St Therese
Catholic Primary School
West Wollongong

Annual School Report
2008
About This Report

St Therese Catholic Primary School, West Wollongong 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:

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1 Princes Hwy
West Wollongong NSW 2500
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Fax: (02) 4226 5317
Email: info@sttherese.woll.catholic.edu.au

Parish Priest: Fr David O’Brien

Principal: Chris Miller

Date: 10 December 2008
Vision Statement

To provide knowledge and experience in religious education that will allow students to form beliefs, values, attitudes and behaviour based on sound religious faith and to provide quality education that allows students to achieve sound understandings in all key areas.

Message from Key School Bodies

Principal’s Message

The 2008 school year has been a very busy, yet exciting one. It has been particularly pleasing to see the continuing positive relationships between home, school and Parish, the end result being a more positive environment for our children.

Staff members have ensured that our vision and mission statements are more than just words. Through their daily preparation and their giving of their time outside of normal school hours, they are providing quality education to all students to allow them to achieve to their full potential.

Parent involvement has once again been outstanding. I have spoken often of the school’s need to have parent assistance at various events, for example school sports carnivals. Without such help these activities would either not be able to happen, or would only occur on a limited basis. The same can be said for our other parent volunteers who have assisted in so many ways throughout the year – classroom, canteen, carnivals, discos – to name but a few.

Our Student Council, in particular, has shown wonderful leadership throughout 2008 in a variety of areas, for example welcoming visitors to our school and organising and running functions such as our weekly assemblies and morning prayers. In the main, the leadership shown by Year 6 has been most pleasing.

Above all stands our belief that all we do is based on those values that Jesus Christ espoused and that love really can do all things.

Parent Involvement

2008 has been another successful year for the parent body at St Therese. We commenced the year with our biennial Family Fun Day in March which was a wonderful community-building event for the school and for the Parish. This raised significant funds for the school which have been used to update computers, purchase new DVD equipment and to fund new music and sports equipment. Another significant achievement has been the construction of a new play space for the children – the result of much hard work and funds raised by the parents at the school.

Parents also continue to contribute to the life of the school through volunteering in the canteen, assisting in classrooms and at the many school sporting events. The P&F also conducted ongoing fundraising events such as the Mothers’ and Fathers’ Day stalls and the organising of the annual St Therese Social night – a social event for both the school and Parish which aims to build links between Parishioners and the school community.
In 2009 we will continue our work on improving the play areas. Several parent information sessions on a variety of topics relevant to parenting and to the social and educative life of the children at St Therese are also being planned.

Thank you to all the parents who have supported the P&F in 2008.

Parents and Friends Association, President

Student Leadership

Here at St Therese we understand that school can be a daunting place. That’s why we plan to take small steps along the way, just like our patron Saint, St Therese. The school provides every child with a high quality education in academics, physical education, Spiritual activity in the Catholic faith and a friendly, safe environment.

Our school gives everyone a chance to explore with a variety of subjects such as Maths, English, Science, Arts and Sport so everyone is bound to find something they can enjoy.

St Therese also provides help to children who need more attention giving them the extra push to be the best person they can be.

As a student of St Therese I have grown as a student and a person through the encouragement of the welcoming teachers and staff and the many friends I have made during my time here. The people around me have made me feel comfortable to be at this school. So by this, St Therese School lives up to our motto ‘Love Can Do All Things’.

Year 6 Student

School Profile

As early as 1939 St Therese Primary School had its beginnings when the Good Samaritan Sisters travelled out each day to conduct school in the ‘Little Flower’ Church.

Cardinal Gilroy laid the foundation stone for the school in 1949 and the first part of the school was opened in 1950.

The school is very well established in the Wollongong area with a fine record of academic excellence and wonderful achievements in cultural and sporting endeavours. The staff of St Therese is dedicated and hardworking and strives to discern and fully develop the potential of each of their students.

The school motto ‘Love Can Do All Things’, provides our school with the vision and direction to communicate and to live out the teachings of our Church in an environment that fosters the growth and nurturing of a deep and meaningful faith life.

