Annual School Report 2007

Vision Statement
Our vision is that St John the Evangelist High School will become known as a compassionate and just educational community based on Catholic traditions. This community will value peace, will promote the growth of the whole person and will be uniquely responsive to the needs of the Shoalhaven and surrounding regions.

Principal’s Message
St John the Evangelist Catholic High School is part of the St Michael’s Parish Nowra. It has links to the Catholic feeder primary schools of St Michael’s Primary School Nowra and St Mary’s Star of the Sea Primary School Milton.

P&F President’s Message
Parent involvement is strong at St Johns. St Johns strives to be an inclusive community where parents are seen as partners in their child’s Catholic education. The Parents and Friends Association meeting is held on the second Monday of each month in the staff common room. Parents are active volunteers in the school in the Canteen, Reading program, Special Education support, Library work, book covering and sporting teams. Parents are surveyed regularly and information evenings are held throughout the year.

School Captain’s Message
Student leadership in Year 12 consists of two Captains, two Vice Captains and six House Captains, while in years 7-11 two SRC representatives are elected per Homeroom. The Student Representative Council meets fortnightly. The SRC holds theme Discos each term, supports the inter-house competitions and school carnivals and assists in charity work. The SRC conducts an annual survey of the whole student body. Year10 Peer Support leaders (60 students) assist year 7 orientation and Year 11 Peer Mediators (20 students) assist year 8 with conflict resolution.

Highlights for 2007
A contingent of 50 students and 15 Indigenous Dancers participated in the “One Year Out” Diocesan Launch for WYD08 (Mt Carmel). In September, 40 students were involved in “Conversation with the Bishop”.
One of our RE staff members was part of the “Young Teacher Tour to Kiribati October 2007” and subsequently visited Bali to participate in the Global Warming Summit.
The 2007 Outdoor Education Program included a 3 day camp for all students in year 7 and another 3 day camp for all Year 9 students. Students on these camps participated in swimming, canoeing, raft building, abseiling, prussicking, bush walking and team building activities. Activities for Years 7, 8 and 9 incorporated learn to surf camps, golf safari, cycling and canoeing expeditions and wilderness bushwalking.
Foundation Day was 25th May 2007 and was celebrated at school with Mass followed by a fair with homerooms hosting various stalls, and funds raised used for SRC projects and charities.
Junior and Senior Creative Arts evenings were held in 2007 with a display of student works and performances.
Cows Create Careers program was run with the rearing of 2 dairy calves for a period of 3 weeks, with one of the school’s groups coming 8th out of 52 entries.
St John the Evangelist Catholic High School was established in 1990, to serve the Catholic students of the Shoalhaven area. It is a five stream co-educational high school moving to six streams in stage 4 for 2007. The school draws its year 7 enrolments from 24 local primary schools of which 2 are Catholic.

**Student Enrolments**

In 2007, there were 2 students with a Language Background Other Than English, 23 Special Education students, and 35 Indigenous students.

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 Rate for 2007**

<table>
<thead>
<tr>
<th></th>
<th>Boys (% )</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>92.1</td>
<td>92.7</td>
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</table>

**Student Retention Rate**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
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<tbody>
<tr>
<td>Year 10 Total Enrolment 2005</td>
<td>124</td>
</tr>
<tr>
<td>Year 12 Enrolment at Census Date remaining in Year 12 at Year End</td>
<td>96</td>
</tr>
<tr>
<td>Actual Retention Rate (%)</td>
<td>77%</td>
</tr>
</tbody>
</table>

**Destination Survey**

<table>
<thead>
<tr>
<th></th>
<th>Yr 10</th>
<th>Yr 11</th>
<th>Yr 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of School Leavers</td>
<td>20</td>
<td>17</td>
<td>99</td>
</tr>
<tr>
<td>University</td>
<td>0</td>
<td>0</td>
<td>62</td>
</tr>
<tr>
<td>Tafe/Tertiary</td>
<td>1</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Employment</td>
<td>11</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>Other School</td>
<td>8</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Staffing Profile**

