St John Vianney’s Catholic Primary School
Fairy Meadow

Annual School Report
2008
About This Report

St. John Vianney’s Catholic Primary School, Fairy Meadow is registered by the Board of Studies (NSW) and managed by the Catholic Education Office, 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. John Vianney’s
PO Box 147
Fairy Meadow NSW 2519
Ph: (02) 4226 6577
Fax: (02) 4225 5311
Email: info@sjv.woll.catholic.edu.au

Parish Administrator: Fr Davidanthony Davies

Principal: Mr John Walsh
Date: 30 November 2008
Vision Statement

The vision of St. John Vianney’s school is to assist the parents to bring to reality the fullest development of each child within the experience of a loving and supportive Parish school.

Message from Key School Bodies

Principal’s Message

At St John Vianney’s school we believe that learning is meaningful and effective when Gospel values are present; individual differences are accepted and valued and where the spiritual, academic, physical and emotional needs of students are met. In teaching and learning a variety of thinking and processing styles are employed to meet the diverse needs of the learner. The ownership of learning is encouraged and nurtured through the development of independence where children are willing to take risks and see challenges as opportunities for personal growth in an environment that is positive, encouraging and stimulating.

Parents are recognized as the primary educators of children. A school undertakes its educational responsibilities on behalf of the parents and the Parish and the success of the school directly relates to the strength of this partnership.

A daily commitment to prayer and involvement in the liturgical life of the Parish are central to life in a Catholic school. Each of us is called to be living witness to the person of Jesus Christ, no matter our position in life.

Highlights of this year include a high level of achievement in the first year of the National Assessment Plan for Literacy and Numeracy (NAPLAN) results, the introduction of the Enlightened Education Program for our senior girls, the implementation of the mediation room and a greater involvement of students in the preparation of school liturgies.

The Transition to School Program continues to raise the profile of the school in the wider community as has the continuation of the Rock and Water Program.

It has been a great privilege to join the St John Vianney’s Parish School Community as Principal this year and I look forward to a long association with the school in the years ahead.

By all accounts 2008 was a most successful year for St John Vianney’s School.

Parent Involvement

2008 has been a year of considerable change for the St John Vianney’s P&F as well as for the Parish.

We welcomed our new school Principal Mr John Walsh from the Parramatta Diocese. We also welcomed Fr. Davidanthony Davies from the Shellharbour Parish. Both have brought to the school a sense of belonging and community as well as an open and honest policy on how the school and Parish work together as one.

Our monthly meetings were well supported with all participants contributing various ideas and fundraising initiatives.
Our achievements and contributions for this year include:

- New reading material for Early Stage 1 and Stage 1,
- Covered Area,
- Mothers/Fathers’ Day Stall Fundraisers,
- Refurbishment Expenses,
- Book Week Sausage Sizzle,
- Bombala 2008,
- Wine and Beer Fundraising Evening,
- Mobile Phone Fundraiser,
- Liturgical Gowns,
- Portable Trestle Tables, and
- Fundraising Family Portraits.

*Parents and Friends Association, President*

**Student Leadership**

We have had many roles as School Captains in 2008. Our first job was a speech at Towradgi Surf Club last December to welcome potential parents.

This year we were involved with World Youth Day celebrations, the Combined Schools’ Anzac Day Ceremony, and the flag raising at our school Monday morning assemblies. At school assemblies on Thursdays we assisted with giving out Awards, setting up electrical equipment and the Welcome to Country.

We have enjoyed being Captains and have learnt many things. We have increased our social skills by not being shy in front of people and in being able to speak openly about how we feel about our school. At times we have been called on to give thanks to special guests who have visited our school. We will never forget how special our days at St John Vianney’s have been and we thank everyone for this opportunity.

*School Captains*

**School Profile**

St John Vianney’s School was established in 1949 at the instigation of the then Parish Priest Fr Neilson, who invited the Sisters of the Good Samaritan to undertake the administrative and teaching duties of the school. Many of the initial enrolments were children of migrant families who settled in Fairy Meadow and a number of current students can trace their heritage to these early days of the school.