We have a strong commitment to Literacy and Numeracy learning. We are well equipped in the area of Information Technology, with a school network in place and Internet access available in each of the classrooms. The children also have regular opportunities to celebrate their faith, with school liturgical celebrations and Masses being a very important part of life at St Therese.
Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>210</td>
<td>192</td>
<td>402</td>
</tr>
<tr>
<td>2007</td>
<td>210</td>
<td>175</td>
<td>385</td>
</tr>
<tr>
<td>2008</td>
<td>217</td>
<td>169</td>
<td>386</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>94.3%</td>
<td>94.6%</td>
</tr>
</tbody>
</table>

Staffing Profile

There are a total of 27 teachers at St Therese Catholic Primary School.

School Leadership

The school’s Leadership Team comprises the Principal, Assistant Principal, Religious Education Middle Leader and three Middle Leader positions.

Specialist Teachers

Specialist roles include the Teacher-Librarian, Reading Recovery, Physical Education, Music, and Literacy and Numeracy Support.

Administrative Staff

The School Support Staff consists of a Senior School Support Officer (SSSO) and School Support Officer (SSO) in the school office. There are five SSO’s working in classrooms supporting children with special needs.

Teaching Staff Experience

There are two teachers in the 1st to 5th year of teaching, two teachers in the 6th to 10th year, three teachers in the 11th to 15th year, five teachers in the 16th to 20th year and sixteen teachers with over 20 years’ teaching experience. A number of teachers have also completed post graduate courses. These include: Master of Education (Literacy), Master of Education (Information Technology), Master of Education (Leadership), Master of Education (Administration), Master of Education (Special Education), Graduate Diploma in Religious Education, Graduate Diploma in Special Education, Certificate of Special Education.
Teacher Standards
Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

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

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

Staff Attendance
The average daily staff attendance rate for 2008 was 94.09%.
The staff retention rate is high at St Therese Catholic Primary School with 93% of the teaching staff remaining for the 2009 school year.

Professional Learning
Professional learning opportunities are highly valued and sought by all members of St Therese Catholic Primary School staff. During 2008 school personnel undertook a range of professional learning activities related to improving student outcomes. These included:

- Religious Education: Religious Literacy Marking, Spirituality Day.
- Information Communication Learning Technology (ICLT): Clicker 5; 2 Simple Software Workshop; Apple Technology; ICLT Coordinators’ Network.
- Literacy: Improving Writing and Spelling; Primary Speech and Language; Language Disorders, Using Data to Improve Literacy Outcomes;
- Analysing the National Assessment Plan for Literacy and Numeracy (NAPLAN) using SMART
- Executive Development: Assistant Principal, Religious Education Middle Leader and Middle Leader Networks; Exploring the Diocesan Learning and Teaching Framework.
- Special Education: Special Education Forum;
- Beginning Teachers: Spirituality Day; Network.
• Training for School Support Officers: Working with Students with Special Needs; School Support Officers Classroom training.
• Child Protection: Professional Assault Response Training; Child Protection ‘A’ and ‘B’ Training; Strategies to Reduce Being Bullied and Teased.
• The majority of staff completed Anaphylaxis Training.

School based expenditure on professional learning in 2008 was $4300. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Culture of the Catholic School

St Therese School continues to maintain a strong relationship with the Parish. Fr David’s support and leadership, along with his physical presence at school activities, the Assistant Principal’s role as Secretary of the Parish Pastoral Council and the support of staff with Parish Sacramental Programs are evidence of this connection.

Year 3 prepare for and receive the Sacraments of Penance and First Holy Communion. This year we had thirty six children from our school participate in these Parish based Programs. Year 6 prepare for and receive the Sacrament of Confirmation. Thirty nine children also undertook this Parish based Program.

The Diocesan Religious Education Curriculum is being taught by all classroom teachers from Kindergarten to Year 6.

