

***St Michael's  
Catholic Primary School  
Mittagong***



***Annual School Report  
2009***

## About This Report

St Michael's Catholic Primary School, Mittagong 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:

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Parish Priest: Fr Sean Cullen

**Principal:** Mr Paul Moroney

**Date:** 11 December 2009

## **Vision Statement**

Our Vision, inspired by Mary MacKillop, is that all children: have a positive sense of community; they have an appreciation of, and respect for themselves as valuable people; they have respect for other people and the world in which they live; they have been given the opportunity to attain their academic potential and they are aware that learning is a life-long experience.

## **Message from Key School Bodies**

### **Principal's Message**

As a Catholic school that has solid foundations in the charism of the Sisters of St Joseph, our aim is to provide the best possible Catholic Education for Catholic students in the local area. This aim is clearly emphasised in the Vision and Mission Statements, which acknowledges the inspiration of Mary MacKillop which is at the heart of all the efforts, endeavours and achievements. There is a strong belief that the academic, sporting, creative and social achievements are the result of the close relationship of school, home and parish. Staff, parish priest and students work co-operatively to ensure that students have the best opportunities and experiences in learning whether in the classroom or involvement in spiritual, cultural, intellectual, social, sporting and community events. These opportunities have been further enhanced through the use of Information Communication Learning Technology (ICLT) which is integrated in all Key Learning Areas (KLAs).

### **Parent Involvement**

We began the year with a welcome picnic and games night in February. This was a successful, relaxed and enjoyable evening. The major social event and fund raiser for the year was the Music Trivia Night. This was well attended, held in the newly refurbished hall and everyone had a fantastic night. Other events and fundraising through the year were the Mother's and Father's day stalls, children's disco, golf day, pie drive, chocolate drive, cross country coffee shop, barbeque stall at Bunnings, and cards and calendars. These were all very well attended events, were successful fund raisers, and more importantly fun opportunities to bring the school community together. Total funds raised for 2008 were just over \$11,000. During the year the Parents & Friends Association was able to provide \$4,000 for new library resources, provide funds for school excursions and also assist with events such as Grandparent's Day and Mary MacKillop day.

*Parents and Friends Association, President*

### **Student Leadership**

All students in Year 6 at St Michael's play an active leadership role through the Leadership Groups. Each student was a member of either the Mission Group, Social Group, Sport Group or Environment Group. Each of these groups was responsible for ensuring that the school was a safe, happy and positive environment for all students. Some initiatives that we were able to

put into place this year included the rejuvenation of the vegetable garden, establishing new gardens, assisting the organisation of sport carnivals, a number of social activities for the students during lunch and afternoon tea and a variety of fundraising activities. At St Michael's we know that, as student leaders, we all play an important part in helping all the children in our school.

*School Captains*

## School Profile

### School Context

St Michael's Catholic Primary School was founded in 1891 by the Sisters of St Joseph of the Sacred Heart. The school was originally called St Joseph's School and its name was changed in the mid 1970s to reflect the link with the local parish. During its long history the school catered for both primary and secondary education and included boarders. The Sisters of St Joseph withdrew from the school at the conclusion of the 2004 School Year.

The staff of St Michael's, with the Parish Priest, Father Sean Cullen, and under the direction of the Catholic Education Office (CEO) Wollongong, today seeks to continue to meet the educational and spiritual needs of students from Mittagong and the surrounding villages. The welfare of each child and their family, as well as the development of a deep sense of community, is recognised as the shared responsibility of the Parish Priest, staff, students and parents of the school.

St Michael's Catholic Primary School is a Catholic Systemic co-educational school located in Mittagong. The school caters for students in Years K-6 and has a current enrolment of 276.

### Student Enrolments

2009	Boys	Girls	Total	Indigenous	LBOTE
	145	131	276	1	8

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](http://www.dow.catholic.edu.au) then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

### Student Attendance

2009	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	93.2%	91.9%	91.0%	93.6%	93.7%	94.6%

At St Michael's School non-attendance is managed through regular contact with families to ensure a child's well-being. Regular reminders in the school newsletter are also used. Students whose attendance is causing concern are followed up by the school Principal.

## **Staffing Profile**

There are a total of 19 teachers and 7 support staff at St Michael's Catholic Primary School. This number includes 12 full-time, 7 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 96.69%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2008 to 2009 was 94%.

### **Professional Learning**

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

These included:

- Spirituality (The Millennium Goals);
- Effective literacy practices;
- Effective numeracy practices;
- Diocesan Learning and Teaching Framework;
- Special Education; and,
- First Aid.

