St Clare’s
Catholic Primary School
Narellan Vale

Annual School Report
2009
About This Report

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

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education and Training.

The Report also outlines information regarding School Review & Improvement 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.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2010.

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

St Clare’s Catholic Primary School
P O Box 116
Narellan NSW 2567
Ph: (02) 4647 2845
Fax: (02) 4647 2847
Email: info@scndow.woll.catholic.edu.au
Website: www.scnvdow.woll.catholic.edu.au

Parish Priest: Fr Michael Williams
Principal: Mr Kevin J Devine
Date: 11 December 2009
Vision Statement

To create and maintain a Catholic Learning Community grounded in the person of Jesus, the tradition of the Catholic Church and the lives of Ss Clare and Francis and resulting in a school where children learn that they are of great value, that they have many gifts and that they can make the world a better place.

Message from Key School Bodies

Principal's Message

This Annual Report provides an opportunity for the community to reflect on and celebrate the significant achievements that have occurred during the past year. I am appreciative of the contribution of many people, who through their combined efforts have ensured that St Clare’s remains a place of quality learning in the Catholic Tradition. I acknowledge the dedication and commitment of the staff and the positive relationship that exists between the school and the Parish Community. I am especially grateful to Fr Michael Williams for his most generous support of the school in providing opportunities for the students to receive the sacraments and celebrate their faith in liturgy. In 2009 the school facilities have been improved as a result of the financial contribution of the Commonwealth Government’s National School Pride initiative.

Parent Involvement

The past year has been very successful for the Parents and Friends Association (P&F). Due to the hard work of previous and current P&F committees we were able to complete many of the objectives listed in our 2009 Strategic Plan. The objectives achieved include the installation of new playground equipment, purchase of new Literacy, Numeracy, musical, library and sporting resources, as well new play equipment for the infant’s school.

Besides financially supporting the school, the P&F Executive and sub-committees have also worked towards continuing to provide a welcoming and friendly environment. Social events such a Mother’s Night Out, Father’s Golf Day, New Parents Welcome Barbeque, Kindergarten First Day Parent Morning Tea, and of course our Annual Fair, were held and created a chance for families to socialise. Support was offered to those families in our community via our Care Committee.

The P&F assisted the school in catering for events such as the Official Opening of the New Kindergarten/Year 1 block, New Families Barbeque, World Teacher’s Day Celebration and the Kindergarten First Day Morning Tea.

Parents and Friends Association, President
**Student Leadership**

In 2009 there were many opportunities for Year 6 to put their leadership into practice. The introduction of our weekly School Parliament has given the Year 6 students opportunities to make their voice heard. It has produced many ideas and given us an understanding of how our country is run and how intense it can be to be put in charge of the country.

The leadership of our school is not just about ourselves, empowering others is important as well, as we are not the only members of our community. Our role as leaders is to **Guide, Support and Serve** and help younger students to handle conflict. This year we have been buddies to the Kindergarten children, leading them in their first year of independent reading.

We have provided opportunities for students across a range of grades to participate in talent quests, oz tag competitions and a bin designing competition. Many younger students have also enjoyed coming to our story time sessions in the library at lunchtimes.

The results of our collaboration with our teacher mentors have emerged, with the introduction of our worm farms and compost bin. Our vegetable garden is now constructed and ready for planting next year. We have even managed to have hot chocolate added to the sale items at the school canteen.

Using our School Parliament to choose worthy causes, we have had many opportunities to run fundraising events such as the jellybean competition and the toy drive, with money raised going to the Missions. Many Year 6 students also assisted with the organizing and running of the Trash and Treasure Stall, which was held at our School Fair.

*Year 6 Student Leaders*

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**School Profile**

**School Context**

St Clare’s is a Catholic Primary School situated on a pleasant green field site on Holdsworth Drive, Narellan Vale, in the Parish of Camden. St Clare’s was established in 1994 to serve the needs of the developing suburbs of Narellan Vale, Mount Annan and Curran’s Hill. From its humble beginnings in 1994 with an enrolment of 45 and a staff of just 4 it is anticipated that at the start of 2010 there will be a staff of 40 and a student enrolment of 610, incorporating three streams throughout the school. The children are accommodated in a range of modern, well-resourced, air-conditioned rooms.

In 2010 the Stage 2 block will undergo refurbishment bringing it into line with the rest of the school in providing flexible learning spaces that allow for a high degree of collaborative learning to take place. In May 2010 a multi-purpose learning area is expected to be completed along with improved parking facilities at the front of the school.
St Clare’s Catholic Primary School is a Catholic Systemic co-educational school located in Narellan Vale. The school caters for students in years K-6 and has a current enrolment of 605.

