About This Report

St John Vianney’s Catholic Primary School, Fairy Meadow 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.

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 2011.

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

St. John Vianney’s Catholic Primary School
PO Box 48
Fairy Meadow NSW 2519
Ph: (02) 4226 6577
Fax: (02) 4226 5311
Email: info@sjvdow.catholic.edu.au
Website: www.sjvdow.catholic.edu.au

Parish Administrator: Fr Ron Peters
Resident Priest: Fr Richard Healey
Principal: Mr John Walsh
Date: 20 November 2010
Vision Statement

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

Principal’s Message

At St John Vianney’s Catholic Primary School (SJV) 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 recognised 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 to the Parish is central to life in a Catholic school. Each of us is called to be a living witness to the person of Jesus Christ no matter our position in life.

Highlights this year include a high level of achievement in the NAPLAN results, the expansion of the Literacy Engagement and Assessment Program into Stage 1, the further involvement of the Learning Support Team 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 and Mediation Room. New initiatives include the introduction of Interactive Whiteboards, a school choir, Indonesian lessons and staff development began so that we can implement School Wide Positive Behaviours for Learning (SPB4L) in 2011.

Parent Involvement

What a great 2010 we have had at St John Vianney’s. There were many activities for all to be involved in the school community. One of our major activities this year was the Bombala sport weekend, which celebrated its 50th year of competition in rugby league and netball. All had a fantastic weekend.

Our major fundraiser for the year was the Chocolate drive, were we raised enough funds to purchase a new interactive whiteboard for the classrooms.

Other activities this year included the “Wrap with love” knit in, Parents and Grandparents came in one lunchtime a week through Terms 2 and 3 to teach the children to knit and to put together nine wonderful blankets to go to the “Wrap with Love” Charity. We also saw the formation of a school Choir, and verse speaking in Kindergarten with thanks going to two of our new Kindergarten mothers. Many children have embarked on their musical career with the Music Bus coming to school two afternoons a week.
The School Disco was also a huge success and was enjoyed immensely by all. Activities for the year included:

- Bombala 50th anniversary community sport visit;
- Mothers’ Day & Fathers’ Day stalls;
- Mum’s dinner night out for all Grades;
- Family Portrait fundraiser;
- Chocolate drive;
- Welcome of new families at the Kindergarten BBQ;
- “Wrap with Love” Knit In;
- Verse Speaking;
- Choir;
- Working with the Parish in preparing the children to receive the Sacraments of Penance, First Holy Communion and Confirmation;
- Canteen; and
- School disco.

Many thanks to all the parents and grandparents who were involved and helped out with our many social and fundraising activities.

Parents and Friends Association, President

Student Leadership

Year 6 2010. What can we say?

Busy, fast, accurate, full steam ahead, mates, friends for life, memories, experiences, fun times, research, tasks to complete, laughter squabbling, changes, growing and…

“We’re ready for High school”

It all started way back in January of 2010. Many expectations, lots of focus, attentive listening and “Is the Internet working?”

We’ve all achieved much. We’ve learnt to summarise, evaluate, generalise, infer, form an opinion, present and argument, draw a conclusion, analyse, report and explain.

All of this and much more.

Most of all we’ve learnt to be calm, to accept change, to do our best or remain positive, to reflect, to value each other and ourselves and to stand up for what is right.

School Captains
School Profile

School Context

St John Vianney’s Catholic Primary School is a Catholic Systemic co-educational school located in Fairy Meadow. The school caters for students in Years K-6 and has a current enrolment of 343. Approximately 97% of enrolled students have been Baptised in the Catholic faith and the bulk of the remaining students are of one of the Orthodox faiths. 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>2010</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>144</td>
<td>199</td>
<td>343</td>
<td>3</td>
<td>144</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists 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 both the school website www.sjvdow.catholic.edu.au the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2010.

Student Attendance

<table>
<thead>
<tr>
<th>2010</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>92.3%</td>
<td>92.3%</td>
<td>93.4%</td>
<td>93.1%</td>
<td>92.9%</td>
<td>92.5%</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

Parents provide explanations in written form of non-attendance and in the event of non-explanation the school sends home a reminder explaining that the child was marked absent on a particular day and asks for an explanation.

Staffing Profile

There are a total of 23 teachers and 7 support staff at St John Vianney’s Catholic Primary School. This number includes 13 full-time and 10 part-time teachers.
Teacher Standards

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

<table>
<thead>
<tr>
<th>Qualification Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2010 was 97.33%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2009 to 2010 was 100%.

