

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



***Annual School Report  
2011***

## 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 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 2012.

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

St Michael's Catholic Primary School  
PO Box 219,  
Mittagong NSW 2576

Ph: (02) 4871 2279  
Fax: (02) 4871 3494  
Email: [info@smmdow.catholic.edu.au](mailto:info@smmdow.catholic.edu.au)  
Website: [www.smmdow.catholic.edu.au](http://www.smmdow.catholic.edu.au)

Parish Priest: Fr Sean Cullen

**Principal:** Mr Paul Moroney  
**Date:** 16 December 2011

## **Vision Statement**

Our Vision, inspired by St Mary of the Cross MacKillop, is that all children: have a positive sense of community; have an appreciation of, and respect for themselves as valuable people; have respect for other people and the world in which they live; have been given the opportunity to attain their academic potential; and, 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 and 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. In 2011 our school celebrated its 120<sup>th</sup> Anniversary which helped to highlight the significant contribution that it has made to the local Parish community and the broader Mittagong community, as well as providing an opportunity to look toward future endeavours which continue to enhance the quality of Catholic education for the students.

### **Parent Involvement**

Thank you to the Parents & Friends (P&F) Committee and other parents, carers and staff who supported all the events and activities of the P&F in 2011. This was another extremely successful year of community building and fundraising in which over \$30,000 was raised for the school. We started off with the welcome night and Andrew Chinn concert which was held in the school grounds. The Engraved Pavers Project was completed with the pavers being laid near the flagpole. There were various events providing a service to the children and families, including Children's Discos, Coffee Shops, Mother's Day Boutique, Father's Day Stall, Pie Drive, a 'turkey raffle' at Grandparents Day, and Cards/Calendars. The main event this year was the Fete which was an outstanding success in terms of money raised but even more so in bringing the community together and celebrating the school's 120<sup>th</sup> Anniversary. During 2011 the P&F has been able to purchase new interactive whiteboards and interactive television screens for all of the classrooms, continue its support of the library with a further \$4000 for new resources, and continue to provide funds for school excursions and other events.

*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 and creation of a garden pond; 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; 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 Leaders*

## 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 at one stage 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 Kindergarten (K) to Year 6 (K-6) and has a current enrolment of 253.

### Student Enrolments

2011	Boys	Girls	Total	Indigenous	LBOTE
	119	134	253	8	5

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.smmidow.catholic.edu.au](http://www.smmidow.catholic.edu.au) and the CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2011.

### Student Attendance

2011	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	94.4%	96.7%	94.8%	89.9%	94.9%	92.6%

### 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 are followed up by the school Principal.

### Staffing Profile

There are a total of 17 teachers and 7 support staff at St Michael's Catholic Primary School. This number includes 11 full-time, 6 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 2011 was 96.19%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 92%.

## **Professional Learning**

During 2011, St Michael's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

A. St Michael's whole school development days involved 24 staff.

These days focused on:

- Planning, development and compliance day;
- "Spirit Dream in Burning Hearts" conference; and
- Australian Curriculum Primary Professional Learning Day: "Imagine, Innovate, Inspire".

B. Other professional learning activities provided at school level including CEO run courses:

- Effective literacy practices – Speech Pathology (22 staff);
- Effective use of Information Communication and Learning Technology (ICLT) (15 staff);
- Interactive Whiteboard Conference (3 staff);
- Mind and its Potential conference (1 staff);
- Emergency Care training (24 staff); and
- Cardio-Pulmonary Resuscitation Training (24 staff).

The average expenditure by the school on professional learning per Staff member was \$413. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$691.

## **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 Sacraments 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 Week, St Mary of the Cross MacKillop and St Joseph.

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 attended the "Spirit Dream in Burning Hearts" conference in Homebush.

This year the Year 6 students from the school and other neighbouring Diocesan schools gathered together for a Liturgy and conversation with our Bishop. 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 completed within schools across the diocese in 2011. The school cohort in 2011 consisted of 39 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August and 48 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary, Mother of God: First Among the Saints* 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:

- recall events of Holy Week and the Resurrection;
- describe and explain an image of God from the Scriptures;
- recognise qualities of saints who are models of love and service;
- demonstrate basic understanding of the Sacrament of Penance;
- recall and sequence the key events of the Emmaus story; and
- identify Jesus' example of service to others.

