About This Report

St Brigid’s Catholic Primary School, Gwynneville is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Wollongong, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan. Following its submission to the Board of Studies, the Report will be available on the school’s website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

Further information about the school or this report may be obtained by contacting the school:

St Brigid’s Catholic School,
2 Vickery Street
Gwynneville NSW 2500
Ph: (02) 4229 1969
Fax: (02) 4226 5310
Email: info@stbrigids.woll.catholic.edu.au

Parish Priest: Bishop Peter Ingham DD
Parish Administrator: Fr Ron Peters

Relieving Principal: Margaret Hicks
Date: 10 December, 2008
Vision Statement

With faithful hearts, St Brigid’s School Community strives to be an authentically Catholic Community of Faith, Justice and Learning

Message from Key School Bodies

Principal’s Message

2008 was a successful year, seeing the St Brigid’s School community celebrate many events and achievements. Notable among these were the Sacramental Programs, Book Week, Grandparents’ Day, Sports Carnivals and the retirement of long standing Principal Mrs Anne McCauley.

The school continued to offer the students a range of opportunities to develop knowledge and skills necessary to be become active and productive members of society and the Church in the 21st century. The National Safe Schools’ Framework was implemented to support the school’s focus on the shared values between the school, home, parish and wider community. A copy of this framework can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au.

Parent Involvement

St Brigid’s Primary School welcomes the involvement of parents into the life of the school and values their contributions to the education and welfare of the students. A considerable number of parents were actively engaged in literacy and numeracy programs while fifty four parents worked on a voluntary basis in the school canteen. Some parents coordinated and managed the smooth running of the school uniform clothing pool while others assisted with Book Club, sporting carnivals and events, assisting in the Library and the publishing of 2008 St Brigid’s Year Book. At the instigation of parents, a designated school bag has been designed, purchased and is for sale through the school.

The mammoth effort for parents this year was the organisation of a School Fete in Term 1. This event was both a social and financial success.

Parents also participated in the life of the school through attendance at the P&F Association meetings which were held nine times throughout the year. These Meetings provided an opportunity for parents to have an active role in school matters through discussion and sharing of information.

Active organisation of functions has sought to further build the community of St Brigid’s School. Some of these included the P&F Welcome Barbeque, the Fete, Mothers and Fathers’ Day Stalls, Sausage Sizzles at Bunning’s, Welcome Morning Tea to Kinder 09 and Year 6 Farewell.

A significant Christmas activity initiated by the P&F was to encourage the children to give money usually spent on cards for each other to World Vision.
While formal parent/teacher interviews were held in June, parents were encouraged to meet the class teachers throughout the year should they have any concerns about their child’s progress.

*Parents and Friends Association, President*

**Student Leadership**

While students were given many opportunities to show leadership to their peers, there was an expectation that the Year 6, students take an active and positive role in showing appropriate leadership to the younger students. The Student Representative Council met with the Principal twice a term and were invited to discuss new ideas and issues such as bullying in the playground and/or ways in which fellow students could improve their behaviour. The students also took an active role in researching new products for the School Canteen. Members of the Student Council continued the School Environment and Management Plan including acting as ‘electricity wardens’ who checked the use of lights and fans around the Administration Block and classrooms. Senior Students also represented the school at the Anzac Day Memorial Service at McCabe Park in Wollongong.

*School Captains*

**School Profile**

St Brigid’s Primary School is a one stream school that serves the Parish of Gwynneville. It is located at the foothills of Mt Keira and draws its enrolment predominantly from the suburbs of Gwynneville, Mt Keira, Keiraville, and West Wollongong. It was founded by the Sisters of the Order of the Good Samaritan in 1951.

As a Parish school, St Brigid’s Primary School is an integral part of the Parish of Gwynneville and wider community and accordingly, the Parish Administrator, Fr Ron Peters, the staff and parents all share a common responsibility for the spiritual formation and welfare of all students in their care.

**Student Enrolments**

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<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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<tbody>
<tr>
<td>2006</td>
<td>101</td>
<td>89</td>
<td>190</td>
</tr>
<tr>
<td>2007</td>
<td>99</td>
<td>91</td>
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<tr>
<td>2008</td>
<td>107</td>
<td>90</td>
<td>197</td>
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</table>

The Enrolment Policy and Procedures can be found on the Catholic Education Website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) then go to the link Policies.
Student Attendance for 2008

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<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
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<tr>
<td></td>
<td>93.0%</td>
<td>92.3%</td>
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Staffing Profile

There were seven full-time teachers and four part-time teachers at St Brigid’s Primary School. Five School Support Officers provided general assistance in the Office and classrooms as well as providing specific programs for children with special learning needs.