Professional Learning

During 2010 St. John Vianney’s staff undertook a variety of professional learning activities related to improving student learning particularly through School Review and Improvement priorities. These included:

St. John Vianney’s staff development days:
- Focus on Literacy: Monday 19 April - 21 staff participating.
- Staff spirituality: The Life of Thomas Merton with Fr. Greg Burke on Friday 24 September - 19 staff participating.

Other professional development activities at school including Catholic Education Office (CEO) staff run at school included:
- two sessions of Smart Board use for all staff;
- Literacy Leap Program for Kinder and Grade 1 teachers;
- all staff attended a one day Literacy in-service at Holy Spirit College;
- four teachers attended the 4 day David Langford Quality Learning in-service last Easter;
- all teachers attended Diocesan Learning and Teaching Framework in-service;
- one teacher attended a Literacy course over a number of days focusing on Reading;
- one teacher attended a Special Education Conference;
- two members of the leadership team attended the Leadership Course in February at Wollongong University;
all staff attended First Aid and Anaphylactic professional development;
all staff attended a spirituality day at Gerringong; and
one member of the leadership team attended a day of professional development relating to compliance with the Board of Studies requirements.

School based expenditure on professional learning in 2010 was $6,301. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office. The average cost of professional development per teacher was $274.

Catholic Life & Religious Education

St John Vianney’s follows the Diocesan Religious Education Curriculum. During 2010, the school community has been involved in many activities to nurture the students’ faith development and spirituality. These include:

Liturgical Celebrations
A big highlight for staff and students was being able to attend the Diocesan celebration Mass for St Mary Mackillop of the Cross. The school hosted Conversation with Bishop Peter Ingham for Year 6 students involving seven surrounding schools. Grade Masses were celebrated each Term with many parents also participating. Whole school Masses were celebrated to mark significant feast days or events such as Poor Man’s Mass. Students from Years 2, 3 and 6 received the Sacraments of Penance, Eucharist and Confirmation.

Social Justice
The students worked throughout the year with mums and grandmothers to knit blankets to send overseas and they were able to complete eleven blankets. Village Space presented a show to Years 4, 5 and 6 that helped to develop a deeper understanding of social justice issues at a more global level. The students supported St Vincent de Paul Society in donating funds and goods to their Christmas Appeal. Project Compassion and the Caritas Mission raised over $800. The school also supported Cancer Council and Genes for Jeans Day. An excellent relationship is evident between the Parish Priest the staff and students. This year Fr Davidanthony Davis moved to Milton and we welcomed Fr Richard Healey who replaced him. The school supported the Parish, whenever possible throughout the year.

Religious Literacy Assessment
The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the Diocese in 2005. In 2010 the school cohort consisted of 41 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A), and 45 completed the Extended Task (Part B).

Students showed a high level of performance in their knowledge of key symbols and rituals of the Catholic Tradition and being able to describe and explain an image of God from the scriptures of the Liturgy of the Word.
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:

- identify Jesus’ example of service to others;
- identify and match images of God used in parables;
- recognise qualities of saints who are models of love and service; and
- recall the process of canonisation in the Catholic Church.

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.

In Part A 26.80% were developing 68.30% were achieving and 4.90 were extending.

In Part B 15.20 were developing 63.00 were achieving and 21.70 were extending.

Combining Parts A and B 22.00% were developing 65.90% were achieving and 12.20 % were extending. Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

Financial Summary

School and P&F expenditure during 2010 permitted the purchase of Laptops ($20,000), Guided Reading resources ($7,500) and Enlighten Education costs ($1,000).

The following graphs reflect the aggregated income and expenditure for St. John Vianney’s Catholic Primary School for the year ended 31 December 2010. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction

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 faith, knowledge, confidence and enthusiasm. The development of each child is best realised when home and school work together to help each child grow into a well adjusted person.

Pastoral Care

In 2010 a member of the school leadership team worked in our mediation room to assist in finding resolutions for any conflict issues between students that occur in the playground during lunch times.

The Rock and Water Program recommenced in Term 3 with 14 Stage 3 boys participating and learning strategies related to self-control, awareness of self and others and assertive behaviour.

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.

We continued to use the Stage 3 Discipline Policy in order to prevent and deal with any issues of bullying, violence or inappropriate behaviour.