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 an understanding of the creation story;
- identify key symbols of the sacraments;
- demonstrate understanding of Jesus' teaching on forgiveness; and
- identify and sequence the parts of the Mass.

For Part A, 23% of students were placed in the developing level, 67% in the achieving level and 10% were in the extending level.

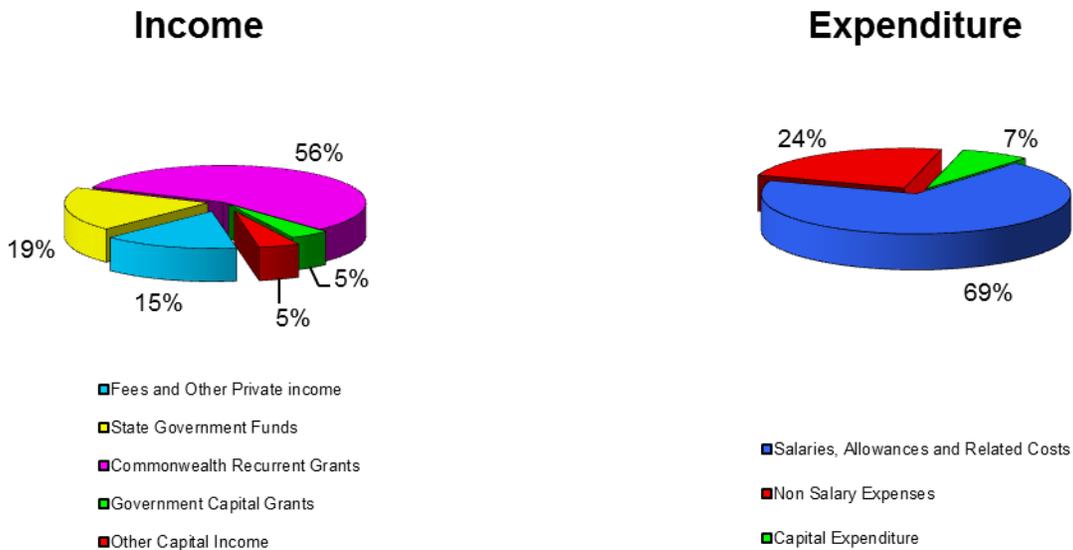
For Part B, 17% of students were placed in the developing level, 75% in the achieving level and 8% were in the extending level.

Combining Parts A and B, 20% of students were placed in the developing level, 67% in the achieving level and 13% were in the extending level for Religious Literacy.

## Financial Summary

Following the completion of a building project in 2010 using a Commonwealth Building the Education Revolution (BER) Grant, St Michael's were able to use previously consolidated finances to fund works such as landscaping and improvements to the administration block. Money from the School Enhancement and Debt Servicing Obligation (SEDSO) was also used for these purposes. The P&F Association 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 purchasing of sport equipment, outdoor furniture and Interactive Whiteboards for classrooms.

The following graphs reflect the aggregated income and expenditure for St Michael's Catholic Primary School, Mittagong for the year ended 31 December 2011. This data is taken from the 2011 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 2011 included: the implementation of the School-wide Positive Behaviours for Learning (SPB4L) framework, particularly the development of four new school rules; 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; workshops related to cyber-safety were conducted for students in Years 5 & 6 and their parents; 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](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2011.

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 2011 staff members focused on five components that were highlighted as a result of the School Review and Improvement (SRI). These components included 'Religious Education', 'Rights and Responsibilities', 'Reporting Student Achievement' and 'Provision for the Diverse Needs of Learners'. Overarching these focus areas was the continued implementation and application of the Diocesan Learning and Teaching Framework (DLTF).

## Curriculum and Pedagogy

From K to Year 6, each Key Learning Area (KLA) 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 teaching 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 K 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 1 report at the end of Term 2. 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, and the parents of Year 4 students receive the Religious Literacy Assessment results during Term 4.

Information Communication 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 2011. 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. Some staff are at the beginning stages of becoming more familiar with how interactive whiteboards can assist in the students' learning.

## 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 (DLTF) there has been a richness and deeper quality of learning and teaching in all curriculum areas.