School based expenditure on professional learning in 2009 was \$6,000. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

## **Catholic Life & Religious Education**

St Michael's is a school with Josephite traditions, ethos and history. This perspective is upheld by all in the school and parish communities. The children participate in parish based sacramental programs for the Sacrament of Reconciliation, First Holy Communion and Confirmation. Each Term a whole school Mass was celebrated and there were also opportunities for each Stage to assist with the celebration of a weekend Parish Mass. Whole school liturgies were also prepared on special feast days such as Holy Thursday, Blessed Mary MacKillop and St Joseph.

Each morning the Prayer to Blessed Mary MacKillop is said at assembly, along with other prayers appropriate to particular feast days. Staff meetings start with a prayer and each term staff have a special prayer and breakfast gathering. Teachers have attended spiritual renewal courses such as Berakah, Journey, Bethsaida and the Josephite colloquium. This year the students from the school and St Thomas Aquinas Catholic Primary School Bowral, gathered together for a combined Mass to celebrate the Parish Priests anniversary of ordination. The strong sense of community support for others is reflected in the attendance of Year 6 at The Abbey Nursing Home once a month, donations of goods to St Vincent de Paul and Sunshine Lodge, support for Catholic Missions and the Sisters of Charity, is given through activities such as sausage sizzles, a mini fete and money raised in class.

### **Religious Literacy Assessment**

The Religious Literacy Assessment program for Year 4 students was successfully implemented within schools across the Diocese in 2009. In 2009 the school cohort consisted of 46 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) and 49 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 in Part A showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their ability to:

- identify and explore of the key symbols used in liturgical celebrations;
- identify key aspects of the story of creation;
- explain the importance of the Eucharist; and,
- identify the key times of the Liturgical Year.

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:

- sequence the key events of Advent and Christmas;
- demonstrate a basic understanding of Baptism;
- recall ways Jesus is present in the Eucharist; and,
- identify the parts of the Liturgy of the Word.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A 15.2% of students were placed in the developing level, 50% in the achieving level and 34.8% were in the extending level.

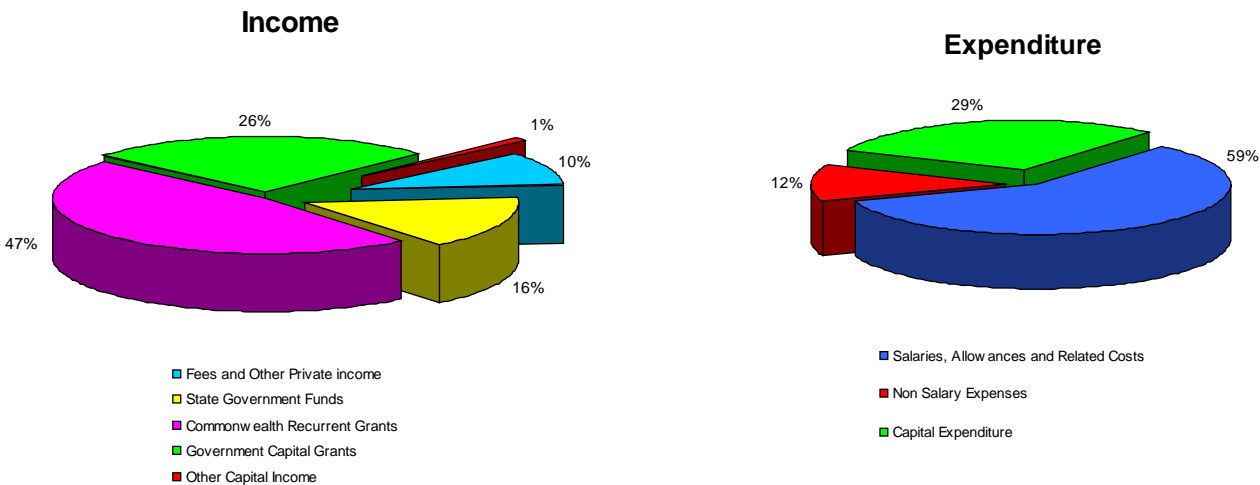
For Part B 14.3% of students were placed in the developing level, 55.1% in the achieving level and 30.6% were in the extending level.

Combining Parts A and B, 15.2% of students were placed in the developing level, 58.7% in the achieving level and 26.1% were in the extending level for Religious Literacy.