**Student Enrolments**

<table>
<thead>
<tr>
<th>2009</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>301</td>
<td>304</td>
<td>605</td>
<td>8</td>
<td>152</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exist to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

**Student Attendance**

<table>
<thead>
<tr>
<th>2009</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93.3%</td>
<td>92.1%</td>
<td>90.4%</td>
<td>90.9%</td>
<td>90.1%</td>
<td>91.3%</td>
</tr>
</tbody>
</table>

Parents are required to supply notification as to the reason for their non-attendance on the day that they return to school, the school administration staff issue reminder notices to families who fail to comply.

**Staffing Profile**

There are a total of 30 teachers and 10 support staff at St Clare’s Catholic Primary School. This number includes 25 full-time, 5 part-time teachers.

**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
Teacher Attendance and Retention

The average daily teacher attendance rate for 2009 was 98.61%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2008 to 2009 was 100%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Clare’s Catholic Primary School staff. During 2009 school personnel undertook a range of professional learning activities related to improving student outcomes. These included:

- Numeracy - Leading Numeracy Learning;
- Staff Spirituality - Berekah, Journey and staff retreat;
- Renewal of First Aid Certification;
- Reading Recovery Training;
- Building Capacity and Sustainability in Special Education; and
- Integration of Information Communication Learning Technologies (ICLT) into the curriculum.

School based expenditure on professional learning in 2009 was $474 per staff member. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Catholic Life & Religious Education

The liturgical life of the school was supported once again by Fr Michael, with whole school eucharistic and non-eucharistic liturgies. A highlight proved to be the biennial Grandparents Mass and Open Day, which brought together in celebration well over 1800 people all assembled in the main playground under a cloud filled sky. The event was true recognition of the faith life of the community. Following the celebration the grandparents were engaged in a number of classroom activities.

In reviewing the school vision and mission it was decided that a new award be instituted that would reflect the values of St Clare and St Francis. The award is to be presented to a Year 6 student who reflects the qualities of these saints at the final Mass of each year. Annually teachers have the responsibility for nominating a child in their class for this award to ensure the authenticity of the selection process.

The St Clare’s students were actively involved in supporting a variety of charitable causes in 2009. In term one a special appeal was made for the Victorian bushfire victims. The support for social justice initiatives included a used toy drive where the Year 6 parliament operated a
toy exchange. The proceeds from this went to support Children’s Mission. In all more than $6000 was donated to social justice initiatives in 2009.

In 2009 there was a significant increase in the connection between the school and the parish. A member of staff was employed to raise the profile of sacred music within the school and support the Parish Sacramental Programs. Outside of the sacramental celebrations there were six opportunities for the students to celebrate as a faith community at Sunday Mass. The students from Years 2-6 were highly involved in the celebration of the liturgy through movement and prayer. This arrangement is set to continue in 2010.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the diocese in 2009. The 2009 cohort consisted of 83 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 7 September and 86 completed the Extended Task (Part B). The Extended Task was 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.

Overall the students were able to demonstrate a basic knowledge of:
- Jesus and His teachings; and
- Could identify the importance of the celebration of Eucharist in the Catholic community.

The students were able to:
- Describe and explain an image of God from the scriptures; and
- Respond in wonder and praise for the gift of life.

Areas identified for growth in 2010, were:
- The need to recall and sequence the events of Advent; and Christmas; and
- The recognition of the qualities of the saints who are models of love and service.

For Part A 14% of students were placed in the developing level, 76% in the achieving level and 10% were in the extending level.

For Part B 7% of students were placed in the developing level, 70% in the achieving level and 23% were in the extending level.

Combining Parts A and B, 15% of students were placed in the developing level, 67% in the achieving level and 18% were in the extending level for Religious Literacy.
Financial Summary

The school received $200,000 from the Commonwealth Government National School Pride Program. The amount was made available for small-scale infrastructure and minor refurbishment programs. The funds were used for the refurbishment of the school administration block, with works completed in early August.

Other improvements to facilities included the establishment of a new playground structure near the kindergarten classrooms. The facility enhanced the play areas for the students. The Parents and Friends Association were responsible for providing the funds for and coordinating this project and funding the project that has enhanced the play areas for the students.

During 2009 the P&F donated in excess of $85,000 for the purchase of resources and equipment for the school. Resources were provided for the Library, Maths, English, Music and Physical Education. Funds generated through the highly successful school fair have been approved for the purchase of four new dual touch Smartboards and concreting to the high pedestrian traffic area behind the school library.

The following graphs reflect the aggregated income and expenditure for St Clare’s Catholic Primary School for the year ended 31 December 2009. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction

St Clare’s strives to be a place of belonging where all are treated with dignity and respect. The school strives to be a place of justice, proclaiming the gospel message of hope.