In 2007, a total of 66 (27 male, 39 female) teaching staff was equivalent to 57.8 FTE. with 12.8 FTE (4 male, 17 female) part time teachers. Support staff consisted of 5 full time female and 12.8 FTE (4 male and 20 female) part time. Specialist support staff included Food Technology Assistant, TAS (wood) Assistant, Science Assistant, Special Education Assistants and Clerical and Library Assistants,1 (0.5equivalent) Indigenous support staff and 1 part time Supported Wage support staff.

**School leadership** structures include: a School Management team consisting of Principal, Assistant Principal, REC (3point), Pastoral Coordinator (3 point), Leader of Administration and 2 Staff (elected) Representatives; a Learning and Teaching Committee consisting of Curriculum Coordinator (chairperson), all 8 KLA Coordinators (2 point), Librarian, Learning Technology Coordinator, Careers/VET Coordinator and Special Education Coordinator; a Pastoral Committee consisting of Pastoral Coordinator (chairperson), the 6 Year Coordinators (1 point) and the School Counsellor. Teaching experience summary: 20% with less than 5 year experience; 12% with 6-10 years experience; 23% with 11 -20 years experience; 45% with in excess of 20 years experience. The staff retention rate in 2006 was 90%. Average daily staff attendance rate for 2006 was 95.65%.

**Teacher Standards**

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

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | % |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | % |

* Australian Education Institution – National Office of Overseas Skills Recognition

**Professional Development Summary**

Areas addressed and hours attended by staff in 2007: Indigenous Education 43 hours, Administration 401 hours, Learning Community Project 3410 hours, Curriculum Development 768 hours, Careers and VET 98 hours, Technology 260 hours, Pastoral Care 212 hours, OHS 24 hours, RE 348 hours, Staff Spirituality 1320 hours, Leadership 137 hours. The School Spiritual Animation Team offered initiatives and experiences, and St John’s staff have attended all relevant CEO inservices as well as other providers.
**Culture of the Catholic School**

Developing and maintaining a sense of Catholic Identity at St John’s has been facilitated by connections forged with St Michael’s Parish through visits by Fathers Pat Faherty and Richard Healey. Provision of the Sacraments of Eucharist and Reconciliation weekly to students, and celebration of other significant liturgical experiences, including Ash Wednesday, ANZAC Day, NAIDOC Week, Foundation Day, Year 12 Graduation, Deceased Members and Friends of the School Liturgy, and The Parents’ and Friends’ Thanksgiving Mass, have enabled students, staff, parents and other community members to gather to live out aspects of Catholic life, bonded by communal prayer. Prayer and Liturgy is incorporated into school with mornings and assemblies commenced by student-lead prayers. Liturgies are community centred and raise awareness based on appropriate themes reflecting Church Seasons and Social Justice. Student achievement is celebrated in a prayerful context. Student Leadership positions connect to the Gospel paradigm of Jesus’ model of servanthood, with induction through Liturgy that reinforces this Christian Ideal. Charisms reflecting Catholic Christian Values are embedded into the School House System with House Patrons selected from key exemplary characters central to the History of both Church and Community. Reflection Days (Years 7, 8, 9, and 12) and Retreats (Years 11 and 10) are included in the school programme. The importance of Social Justice is evidenced by the appointment of a Social Justice Coordinator. Commitment to Social Justice is substantiated by the existence of a Social Justice Committee, student support by daily giving to Catholic Missions, Caritas Project Compassion, volunteer collection for Vincent de Paul Doorknock and Christmas Hamper Appeals, and Amnesty International. On an ecumenical level, students have participated in the Salvation Army Red Shield Appeal. Catholic Mission speakers are booked to visit St John’s with classes exposed to this arm of Catholic Church. The Staff Spirituality Day in July at Waterslea, facilitated by Sr Margaret Hinchey, rsm, focused on the theme of “God in a New Cosmology” and examined current theological perspectives, cosmology, creationism and the Church. St John’s Animation Team continues to promote spirituality in the school with teaching and support staff sharing responsibility for community prayer life and spirituality.

