About This Report

St Francis of Assisi Catholic Primary School, Warrawong 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 Francis of Assisi Catholic Primary School
95 Flagstaff Road
Warrawong NSW 2502
Ph: (02) 4274 3386
Fax: (02) 4276 2937
Email: info@sfawdow.catholic.edu.au
Website: www.sfawdow.catholic.edu.au

Parish Priest: Fr Emmanuel Gatt (ofm.Conv.)

Principal: Mr Gavan Hoctor (Acting)
Date: 20 December 2010
Vision Statement

St. Francis of Assisi School Community lives by the school motto: ‘My God and My All’

Principal’s Message

Our school community has been led by the Franciscan Friars, Brothers and Franciscan Sisters of the Heart of Jesus who continue to value the school as a key ministry of the Catholic Church in our Parish and who strive to sustain the charism of St. Francis of Assisi.

This year there were ten class groupings from K-6 with an enrolment of 238. The teachers and students benefited from our involvement in the National Partnerships “Focus on Reading’ Program. As such there has been a reform in the teaching, learning and assessment of reading across the entire school community. Our involvement in the National Partnerships Program continues for the next four years.

In the September school holidays work commenced on the demolition of the existing hall to make way for the building of our new hall realised by virtue of the Building the Education Revolution Federal Government funding. It is anticipated the new hall will be completed in mid 2011.

In April this year the school bid farewell to the Principal of the last 8 years and welcomes a new Principal who takes up his appointment from the commencement of the 2011 school year.

Parent Involvement

In acknowledging the wonderful support of parents, I particularly thank the P&F Executive and Committee for their teamwork and success throughout the year. Valuable funds were raised and focused again on the social aspect of our gatherings. The enthusiasm and togetherness of parents was proudly apparent and appreciated. The support of the school’s leadership was a valued part of all we do. We are so proud of our new school. It is a colourful, exciting place to be, with the best and most modern facilities.

Parents and Friends Association, President

Student Leadership

2010 has been a very busy year that has provided the students at St. Francis of Assisi with many opportunities. The children in Years 2, 3 and 6 have received the Sacraments of Penance, First Holy Communion and Confirmation. We were also fortunate to host the Year 6 Prayer and Conversation with Bishop Peter Ingham with students from St. John’s, St. Pius X, St. Therese and St. Patrick’s. We had a great excursion to Old Mogo Town and we went to the Young Leaders’ Day in Sydney. We also participated in lots of Diocesan Sports Gala Days. This year, for the first time, we formed and Student Representative Council with students from Years 5 and 6. The teachers helped us a lot and we have learnt lots from them especially with the Focus on Reading. We will miss primary school but we are looking forward to high school.

School Captains
School Profile

The school opened in 1960. The foundation Franciscan Orders of Sisters and Friars continue to serve a largely multicultural community.

This year we were to celebrate our 50th anniversary however celebrations have been moved to 2011 to coincide with the blessing and opening of our new school hall. Our relocation for the entire last Term due to the demolition of our existing Parish hall meant that the 50th anniversary will be formally acknowledged in 2011.

There is a large diversity within the school requiring individual learning programs and pastoral care plans. These are supported by our School-wide Positive Behaviours for Learning pilot project, focusing on links between behaviour, relationships and improved learning outcomes. Support staff are involved in students’ learning with an emphasis on K-2 as an early intervention strategy. Further, we are at present a National Partnership School. National Partnerships is a joint initiative between the Australian and NSW Governments. Participation provides funding to support teachers and school leadership in creating new opportunities to embed improvement practices that will accelerate student learning. Our school’s focus is Literacy and specifically targets Reading. The Partnership focuses on 3 areas: high quality teaching, strong leadership and the effective use of student performance data. To achieve improvement, individual students who are experiencing difficulty in Reading will have access to specific intervention programs. Teachers access professional learning (‘Focus on Reading’ Program), to facilitate whole class improvement, learning new quality teaching practices and attitudes that offer ongoing and sustainable benefits. In addition, leadership capacities will be developed to drive and support change and be similarly reflective in exploring and achieving elements of best practice. 2010 is the first year of five year National Partnership journey.

St Francis of Assisi Catholic Primary School is a Catholic Systemic co-educational school located in Warrawong. The school caters for students in years K-6 and has a current enrolment of 233.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>122</td>
<td>111</td>
<td>233</td>
<td>1</td>
<td>142</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.sfawdow.catholic.edu.au and 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></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>2010</td>
<td>83.6%</td>
<td>86.2%</td>
<td>89.5%</td>
<td>88.8%</td>
<td>91.0%</td>
<td>84.5%</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

Non-attendances are managed, in the first instance, by the class teacher. Notes from parents are required explaining daily and partial absences. Depending on circumstances, the teacher liaises with parents and students in terms of adverse effects of repeated absences, typically learning and social implications. Trends of absenteeism or that of a prolific nature is additionally addressed by the Principal. The office keeps a daily record as part of a Diocesan system of online daily and partial absence data entry.