All classes enjoyed specialised music and drama lessons weekly and Italian was taught in Year 3. The Reading Recovery Program assisted students in Stage 1 with reading and writing.

School Leadership

The Leadership Team was comprised of the Principal, Assistant Principal and Religious Education Middle Leader. The administration staff included a Senior School Support Officer and 5 part time School Support Officers.

Teaching Staff Experience

The teaching experience of the staff varied. Four teachers have been teaching for less than 10 years while another four teachers have been teaching between 15 and 20 years. Two teachers had over 25 years of experience while another two teachers had more than 30 years experience. Seven members of staff have Post Graduate qualifications; while two others are continuing with further studies.

At the end of 2008 one staff member on secondment returned to her home school.

In 2008, St Brigid’s Primary School personnel undertook a range of professional and personal learning activities related to improving student outcomes. These included Information Communication Learning Technology (ICLT), Literacy, Special Needs, Behaviour Management, Management of children with Asthma, the implementation of the School Review and Improvement Process and the Teaching and Learning Framework.

Whole school professional learning days covered the topics of Staged Based Teaching, Personal Spirituality, Science and Technology, and Literacy. Other professional learning activities provided at school level included Asthma control, treatment of Anaphylaxis, training in the MULTILIT program and the practical uses of the SMARTboard. One teacher attended the two day Special Education Conference. Teachers were given time to plan together as a Stage for 2009 with special reference to introducing Staged based Maths lessons across the school.

The average expenditure by the school on professional learning per teacher was $560.00.

Professional learning opportunities provided by the Catholic Education Office had an additional average expenditure of $590 per teacher.
Administrative Staff

The School Administration has one Senior School Support Officer who is employed for four days a week and who takes major responsibility for the financial area. Two other School Support Officers assist with clerical duties. Regular financial audits are carried out by the Catholic Education Office, Wollongong and external auditors.

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-NOOSR* | 100 % |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | 0 % |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0 % |

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Staff Attendance

The average daily staff attendance rate for 2008 was 96.63%.

The staff retention rate is high at St Brigid’s with 75 % of the teaching staff remaining for the 2009 school year.

Professional Learning

All staff members have participated in a number of Professional Learning Courses throughout the year including Speech Pathology, Special Needs, and Religious Education. The teachers participated in regular staff meetings which enhanced their knowledge and understanding of areas relevant to learning and teaching. Sessions included information covering Computer technology, Stage based learning and teaching and Literacy. A major focus in the latter part of the year was a review of the School’s Vision and Mission Statements. This was a valuable experience as it gave staff time to reflect on the true vocation of teaching and of Catholic education in particular. The resulting published statements encapsulate a renewed vision and mission for St Brigid’s School.
Culture of the Catholic School

St Brigid’s Primary School is proud of its identity as a Catholic educational community. The Catholic identity was actively promoted and recognised through the maintenance of religious symbols and sacred spaces in each classroom and was evident in the harmonious relationships that existed among staff, students and parents. Teachers agreed that during 2008 the school had assisted students develop a knowledge and understanding of Catholic tradition.

Prayer was a feature of the daily life of the school. Morning assembly commenced with prayer which took a variety of forms and the school community paused at various times throughout the day to pray in a formal manner.

Celebrations that focus on the religious dimensions of Catholic faith and traditions allowed the daily life of the school to be linked in a very real sense to the mission of the Church and the life of the Parish.

Students from K-6 attended the Parish Mass on a regular basis and the Sacrament of Penance was made available to the children. All liturgical celebrations were thoroughly planned to ensure such celebrations were meaningful to the students.

During the year, the school celebrated the Church seasons of Lent, Easter, Advent and Christmas as well as participating in a number of liturgies and prayer services to celebrate special Feast days. The students receiving the Sacraments of Penance, Eucharist and Confirmation completed units of work that coincided and complemented the Parish Based Sacramental Program.

All class teachers taught Religious Education according to the current curriculum set by the Catholic Education Office and worked hard to instil in the students a sense of the sacred.