The school is a two stream, coeducational school catering for children in the primary years of education (K-6). It serves 235 families and 332 students of the Parish of St John Vianney’s. The Parish Priest, the staff and parents share a common responsibility for all students in their care. The school is supported by the Catholic Education Office of the Diocese of Wollongong and operates under the authority of Bishop Peter Ingham.

The school is located on 3 hectares of land bounded by the Princes Highway and Cabbage Tree Lane, Fairy Meadow. Wollongong CBD lies approximately 5 kilometres to the south.
Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>173</td>
<td>183</td>
<td>356</td>
</tr>
<tr>
<td>2007</td>
<td>170</td>
<td>186</td>
<td>356</td>
</tr>
<tr>
<td>2008</td>
<td>172</td>
<td>160</td>
<td>332</td>
</tr>
</tbody>
</table>

The Enrolment Policy and Procedures can be found on the Catholic Education Website: www.ceowoll.catholic.edu.au then go to the link Policies.

Student Attendance for 2008

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91.6%</td>
<td>93.06%</td>
</tr>
</tbody>
</table>

Staffing Profile

There are 24 teachers at St. John Vianney’s School.

School Leadership

The school’s executive structure consisted of a Principal, Assistant Principal, Religious Education Coordinator and two Middle Leaders (Level 2).

Specialist Teachers

Additional teaching support was provided via a 0.8 teacher/librarian, 0.8 FTE Reading Recovery Teacher and with one teacher offering literacy and numeracy support and music education.

Administrative Staff

Assisting in the administration of the school was a full time Senior School Support Officer. There were three additional part time clerical personnel within the school and there were three part time school support officers employed to facilitate classroom learning in 2008.

Teaching Staff Experience

The staff of St. John Vianney’s School is an experienced one. The average teaching experience of the teaching staff was 20.7 years.
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 97.24%.

The staff retention rate is high at St. John Vianne’y’s with 96% of the teaching staff remaining for the 2008 school year.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St John Vianne’y’s school staff. During 2008 St. John Vianne’y’s personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
- The Leadership Team of the school attended the 2008 ACEL Conference *New Metaphors for Leadership* in schools held in the October student vacation. Three staff participated,
- A most significant professional learning was provided for staff through the Learning Community’s Grant. This activity explored creating resilient children by developing socially and emotionally supportive classrooms,
- One Staff Development Day involving all staff “Seasons of Change” at Bowral,
- First Aid provided by staff employed by the Catholic Education Office,
- The Diocesan Learning and Teaching Framework through the Catholic Education Office, and
- Participation, as a feeder primary school, in the Holy Spirit Learning Community Project in respect of Numeracy.

This is in addition to professional learning opportunities provided by the Catholic Education Office at an average expenditure of $404 per teacher.
Culture of the Catholic School

One of the highlights this year concerned World Youth Day and the visit of the Cross and Icon. After staying overnight, we saw the departure of the Cross and Icon on the back of the antique fire engine from Balgownie. In Term 2 we received news that Fr. Paul O’Donoghue would be leaving to take up the position of New South Wales Police Chaplain. This saw the arrival of Fr Davidanthony Davies as Parish Administrator.

All teachers have the Religious Education Curriculum at the forefront of their daily teaching. The spiritual and prayer life of the school family has been deepened throughout the year with many beautiful liturgical celebrations. The classes attend a rostered Parish Mass that they prepare for on Fridays throughout the year and in which the students are very much involved. Each week the school gathers in the church for hymn singing.

In Term 3, Year 3 celebrated their First Eucharist and Year 6 students celebrated the Sacrament of Confirmation. In Term 4, a large number of children received the Sacrament of Penance for the first time.

The staff participated in a spirituality day at Kerever Park, Bowral. Staff gathered the night before which created a deeper sense of community for all those who attended. The school was involved in the Stand – Up Against Poverty campaign by having lessons from K-6 throughout the week and concluding with a whole school assembly. The school contributed to Project Compassion, Caritas and St Vincent DePaul throughout the year. The big focus in Term 4 was the St Vincent DePaul Christmas hamper drive and the Parish giving tree.