The provision of continued professional support by the CEO through in-services, workshops and the Certificate of Religious Education Course has greatly assisted RE Staff teaching Catholic Studies and SOR.

**Student Welfare**

Pastoral Care at St John’s incorporates student welfare, student management and values education. The Pastoral Team consists of a Pastoral Coordinator (3point) and 6 Year Coordinators (2 point time release/1point pay) and 36 homeroom teachers who form year group teams. In addition, there are 6 House patrons who assist colour teams for interschool competitions to promote House/School spirit and connectedness. Key Learning Area Coordinators manage classroom discipline matters within their faculties. Homeroom teachers check student diaries weekly and record red and black stamps. Incident reports for more serious issues are entered on a central database and reports are distributed to Year Coordinators to monitor and action. Merit awards and House points are used to encourage positive behaviours. Particular preventative initiatives in Pastoral Care include Peer Support training of Year 10 students to facilitate the Orientation and transition to High School for incoming Year 7; Peer Mediation training of Year 11 students to assist in conflict resolution for junior (7-9) students; Student Leadership training days for senior students (10-12); Resilience course (RAP) for Year 9 students; Study skills program: Learning to Learn for years 9 and 10; Careers education in Year 10; Pastoral assemblies each fortnight; use of Mind Matters activities throughout the year across the school. Safe School Framework initiatives to combat bullying and harassment as well as student management policies and procedures are managed through the pastoral structures. All policies, procedures and expectations including codes of conduct, suspension and exclusion guidelines are available to staff, parents and students on the school web-site. Access to all policies and guidelines can be obtained by contacting the school office. A collaborative approach is evident across the Pastoral and KLA teams in order to create a safe school environment. A Centacare counsellor is present in the school for 2 days each week.

The Complaints and Grievances Procedures can be found on the Catholic Education Office website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) then go to the link ‘Policies’
In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in ALL schools within the Diocese of Wollongong.

**Sport Highlights 2007:**

Students represented the school in the following sports in 2007. Athletics, Basketball, Cross Country, Equestrian, Hockey, Netball, Rugby Union, Rugby League, Swimming, Surfing, Tennis, Touch Football, Triathlon, and Volleyball. Awards: 4 students received Diocesan Sports Council Medallions and 2 students received Diocesan Sports Council Blue Awards and 5 students and 1 team received regional Gilmore Sports Awards for a variety of sports. One student represented St Johns at the School Sports Australia All Schools Volleyball Championships. The Boys Volleyball teams were Diocesan champions. Three students competed in the 2007 Interschools skiing competition at Perisher in the Alpine category in July and then went on to compete in the state rounds in August. A year 8 student has been selected as a member of the 2007 Talented Athlete Basketball program which was conducted at the Sydney Academy of Sport and Recreation, Narrabeen in Sydney. Two surfers, competed in the South Coast All Schools Surfing Titles in March and with the combined high placing of all surfers, St Johns finished in first place. They then went on to represent the south coast at the state titles later in the year which amazingly for the 2nd year in a row they won. This has won them the right to compete at the national titles. An indoor soccer team won the State Schools Championships in July of this year which was an outstanding effort. A year 9 student was selected to represent Football NSW, the governing body for Soccer on a development tour. This affirms him as an elite youth player in NSW. A year 8 male student is a Shadow Squad Athlete for the Beijing games in Athletics. This means he has been identified through their sport as potentially qualifying for the 2008 Beijing Paralympic Games and is a member of the Paralympic Preparation Program for their sport. The squad consists of 450 Athletes and Officials. Of these athletes, 250 will be selected as part of the 2008 Australian Paralympic Team. A year 10 male student was selected in the Illawarra Under 16’s baseball team and played in Tamworth for the NSW Country Championships. He was then selected for the NSW country train on squad. Another student has obtained a scholarship to the Illawarra Academy of Sport for Rugby Union and he will be touring with the NSW Country Junior tour to Samoa and New Zealand in October of this year.