In 2008, the whole school modelled Catholic values by its involvement in activities which highlighted Social Justice. Appeals to assist the community through St Vincent De Paul Society were held throughout the year. During Mission Week the children were alerted to the plight of those in Third World countries and appropriate donations were sought and sent to the Diocesan Mission Agency.
Student Welfare

This year St Brigid’s School implemented a Positive Support Program which consisted of a series of lessons aimed to promote positive values across all Stages. Topics studied included self-esteem, anti-bullying, friendship and volunteering. The classes were arranged in mixed age groups and the messages learnt throughout the lessons were reinforced by the display of positive reminders on school noticeboards. The Positive Support Program was an integral part of the recently developed Supportive Schools Environment Policy which was launched at a Parent Meeting in September.

A Centacare counsellor worked at the school one day per fortnight and provided student counselling when required. The students in Year 3 were involved in a program which used music to teach them the importance of sharing, taking turns and other social skills. This program was devised by the School counsellor and the Year 3 class teacher.

A buddy system existed between Kindergarten and Year 6 which assisted the younger students with their introduction to primary schooling and provided them with mentors and a support system.

Positive behaviour was recognised and encouraged through the School Merit Award system and at school assemblies. All students received recognition for their achievements throughout the year.

The school canteen incorporated a positive approach to healthy eating by offering healthy food alternatives to the students, while regular exercise in the Park assisted in improving the children’s fitness.

St Brigid’s Primary School implemented its revised Gifted Education Policy. Access to all policies and guidelines can be obtained by contacting the school office.

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

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

The school used School Enhancement and Debt Servicing Obligation (SEDSO) funds to repay the loan for the new classrooms and library. Funds have also been spent to refurbish the Office foyer; to purchase many new resources to support the learning process in Reading and Maths as well as providing extension material for the students. New musical and visual resources will support the teaching of Religious Education.

Over the summer vacation, new SMARTboards will be set up in the Stage 3 classrooms which will enhance the students knowledge and use of technology as well as enabling them to have access to a more interesting and challenging medium for learning.

Funds supplied by the Catholic Education Office will also be used in late January to replace the front fence to provide greater security for the school.

The following graphs reflect the aggregated income and expenditure for St Brigid’s School for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Learning & Teaching

Introduction
St. Brigid’s Primary School is a Catholic educational community which provides a quality learning and teaching environment for all. Classroom practices, strategies and structures aim to enable students to reach their potential. This year, there have been many initiatives designed to create learning opportunities.

Curriculum and Pedagogy
The school implemented all Board of Studies Key Learning Areas, using each syllabus to guide learning and teaching. All classes followed the Diocese of Wollongong Religious Education Syllabus.

In 2008, the school continued to implement the Assessment and Reporting procedures which complied with Federal Government requirements. Student reports, containing the Common Grade Scale, were completed using Filemaker Pro Database and went home in June and December. This year an extra element was added to the report which indicated “effort” in all Key Learning Areas. Teachers continued to utilise class Assessment Plans, which linked to their teaching program. Individual work samples were collected as evidence of student progress.

Teachers designed work programs which follow the Diocesan Programming Policy. A feature of the programs was the high degree of integration across Key Learning Areas (KLAs) which linked to the Stage Outcomes and Foundation Statements.

The school maintained its commitment to promote all aspects of Information Technology. The students were regularly given the opportunity to improve their computer knowledge and skills, whilst completing carefully designed technology tasks. A specialist teacher worked collaboratively with all classroom teachers in designing and implementing learning and teaching experiences so that integrated technology allowed students to achieve learning outcomes whilst undertaking a vast array of technology projects. Continued financial support provided by the Parents and Friends Association ensured that resources in this area were maintained, which had a direct benefit on learning and teaching.

Cross Curriculum
The Reading Recovery Program is a literacy intervention program for students experiencing difficulty in the early acquisition of literacy skills. Eight Year 1 students were successfully discontinued from the program this year.

The promotion of literacy learning is part of the school’s vision of excellence in education. The 2008 Literacy Plan was implemented throughout the year and $500.00 per class was allocated for the purchase of resources to assist in the literacy development of students from Kindergarten to Year 6. Further resources purchased included “Reading Boxes,” and the MULITLET Program.

Numeracy continued to be a major focus for learning and teaching. Teachers implemented the Board of Studies K-6 Mathematics Syllabus, using current teaching techniques and resources, which were updated throughout the year. A strong emphasis was placed on problem solving,
both within planned lessons and through the publishing of a Maths Problem in the school newsletter. Further resources to extend the children’s skills in problem solving were purchased and provided the children with added challenges.