Pastoral Care

Critical to a quality approach to pastoral care is the development of a positive learning culture, for a quality education is an essential ingredient to maximising opportunities for success in life. Therefore, the cornerstone of the approach St Clare’s school has, is its commitment to quality learning. Significant in this is staff deployment, where resources are used strategically to bring about improvements in learning. In 2009 significant resources were devoted to early intervention, most notably in early reading.

In supporting students with their social development, the school continues to enjoy the services of a Catholic Care counsellor, who attends two days per week and assists students and families, who are experiencing family stress across a range of different areas. The counsellor has been able to provide both individual and group sessions to assist families and students in overcoming difficulties. At a Term 2 P&F meeting, the school counsellor ran a workshop for parents on positive parenting.

The establishment of a small group lunch time social skills program for students in K-2 assisted students who were experiencing difficulty in building positive relationships in the less structured playground environment.

The importance of valuing diversity within the school community was again evidenced through the school’s commitment to welcoming the indigenous elders of the Minto Reconciliation Group. At the Monday morning assembly a new feature of the ceremony was an acknowledgement of country.

The school once again linked with Mater Dei special school to enable eight of their students to continue their integration program at St Clare’s.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents *Maintaining Right Relationships* and *Safe Work Environment* are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to these Diocesan documents in 2009.
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.

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**Learning and Teaching**

**Introduction**

At St Clare’s Catholic Primary School all Board of Studies requirements continue to be met as the school continually seeks new ways to improve the quality learning and teaching provided to students. This year the school continued to implement the School Review and Improvement (SRI) tool “How Effective is Our Catholic School?” This year has seen the development of action plans in a number of significant areas that were identified for review and improvement. The core focus of SRI is to improve the learning outcomes and the quality of the teaching provided at St Clare’s. The components reviewed in 2009 include Vision and Mission, Curriculum Provision in the area of Mathematics and Environmental Stewardship.

**Curriculum & Pedagogy**

In 2009 the curriculum area of Mathematics was reviewed. To improve the home-school partnership, a feature of this review was to implement on-line learning through the school web page. This enabled parents to assist their children with mathematical concepts that had been covered during the school day. Podcasts demonstrated to parents the current approach to teaching particular mathematical concepts. The philosophy behind the introduction of online learning was to continue to support parents as educators of their children. In 2009 the staff participated in a development day that was facilitated by their peers, which dealt with the introduction of the mathematics session using number sense and problem solving skills. Numeracy has been identified as a focus area for 2010, to build on achievements made in 2009.

Staff continued to implement and reflect on the Diocesan Learning and Teaching Framework (DLTF) that was launched in 2008. To build on the coding of assessments, staff were encouraged to become familiar with the components for the coding of teaching practice.

A new school report was produced in 2009 to provide parents with greater insight into how their children are progressing, particularly in the areas of English and Mathematics. The report, for students in Years 1-6 provided parents with information about specific indicators in the areas of English and Mathematics. The introduction of the new format aimed to provide parents with a greater level of information as to how their children can be supported in their learning. Parents were invited to attend student led conferences in Term 2, with written reports sent home to families in Terms 2 and 4.
Cross Curriculum

This year the school once again celebrated and encouraged a love of literature through Simultaneous Story time. The students participated in the Premier’s Reading Challenge to promote a love of literature. In 2009, 348 students participated with eighteen students receiving gold awards for four year’s participation in this reading initiative.

Students from St Clare’s were involved in many community events during 2009 including the Australia Day Parade in Camden, ANZAC Day Dawn Service, selling Mater Dei Peace Eggs, visiting the school music bus for private tuition and representing St Clare’s at a Vietnam Veterans Day Memorial.

Meeting the needs of all students

Teachers at St Clare’s were committed to supporting a diversity of learning needs among students. Teachers implemented a variety of strategies to provide a nurturing and stimulating learning environment that takes into consideration the needs of learners. This year teachers who had students with special educational needs devised an individual education program (IEP) to support the particular learning needs of the student including academic, social and emotional needs. Transition meetings were held each term to discuss with parents student progress towards desired goals and maintain effective communication between home and school.

The School Review Committee met regularly to communicate with, and support teachers of students who were experiencing difficulties accessing the curriculum. These meetings helped to support teachers in catering for students by considering alternative strategies to support those learners in the classroom.

The Reading Recovery program continued to provide support for students in Year 1 with an intensive one to one reading program. In 2009 a further two staff members were trained in delivering the program. In 2009 19% of the students in Year 1 were able to be accommodated in the program and were successfully discontinued.

Expanding Learning Opportunities

During 2009 grades were involved in incursions and excursions to help support and further develop the learning that happens in the classroom. These included a Year 1 visit to the zoo, Year 2 visit to Wildlife World and the Aquarium, Year 3 had an experience of life on a tall ship, Year 4 visit to IMAX to view a 3D movie on Space and Satellites, Year 5 overnight camp to Teen Ranch in Cobbitty and Year 6 attending a camp in Canberra. These excursions provide students with hands on experiences and opportunities to build on knowledge from the classroom.