**Financial Summary**

The following graphs reflect the aggregated income and expenditure for St John the Evangelist Catholic High 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

School Certificate Data Analysis Summary

In 2007, 146 students achieved a School Certificate. In English 31% of students achieved a band 5 or 6 compared with 32% statewide; In Mathematics 14% of students achieved a band 5 or 6 compared with 21% statewide; In Science 29% of students achieved a band 5 or 6 compared with 27% statewide; In History 18% of students achieved a band 5 or 6 compared with 22% statewide. In Geography 35% of students achieved a band 5 or 6 compared with 33% statewide. All year 10 participated in the first compulsory computing studies test on line and attained very favourable results. 97% achieved Highly Competent and 48% achieved Competent.

Curriculum and Pedagogy

Staff development has focussed on adjusting the delivery of the curriculum to meet the needs of diverse learners. This has been integrated with the use of ICT to enhance learning. There was an extension of the mandatory ICLT task into stage 5 across all subject areas. New syllabus implementation continued in line with the NSW BOS requirements. Bushcraft and Work Studies were extended into year 10. Assessment for Learning was a key focus. Parent Teacher interview evenings were held for each year group after each report.

Cross Curriculum

This year has seen the consolidation and further development of the Integrated Learning Modules in year 7. The units are skills-based with a focus on developing skills that will be useful across all curriculum areas, practising these skills and transferring them to their other class work. The Units included: Johnny’s Believe or Not: incorporating skills in group-work, researching techniques from books, pamphlets and the internet, note-taking, brainstorming, report writing, model making, speech presentations.

Heroes and Villains: Students identified their preferred learning styles and used a matrix to select learning experiences. They developed group-work skills and made and edited an imovie.

Getaway: Using the task of planning a holiday to a dream location students developed skills in research in books, journals, brochures and the internet. They produced a spreadsheet of their budget and converted money to other currencies. The information was presented on a web page.

Critical Thinking: A unit on thinking skills helped students identify their learning styles and recognise how they think and learn. Games were used as a context for this learning. Students also developed skills in further web page design.

Meeting the Needs of all Students

Diversifying learning has been addressed by adjustments to learning experiences and programs, assessments and special provisions for examinations. An inclusive practice of classroom support for special education and low literacy students is evident in 7-12. A wide-reading and literacy intervention program for stage 4 and the Numeracy initiative was consolidated and extended.

Expanded Learning Opportunities

Stage 5 short courses included, Careers, RAP (Resourceful Adolescent Program), Information Technology, Study skills, Communication & Public Speaking, Drama games, Dance, Fitness, Sustainable Living, Financial Literacy. Short courses were expanded to include Puzzles & Logic, Collecting, Collating & Reporting, Graphics. All stage 4 students entered the English, Maths and Science competitions along with some students from other years and achieved the following results: English gained 10 distinctions and 20 credits; Maths gained 11 distinctions and 23 credits; Science gained 9 distinctions and 36 credits. 124 students from Years 9 & 10 participated in the Geography competition gaining 3 high distinctions, 15 distinctions and 18 credits. One student achieved the 3rd highest score which placed him 9th in the state.

Professional Learning

Focus areas have included Quality Learning and Teaching, Assessment for Learning, Thinking skills, Technology, Boys education, Student Management, Pastoral Care and Religious Education. Staff professional development has been an ongoing focus at St John’s.