### Financial Summary

During 2009 St Michael’s finances were consolidated to allow for any other expenditure that might be needed following the completion of the school’s building works, due to conclude in 2010. Any money carried over to 2010 will assist in funding works such as landscaping, outdoor furniture and improvements to the administration block. The school used a Commonwealth Block Grant to refurbish six classrooms and construct covered walkways and shelter areas and new student toilets. The school also used a Community Water Grant for the installation of an in-ground water tank with associated plumbing for the new toilets. In 2009 the Federal Government National Schools Pride grant was used to refurbish the hall and install outdoor seating. The Parents and Friends Association donated \$4,400 which was used to fund new resources for the school’s library as well as subsidising a bus trip for an excursion to Mary MacKillop Place.

The following graphs reflect the aggregated income and expenditure for St Michael’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

Catholic schools are places of Belonging, Respect, Justice, Hope, Celebration and Quality Learning and Teaching. They are based on the dignity of the whole person and provide witness to Gospel Values as a means of living out daily life. These values are captured in the Diocesan and School's Pastoral Care Policy. The school based policy provides information on programs to support students and families, approaches to discipline, creating a safe school environment, codes of conduct and suspension and expulsion guidelines.

### Pastoral Care

At St Michael's pastoral care is at the heart of all loving relationships, and encompasses all that happens in the school. Activities associated with Pastoral Care in 2009 included: the continued implementation of a Values Education Program that was taught across all classes; the services of a CatholicCare counselor was made available for families in need; and, a resilience and anti-bullying program "Stop, Think, Do" was introduced to the Year 2 classes.

The School's Behaviour Management Policy, which is based on rights, responsibilities and consequences and fosters positive reinforcement rather than punitive action, continued to be implemented. As well as this the school recognised children's birthdays, academic and sporting achievements and positive playground and classroom behaviour.

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](http://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.

## Learning and Teaching

### Introduction

In 2009 staff members have focused on three components that were highlighted as a result of the School Review and Improvement (SRI). These components included 'Students and Their Learning – (using technology)', 'Pedagogy' and 'Assessment'. Overarching these focus areas



was the implementation as a pilot school applying the Diocesan new 'Quality Learning Teaching Framework' (QLTF).

### **Curriculum and Pedagogy**

From Kindergarten to Year 6, each Key Learning Area Syllabus is implemented to meet the NSW Board of Studies requirements. At each grade level, assessment is an ongoing process with a variety of procedures used. Assessment is an integral part of the daily learning and teaching experience and involves both formal and informal practices. Throughout the year staff has been engaged in Professional Development to provide students with richer, more purposeful outcome based assessment tasks. A more consistent approach towards formalised assessment tasks from Kindergarten to Year 6 has also been introduced. In reporting to parents the staff support the need to be available at all times to discuss a child's performance with parents. Parent/Teacher interviews are conducted during Term 2 following a Semester One report. Parents are invited to meet with teachers and discuss the Second Semester report, at the end of Term 4. The parents of Years 3 and 5 students also receive the National Assessment Plan for Literacy and Numeracy (NAPLAN) results during Term 3 and teachers are available to discuss if necessary.

Information Communication and Learning Technologies (ICLT) is an integral tool in the learning at St Michael's. A total of sixty laptops are permanently available in the classrooms, and four desk tops are permanently available in the Learning and Research Centre (LARC). One of the school's Middle Leaders has continued to work in the area of ICLT in 2009. There is a noticeable growth in the children's skill level in the use of ICLT in all grades as evidenced by a variety of digital presentations, including some podcasts of children's work on the school website. A permanent data projector placed in the school hall has enabled students to present their digital work more readily. There have also been many pieces of writing that have been published using word processing programs. Digital, still and video cameras are also available and they continue to get regular use in the classroom. All children have access to the Internet and this is utilised in a range of ways in the school. *myclasses* (an ICLT teaching resource) has continued to be utilised more regularly.

### **Cross Curriculum**

Each day and in each class at St Michael's, there is a focus on Literacy and Numeracy Blocks and Religious Education lessons. In every classroom there is a commitment to the promotion of Literacy. All classes timetable an English Block in the first two hours of each day. A variety of activities are used during this time to focus on the skill level of each child's reading and writing, and providing children with strategies to improve these skills using a variety of text types. With continued focus on the Diocesan Quality Learning Teaching Framework there has been a richness and deeper quality of learning and teaching in all curriculum areas.

The Reading Recovery Program provides 30 minutes of individual teaching every day for an average of 15 weeks to Year 1 children who are experiencing difficulty in the area of reading. This year the school's Reading Recovery Teacher supported ten children. This represented 37% of the total Year 1 cohort. The school has three teachers who have been trained in Reading Recovery.

The programming, implementation and assessment of mental computation continue to be active in the classroom. Some teachers have implemented group Numeracy activities across a whole grade focusing on meeting the needs of the students. These opportunities provided experiences for the children to share their skills and learn from a greater number of other students.