Our major social justice initiatives in 2008 have revolved around our continuing support of the Missions, Caritas and St Vincent de Paul. Weekly class collections throughout most of the year and Gold Coin (Mufti) days have seen the school raised over $4000 for these worthwhile charities. In Term 4 we continued to support the St Vincent de Paul Society with a Christmas Food Hamper Drive where each class was asked to donate specific items of non-perishable food. This drive was further supplemented by a Gold Coin Mufti day to further assist Vinnies in its charitable works.

During the year classes were rostered to lead the rest of the school in celebrations and liturgies which are based on significant events in the Church’s year and other important events. Hymn singing practice has added to the reverence and quality of these liturgies. Additionally, throughout the year, families from a particular grade have been invited to attend the Sunday evening Mass. This has proved to be a very successful community gathering event.

In each classroom, a special sacred space, usually a prayer table or similar, has been set up for use by the class as a focus when praying.
Student Welfare

St Therese is a school based on the values that Jesus Christ proclaimed in His short time here on earth. It is a place where Belonging, Respect and Justice, Hope, Celebration and quality learning are paramount. These values are captured in the Diocesan and School’s Pastoral Care Policies. So significant is Pastoral Care at St Therese, it has been the first of the thirty components in the School Review and Improvement (SRI) process to which we have committed. Further to this, we continue to re-emphasise the important aspects of previous Learning Community projects such as those involving the various learning styles of the children, resilience and restorative justice and practices. We continue to use where appropriate effective questioning in order to assist the children to make the best choices possible. Through all of this, staff have continued to become more focused on, attuned to and empathetic towards the children in their care.

St Therese School has well established behaviour management procedures including an Anti-Bullying Policy. Bullying does occur at times but when this happens elements of these policies are initiated, children counselled and, if required, parents contacted to assist.

The ‘Buddies’ Program which sees Year 6 working with Kindergarten and Year 5 with Year 1 assists in helping make these younger children settle into school and to feel safe and secure in these early years of their formal schooling.

The use of a variety of awards for class and school such as stickers and merit certificates are positive incentives for the children. When 15 and 20 Principal’s stickers have been received, children receive a Principal’s Silver and Gold medallion respectively.

St Therese Primary School continues to be committed to a safe and supportive environment characterised by fairness, mutual trust, respect and reconciliation. Any parent, student, staff member or community member who has a grievance, complaint or issue has the right to have this addressed. The principal’s ‘open door’ policy assists in this process.

The key elements of the school’s complaints handling procedure and what a community member may do if they have a complaint are detailed in the Diocesan Policy document.

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 the 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

St Therese Parish contributed over $2550 for the repairs to the existing security system and $3950 for the replacement of the toilet doors in both the girls and boys toilets.

The Parents and Friends were also a major support to the school: $17000 for the new ‘Fun Pit’ and surrounds; $8000 for ICLT equipment; $3400 for playground markings; $2100 for PE and Sports equipment; $944 for Musical equipment. In total the P&F donated over $30,000 to the school.

In addition, the school expended $8300 on security maintenance and repairs, $1450 on the testing and updating of fire prevention equipment, $1800 on furniture and equipment, $30100 on ICLT equipment and maintenance (this included a Commonwealth Government grant via the Investing in Our Schools program and a donation from the Parents and Friends Association), $920 on the testing and tagging of electrical equipment and over $14500 on utilities (Water and Electricity). There was $1700 spent on Religious Education resources and over $4400 was expended on English and Mathematics resources. The operational costs for buildings and grounds were $7800.

The balance carried forward will allow for the replacement of carpets in a number of rooms as well as the purchase of resources across a wide range of key learning areas.

The following graphs reflect the aggregated income and expenditure for St Therese Catholic Primary 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.

![Income Chart]

- Fees and Other Private income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income
Learning & Teaching

Introduction
Learning and Teaching at St Therese School continues to be a high priority, with continual evaluation and improvement. The school encourages life-long learning and aims to assist students to make the best of their God-given abilities. The maintenance of an emotionally healthy learning environment based on the principles of resilience has been a priority since the participation in a Learning Communities Project in 2005. We believe that all effective learning requires a strong foundation of self-knowledge, self-esteem and communication skills. As a Catholic school relationships, both personal and work, are very important and are based on the qualities displayed by Jesus. Work habits and team skills are based on respect for ourselves and others. This allows for optimum use of learning time.