Student Welfare

Through the celebration of Jesus Christ in our lives, we at St John Vianney’s School are committed to educating spirit, mind and body so that the challenges of the future can be met with knowledge, confidence and enthusiasm. The development of each child can be realised when home and school work together to help each child grow into a well adjusted person.

We continued with our mediation room that was started last year to allow the discussion of issues with a member of the school leadership team during lunch times. The Rock and Water Program was completed by 12 Stage 3 boys who benefited from the practical strategies they were given. Our Pastoral Care Policy and Anti-Bullying Policy were further reviewed throughout the year. It is planned to continue to revise these policies in line with Restorative Justice Practices.

This year our school once again implemented the Peer Support Program which during Term 2 and 3 focused on the values of respect, honesty, fairness, tolerance, responsibility and cooperation. Our Year 6 students showed their commitment to this Program by their thorough preparation and the responsible way they implemented it for the younger students. Our Year 5 students continued the support of their Kindergarten buddies, providing them with opportunities to develop nurturing and sustainable relationships. Our Year 4 began the transition to school with their pre-school buddies who will be part of the school community.
next year. The Complaints and Grievances Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go to the link Policies.
In compliance with NSW Reform Act 1990, Corporal Punishment is banned in ALL schools within the Diocese of Wollongong.
Access to all policies and guidelines can be obtained by contacting the school office.

**Financial Summary**

Parents and Friends Association donations this year allowed the school to purchase $6000 worth of much needed updated home reading material. A new shelter area was erected during the April school holidays. The P&F contributed $10 000 towards this shelter. The P&F also raised $4140 from the Mothers and Fathers’ Day stalls. $553 was also raised by the P&F through the provision of sausage sizzle lunch during the celebrations for Book Week. A wine and beer tasting evening raised $2845.00

The school has rolled over an account balance for expenditure on major purchases in 2009.

The following graphs reflect the aggregated income and expenditure for *St. John Vianney’s* 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
The staff has been active this year in establishing new programs and in revising existing programs that promote and improve student learning and teaching.

Curriculum and Pedagogy
The school year began with a continuation of the Learning Community Project from 2007. In Term 1 the emphasis in K-6 was on linking a variety of classroom activities to the Interpersonal Relationship Strand of the Personal Development, Health and Physical Education syllabus. This aspect of teaching and learning has always been a feature of the Kinder Transition Program: Let’s Get Started; the task was to extend it throughout the school. It became clear to members of the leadership team from the ACEL Conference in Sydney that the issue of resilience in maturing girls cannot be separated from body image and media literacy. This understanding was reached after members of the leadership team participated in an ACEL workshop presented by Danielle Miller who this year visited the school and worked with the Stage 3 girls. This was the first time that Danielle Miller from Enlighten Education had worked with a Primary School. Her visit was featured on Sixty Minutes later in the year. Other programs in the school have supported the building of self-control, social and self-awareness. These include Rock and Water (12 Stage 3 boys participated) and a social skills program for Grade 2 students.

St. John Vianney’s has been involved in another Learning Communities’ Project initiated this year by Holy Spirit College involving its feeder primary schools of which we are one. This project has been looking at the teaching of Numeracy, the interpretation of testing data and the transition from Stage 3 (Grades 5 and 6) to Stage 4 (Grades 7 and 8). Two teachers from our school have been part of a network committee and one of the initiatives that have arisen from this project is the development of a school Scope and Sequence for Mathematics that will in part ease the transition of the learning of Numeracy into High School. This initiative may continue into 2009.

This year we refined the process of assessment and reporting to parents. Due to feedback from parent surveys that there was some measure of parent dissatisfaction to the extent that teachers were able to maximise the learning of students, were able to respond to the individual needs of students and were communicating information to parents, it was decided that we would have compulsory interviews at the end of Term 1. The process now in place is Term 1 interviews, Term 2 reports, Term 3 interview and Term 4 Reports. Many classrooms also send books home at regular intervals and have open classrooms.