This year some of the Stage 2 and Stage 3 students participated in the Wollongong and Goulburn Eisteddfods receiving first place for the play they performed. The school's Recorder Groups also performed at the Goulburn Eisteddfod successfully and several students competed in the Public Speaking section of the Goulburn Eisteddfod. Students in Stage 3 were also given the opportunity to perform in Wakikirri, an Australian wide dance performance.

All classes have participated in music lessons provided by a specialist music teacher. The students have had the opportunity to utilise their musical talents with the opportunity of being involved in guitar lessons, choir and skill based activities. The instrumental group and choir have sung at school Masses/Liturgies, Grandparents Day and the blessing and opening of the school's refurbishments. External music teachers have also provided lessons for students learning to play the drums, violins and guitar.

To celebrate Book Week the illustrator Gary Fleming visited St Michael's. The whole school community had the opportunity to hear stories of his work and to learn drawing strategies. The students also had the opportunity to attend some live dramatic and musical performances at local venues. The Life Education Van visited St Michael's again this year providing all students with a comprehensive lesson about health and personal safety.

### **Meeting the Needs of all Children**

Twenty four students with particular learning needs currently obtain additional funding under the CEO Special Education Program. As part of this funding and with the support of outside agencies, and in conjunction with specialised staff from the CEO, programs are devised and implemented to ensure these children receive an education appropriate to their needs. Additional support within classrooms is provided by seven School Support Officers who work with individual children or small groups on programs developed by the class teachers.

This year some of the students had the opportunity to participate in two extended learning days held at local schools. These days provided the students with opportunities to broaden their learning experiences and to solve a number of cross-curricular challenges as a team.

### **Expanded Learning Opportunities**

In 2009 children were given an opportunity to participate in a wide range of sports. Children participated in Swimming, Athletics and Cross Country Carnivals at a school level. As well as these three sports, children had an opportunity to participate at Diocesan level at Soccer, Netball, Hockey, Touch, Rugby League and Tennis. The Years 3/4 Rugby League Team competed in the Hindmarsh Cup and the Years 5/6 Team competed in the Noble Challenge. Children in Stages 2 and 3 also had opportunities to attend local Gala Days for AFL, Soccer and Netball and the senior boys represented the school in the Diocesan Rugby Union Knockout.

Throughout Term 4 Years 2 and 3 participated in swimming lessons at the Mittagong Swimming Pool. All classes have participated in Physical Education (PE) lessons provided by a specialist teacher.

In 2009 the University of NSW English, Mathematics, Computers, Science, Writing and Spelling Competitions were open to all children from Years 3, 4, 5 and 6. The children received 18 Credit Awards, 13 Distinctions and 2 High Distinctions. Stage 3 children participated in the Diocesan Public Speaking Competition. Year 6 children appreciated the opportunity to participate in the Outdoors Education Program at the Berry Sport and Recreation Centre and visited Canberra; Year 5 visited Mary MacKillop Place, North Sydney and Minamurra Rainforest; Year 4 visited the Nan Tien Temple; Year 3 went to The Rocks Area in Sydney; Year 2 had an excursion to Taronga Zoo, Year 1 visited the Aquarium in Sydney and Kindergarten visited the Reptile Park at Darling Harbour.

### **Professional Learning**

Pedagogical practice continues to develop and improve at St. Michael's. Professional Development has helped to foster best practices in all curriculum areas but with particular emphasis on Literacy, Mathematics and Assessment. Teachers work collaboratively in preparing and implementing programs, and the skills, interests and expertise of staff are effectively utilised across the curriculum. Programs are outcomes-based which is reflected in the classrooms where learning experiences are child centred. Scope and Sequences ensure that all outcomes are being covered across each stage. Teachers' confidence and competencies with ICLT continue to grow and they have continued to facilitate a broad range of experiences for the children.

## **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 37 Year 3 and 39 Year 5 students who sat for the 2008 NAPLAN. Year 3 is reported in Bands 1-6 while Year 5 is reported in Bands 3-8.

### Year 3

Literacy: Overall, the Year 3 cohort performed above national average results in achieving at or above the National Minimum Standard, excepting in Spelling. Specific results indicated strength in Reading. Writing, Spelling and Grammar & Punctuation were not as strong with the majority of students achieving a Band 3 or 4 result.

Numeracy: Overall, the Year 3 cohort performed above national average results in achieving at or above the National Minimum Standard. Specific results indicated that the majority of students achieved Band 3 or 4 results. The best performance was in Number and Patterns & Algebra, followed by Measurement & Data, Space & Geometry.