In the area of Physical Education students participated in a number of sporting carnivals and gala days as well as participating in the school based swimming and athletics carnival and cross-country. In 2009 students (from K-6) once again participated in a school based intensive
swimming program held at Mount Annan Leisure Centre. Students also had the opportunity to participate in clinics at the school in the sport of cricket, rugby league and rugby union.

Some of the students visited the Music Bus for private tuition in 2009. This was in the areas of keyboard, guitar and drums. Students in Years 4-6 also had the opportunity to perform in J Rock at Wollongong Entertainment Centre in 2009. This was a wonderful opportunity for students, parents and staff to work together to perform in front of a large audience in a non-competitive environment.

In 2009 students from Magdalene Catholic High School came to support Years 3 and 4 children at St Clare’s identify ways that they can care for the environment. Worm farms were established and students from both schools were involved in tree planting to help beautify the school environment. Students from Mater Dei have attended St Clare’s for inclusion once again in 2009. The inclusion program provides benefits to both schools as the St Clare’s students benefit by learning about acceptance and respect.

Students from Year 6 had the opportunity to visit Magdalene Catholic High School as part of a transition program. The students were able to orientate themselves to a high school setting and learn about some of the procedures particular to high school that may be of benefit in their next year of schooling.

Students from Stage 3 were given the opportunity to enter University of New South Wales competitions in the areas of Mathematics, Science, English and Writing. St Clare’s was also represented in the Diocesan Public Speaking Competition with a Year 5 and Year 6 representative. In 2009 St Clare’s hosted the finals in the school library.

Professional Learning

During 2009, staff at St Clare’s have remained open to an ongoing commitment to professional learning to better meet the learning needs of students. Professional learning days involved all staff members. One of the days was devoted to staff spiritual formation and explored the particular charism of Mary Mackillop. The staff renewed their qualifications in First Aid and CPR. Another of the staff development days examined the key components of a Mathematics Numeracy session and how these would differ from K-6.

Other professional learning experiences included opportunities for inter school peer observation in the area of Literacy, analysis of NAPLAN data and attendance at spirituality courses including Journey and Berekah. Two staff graduated from Reading Recovery training. Three staff participated in the course Leading Numeracy Learning that provided the foundation for the staff development day in Numeracy. The staff was involved in identifying indicators in the curriculum areas of Mathematics and English to assist with the new Year 1-6 school report.
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 Program 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.

NAPLAN

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. 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.

The school participated in the National Assessment Program for Literacy and Numeracy (NAPLAN) in 2009, for the purpose of diagnosing individual progress in Numeracy and Literacy to parents and teachers as well as providing vital information to the school regarding the teaching and learning program offered at St Clare’s. Information from the National Assessment was forwarded to individual parents and the school towards the end of Term 3 this year.

Student Achievement in Bands

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 2009: % 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>3%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>9%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>16%</td>
</tr>
</tbody>
</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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2009: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

Of the parent surveys that were returned to school, 100% felt that the school helped their child develop a knowledge and understanding about Catholic Tradition and 99% of respondents felt that the school provide a safe and supported environment. In another aspect of the survey over 94% of families responding agreed that teachers were genuinely interested in the welfare of their child and that the school provided a safe and supportive environment. The survey indicated that 13% of parents would like further information about their child’s progress, a decrease of over 11% from the previous year’s survey. Also, 89% agree that the school offers a range of co-curricular activities for their children, also a significant change from 2008.

The staff survey again indicated a positive view of learning and safety in this school setting.

Of the students surveyed 96% believed that their teachers encourage them to work to the best of their ability, 96% of those surveyed indicated that they understood their rights and responsibilities. However, only 88% of students indicated that they felt safe at school, and had people they could approach for help if they had a problem. However, 96% of students were proud of their school.
School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2009:

- Key Area 1: Catholic Life and Religious Education
  - 1.1 Vision and Mission
- Key Area 3: Pedagogy
  - 3.1 Curriculum Provision
- Key Area 5: Resources, Finance and Facilities
  - 5.3 Environmental Stewardship
- Key Area 6: Parents, Partnership, Consultation and Communication
  - 6.1 Parent Involvement

School Review and Improvement components to be reviewed and rated in 2010:

- Key Area 1: Catholic Life and Religious Education
  - 1.3 Catholic Life and Culture
- Key Area 2: Students and their Learning
  - 2.4 Integration of Information and Communication Technology
- Key Area 3: Pedagogy
  - 3.2 Provision for the diverse needs of Learners
  - 3.3 Teaching Practices
- Key Area 5: Resources, Finance and Facilities
  - 5.2 ICT Resources
- Key Area 7: Strategic Leadership and Management
  - 7.1 Planning for Improvement