School assemblies were conducted weekly which allowed the students to share and dramatise the learning which had been going on in the classroom.

The school continued to follow its Indigenous Education Plan which specifically addressed ways in which the Diocesan Policy is being implemented. The three year plan, involves the inclusion of cross-curriculum content throughout integrated teaching units from Early Stage One to Stage Three. The Acknowledgement of Country Statement, which recognises the traditional owners of the land where the school is situated, became a regular feature of school assemblies.

A new School Environment and Management Plan (2008–2010) was written and implementation begun. This Plan continues the strategies and initiatives of the former Plan. The current School Environment and Management Plan continued to be successful in providing direction for a variety of environmental initiatives being carried out by the students. A large emphasis was placed on encouraging the students to take responsibility for the implementation of the plan. This was mainly achieved through the actions of the Environment Club, which involved over forty students from Kindergarten to Year 6. Major environmental achievements at St. Brigid’s Primary School in 2008 included the continuation of the three bin system for rubbish disposal, the maintenance of the all school gardens, including the vegetable garden, the worm farm and compost bin and the reduction of water and energy use throughout the school.

**Meeting the Needs of All Students**

Teachers catered for a wide range of student abilities through careful planning and programming. Opportunities were created which enabled students to take responsibility for their own learning through using technology to research and complete work.

The school provided a range of experiences outside the classroom including sport, music, and chess, environmental initiatives, the School’s Talent Quest and public speaking competitions. These activities afforded talented students the opportunity to display their competency both at a whole school level and in the public arena. The school continued to implement a Gifted Education Policy which saw some students working beyond their Stage level on individual program.

Specific student learning needs were addressed in a variety of ways. The Review Committee continued to provide support for teachers in monitoring students with specific learning needs in numeracy and literacy. Students received regular assistance from School Support Officers who, with classroom teachers, planned learning experiences which supported the students and developed their skills. In 2008, eight students received specific assistance through funding provided by the Federal Government and the Catholic Education Office. Teachers monitored and recorded student progress and parents were kept informed.

Students in all Stages were provided with opportunities to experience self directed learning. Group work, research projects and properties associated with *myclasses* and *myinternet* challenged the students to investigate various topics and to develop a greater understanding and
knowledge of curriculum content. There were opportunities for students to develop their multimedia skills through the use of the digital still and video cameras to create Powerpoint presentations, web pages, podcasts and iMovies.

**Expanding Learning Opportunities**

Students participated in a wide range of competitions. Stages 2 and 3 were given the opportunity to compete in the Australasian All Schools Competitions in Mathematics and English with some very good results. Many students entered various competitions including the Premier’s Reading Challenge, where 44 students read a selection of quality literature and 5 students received certificates for having taken part over four years. A pleasing feature of the Premier’s Reading Challenge was the number of Kindergarten students who took part. One Year 5 student was successful in being placed first in a local writing competition.

The students participated in a wide range of sporting activities at school, Regional, Diocesan and MacKillop levels. A highlight of the sporting events this year was the Cross Country team winning the percentage trophy and achieving third placing overall for the second consecutive year. Students who possessed outstanding individual sporting talent were able to vie for selection through Diocesan Trials, with twelve students being chosen in Wollongong Representative Teams. One Year 6 student gained selection in the New South Wales All Schools Basketball Team that competed in the National Championships in Cairns. Throughout the year, various school carnivals were conducted including swimming, cross country and athletics. These events encouraged maximum student participation and developed community spirit.

St. Brigid’s Primary School conducted a Public Speaking Competition for students in Stage 3. Eighteen students participated, with the winners from each section going on to represent the school at the Regional level.
Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Plan for Literacy and Numeracy (NAPLAN) 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.

Religious Literacy Assessment

The Religious Literacy Assessment program for Year 4 students was successfully implemented within our school in 2008.

Our school cohort consisted of 28 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 28 completed the Extended Task (Part B). The Extended Task is based on the Unit One With God’s Creation and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending with a significant number of our students receiving an extending grade while none were considered to be developing.

Analysis show results which indicate that 100% of students recognised the Ten Commandments and their guiding principles, the symbols used in the Sacraments, an understanding of the Creation Story in Genesis and an image of God from Scripture. 96% of students could correctly recognise key symbols, signs and rituals of the Catholic Church and could recall events in Scripture which tell of Mary’s openness to God; 89.3% could identify the events of Pentecost. Most areas were well answered, although questions which required explanations rather than direct knowledge did pose some difficulty.