Staffing Profile

There are a total of 18 teachers and 9 support staff at St Francis of Assisi Catholic Primary School. This number includes 9 full-time, 9 part-time teachers.

Teacher Standards

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></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 97.25%. 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

Professional learning opportunities are highly valued and sought by all members of St Francis
of Assisi Catholic Primary School staff. During 2010 school personnel undertook significant professional learning as a National Partnership School entitled ‘Focus on Reading’. This included whole staff development days for Modules 2 and 3, whole school planning days and in-between session tasks. This culminated in Module 4 which was a presentation of the learning Journey to the Director of Schools and CEO personnel. The Leadership Team was also involved in the Leaders Transforming Learning and Learners (LTLL) Initiative.

Additionally as a Schoolwide Positive Behaviours for Learning (SPB4L) Pilot School professional learning was conducted in Active Supervision, Rewards and Consequences and Managing Students with Challenging Behaviours.

School based expenditure on professional learning in 2010 was $2,310 is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office. The average cost of professional development was $128.

**Catholic Life & Religious Education**

St Francis of Assisi Parish Primary School is committed to its role as a Catholic educational community and aims to live by the school motto, *My God and My All*. This statement is inspired by the presence of the Franciscan Friars and the Franciscan Sisters of the Heart of Jesus who minister in our Parish and School. It is also recognised in our formal and informal curriculum, in the school buildings and surrounds and most importantly in our lived relationships.

All children participated in informal and formal prayer situations within the school. The children begin the day with school prayer at assembly which can include a prayer relevant to Feast Days or other important events in the Church year. The school fosters collaboration with the Friars and the Parish to celebrate its Catholic identity through Prayer and Liturgy. Stage Masses are held each Term and individual classes join the Parish to celebrate Mass with the Parish community once a Term. Each Stage is assigned to prepare at least one whole school Mass throughout the year, in order to acknowledge and celebrate important Feast Days. The school organised liturgies to commemorate significant Church events and days of national significance including: Ash Wednesday, Easter, Anzac Day, Remembrance Day and our school Feast – St Francis of Assisi. The Friars have fostered communication with the students with regular class visits and opportunities for Reconciliation throughout the year. Year Six and other children from the Parish participated in a Reflection day in preparation for the Sacrament of Confirmation. The school continued to support the Parish based Sacramental Programs for the preparation of the children to receive the Sacraments of Penance, Eucharist and Confirmation. The staff continued their faith formation through weekly staff prayer and a Spirituality Day conducted during the year which focused on “The Eucharist.”

Religious Education lessons follow the curriculum set down by our Diocese and have been taught daily across all classes. This has continued to involve learning and teaching activities
based on scripture, history and the traditions of our Catholic faith.

At St Francis of Assisi School, we have supported several social justice initiatives throughout the year. All classrooms had a mission box and children gave generously to organisations including Caritas ($200) and Catholic Mission ($140). During Catholic Mission Week, the primary students collaborated with St John’s Dapto in their fundraising efforts. Children and staff dressed in period costume as we also celebrated the Canonisation of St Mary of the Cross MacKillop during this time. A concentrated focus on Daffodil Day helped raise $1 200 for the Cancer Council. The children raised money for the Pakistan Flood Relief ($300) and both staff and children donated to the Franciscan Orphanage in Vietnam. The school community joined with the Parish community in an annual food drive at the request of the St Vincent De Paul Society.

This year our school hosted one of the many Prayer and Conversations with the Bishop that are held in regions throughout the Wollongong Diocese. Four other schools from our region joined us to participate in this event. This Year 6 liturgy emphasised the gifts of the Holy Spirit and the students’ responsibility to use these gifts in their daily lives.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the Diocese in 2010. In 2010 the school cohort consisted of 32 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 30th August 2010 and 32 completed the Extended Task (Part B). The Extended Task is based on the Unit: *One With God’s Creation* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of Liturgical Seasons;
- knowledge of the Saints; and
- knowledge of The Commandments.

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:

- demonstrate their understanding of the Rite of Reconciliation;
- demonstrate their knowledge of the Liturgy of the Eucharist; and
- demonstrate a greater familiarity with The Parables.

For Part A 21.90% of students were placed in the developing level, 68.80% in the achieving level and 9.40% were in the extending level.

For Part B 21.90% of students were placed in the developing level, 71.90% in the achieving level and 6.30% were in the extending level.

