

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



***Annual School Report
2010***

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.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School's Annual Action Plan.

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

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

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

St Michael's Catholic Primary School

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Parish Priest: Fr Sean Cullen

Principal: Mr Paul Moroney

Date: 10 December 2009

Vision Statement

Our Vision, inspired by St Mary of the Cross 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 St Mary of the Cross 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 recent refurbishment of existing, and construction of new, facilities.

Parent Involvement

Firstly, thanks to the Parents & Friends (P&F) Committee and other parents and staff who supported all the events during 2010. This was another successful year of community building and fundraising which saw over \$16,000 raised. The Welcome Night started the events off in February and was enjoyed by many families and staff members. Throughout the year there were various fundraisers including Coffee Shops, Mothers' Day Boutique, Pie Drive, Golf Day, Fathers' Day Stall, Family Portraits, a 'turkey raffle' held on Grandparents Day, and the amazingly successful school Walkathon, which was a fun and healthy event. The ongoing Engraved Pavers Project will be completed in March 2011. The funds raised allowed the P&F to provide \$4,000 to the School Library for new resources, provide funds for school excursions and other events, share in the cost of removing pine trees at the front of the school and replacing the shade cover over the sand pit.

Parents and Friends Association, President

Student Leadership

All students in Year 6 at St Michael's have played an active leadership role through the Leadership Groups. Each student was a member of 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 maintenance of existing gardens; assisting with the organisation of sport carnivals; a number of social activities for the students during lunch and afternoon tea; the organisation of a Talent Quest; a thank you morning tea for volunteers in the school; 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 has 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 258.

Student Enrolments

2010	Boys	Girls	Total	Indigenous	LBOTE
	130	128	258	2	8

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.smmadow.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

2010	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	95.0%	96.8%	95.5%	93.4%	92.8%	95.7%

Management of Student Non Attendance

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, have their attendance followed up by the School Principal.

Staffing Profile

There are a total of 18 teachers and 8 support staff at St Michael's Catholic Primary School. This number includes 10 full-time, 8 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 2010 was 97%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2009 to 2010 was 95%.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Michael's Catholic Primary School staff. During 2010 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:

- Spirituality of St Mary of the Cross;
- Effective literacy practices;
- Effective numeracy practices;
- Diocesan Learning and Teaching framework;

- Quality teaching and learning; and,
- Effective use of Information Communication and Learning Technology (ICLT)

School based expenditure on professional learning in 2010 was \$6000. 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 participated in parish based sacramental programs for the Sacrament of Penance, 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, St Joseph and the canonization of St Mary of the Cross MacKillop.

Each morning the Prayer to St Mary of the Cross MacKillop is said at assembly, along with other prayers appropriate to particular feast days. Special time is put aside each week for staff to gather for 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. The whole staff also visited the Mary MacKillop Centre in North Sydney for an overnight retreat based on the spirituality of St Mary of the Cross MacKillop. The learning from this retreat continued with the development of a graphic representation of how this spirituality is lived out in the school context. It is planned that this will be finalised for presentation to the school community in 2011.

This year the Year 6 students from the school and other neighbouring Diocesan schools gathered together for a Liturgy and conversation with the Bishop of the Diocese. Year 6 students also brought to reality the strong sense of community support for others with their attendance at a monthly communion service at The Abbey Nursing. As well, there were also donations of goods to St Vincent de Paul and Sunshine Lodge, and financial support for Catholic Missions and the Sisters of Charity, 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 2010. In 2010 the school cohort consisted of 34 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 30 August and 34 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;
- Recall elements of scripture; and,
- Relate the Gospel values to life situations.

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 Reconciliation;
- Recall elements of scripture; and,
- Identify the parts of the Liturgy of the Word.

For Part A, 14% of students were placed in the developing level, 68% in the achieving level and 18% were in the extending level.

For Part B, 28% of students were placed in the developing level, 53% in the achieving level and 19% were in the extending level.

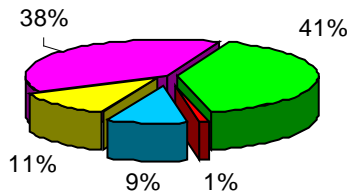
Combining Parts A and B, 27% of students were placed in the developing level, 59% in the achieving level and 14% were in the extending level for Religious Literacy.

Financial Summary

During 2010 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. 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 Building the Education Revolution (BER) Grant to refurbish and extend the library, construct four classrooms and covered walkways, and refurbish the school's asphalt play area. The school also continued to use a Community Water Grant for landscaping and irrigation following the installation of an in-ground water tank in 2009. The P&F donated money 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 felling of trees near the library and replacing a shade cloth over the Kindergarten sand pit.

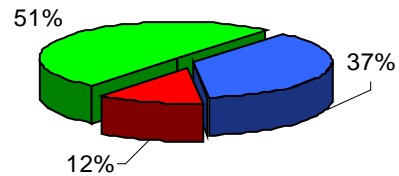
The following graphs reflect the aggregated income and expenditure for St Michael's Catholic Primary School for the year ended 31 December 2010. This data is taken from the 2010 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Income



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

Expenditure



- Salaries, Allowances and Related Costs
- Non Salary Expenses
- Capital Expenditure

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 2010 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, the continued support for new students through a "buddy" scheme.

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. 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

In 2010 staff members have focused on five components that were highlighted as a result of the School Review and Improvement (SRI). These components included 'Vision & Mission', 'Educational Potential', 'Curriculum Provision', 'Professional Development of Staff' and 'Use of Resources & Space'. Overarching these focus areas was the continued implementation and application of the Diocesan Learning and Teaching Framework (DLTF).