Vocational Education and Training

TVET enrolments for 2007 totalled 28 students in stage 6: 4 Animal Care, 2 Information Technology, 4 Tourism, 5 Automotive, 5 Child Studies, 2 Beauty Therapy, 2 Fashion, 1 Hairdressing, 3 Business Services. 52% of Stage 6 students (year 11 and 12) are undertaking VET Courses compared to the total number of students in stage 6 in 2007. 40% (Year 12) completed at least one (1) VET course in Stage 6 compared to the total number of students in stage 6 in 2007. VET was introduced with 25 students enrolled in Agrifood.
Technology

Students have improved access to technology equipment and facilities: 2 large computer laboratories in the Maths block (1 Mac and 1 PC), 1 PC lab in Science, 3 small labs in the Library and 2 large Mac labs in R4 and TAS (T6) block, small pods of computers in Music, TAS foyer, 6 mobile laptop and projector sets for class use. Sets of still and video cameras are available for class use. Equipment is available for students to borrow through the library for personal use at home. There are additional digital projectors and mobile laptop sets in each KLA area. The school has invested significant resources into Technology and its effective classroom use.

Other Achievements in 2007

Three groups of staff and students attended overseas study trips. A Indonesian study tour travelled to Malaysia, A French group travelled to New Caledonia and a senior students tour for Ancient History travelled to Rome, Pompeii and Herculaneum. In 2007 the Book Week highlight was the visit of author James Maloney who has written books such as ‘Doug & Gracie’ series and ‘The Book of Lies’. Workshops were run for Years 8, 9 & 10, and a boys focus group with boys and their parent. A parent/teacher seminar was also run. Students in years 7-12 performed in the school play “Those Learned Ladies” which won the Arcadian Award. The Koori dance group, Gudjargah, diversified to include a girls’ group and performed at a number of events throughout the year. Cultural Awareness at St John’s includes: Each Subject has Aboriginal perspective; Aboriginal Studies being offered in Stage 6; Year 7 Reflection Day incorporates Indigenous Dancer Artist, experiencing story telling and culture; Year 9, experience History and Art during mini electives also learning about the three R’s Respect, Relationship and Responsibilities; attendance at Reconciliation and Sorry Day walk and Flag raising ceremonies; whole school Naidoc Liturgy; Koori Law and Justice Leadership Project; Aboriginal Didgeridoo group; Year 9 Aboriginal Art Group; Parent Advisory Committee

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 2007, 95 students sat for examinations in the Higher School Certificate and all students received their HSC. The results from the 2007 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, 20 were above the state average (% shown in brackets) and 10 subjects scored below. Performance in our 4 largest cohort subjects are as follows: In Studies of Religion 1 unit there were 69 students with: 24.35 % of students achieved Bands 5 and 6 (compared with 38.16% statewide). 0 % of students achieved Band 1 (compared with 1.28 % statewide) In English Advanced there were 69 students with: 34.78 % of students achieved Bands 5 and 6 (compared with 47.04 % statewide) 0 % of students achieved Band 1 (compared with 0.6 % statewide) In General Mathematics there were 66 students with: 25.75 % of students achieved Bands 5 and 6 (compared with 22.51 % statewide) 1.51 % of students achieved Band 1 (compared with 3.63 % statewide) In PDHPE there were 35 students with: 45.71 % of students achieved Bands 5 and 6 (compared with 35.58% statewide) 0 % of students achieved Band 1 (compared with 3.9 % statewide)
School Certificate
In 2007, there were 147 students who received a School Certificate. Student achievement is reported as a percentage score and in Bands from 1 to 6 with Band 1 indicating that students are operating below minimum standard. Computing Skills is not reported in Bands.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean Score %</th>
</tr>
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<tbody>
<tr>
<td>English – Literacy</td>
<td>75.63</td>
</tr>
<tr>
<td>Mathematics</td>
<td>66.97</td>
</tr>
<tr>
<td>Science</td>
<td>75.26</td>
</tr>
<tr>
<td>Australian History, Civics &amp; Citizenship</td>
<td>73.18</td>
</tr>
<tr>
<td>Australian Geography, Civics &amp; Citizenship</td>
<td>76.54</td>
</tr>
<tr>
<td>Computing Skills</td>
<td>81.97</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; Law, Elementary, Proficient and High. These assessments are administered early in Year 7. There were 159 Yr 7 students who sat for ELLA and 158 Yr 7 students who sat for SNAP in 2007. In 2007 the ELLA & SNAP assessments were also offered to our Year 8 students for the first time. There were 165 Yr 8 students who sat for ELLA and SNAP in 2007.