For Part A 0 % of students were placed in the developing level, 57.1 % in the achieving level and 42.9 % were in the extending level.

For Part B 0 % of students were placed in the developing level, 40.0% in the achieving level and 60.0% were in the extending level.

Combining Parts A and B, 0 % of students were placed in the developing level, 39.3 % in the achieving level and 60.7 % were in the extending level for Religious Literacy.

These results were most pleasing and indicated a sound knowledge of the Catholic Faith and its traditions.

NAPLAN

Parents in Years Three and Five received a detailed report of their child’s performance in reference to the National Assessment Program-Literacy and Numeracy. This report provided
information on how each student performed against the national benchmarks and achievement levels.

The students of Years 3 and 5 completed the NAPLAN in May, the first National test of its kind to be attempted in Australia. Parents received individual reports which were based on national data and national minimum standards. On the whole the results were pleasing.

Year 3 students were reported from Band 1 to 6.

**Literacy**

<table>
<thead>
<tr>
<th>Below National Minimum Standard</th>
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<tbody>
<tr>
<td>At National Minimum Standard</td>
<td>0%</td>
</tr>
<tr>
<td>Above National Minimum Standard</td>
<td>97%</td>
</tr>
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</table>

**Numeracy**

<table>
<thead>
<tr>
<th>Below National Minimum Standard</th>
<th>3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>At National Minimum Standard</td>
<td>0%</td>
</tr>
<tr>
<td>Above National Minimum Standard</td>
<td>97%</td>
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</tbody>
</table>

Literacy results were strong in Year Three, particularly in Writing with 72% of students achieving Band 5 or 6.
Numeracy results showed that 62% of students achieved in Bands 3 and 4 with 34% achieving Bands 5 or 6.

Year 5 students were reported from Bands 3 to 8.

**Literacy**

<table>
<thead>
<tr>
<th>Below National Minimum Standard</th>
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<tbody>
<tr>
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**Numeracy**

<table>
<thead>
<tr>
<th>Below National Minimum Standard</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>At National Minimum Standard</td>
<td>3%</td>
</tr>
<tr>
<td>Above National Minimum Standard</td>
<td>97%</td>
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</tbody>
</table>

Literacy results in Year Five indicated that most students achieved Bands 5 or 6 with 33% of students achieving Bands 7 or 8.
Numeracy results showed that 55% of students achieved Bands 5 or 6 with 21% of students achieving bands 7 or 8.

While these results are sound, the school will maintain its focus on improving student outcomes, especially in Mathematics and providing both support and challenges for students.
St Brigid’s Primary School,
Gwynneville
Student Achievement 2008

National Assessment Program Literacy and Numeracy
Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 in May this year. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

### Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

#### NAPLAN 2008: % AT or ABOVE NMS

<table>
<thead>
<tr>
<th>NAPLAN 2008: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
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<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>97%</td>
<td>100%</td>
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<tr>
<td>National</td>
<td>94%</td>
<td>92%</td>
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<tr>
<td>Writing</td>
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<tr>
<td>School</td>
<td>97%</td>
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<td>94%</td>
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<tr>
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<tr>
<td>School</td>
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<td>100%</td>
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<tr>
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<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
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Parent, Student & Staff Satisfaction

Parents, students and Staff have indicated a strong degree of satisfaction with regard to the policies and management of the school. Parents, through the Parents and Friends Association, regular communication via the School newsletters, specific information sheets, surveys and individual and public meetings, are kept informed and are able to provide valuable input towards decisions concerning the policies and running of the school.

Children, through class meetings and the Student Representative Council, are able to voice their opinions and suggestions. The vast majority of children have indicated that they feel safe at school, regard their teachers as friendly and fair and appreciate the manner in which their achievements are acknowledged.

Staff, both teaching and administrative, have opportunities to share in the decision making process. They have expressed strong satisfaction with the consultative process, opportunities for personal and professional development, opportunities for collegial planning and the move towards Stage based teaching.

School Review and Improvement

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 all school have begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:
• Vision & Mission
• Environmental Stewardship

School Review and Improvement components to be reviewed in 2009:
• Teaching practices
• Rights and responsibilities
• School climate
• Provision for the diverse needs of learners
• Planning, programming and evaluation
• Catholic life and culture