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, the learning cycle is an ongoing process which uses assessment to drive the teaching and learning content. 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 pedagogy and assessment tasks. A consistent approach of formal assessment tasks from Kindergarten to Year 6 continues. 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 at the end of Term 1 followed by 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 two 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 2010. There is a continued growth of ability in the children's skill level of using ICLT throughout the grades as evidenced by a variety of digital presentations. 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 have been updated and are regularly used in the classrooms. 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. Each class timetables 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 Learning and 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 as well as the current teacher undergoing training. 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 Goulburn Eisteddfod receiving first place for the play they performed. The school's Recorder Group also performed at the Goulburn Eisteddfod successfully. Several students competed in the Diocesan Public Speaking Competition with one student winning the Year 5 competition.

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, parish Masses and Sacraments and Grandparents Day. External music teachers have also provided lessons for students learning to play the drums, violin and guitar.

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.

The University of New South Wales International Competitions were made available to those students wanting to participate.

Enrichment classes were also available to students in Stage 2 and Stage 3. Three teams from Stage 3 participated in GATEway 8 at Anglican Macarthur School.

Meeting the Needs of all Children

Twenty two 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 six 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 2010 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.

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 2010 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 23 Credit Awards and 5 Distinctions. Stage 3 children participated in the Diocesan Public Speaking Competition. Year 6 children appreciated the opportunity to participate in the Outdoor 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.

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.

Year 3

Literacy: Overall, the Year 3 cohort performed close to or above national average results in achieving at or above the National Minimum Standard. Specific results indicated strength in Reading and Grammar & Punctuation with the majority of students achieving a Band 5 or 6 result. Spelling and Writing were not as strong, with the majority of students achieving a Band 3 or 4 result.

Numeracy: Overall, the Year 3 cohort performed below 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, except in Reading. In Writing, every student in the school was at or above the National Minimum Standard. Specific results indicated that the strongest result was in Reading and Grammar & Punctuation with the majority of students achieving a Band 7 or Band 8 result. Each component of literacy had a higher than national percentage in Bands 7 or 8, while a majority of students achieved a Band 5 or 6 result in Writing and Spelling.

Numeracy: Overall, the Year 5 cohort performed close to the national average in 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 2010 NAPLAN indicated that there was a strength in the reading and the grammar & punctuation components of literacy. The results in the areas of Writing and Spelling 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 2010 NAPLAN in numeracy indicate that continued support will need to be given students in particular areas, particularly in space & geometry and measurement & data. The school will also continue to determine similar trends as revealed in the results in other year levels, and then to provide appropriate support to individual students.

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.**

NAPLAN 2010: % 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	17%	34%	49%	24%	36%	40%
	National	14%	40%	44%	21%	48%	28%
Writing	School	4%	53%	43%	4%	66%	30%
	National	7%	43%	47%	16%	58%	24%
Spelling	School	17%	51%	32%	15%	55%	30%
	National	17%	42%	38%	18%	52%	27%
Grammar & Punctuation	School	12%	38%	49%	11%	38%	51%
	National	15%	36%	47%	17%	46%	35%
Numeracy	School	18%	58%	24%	18%	47%	34%
	National	15%	51%	32%	18%	54%	26%

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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2010: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	92%	89%
	National	94%	91%
Writing	School	96%	100%
	National	95%	93%
Spelling	School	90%	94%
	National	91%	92%
Grammar & Punctuation	School	90%	98%
	National	92%	92%
Numeracy	School	88%	93%
	National	94%	94%

Parent, Student and Staff Satisfaction

Parents

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 100% respondents either strongly agreeing or agreeing:

- That the school helps the students develop a knowledge and understanding about Catholic tradition (43% strongly agreed, 51% agreed);
- That the school provides opportunities for parents to be involved (44% strongly agreed, 56% agreed);
- That the school provides a safe and supportive environment (54% strongly agreed, 45% agreed);
- That teachers at the school are genuinely interested in the welfare of the children (59% strongly agreed, 40% agreed); and
- That the school effectively communicates information about events (49% strongly agreed, 51% agreed).

The survey showed that between 80% and 89% of parents strongly agree or agree that:

- The school challenges the students to maximise their learning outcomes (10% strongly agreed, 70% agreed)
- The school strives to meet the student's individual needs (14% strongly agreed, 67% agreed);
- The school provides appropriate information about their child's progress (20% strongly agreed, 62% agreed); and
- The school offers a range of co-curricular activities (18% strongly agreed, 64% agreed).

Staff

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

- 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;
- The school strives to meet individual learning needs;
- The school provides appropriate information to parents about student progress; and
- The school provides a safe and supportive environment.

Students

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

- Students being proud of their school;
- The school helps students in their understanding of the Catholic Faith;
- The school encourages them to learn to the best of their ability;
- The school helps students understandings of their rights and responsibilities;
- Students feel safe at school;
- Students have a variety of activities to get involved in; and,
- Students have 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 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**
 - 3.1 Curriculum Provision

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

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

- **Key Area 1: Catholic Life and Religious Education**
 - 1.2 Religious Education
- **Key Area 2: Students and their Learning**
 - 2.2 Rights and Responsibilities
 - 2.3 Reporting Student Achievement
- **Key Area 3: Pedagogy**
 - 3.2 Provision for the Diverse Needs of Learners
 - 3.7 Professional Learning
- **Key Area 6: Parents, Partnership, Consultation and Communication**
 - 6.2 Reporting to the Community