Curriculum & Pedagogy
St Therese School plans programs of work for each Grade based on the New South Wales Board of Studies (BOS.) Syllabuses and support documents, and the Diocesan Religious Education Syllabus. Learning activities and strategies aim to achieve knowledge, skills, attitudes and values as described in the Foundation Statements and BOS outcomes. In 2008 the staff also took direction from the Diocesan Learning and Teaching Framework and will continue to use this as a guide to excellence in pedagogy in 2009. Assessment of learning is planned as a part of learning units and takes place throughout each Term to produce a continuum of evidence upon which to base reporting to parents and future planning for each child.

Learning is a life-long activity and effective learning is embedded in real-life situations. Where appropriate, more than one Key Learning Area (KLA) is taught at the same time through integration of content and outcomes. In this way, areas of learning are not isolated and students can more easily apply what has been learnt to their everyday lives. Library lessons
have also been integrated with class programs of work for the past few years and this has proved to be very successful. Equally, the use of technology forms an important supportive role as a useful tool for communication, research and creativity. In 2008 St Therese updated the technology hardware available to all students and a timetable ensures availability to teachers and students alike.

**Cross-Curriculum**

Several key areas of learning are critical to all Key Learning Areas (KLAs). Literacy and Numeracy are seen as vital to success in other KLAs and so are considered a high priority. Within each KLA, Literacy and Numeracy skills are embedded in learning programs and skills are taught in a variety of contexts. Literacy & Numeracy Support teachers also assist in classrooms in many KLAs to enable students to develop skills which they can apply to their lives.

Other cross-curricular content such as indigenous and environmental education are included in KLAs such as Religious Education, Personal Development, as well as Human Society and Its Environment and Science & Technology.

**Meeting the Needs of all Students**

While we stress that our similarities are greater than our differences, in the learning context it is very important to be aware of, and cater for the diverse educational and social needs of learners. The staff of St Therese School has continued to improve the methods used to identify needs and the ways in which those needs are met in the school. Each Term, time is given to meetings of class teachers, Literacy & Numeracy Support teachers, School Support Officers and the Review Committee Manager to consider the current needs of each student and to plan for extra assistance during the Term ahead. Individual Education Plans (IEP) are created collaboratively with parents for students with special needs. This happens through regular Term meetings and at other times when the need arises. School Support Officers and Support teachers work closely with class teachers on a Stage basis, becoming a part of the Stage Learning Team. Reading Recovery is well-planned and the Reading Recovery teachers liaise closely with classroom teachers to achieve the best results for students. Two Literacy Support teachers have a Reading Recovery background and work with the earlier years to consolidate reading and writing strategies. Classroom programs also show evidence of diversification of the learning activities to suit the needs of individual learners. Further professional development in the skills needed to do this will be provided in 2009.

We are aware of the presence of students who are gifted in various areas. Extra-curricular activities are provided as a way of allowing those students to further develop their talents and to work with like minds. In 2008 St Therese School entered the Maths Olympiad for the first time. This was a learning curve for everyone concerned. The students received extra tuition and completed 5 test papers throughout the year. This will continue in 2009.

The continuation of our electives program has allowed students with talents in the areas of dance, drama, art, sewing, photography and Information Technology to further develop their skills and satisfy their interest.

Teachers, in planning their Programs of work, also take into account the need for gifted students to be challenged and their need to learn. Further professional development in this area will be undertaken in the near future.
Expanded Learning Opportunities

St Therese continues to offer the opportunity for students to participate in the University of NSW Competitions. Students are able to challenge themselves and receive feedback on their results.

Sporting opportunities are provided in a variety of ways. All students in Year 4 and Year 6 are organised to take part in one or more Gala Days in a variety of sports. Many students have been nominated this year to trial for the Diocesan, MacKillop teams. We achieved representation in soccer, basketball, athletics and swimming. Our Senior Boys Relay team were particularly successful, winning at the NSW Primary Schools Sports Association Carnival at Homebush. At the recent Diocesan Sports Awards we were delighted to have eight students receiving awards.

