George Ryan of the Mary Immaculate Parish and wish him all the very best in his new ministry in South Australia.

Parent Involvement

One of the signs a volunteer organisation has had a good year is when it becomes easier to find volunteers at the end of the year than at the beginning. Over the course of 2007, the P&F Association has grown from a solid base and been blessed with a steadily growing number of volunteers who assist the school across its educational and ancillary activities.

This year, the Association was successful in securing a Volunteer Small Equipment Grant from the Federal Government, which will be used to purchase equipment to make volunteering easier in the future.

The 2007 School Year was also a successful year for fundraising, with a very successful Spring Fair. The results of this fair built on the proceeds of a suite of trivia nights, discos and other activities planned to raise funds in support of the activities of the Association.

Parents involvement in the school is not confined to volunteering and fundraising. The Association values the role it plays from time to time in working closely with the teaching staff, supporting them in the spiritual, academic and social development of the students.

Parents & Friends President, 2007

Student Leadership

Most Catholic parents would like their children to have a good Catholic Education. Well, that’s definitely what the students of 2007 have had. The students and the school community focus all their works and endeavours through the school motto, ‘Christ Our Way and Life.’ Mary Immaculate continues to be safe learning environment. Bullying is not tolerated, and excuses like ‘we were only joking’ or ‘we were only mucking around’ are not accepted. Students are taught to respect others and value their dignity. Mary Immaculate also offers
high quality education. Students in 2007 have had opportunities to participate in International Competitions, in Future Problem Solving, Art Competitions, the Premier’s Reading Challenge and Public Speaking. In sport students have been provided with opportunities to enhance their talents and skills and compete in school carnivals, and where they have excelled they have had the opportunity to compete at higher levels.

Mary Immaculate is a Catholic educational institution, but operates more like a family. Here students accept each other’s differences and respect each other’s opinions. While the students at Mary Immaculate are all individuals with different personalities and talents, they all share a common pride in this great school.

Student Leaders, 2007

School Profile
Mary Immaculate School began in 1986 and was built in three stages. The school has a Marist tradition with a great devotion to Mary, as the Oblate Fathers serve the parish of Mary Immaculate, Eagle Vale.

The school exists as an integral part of the Parish in assisting children in the education of their faith. The relationship within the parish is strong, with a great sense of integration between the pastoral care of the school and parish.

It is a two stream co-educational school with students being drawn predominantly from: Eagle Vale, Kearns, Eschol Park, Raby, St Andrews and Claymore.

Many cultures are represented within the school community. These include Filipino, Hispanic, Samoan, Tongan, Indian and several European nationalities.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>198</td>
<td>224</td>
<td>422</td>
</tr>
<tr>
<td>2006</td>
<td>199</td>
<td>224</td>
<td>423</td>
</tr>
<tr>
<td>2007</td>
<td>210</td>
<td>201</td>
<td>411</td>
</tr>
</tbody>
</table>

Student Attendance for 2007

<table>
<thead>
<tr>
<th></th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95.8</td>
<td>95.2</td>
</tr>
</tbody>
</table>

Staffing Profile
In 2007, the total number of teachers at Mary Immaculate was 28. The School Leadership Team consisted of, Principal, Assistant Principal, Religious Education Coordinator and three Level 2 Coordinators. There were nineteen classroom teachers, one Senior School Support Officer and five School Support Officers. The number of years teaching service of the staff ranged from 1 to 32 years. Most teachers at Mary Immaculate are four year trained and hold a degree in Education.

The percentage of total staff who will be leaving Mary Immaculate at the end of 2007 is 10%, and the average daily staff attendance rate for 2007 was 95.39%.

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

<table>
<thead>
<tr>
<th>Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<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

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
Professional Learning

During 2007, Mary Immaculate personnel undertook a range of professional learning activities related to improving student outcomes. Staff were guided by the personal professional learning plans developed at the beginning of the year.