St John Vianney’s provide the services of CatholicCare counsellor one day per week to support children and families with specific needs. The school counsellor was also involved in a program with Year 2 called “Working It Out”. This will be repeated with Year 2 next year in Term 1. In 2011 St John Vianney’s will combine with staff from St Therese Catholic Primary School participating in the CatholicCare Program entitled “Small Steps”.

In Term 1, Stage 3 girls participated in the Enlightened Education Program. This Program empowers girls to grow into bright young adults with an awareness of the pressures that come from the media. This was supported by the P&F and we have been successful in obtaining a grant for 2012.

St Vincent De Paul were made aware of needs within our school community and have since visited a small number of families and assisted with food and care.

Our Year 5 students continued the support of their Kindergarten buddies, providing them with opportunities to develop nurturing and sustainable relationships.

Our Year 4 supported the Transition to School Program with their pre-school buddies who will be part of the school community in 2011.

Our staff participated in a workshop regarding the implementation of the Diocesan SPB4L Initiative that will begin in 2011.

These Programs along with other initiatives support the overarching vision of the National Safe Schools Framework.
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 our school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2010.

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.

**Learning and Teaching**

**Introduction**

A major focus in 2010 was the continuation of the Diocesan Learning and Teaching Framework (DLTF) from K to 6. The continuation was made possible due to the allocation of school and CEO funds from the Learning Community Project. These funds enabled teachers to be released from class each Term to undertake a variety of professional development activities. These activities included the coding of lessons and of assessment tasks in a number of Key Learning Areas but in particular Literacy, Numeracy and Religious Education. This program will be sustained in 2011 in a number of ways. It is expected that the framework will be used as a planning tool and again as a framework to improve assessment of learning.

**Curriculum & Pedagogy**

In 2010 staff members were given regular updates regarding the introduction of the National Curriculum which will begin to be implemented as the Good Samaritan Catholic Primary School opens in 2012.

Teachers have had opportunities to closely critique and then improve the quality of their assessment tasks under the Diocesan Learning Teaching Framework. Catholic Education Office personnel led the staff in this aspect of professional development in Term 1 of this year. Teachers were released from class in Term 2 and 4 to critique and improve the quality of assessment tasks in a number of Key Learning Areas. Teachers in Grades 2 to 6 generally set individual goals each Term for each of the students in their class and then made those goals a focus in the comments of the half-yearly report cards. Teachers then aligned the merit awards to the achievement of those learning goals.

$20,000 was spent on the purchase of laptops and 3 Interactive Whiteboards were purchased this year and installed in three classrooms to make the integration of Information Technology easier to implement.

Integrated learning was 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 Grade 4 Religious Literacy Assessment on the Creation unit in Term 3 closely links the students’ knowledge of the creation stories with stewardship, literacy, creative and practical arts and computers.

**Cross Curriculum**

A major focus this year was the implementation of the Learning Engagement Assessment Process in Kindergarten. Both Kindergarten teachers received professional development under the supervision of Catholic Education Office staff. The teachers were nominated for Excellence in Teaching Awards and a number of teachers visited our school this year to observe the implementation of this Program. It is expected that it will be introduced into Year 1 next year.

The teaching of numeracy has been strengthened this year by the purchase of extra GoMaths journals for the students and the provision of one GoCheck assessment book for each child from Grade 2 to Grade 6. Every Grade 5 and 6 student has a Hotmaths account allowing them to work on maths from home and school.

In Term 3 of this year teachers from Years 3 and 5 looked at the teaching of the writing of persuasive texts and the provision of clear marking guidelines to assist in the teaching and assessment of persuasive texts. The marking guidelines are intended to give students a clear understanding of the text features of persuasive texts as well providing explicit feedback on how to improve their writing.

St. John Vianney’s has been involved in a second Learning Community Project. This project involves Holy Spirit College and feeder primary schools. A focus this year was the teaching of reading comprehension. On April 19 staff from a number of schools gathered at Holy Spirit College to look at teaching the skills involved in comprehension of reading. Staff then undertook various tasks back in their feeder schools and reported back at Cluster meetings.

Students this year have been able to attend Indonesian lessons. This initiative allows the students the chance to learn basic words and sentences in Indonesian as well as learning more about Indonesian culture.