Combining Parts A and B, 28.10% of students were placed in the developing level, 62.50% in the achieving level and 9.40% were in the extending level for Religious Literacy.
Financial Summary

The school received $2 million from the ‘Building the Education Revolution’ (BER) Government funding. This money will be used to demolish the existing hall and to build a new hall. Demolition of the existing buildings began in the September school holidays with the building project anticipated to be completed by mid 2011.

The following graphs reflect the aggregated income and expenditure for St Francis of Assisi 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

Staff at St Francis of Assisi Catholic Primary School continue to place emphasis on maintaining a safe, supportive learning environment as we live by our Vision Statement the Franciscan Motto, ‘My God and My All.’

Pastoral Care

Behaviour Management was a priority for 2010 as we were a pilot school for the Schoolwide Positive Behaviours for Learning (SPB4L) Diocesan Project. A committee which included 3 teachers, a School Support Officer, a parent and a CEO representative continued to drive this
During the year many new initiatives have been trialled and evaluated with valuable data collected and collated as evidence of our progress. At the end of the school year the project has been found to be very successful and will continue in 2011 with the focus moving from the playground to our Learning areas.

A CatholicCare Counsellor provides counselling and supports the running of social skills programs that include, Anger management groups and Transition to High School with students and staff from St. Patrick’s and St Pius X.

School student leaders participated in a Young Leaders’ Day at Homebush. Student achievements are acknowledged through the newsletter and awards are given out each week at assembly. There is a Happy Card system which acknowledges all those who consistently follow our school rules.

Parent or guardians are provided with opportunities to be informed and discuss their child’s education through Kindergarten Orientation days, information nights and parent/teacher interviews.

Staff have been trained in Anaphylaxis and Asthma management and First Aid.

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**

St Francis of Assisi Primary School is a Catholic educational community, which provides a quality learning and teaching environment for all. Our School Review and Improvement (SRI) reflects classroom practices, strategies and structures to enable students to reach their full potential. The sharing of quality teaching practices, using the Diocesan Learning and Teaching Framework (DLTF) has been a focus throughout the year in conjunction with the National Partnerships Focus on Reading 3-6.

**Curriculum & Pedagogy**

The NSW Foundation Statements, along with outcomes taken from the syllabus documents for each of the Key Learning Areas (KLAs) of English, Mathematics, Science and Technology, Human Society and its Environment (HSIE), Creative Arts and Personal Development, Health
and Physical Education (PDHPE) are used as guide for learning and teaching experiences. All classes followed the Diocese of Wollongong Religious Education Syllabus. Teachers designed work programs which followed the Diocesan Programming Policy. Information and Communication Learning Technologies (ICLT) are integrated across all Key Learning Areas in all Stages of Learning.

Student progress is formally presented to parents twice a year in the form of a written A to E graded report with the option of parent/teacher meetings following the distribution of reports. Kindergarten staff provides a verbal report to parents in Term 2 and a written report based on indicators of competency in Term 4. Year 3 and year 5 students participated in National Assessment Program Literacy and Numeracy (NAPLAN) and Year 4 students participated in the Diocesan Religious Assessment Part A and Part B. Results of these assessments were provided to parents as a written report.

**Cross Curriculum**

During 2010 the National Partnership Focus on Reading 3-6 has been instrumental in assisting staff to improve the levels of reading within the school. Teachers implemented programs focusing on improving teaching and learning of comprehension skills in the classroom and intervention programs for those students identified as being 'at risk'. In all Stages teachers have designed units of work integrating outcomes from all Key Learning Areas that include rich learning experiences. The development and implementation of the DLTF allowed for work to be developed across the curriculum ensuring that all students' needs are met.

**Meeting the needs of all students**

Teachers catered for a wide range of student abilities through careful planning and programming. Specific student learning needs were addressed in a variety of ways. Students with specific learning needs received regular assistance from School Support Officers who, with classroom teachers, planned learning experiences which supported the students and developed their skills. There were 13 students who successfully completed the Reading Recovery Program in 2010. This Program is for students experiencing difficulty in the early acquisition of literacy skills. Stage-based groupings were successfully used as a means of addressing the range of abilities within a cohort of students.

**Expanding Learning Opportunities**

The students have the opportunity to participate in a variety of expanded learning opportunities. The school provided a range of experiences outside the classroom including sport and public speaking. These activities afford talented students the opportunity to display their competency at a whole school level and in the public arena. Students were given the opportunity to participate in Regional Gala Days for AFL, netball and soccer as well as representing the school in Regional and Diocesan Carnivals for Athletics, Cross Country and Swimming. Physical Education (PE) and Music are taught by qualified specialist teachers. Students are given the opportunity to participate in the Australasian Schools Competitions in English, Mathematics, Spelling, Computer and Science. All classes attended excursions which related to their learning and provided rich experiences. In 2010 this included visits to Taronga
Zoo, Fairfield City Farm, Mogo Zoo and Goldfields Town and Power House Museum and transport in Sydney.