Mary Immaculate whole school staff personal and professional learning days placed a particular focus on:

- Program Requirements
- Values Education
- Staff Spirituality – Social Justice
- School Review and Improvement

Other personal and professional learning activities provided at school level including courses run by the Wollongong Catholic Education Office (CEO) were:

- Reading Recovery Continuing Contact Beginning Teachers Inservicing
- Assistant Principals’ Networks
- Coordinators’ Networks
- Religious Education Coordinators’ Networks School Review Panel Training
- Leadership Conference
- Consistent Teacher Judgement
- Quality Assessment
- Call to Life
- Teachers at Work Conference
- Diversifying Learning Experiences
- Effective Learning and Teaching in Literacy and Numeracy
- Understanding Language Disorders
- Jamie McKenzie Strategies
- Cooperative Learning using Kagan Strategies
- Peer Support Implementation Training Cognitive Therapy
- Ecology
- Basic Skills Analysis
- Anaphylaxis Training
- Patterns and Algebra
- Autism and Asperger’s Certificate
- Autism Course
- TEACHnology (a course to support teachers in using Information and Communication Technologies (ICLT) in the learning and teaching process)
- Rethinking Supportive School Environments (RESSE)
- Librarians Association Conference
- Promoting Learning Workshop
- NAVCON Conference
- Cognitive Therapy
- Music Therapy
- Masters in Religious Education
- Habits of Mind Hub
- Intercultural Language Teaching and Learning Project
- Kiribati Immersion Tour
- Diocesan Reporting Reference Group

The average expenditure by the school on professional learning per teacher was $1469.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per teacher of $61.

Culture of the Catholic School

The school motto – ‘Christ Our Way and Life’ is evident in the harmonious relationships that exist among staff, students, parents and parish.

Mary Immaculate was founded on a Marist tradition and is strongly influenced by the devotion to Mary which underpins the philosophy of the Oblate priests. Our school is further enhanced by the chrism of the Good Samaritan nuns.

School life is enhanced by the involvement of Fr George Ryan OMI and Fr Daniel Szewc OMI who participate in staff and school enrolment interviews, classroom visits, excursions and social functions. They celebrate school liturgies and the reception of the sacraments with the school community. They support staff and students through their attendance at Diocesan liturgical events and meetings.
In 2007, parents were supported by the school with the implementation of the Parish Sacramental Programs. Prior to the commencement of each Sacramental Program parents have the opportunity to attend a Parent Information meeting to assist them in completing the program at home with their child. In Term 2, a large number of children received the Sacrament of Penance for the first time. In Term 3, Year 3 prepared for and celebrated their First Eucharist and senior students celebrated the Sacrament of Confirmation. All students participated in Workshop Days with other children from the parish before receiving the sacraments. At the conclusion of each of these programs the school community celebrated with a Thanksgiving Liturgy.

School celebrations are based on the liturgical calendar and are planned to ensure that they are meaningful and appropriate to the development of the students. The Sacred Heart Award is presented annually to a student who demonstrates care and concern for others. This award is presented at the school Mass on the Feast of the Sacred Heart.

As a Catholic Faith Community school begins each day with morning prayer. Students, parents and staff frequently request special intentions to be included at this time. Every area around the school has a sacred space which provides a focus for prayer to occur during the school day and is a visible reminder of our Catholic identity.

Weekly prayer continues to be a focus among staff. The spiritual development needs of individual staff continues to be enhanced by the Diocesan initiative of the Call to Life program. Spirituality of the Mary Immaculate staff as a community was enhanced by the annual Spirituality day held at Jamberoo. The focus was Social Justice, a theme inspired ‘Micah’s Call’ to ‘act justly, love tenderly and live humbly.’ The day culminated in a Mass celebrated by Fr George at the Jamberoo Abbey.

Social Justice initiatives continue to be a focus for our school community. Students are encouraged to be of service to the wider community both locally and internationally.