**Meeting the needs of all students**

Students have been given the opportunity to participate in SJV idol as well as “A Showcase of the Eisteddfod”. A parent has generously supported the school with the creation of the SJV Choir. They meet on Mondays at lunchtime.

Each Monday a Learning Support Committee met with the teachers of each Year at lunch time to consider the best possible implementation of support for the students with special learning needs. Some of these children have identified learning problems and some funding is used to support their learning.

Four staff members attended the David Langford seminar during the Easter holidays this year and self-directed learning supported by explicit teaching, the provision of capacity matrices has been a feature of the Year 4 classrooms. Several additional teachers will attend the same professional development in 2011.
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, 183 students took part and were awarded with 4 High Distinctions, 18 Distinctions and 47 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 first out of 18 schools at the Swimming, 8th out of 29 schools at Cross Country and 5th out of 19 schools at Athletics. A large number of students attended Diocesan Trials with 32 students gaining selection in their respective teams and 9 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, 5 children were awarded the Primary Sports Medallion, 1 student received the Red Medal and 1 team was recognised as being a NSW Catholic Schools Champion team in their event.

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

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.

There were 51 Year 3 and 43 Year 5 students who sat for the 2010 NAPLAN test in May of 2010. The results indicate substantial growth in Year 5 Numeracy and Writing compared to the cohort’s results two years ago when those students were in Year 3 and strong performances across all areas this year in Year 3.

Student Achievement in Bands

The NAPLAN assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides 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 % in Bands</th>
<th>2010:</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>
<td>Bands 5 and 6</td>
</tr>
<tr>
<td>Reading</td>
<td>School</td>
<td>6%</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
<td>40%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>4%</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>7%</td>
<td>43%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>6%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>17%</td>
<td>42%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>8%</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
<td>36%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>6%</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
<td>51%</td>
</tr>
</tbody>
</table>

**Student Achievement of National Minimum Standard**

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from 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 % AT or ABOVE NMS</th>
<th>2010:</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

Parents
Fifty five parents responded to a survey to assist in the writing of this Report and to inform the leadership team for 2011. Parents were given the opportunity to agree or disagree with 16 statements as well as being able to comment on areas of satisfaction and areas thought to be in need of improvement. The number of parents who either strongly agreed or agreed with each item was over 90% within the school. The one exception was the statement that addressed the range of co-curricula activities where 84% strongly agreed or agreed with the range that the school offers.
A significant number of parents commented on the dedication and professionalism of teaching staff. Several parents asked that we provide more opportunities and recognition for achievement of students in non-sport related areas of school. Several parents also expressed concern about the limited parking and drop off facilities at school.

Students
Responses from 117 students from Grades 4 to 6 were received to the student survey that contained 8 items. All items scored over 90% in agreement with the statements except for the items concerning the feedback received from teachers and the issue of students having someone they can talk to at school if they are worried about something. Both these items scored 89%.

Staff
Twelve staff responded to the staff survey. Over 90% of staff responded in agreement with the 6 statements.

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 2010:

- **Key Area 2: Students and their Learning**
  - 2.2 Rights and Responsibilities
    Ensuring that students enjoy a safe and relaxed working environment so that learning opportunities are maximised.
- 2.4 Integration of ICLT
   Ensuring that the use of ICLT enhances student learning.

- **Key Area 3: Pedagogy**
  - 3.5 Assessment
    Using the Diocesan Learning and Teaching Framework to ensure that assessment tasks reflect intellectual quality within a quality learning environment and are significant and valued by the students.
  - 3.3 Teaching Practices
    Ensuring that classroom instruction not only meets the needs of students but that it is based on a good understanding of the learning process and which meets the needs of students.

- **Key Area 5: Resources, Finance and Facilities**
  - 5.1 ICLT Resources
    Ensuring that staff and students have access to fully integrated ICLT systems and resources to assist student learning.

- **Key Area 7: Strategic Leadership and Management**
  - 7.2 Planning for Improvement
    To lead the school in a strategic manner and in preparation for the amalgamation with St Francis Xavier’s School, Wollongong.

**School Review and Improvement components to be reviewed and rated in 2011:**

- **Key Area 2: Students and their Learning**
  - 2.5 Pastoral Care

- **Key Area 4: Human Resources Leadership and Management**
  - 4.1 Recruitment, selection and retention of staff
  - 4.3 An ethical workplace culture

- **Key Area 5: Resources, Finance and Facilities**
  - 5.2 Use of resources and space