National Benchmarks
The table below indicates as a percentage the Year 7 and Year 8 students achieving the national benchmarks.

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<thead>
<tr>
<th></th>
<th>Yr 7</th>
<th>Yr 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>2006</td>
<td>97%</td>
<td>91%</td>
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<tr>
<td>2007</td>
<td>91%</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
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</tr>
<tr>
<td>2005</td>
<td>99%</td>
<td>94%</td>
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<td>2006</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>2007</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>100%</td>
<td>76%</td>
</tr>
<tr>
<td>2006</td>
<td>76%</td>
<td>74%</td>
</tr>
<tr>
<td>2007</td>
<td>74%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: National Benchmarks not included as they have not yet been published

Parent, Student & Teacher Satisfaction
The following areas of strength were identified by parents in 2007: Staff display genuine interest in the welfare of students and the school provides a safe and supportive environment. Areas for future development include challenging students to maximise their learning outcomes.

The following areas of strength were identified by students in 2007: Teachers encourage and support their learning and they are proud to attend a Catholic school. Areas for future development include students following school rules and being challenged in their classwork.

Areas of strength identified by staff in 2007: The school helps students to develop a knowledge and understanding about Catholic tradition and students understand their rights and responsibilities. Areas for future development include challenging students to maximise their learning outcomes.
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.

Progress in 2007 Towards Achievements of School Renewal Plan

Learning: Our learning community consolidated and expanded our Learning Community Project and Boys Education Project and further embedded a culture of improvement and reflection based on sound data and educational research.

Leading: School management enhanced the learning outcomes for our school as a learning community through the review of management structures, by the provision of extensive professional development opportunities for staff and through appropriate organizational change in all levels of school management. The school celebrated and acknowledged the successes and efforts of all members of the school community in appropriate ways.

Supporting: a) Catholic Identity, Faith and Traditions: To enhance and promote aspects of an authentic Catholic School, which embedded traditions within school structures and practices through the implementation of the Diocesan Religious Education syllabus, social justice initiatives, parish/school sacramental program, school liturgies and prayer and fostered meaningful relationships between school, parents and parish. b) Pastoral Care: a safe environment where students can excel through the implementation of prevention programs for adolescent mental and physical health issues, by the encouragement of greater student leadership, school spirit and connectedness within an extended House System.

Growing: a) Resourcing: Equitable teaching resources adequately meet the needs of our learning community. b) Technology and Innovation: Technology purchased to promote innovation and improved learning conditions, facilities and equipment. c) Building and Maintenance: Improve the learning environment through the strategic development of future building plans for the whole site, school plant and future growth.

Priorities for 2008 derived from the New SRI (School Review and Improvement) Process

The following components have been identified from the 7 key areas:
1. Catholic Life and Religious Education: (1.2) Religious Education
2. Students and their Learning; (2.5) Pastoral Care
3. Pedagogy: (3.2) Provision for the diverse needs of learners
4. Human Resources, Leadership and Management: (4.3) An ethical workplace culture
5. Resources, Finance and Facilities: (5.2) Use of resources and space
6. Parents, Partnership, Consultation & Communication: (6.2) Reporting to the community
7. Strategic Leadership and Management (7.2) Planning for improvement

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

Karen Young
Principal