Mission week provided the opportunity for Adriana Haro Betancourt, to relate her experiences as a missionary to the students. Our school’s support for Missions, particularly through the Mission Partners Program totalled $3272.30. This year, Year 5 students took on the leadership of the Mini Vinnies initiative. Their efforts in fundraising totalled $1375.20. This brings our schools charitable works for 2007 to $4647.50. As a school community we contributed to the St Vincent De Paul Christmas Hamper Appeal. Tinned foods were donated by students in appreciation of the acts presented by fellow students at a Busking Day.

**Student Welfare**

With Jesus Christ as the model, Mary Immaculate is committed to the development of the uniqueness and dignity of each student. The potential of each child can be realised when home and school share a common aim and purpose – to help each child to grow into a well adjusted and disciplined person. To that end the following policies and associated strategies continue to be implemented at our school:

- Behaviour Management
- Anti-Bullying
- Sexual Harassment
- Critical Incident
- Anaphylaxis Procedures

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

The 2007 focus on Values Education was the impetus for the commencement of review of policies in the area of Pastoral Care and Student Welfare. The planned future review of these policies will ensure that agreed school values permeate and explicitly reflect the school’s endeavour to create an environment which provides respect and dignity for all community members.

The Student Welfare Policy ensures that the community provides pastoral support and care for all members. This is evidenced by the strategies that are in place for Child Protection, Emergency Evacuation, Occupational Health and Safety, Peer Support, Life Education, (which supports the Key Learning Area, Personal Development, Health and Physical Education [PDHPE]), Review Committee, (which coordinates the in-school issues related to students who have particular learning needs), Seasons for Growth, (which supports students who have experienced grief and loss...
in their lives), and Home/School Liaison which is provided by Sr Patricia Thame SGS.

A Centacare Counsellor comes to the school each week and provides support to students and their families. Additional support was offered through programs such as the ‘Amazing You’ unit covered in Year 4.

The needs of students experiencing specific health related issues are catered for through staff exposure to information and training regarding procedures, strategies and adjustments to classroom and playground routines. The health of all students is promoted through the incorporation of a fruit break in the morning session of the day and students are encouraged to bring water into the classroom for consumption during the day. The School Canteen operates under the Healthy Canteen Guidelines.

Students are provided with opportunities to learn and use strategies identified within the components of the PDHPE syllabus. This assists the development outlined within the Safe Schools Framework.

This year the module offered through the Peer Support Program was titled ‘Promoting Harmony.’ This unit highlighted a Values Education perspective. Peer Support sessions took place in Term 2 and 3. The whole school was divided into 29 Peer Support groups. These groups consisted of approximately 12-13 children from Kindergarten to Year 5 and were led by two Year 6 Leaders, who were supported in the rooms by their supervising teachers.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all Schools within the Diocese of Wollongong.

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

Financial Summary

The Campbelltown Catholic Club continued their financial support for Catholic Education at Mary Immaculate with a generous donation of $20000. This amount together with last year’s contribution is currently held in a Parish account. These funds will greatly assist in the conversion of the present Administration Block to Learning Areas and enable us to address the inadequate space in both classroom and office facilities.

The contribution from the Investing in Our Schools Program was supplemented by funding from the Parents and Friends Association and a commitment of SEDSO funds. This enabled the completion of refurbishment to the School Canteen incorporating the building of canteen toilet facilities.

The Parents and Friends Association provided financial assistance in purchasing resources in the areas of Literacy and Information Technology. They also continued to provide financial support for all students through payment of sporting levies.

The following graphs reflect the aggregated income and expenditure for Mary Immaculate Catholic Primary School, for the year ended 31 December 2007. This data is taken from the 2007 financial return to the Australian Government Department of Education, Employment and Workplace Relations.
Learning & Teaching

Introduction
Learning and Teaching is the primary concern of schools. As such, priorities have been identified and time allocated to ensure the effective delivery of curriculum in all Key Learning Areas.