Integrated learning is a feature of classroom practice. Literacy is linked to other Key Learning Areas (KLAs) and Religious Education informs the teaching of many other KLAs. The Murder Under the Microscope investigation is a recognised Quality Teaching Program and integrates Science and Technology, Human Society and its Environment and English. This program is taught in Grade 5.
This year the school used the $29 000 grant from the Federal Government under the Improving Our School Program to purchase 15 Apple laptops, a data projector, a screen and speakers in the library, 3 Whirlybirds for the library building and one trolley for the library pod of computers. The extra laptops mean that the children can work with laptops 1:1 when the need arises from Grades 4 to 6. A smaller number of laptops are also available for Grades K to 3.

**Cross Curriculum**

A major initiative of 2008 was the development of Scope and Sequences for the content and skills of the Key Learning Areas in consultation with the Catholic Education Office. The intention is to be able to provide staff with a clear framework for teaching and assessment for all the KLAs so that we do not have problems arising from gaps in knowledge or overlaps in curriculum. The Scope and Sequence for English will be revised in Term 1 in 2009.

In Term 4 of this year St. John Vianney’s received funding to become a pilot school in the Diocese for the *Diocesan Learning and Teaching Framework*. This framework aims to raise the level of proficiency in all our teachers across all Key Learning Areas by providing a rating scale for key aspects of teaching including the *Intellectual Quality* of the lesson, the *Quality Learning Environment* of the classroom and the *Significance of the Learning*. During this Term the teachers of Grades K-2 have been released from class to code each other’s lessons. It is the intention of the project that teacher feedback to one another will facilitate improvements in teaching and learning. During 2009 the project will be expanded to include all teachers K-6. It is the intention that the quality of assessment tasks will be analysed and improved in 2010.

This year $6000 was donated to the school by the Parent’s and Friend’s Association for the purchase of replacement reading resources for Kinder to Grade 2. These books are for use in the classroom and for home reading material.

**Meeting the Needs of All Students**

Students at St. John Vianney’s have many diverse needs and interests and provision is made for them by offering a choice of research tasks, use of Bloom’s taxonomy and Gardiner’s Theory of catering for Multiple Intelligences. The use of task board and other classroom structures allows the students some degree of choice in terms of selection of literacy tasks.

Four students received funding this year under the Special Education Program and three students received funding from the Diocesan Indigenous Education Program. The funding received for these students was used to employ Support Officers to assist the learning and teaching in the classroom.

Students at St. John Vianney’s enjoy opportunities to exercise some choice in the selection of research topics or in the manner in which they choose to present the results of their research.

**Expanding Learning Opportunities**

The school took part in a variety of external competitions including the University of New South Wales Australasian Universities Competitions, encompassing the areas of Mathematics, English, Science, Computer Skills, Spelling and Writing. Overall, 171 students took part and were awarded with 13 Distinctions and 39 Credits.
Throughout the year, the School took part in a variety of Diocesan Sports events. In the three major carnivals for the year the school finished 2nd out of 18 schools at the Swimming, 16th out of 29 schools at Cross Country and 8th out of 19 schools at Athletics. A large number of students attended Diocesan Trials with 23 students gaining selection in their respective teams and 6 students progressing to the NSW PSSA Championships after being selected in MacKillop Teams. The school also took part in Basketball, AFL, Dragon Tag, Soccer, Cricket and Netball Gala Days, Rugby League Shields and the Mark Taylor Cricket Shield.

At the Catholic Development Fund (CDF) Diocesan Sports Awards 3 children were awarded Primary Sports Medallions in gaining selection in two Diocesan Teams.

This year the students of Stage 3 participated in Public Speaking competition. From that competition a Grade 5 and Grade 6 representative went on to the regional public speaking competition to represent our school.

**Professional Learning**

Members of staff were provided with professional development particular to their grade or area of responsibility.

- Grade 4 teachers participated in Religious Literacy Assessment.
- Early Stage 1 and Stage 1 teachers participated in professional development concerning the Diocesan Learning and Teaching Framework.
- The Leadership Team and 2 other teachers participated in professional development concerning the new School Review and Improvement model.
- Two teachers worked with staff from Holy Spirit and other feeder primary schools on the Numeracy project
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.