Professional Learning

St Francis of Assisi Staff have been involved in Professional Learning for the Focus on Reading 3-6 program lead by the Curriculum and Pedagogy team at CEO. This program was brought about by the funding given to schools through National Partnership. All teaching staff attended modules focusing on comprehension skills which they then implemented in their classrooms. Data relating to student and staff was gathered and analysed to assist with future planning for the staff and students in particular student achievement.

All professional learning was related to the SRI plan for 2010 and linked with the development of each teacher's individual Professional Development Planning and Review (PDPR).

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 twenty-eight Year 3 students and twenty-seven Year 5 students who sat for the 2010 NAPLAN. The areas assessed were Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy. Year 3 results were reported in Bands 1-6 and Year 5 in Bands 3-8, with Bands 6 and 8 respectively being the highest levels.

Year 3

Numeracy results were strong in Year 3 with 100% of Year 3 students achieving at or above the National Minimum Standard. In Literacy, the strongest performances were in Reading and Writing. 96% of students were at or above the National Minimum Standard in both of these areas. In Reading, a high percentage of students achieved in the middle Bands 3 and 4. In Writing, 54% of students achieved in the top Bands 5 and 6.
Year 5
89% of Year 5 students were at or above the National Minimum Standard in Numeracy. In Literacy, the strongest performance was performance was in Grammar and Punctuation with 96% of students performing at or above the National Minimum Standard. This was followed by Writing with 93% of students at or above the National Minimum Standard. In both Grammar and Punctuation and in Writing, a high percentage of students were in the middle Bands 5 and 6.

**Student Achievement in Bands**

The National Assessment Program Literacy and Numeracy (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 2010: % 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><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>11%</td>
<td>65%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>8%</td>
<td>39%</td>
</tr>
<tr>
<td>National</td>
<td>7%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>25%</td>
<td>43%</td>
</tr>
<tr>
<td>National</td>
<td>17%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>11%</td>
<td>43%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>14%</td>
<td>61%</td>
</tr>
<tr>
<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></th>
<th>NAPLAN 2010: % 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>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>93%</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>91%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>93%</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>92%</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
<td></td>
</tr>
</tbody>
</table>

**Parent, Student and Staff Satisfaction**

During Term 4 parents were issued the Parent and Community Engagement Survey ‘Your School-Your Voice’ to complete. In Part 1, the surveys required responses around eight themes: communication, connecting learning at home and at school, building community and identity, recognising the role of the family, consultative decision making, collaborating beyond the school, participating and connecting home, Parish and school. In Part 2 open ended-responses were sought identifying successful measures the school and community do together to improve students’ learning and ways the school and community could do better to improve student learning.

The responses overwhelmingly endorsed the effort of the school across the eight themes rated in Part 1 of the survey with parents responding either agree or strongly agree to each descriptor. In particular, favourable responses were returned concerning: the family feels valued and welcome, parents know they are the first educators of their children and that this role continues throughout their schooling, the school talks to families when there are important decisions to make about what goes on in the school, parents value and support the work of teachers, families are invited and encouraged to be a part of classroom activities and the entire section entitled Connecting Home, School and Parish.

Areas of improvement for the school to consider were regarding: sharing information so that schools and families can learn about each other, teachers and parents regularly talk about children’s learning and behaviour and parents are regularly invited to meet with school leaders.
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 1: Catholic Life and Religious Education**
  1.3 Catholic Life and Culture
  1.4 Parents, Parishes and the Broader Church

- **Key Area 3: Pedagogy**
  3.2 Provision for the Diverse Learning Needs of the Students
  3.3 Teaching Practices

- **Key Area 4: Human Resources, Leadership and Management**
  4.2 Professional Development of Staff

- **Key Area 6: Parents, Partnership, Consultation and Communication**
  6.1 Parent Involvement

- **Key Area 7: Strategic Leadership and Management**
  7.1 Planning for Improvement
  7.2 Innovation, Development and Change

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

- **Key Area 1: Catholic Life and Religious Education**
  1.3 Catholic Life and Culture
  1.4 Parents, Parishes and the Broader Church

- **Key Area 3: Pedagogy**
  3.2 Provision for the Diverse Learning Needs of the Students
  3.3 Teaching Practices
• **Key Area 4: Human Resources, Leadership and Management**
  4.2 Professional Development of Staff

• **Key Area 6: Parents, Partnership, Consultation and Communication**
  6.1 Parent Involvement

• **Key Area 7: Strategic Leadership and Management**
  7.1 Planning for Improvement
  7.2 Innovation, Development and Change