Curriculum and Pedagogy
Syllabus Implementation
At Mary Immaculate all Board of Studies Syllabus documents in each of the six Key Learning Areas (KLAs) are implemented. Religious Education is taught using the Celebrating our Journey series in Years 3 to 6 and the K-2 Religious Education Document. To support the implementation of all KLAs syllabus documents, staff have developed a better understanding of students’ learning styles and also implemented thinking skills into the curriculum.

Assessment and Reporting
Assessment and Reporting strategies have been a focus at Mary Immaculate since the introduction of the A-E Reporting Format across the Wollongong Diocese in 2006. Staff have been involved in numerous professional learning opportunities to ensure a consistency of teacher judgement is applied across the school, linked to the Board of Studies Foundation Statements. Consideration has been given to designing assessment tasks which focus on allowing students to demonstrate competence. Some parents took advantage of the opportunity to attend a Parent Information Meeting facilitated by the school on the new Reporting System. The distribution of the Semester One Report was closely followed by Parent/Teacher Interviews. Stage 3 students participated in this interview process. Several Open Days were held and parents were encouraged to visit their child’s class and view samples of work.

The SENA 1 (Schedule for Early Numeracy Assessment) assessment tool continues to be used for the assessment of Kindergarten students at the start of the year. SENA 1 and SENA 2 are implemented to monitor the Numeracy progress of all students from Kindergarten to Year 4.

Literacy progress is monitored using the Early Literacy Assessment tools in Kindergarten and Year 1. Long-term monitoring of ex-Reading Recovery students continues to be a priority.

Integration
Integration is encouraged at Mary Immaculate in order to effectively achieve student outcomes from a variety of KLAs. Students are encouraged to develop knowledge, skills and understandings and to meaningfully transfer these across KLAs. Whenever possible activities are planned which enhance the learning taking place in the classroom eg excursions, guest speakers, visits by experts.

Technology Supporting Learning
The use of Information, Communication and Learning Technologies (ICLT) is embedded within the classroom practice from K-6. The increased availability of computer resources for both staff and student use has been the impetus for ICLT integration. The effectiveness of our school Learning Communities Project continued to improve staff confidence and competence in this integration. Mentoring continued to be an extremely effective method of improving the skill base of staff and students. Opportunities for cooperative planning and other supportive implementation strategies, have ensured that all students are able to engage ICLT to enhance their learning.

Cross-Curriculum
In Year 1, identified students who need support with their Reading and Writing participate in the Reading Recovery Program. Resources have been updated to provide materials which allow teachers to match students to texts for
guided and home reading. The elements of the daily Literacy Block provide the framework for Literacy development from K-6. The Literacy needs of students are met in the classroom through the use of group work. This is further supported by School Support Officers who work within each classroom.

**Numeracy**

Numeracy within the school aims to develop students mathematical thinking, their understanding, competence and confidence in applying mathematics to everyday situations. The strategies of the Count Me In Too and Counting On approaches underpin Numeracy learning from K-6. The daily Numeracy Block provides opportunities to encourage student engagement and enjoyment in the development of numeracy skills. Improved classroom resources greatly assisted in this area. The rich variety of online resources provide students with the ability to revise and practice skills both at home and at school via teacher created properties on the Myclasses pages. Students have had the opportunity to participate in Maths Fun Days which have involved students working in mixed age groups with a variety of teachers undertaking activities across all curriculum strands.

**Indigenous**

This is an area where further work and attention are required. A greater awareness of the need to integrate Indigenous Education across the curriculum continues to be a focus area for the future. Discussions with Indigenous Elders will be initiated in 2008.

**Other**

As a means of promoting the appreciation of a different culture within Australian society, Italian was taught to Kindergarten and Year 5 students. This work is celebrated through Italian assemblies which have been presented to the school community during the year.