The implantation of the literacy program in Early Stage 1 and Stage 1 was enhanced in 2011 with the restructuring of staff which enabled five teachers and three School Support Officers (SSOs) to work specifically with these cohorts. Of these five teachers, three 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 successfully in the Wollongong Eisteddfod, receiving third place for the play they performed. The school's Recorder Group also performed at the Goulburn Eisteddfod successfully. Two students also competed in the Diocesan Public Speaking 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, Sacramental celebrations and Grandparents Day. External music teachers have also provided lessons for students learning to play the violin, guitar, piano and clarinet. The students in the school 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 Macarthur Anglican School. Five Year 5 students also participated in the Strengthening Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) program.

### **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 (SSOs) 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 extended learning sessions. These opportunities provided the students with opportunities to broaden their learning experiences and to engage them in personal interest projects.

### **Expanded Learning Opportunities**

In 2011 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, Australian Football, Touch and Rugby League. 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 Basketball.

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

In 2011 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 a number of Credit Awards and Distinction Awards. 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 Minnamurra 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.

Several students in Stage 3 entered Visual Art competitions including the Diocesan Christmas Art Competition and the Wingecarribee Shire Calendar Competition. In Term 4 all of the students were involved in presenting a Christmas Concert, with different stage groups combining to perform a variety of dramatic and music items.

## **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, writing and grammar & punctuation with the higher percentage of students achieving a Band 5 or 6 result. Spelling was not as strong with the higher percentage of students achieving a Band 3 or 4 result.

**Numeracy:** Overall, the Year 3 cohort performed on par with national average results in achieving at or above the National Minimum Standard. Specific results indicated that the higher percentage 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 and spelling. In writing, every student in the school was at or above the National Minimum Standard. Specific results indicated that the students had a higher than national percentage in Bands 7 or 8 for reading, spelling and grammar & punctuation, while a higher percentage of students achieved a Band 5 or 6 result in writing.

**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 percentage of students achieving a Band 5 or 6 result. The best performance was in number and patterns & algebra, followed by measurement & data, space & geometry.

The overall school perspective of the results from the 2011 NAPLAN indicated that there was a strength in the reading, writing and grammar & punctuation components of literacy. The

results in the areas of 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 2011 NAPLAN in numeracy indicate that continued support will be given to specific students in 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 2011: % 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	20%	36%	44%	20%	44%	36%
	National	15%	39%	45%	21%	49%	29%
Writing	School	4%	32%	64%	5%	84%	10%
	National	8%	44%	46%	18%	57%	23%
Spelling	School	4%	76%	20%	23%	49%	28%
	National	15%	42%	41%	20%	53%	26%
Grammar & Punctuation	School	20%	36%	44%	23%	39%	39%
	National	14%	36%	48%	17%	46%	35%
Numeracy	School	8%	72%	20%	23%	59%	18%
	National	14%	51%	33%	17%	56%	25%

### 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.

NAPLAN 2011: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	96%	90%
	National	94%	92%
Writing	School	96%	100%
	National	95%	92%
Spelling	School	96%	90%
	National	93%	91%
Grammar & Punctuation	School	92%	92%
	National	93%	92%
Numeracy	School	96%	92%
	National	96%	94%

### 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 100% respondents either strongly agreeing or agreeing that:

- the school helps the students develop a knowledge and understanding about Catholic tradition;
- that it provides opportunities for parents to be involved;
- that it provides a safe and supportive environment;
- that teachers at the school are genuinely interested in the welfare of the children; and
- that the school effectively communicates information about events.

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;
- that the school strives to meet the student's individual needs;
- that the school provides appropriate information about their child's progress; and
- that the school offers a range of co-curricular activities.

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 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 Students

#### **Key Area 6: Parents, Partnership, Consultation and Communication**

6.2 Reporting to the Community

### **School Review and Improvement components to be reviewed and rated in 2012:**

#### **Key Area 1: Catholic Life and Religious Education**

1.3 Catholic Life and Culture

**Key Area 2: Students and their Learning**

2.5 Pastoral Care

**Key Area 3: Pedagogy**

3.3 Teaching Practices

3.6 School Climate

**Key Area 6: Parents, Partnership, Consultation and Communication**

6.1 Parent Involvement

6.3 Linkages with the Wider Community