### Year 5

Literacy: Overall, the Year 5 cohort achieved above national average results in achieving at or above the National Minimum Standard, excepting in Writing. Specific results indicated that the strongest result was in Grammar & Punctuation with the majority of students achieving a Band 7 or Band 8 result. Reading and Spelling had a higher than national percentage in Bands 7 or 8, while a majority of students achieved a Band 5 or 6 result in Grammar & Punctuation.

Numeracy: Overall, the Year 5 cohort achieved excellent results with every student achieving at or above the National Minimum Standard. Specific results indicated that the cohort had a higher than national percentage in Bands 7 or 8. The best performance was in Number and Patterns & Algebra, followed by Measurement & Data, Space & Geometry.

The overall school perspective of the results from the 2009 NAPLAN indicated that there was a strength in the Reading component of Literacy. The results in the areas of Writing, Spelling and Grammar & Punctuation indicate that the school will need to reflect on the results of individual students, in order to provide appropriate support. This will also require a whole school focus to determine similar trends across the school.

The overall results in the 2009 NAPLAN in Numeracy indicate that, particularly in Space & Geometry and Measurement & Data, the school will need to determine if similar trends as revealed in the results exist in other year levels, and then to provide appropriate support to individual students.

### 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.**

NAPLAN 2009: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	11%	57%	32%	13%	47%	41%
	National	15%	40%	42%	20%	46%	34%
Writing	School	14%	48%	38%	18%	62%	21%
	National	9%	45%	45%	18%	58%	24%
Spelling	School	19%	46%	36%	15%	53%	31%
	National	15%	44%	39%	19%	52%	28%
Grammar & Punctuation	School	22%	43%	35%	11%	38%	51%
	National	15%	35%	49%	17%	46%	36%
Numeracy	School	34%	46%	20%	13%	48%	38%
	National	16%	50%	32%	18%	55%	25%

### 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.

NAPLAN 2009: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	97%	97%
	National	96%	93%
Writing	School	97%	92%
	National	97%	94%
Spelling	School	89%	95%
	National	94%	94%
Grammar & Punctuation	School	97%	97%
	National	94%	94%
Numeracy	School	97%	100%
	National	96%	96%

## Parent, Student and Staff Satisfaction

Analysis of data from a survey which was used as a tool for collecting evidence indicated that the majority of **parents** strongly agreed or agreed with each of the items listed for responses. The following responses had between 90% and 97% respondents either strongly agreeing or agreeing that:

- The school helps the students develop a knowledge and understanding about Catholic tradition (57% strongly agreed, 40% agreed);
- That it provides opportunities for parents to be involved (55% strongly agreed, 40% agreed);
- That it provides a safe and supportive environment (69% strongly agreed, 28% agreed);
- That teachers at the school are genuinely interested in the welfare of the children (68% strongly agreed, 26% agreed); and
- That the school effectively communicates information about events (58% strongly agreed, 38% agreed).

The survey showed that between 82% and 89% of parents strongly agree or agree: that:

- The school challenges the students to maximise their learning outcomes (31% strongly agreed, 57% agreed);
- That the school strives to meet the student's individual needs (30% strongly agreed, 57% agreed);
- That the school provides appropriate information about their child's progress (25% strongly agreed, 60% agreed); and
- That the school offers a range of co-curricular activities (29% strongly agreed, 56% agreed).

The **staff** survey showed that between 94% and 100% of respondents strongly agree or agree with each of the items listed:

- That the school helps students to develop a knowledge and understanding of Catholic tradition;
- That students know their rights and responsibilities;
- That students are challenged to maximise their learning outcomes;
- That the school strives to meet individual learning needs;
- That the school provides appropriate information to parents about student progress; and
- The school provides a safe and supportive environment.

The **student** survey showed that between 80% and 100% either strongly agree or agree with the aspects of the school, which included:

- Being proud of their school; helping them in their understanding of the Catholic Faith;
- Encouraging them to learn to the best of their ability;
- Their understanding of their rights and responsibilities;
- Feeling safe at school;
- Having a variety of activities to get involved in; and
- Having someone to speak with if they have a problem.

## 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
  - 4 Parents, parishes and the broader Church
- Key Area 3: Pedagogy
  - 3.3 Teaching practices
  - 3.7 Professional learning

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

- Key Area 1: Catholic Life and Religious Education
  - 1.1 Vision and mission
- Key Area 2: Students and their Learning
  - 2.1 Educational potential
- Key Area 3: Pedagogy
  - 3.2 Provision for the diverse needs of learners
- Key Area 5: Resources, Finance and Facilities
  - 5.2 Use of resources and space