The Environmental and Multicultural perspectives are embedded within all Syllabus Documents and these formed the basis of planning for learning and teaching experiences. These perspectives are integrated throughout many Key Learning Areas, including Religious Education, Human Society and Its Environment, English, Science and Technology and Creative Arts. A staff member was selected to participate in the Kiribati Immersion Tour has generated an enthusiasm by our school to be involved and engaged in investigating the implications of Climate Change and the impact this has on our neighbours. A greater focus on environmental sustainability was provided through the school composting initiative, the Adopt-a-Garden Project and the investigating of Government funding initiatives that may be available to our school.

**Meeting the Needs of all Students**

**Diversifying Learning**

A more student-centred approach has been embraced by teachers at Mary Immaculate across all Stages. Teachers have successfully implemented many flexible teaching and learning approaches using a range of technologies to assist student learning. Strategies incorporating elements of the Habits of Mind, Co-operative Learning, Multiple Intelligences, Thinking Hats and Individual Learning Projects have enabled students to develop their skills as learners.

Teachers collaboratively planned their learning and teaching programs to ensure maximum benefit to all students.

**Gifted Education**

The process for identifying ‘Gifted’ students by classroom teachers has been reviewed. This has resulted in the refinement of pedagogy by teachers to cater for these students within the mainstream classroom. Addition to information in student files reflects this development. Students have had the opportunity to participate in Future Problem Solving and to undertake Individual Learning Projects in addition to research undertaken during Library time.

Those students who are gifted in other areas, eg Sport, Creative Arts, etc were offered opportunities to participate in these areas, thus furthering their skill development.

**Special Education Needs**

Transition Profiles are maintained for those students who have been assessed as having further needs and attract extra funding. These Profiles are developmental and extend beyond the Primary School years. Each term, parents met with the class teacher to develop goals and outcomes which meet the specific needs of each student. A program called Goalview was used to monitor and provide feedback on student achievement. School Support Officers were employed to assist with the implementation of activities which were targeted to achieve the planned goals and outcomes.
The School Review Committee supported teachers of those students who had other learning needs, which did not attract extra funding. This Committee met as required, to offer support to class teachers so as to further assist these students within the classroom. The ongoing professional learning of staff in the area of Special Education will remain a priority in the future.

Self Directed Learning

Due to the success of the Learning Communities Projects and the opportunities for professional learning, staff at Mary Immaculate have continued to review and refine curriculum delivery.

Changes to pedagogical practices, the structure and management of the learning environment and the further integration of technology within the Key Learning Areas have enabled students to take greater responsibility for their own learning and develop skills as independent learners.

Expanded Learning Opportunities

Competitions

In 2007 many opportunities have been offered to students at Mary Immaculate to take part in various competitions. These have included the St Gregory’s Art Competition, Premier’s Reading Challenge, Google Doodle, MS Readathon and Public Speaking. Students from Years 3 to 6 were further challenged through their participation in the International Competitions and Assessments for Schools in English, Writing, Spelling, Maths, Computer Skills and Science.

Sport

Students participated in skill development across many sports. School Carnivals provided maximum opportunities for students to participate in Swimming, Athletics and Cross Country. These carnivals have been the avenues for some students to gain access to compete at higher levels. Sports Development Officers and Kids in Action have worked with the students in a number of sports.

Another successful sporting year has provided many students from the school with opportunities to participate in many different sports. Many students have participated in Gala Days and Knockout Competitions in Rugby League, Netball, Basketball and Cricket. Student representation was achieved at school, Diocese and MacKillop levels.

Debating

All students participated in class Public Speaking competitions. In Stage 3 students had the opportunity to progress to the Grade Final. A school competition was held with an external adjudicator providing feedback and public speaking tips. The successful students progressed to the Regional Public Speaking final and Mary Immaculate was represented at the Diocesan level.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the state-wide Literacy and Numeracy testing program for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

Basic Skills Test

There were fifty-six students in Year 3 and sixty-two students in Year 5 who sat for the 2007 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, and 7% of students in Band 5. The best performance was in Language, followed by Reading and Writing.