Public Speaking continues to have a high profile with all students in Years 5 & 6 taking part in a school competition before two representatives compete in the Regional and Diocesan competitions. In 2008 our Year 6 representative achieved third place in the Diocesan competition.

Professional Learning

Maths

2008 has been the first year of a new Learning Communities Project aimed at improving the learning and teaching in Mathematics. All staff have enthusiastically surveyed, evaluated, shared, demonstrated and tried new ideas during the year. The aim is to create a Maths environment based on real-life, hands-on, effective teaching strategies which will allow for the application of maths concepts in a variety of situations. Staff members have worked closely with Catholic Education Office personnel and have based their work on the Diocesan Learning and Teaching Framework. We look forward to continuing the project in 2009 with further professional development and the involvement of parents in the process.

Special Needs

Teachers have attended the Diocesan Primary Special Education Forum and the Special Education Conference to gain further information to assist students with special needs. Also, teachers have attended courses in Autism Spectrum Disorder and this will continue until all staff are trained.

All School Support Officers have been trained in Clicker 5, a software program to assist students in Early Stage 1 and Stage 1 with learning in all areas.

Further professional development in the area of gifted education will be undertaken to provide more day-to-day opportunities for gifted students to progress as far as they are able.

Conclusion

St Therese School has developed into a vibrant learning community, aware of the needs of students and ready to provide the best education that we can. The school Strategic Plan includes consolidation of effective practices and professional development in areas which we know can be improved. Our intention is continual improvement and learning among all members of the school community.
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 47 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 54 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.

All students were able to identify the Ten Commandments and their guiding principles as well as being able to demonstrate an understanding of the Creation Story from Genesis. Over 90% of the students were able to explain ways that we can reflect God’s goodness to others and key aspects of the story of Zacchaeus, as well as identifying key events in the Scriptures that tell of Mary’s openness to God. There is a need to work with the children with regards their knowledge of Advent being the beginning of the Church’s year and recalling the events of Easter.

For Part A 4% of students were placed in the developing level, 75% in the achieving level and 21% were in the extending level.

For Part B 6% of students were placed in the developing level, 54% in the achieving level and 40% were in the extending level.

Combining Parts A and B, 4% of students were placed in the developing level, 64% in the achieving level and 32% were in the extending level for Religious Literacy.

NAPLAN

It is pleasing to note that in all areas, with the middle and upper bands combined, for both Year 3 and Year 5 St Therese School scored above the National average. In the lowest band for each grade, the students scored well below the National average.

In all areas, with the exception of Year 3 Numeracy, St Therese students were above the National figure with regards student achievement of the National Minimum Standard. Over 93% of St Therese students were at or above the National Minimum Standard in all areas.
St Therese Primary School
West Wollongong
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.

<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 6%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>National 18%</td>
<td>41%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 2%</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>National 10%</td>
<td>45%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 10%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>National 16%</td>
<td>45%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 4%</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>National 18%</td>
<td>40%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 8%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>National 14%</td>
<td>51%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN 2008: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School 100%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>92%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 98%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 97%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 98%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>93%</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 93%</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 96%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National 97%</td>
<td>94%</td>
</tr>
</tbody>
</table>
Parent, Student & Staff Satisfaction

The parents surveyed believe that the school provides various opportunities for them to be involved in the life of the school. They also believed the school helped their children to develop a knowledge and understanding about the Catholic tradition. Most parents also believed the school strived to meet the individual learning needs of their children. Almost all students feel that their teachers encourage them to the best of their ability. Students also believed there were sporting and other activities at school in which they could become involved. Almost all students felt that there are people they could approach for help. Our focus on the School Review and Improvement component of Pastoral Care in 2008 will assist in this regard.

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:
- Pastoral Care
- Teaching Practices (with the focus on Numeracy)

School Review and Improvement components to be reviewed in 2009:
- Parents, Parishes and the Broader Church
- Educational Potential
- Provision for the Diverse Needs of Learners
- Professional Development of Staff
- ICLT Resources
- Reporting to the Community