The school cohort consisted of 43 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 47 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. Students showed a high level of performance in their knowledge of the religious tradition. Out of the thirty indicators assessed within Part A the cohort achieved 80% and above in twenty. This high level of student performance was particularly noticeable in the following areas:

- knowledge of key symbols, signs and rituals of the Catholic Tradition,
- knowledge of the seasons of the Liturgical year and events of Holy Week, Resurrection and Pentecost,
- knowledge of the Commandments,
- understanding of the story of creation, and
- knowledge of Mary and the key events of Her life and Her openness to God.

The students’ responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- recall that Advent is the beginning of the Church’s year, and
- sequence the key events of Advent and Christmas.

For Part A 0% of students were placed in the developing level, 50% in the achieving level and 50% were in the extending level.
For Part B 4.3% of students were placed in the developing level, 57.4% in the achieving level and 38.3% were in the extending level.
Combining Parts A and B, 2.4% of students were placed in the developing level, 59.5% in the achieving level and 38.1% were in the extending level for Religious Literacy.

NAPLAN

There were 43 Year 3 and 56 Year 5 students who sat for the 2008 NAPLAN test in May of 2008. Year 3 is reported in bands 1-5: Year 5 in Bands 3-8, with Bands 5 and 8 respectively being the highest. The results below indicate pleasing results but an area in need of improvement is spelling for the Grade 5 cohort.
St John Vianney's Primary School
Fairy Meadow
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.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>10%</td>
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<tr>
<td>Spelling</td>
<td>School</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>16%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
</tr>
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</table>

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.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
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<tr>
<td>Reading</td>
<td>School</td>
<td>100%</td>
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<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>97%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
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<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
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<td>School</td>
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<tr>
<td></td>
<td>National</td>
<td>97%</td>
</tr>
</tbody>
</table>
Parent, Student & Staff Satisfaction

Surveys of parents, students and staff indicate the following areas of strengths and areas in need of development.

**Parent survey**

60 families responded.
Parent responses indicate that:
- The school helps students to develop a knowledge and understanding about Catholic faith,
- The school provides various opportunities for parents to become involved,
- The teachers are genuinely interested in the welfare of students,
- The school provides a safe and supportive environment, and
- The school effectively communicates information about activities and events.

Whilst the overwhelming number of parents responded with affirmation, in the following areas the responses indicate improvement can be achieved in the ability of the school to maximise learning outcomes, to respond to individual learning needs and to provide appropriate information about student progress.

**Staff survey**

11 staff responded.
Staff responses indicate a belief that students are challenged to maximise their learning outcomes, that the school strives to meet the individual learning needs of students, that the school provides appropriate information to parents about student progress and that the school provides a safe and supportive environment.

**Student survey**

54 Grade 6 students responded.
Student responses indicate a belief that they understand their rights and responsibilities, that the teachers encourage students to learn to the best of their ability and that they are proud of their school.
Whilst the responses of the students were generally positive the responses indicate a belief that improvement can be achieved.
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 schools have begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:

- Parent, Parishes and broader church – the development of improved collaboration between the school and the Parish.
- Provision for the diverse needs of learners – identifying existing structures and programs that respond to the diverse needs and abilities of students.
- Innovation and development – the capacity of the school to plan with creativity and innovation programs that enhance the student learning of our pupils.
- Professional development of staff.

School Review and Improvement components to be reviewed in 2009:

- Catholic Life and culture – improving the vibrancy of liturgy and the development of the spirituality of staff and students.
- Educational Potential – strategies to improve student achievement and the development of improved framework for learning intervention and in the tracking of student progress.
- Teaching Practices – the full implementation of the Diocesan Learning Teaching Framework from K-2 to the whole school. Peer observation and coding of teaching to improve teaching practice.
- Uses of resources and space – to increase enrolment numbers with the consideration of the creative and better use of facilities.
- Financial management – including budget development process and improved reporting to parents and statutory bodies.
- Curriculum provision – scope and sequences for all KLA’s. The provision of enrichment activities for students and the provision of some choice for students.
- Recruitment, selection and retention of staff.