Numeracy: 31% of students were in Bands 1 and 2, and 7% of students in Band 5. The best performance was in Number, Patterns and Algebra followed by Measurement, Data, Space and Geometry.

Year 5

Literacy: 0% of students were in Bands 1 and 2, and 80% of students were in Bands 5 and 6. The best performance was in Language and Reading followed by Writing.

Numeracy: 0% of students were in Bands 1 and 2, and 65% of students were in Bands 5 and 6. The best performance was in Measurement and Data, followed by Number, Patterns and Algebra and Space and Geometry.
The following graphs give an indication of the learning gains made by students in their journey from Year 3 to Year 5.

### Learning Gain — Literacy

![Graph showing learning gain in literacy from Year 3 to Year 5.]

### Learning Gain — Numeracy

![Graph showing learning gain in numeracy from Year 3 to Year 5.]

### 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 2005</th>
<th>Year 3 2006</th>
<th>Year 3 2007</th>
<th>Year 5 2005</th>
<th>Year 5 2006</th>
<th>Year 5 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
<td>100</td>
<td>94.7</td>
<td>100</td>
<td>96.5</td>
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<td>Writing</td>
<td>100</td>
<td>96.6</td>
<td>98.3</td>
<td>98</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>100</td>
<td>94.7</td>
<td>100</td>
<td>96.5</td>
<td>96.8</td>
</tr>
</tbody>
</table>

Note: National Benchmarks not included have not yet been published

### Parent, Student and Teacher Satisfaction

All parents and staff were given the opportunity to complete a survey that reflected on the school’s improvement and development. All students in Years 4, 5 and 6 also completed the survey. Results indicated that staff, parents and students were unanimous in recognising that Catholic traditions are embedded in the school’s culture. The respondents commented positively on the safe and supportive environment of the school where the welfare of each child is a priority. Mary Immaculate is seen to be a learning community where all students are encouraged to learn to the best of their ability. However, the school recognises the need to further develop opportunities which will enhance and maximise each child’s potential.

The information gathered from all respondents to all questions was overwhelmingly positive in all surveyed areas. Some aspects identified through the surveys have already been noted for inclusion in School Improvement Priorities.
School Renewal Priorities

The School Renewal Plan is designed to focus our actions to bring about positive change and growth. The following have been identified as key focus areas for the school during the current cycle of this plan. The School Renewal Plan generally sets directions for a period of 3 – 5 years. It is subject to regular evaluations.

- To develop a new School Renewal Plan in line with the Diocesan Framework for School Review and Improvement
- To embed sound pedagogical strategies into classroom practice which meet the needs of all learners
- To continue to address the professional needs of staff through budgetary allocations and the Learning Communities Project
- To extend the type of co-curricula opportunities offered to students

Progress in 2007 Towards Achievements of School Renewal Plan

- The A-E Reporting method has been fully implemented and parents were provided with another opportunity to attend an Information Meeting to assist them in developing an understanding of the new reporting system
- The expansion of staff knowledge of pedagogy and assessment practices was further developed through the provision of professional learning experiences
- Professional learning in the area of Values Education provided the impetus for further dialogue with parents, staff, clergy and students regarding the development of an agreed set of school values
- The Centacare Counsellor worked with Year 4 teachers to implement the Social Skills Program, ‘Amazing Me’

Priorities for 2008

- To review the Pastoral Care Policy with an emphasis on integrating the agreed school values, redefining school rules, Behaviour Management Plans and Anti-Bullying Policy
- To more explicitly incorporate cross curricula components especially Indigenous and Environmental Education
- Continue the process of dialogue with the new Parish Priest regarding extending the space so as to address the 22% shortfall in teaching and administrative facilities
- To further develop the process of School Review and Improvement using the new Diocesan framework, incorporating the revision of School Documentation

The information in this report has been verified and the priorities endorsed by the Director of Schools and the Head of School Services.

Peter Turner
Director of Schools

Mrs Luisa Tobin
Principal