About This Report

Holy Family Parish Catholic Primary School, Ingleburn 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:

Holy Family Catholic Primary School
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Ingleburn NSW 2565
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Fax:   (02) 9829 1820
Email: info@hfidow.catholic.edu.au
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Parish Priest: Fr Peter Caruana

Principal: Mrs Toni Sillis
Date: 18 December 2009
Vision Statement

Holy Family Catholic Parish Primary School draws its inspiration from the message of Christ and lives out that message within the context of the Catholic Faith and Tradition.

Message from Key School Bodies

Principal’s Message

The 2009 School Year was exciting for the whole community with the appointment of a new Principal, Assistant Principal and Religious Education Co-ordinator. This change in leadership has enabled the school to recognise and build on the traditions and work that has gone before. To assist with this work, three pillar statements were built that form the basis of work to be done within the school.

This year the Federal Government’s Stimulus Package allowed for playground work and maintenance through the National Schools Pride Program. In addition to this, plans were made for a refurbishment of the Library and classrooms with the utilisation of the National Schools for the 21st Century (P21) program.

The academic results have once again been excellent as evidenced by the National Assessment Plan for Literacy and Numeracy (NAPLAN) results. The data gathered through the NAPLAN testing has contributed to other academic data allowing for the curriculum to be developed based on the individual needs of students.

The school also adopted the framework of Positive Behaviour 4 Learning (PB4L). This framework has enabled the School Review and Improvement (SRI) components of Rights and Responsibilities and Pastoral Care to be addressed.

Numerous opportunities were provided throughout 2009 for students to represent the school. These have included representative sport at a Diocesan and State level, Diocesan gala days, Public Speaking, the opportunity to host the Conversation with the Bishop, a whole school celebration of Holy Week at Maryfields, and Stations of the Cross celebration with other schools of the Macarthur region.

Parent Involvement

The Parents & Friends Association (P&F) exists to promote communication between school and home. The P&F aims to provide material assistance for extra resources and opportunities for social engagement between parents, so as to build a strong sense of community in which our children can thrive.

During 2009 the P&F hosted a ‘Welcome to Holy Family’ barbeque for new Kindergarten families joining the school. Mothers Day and Fathers Day stalls were also held so that the children could buy presents for the special people in their lives. In June a social ‘Wine and Cheese’ night was organised to give parents the opportunity to make new friends and mix
with the new management of the school. In addition, the annual school disco was a great success being attended by 220 students.

This year a P&F levy was introduced that has been overwhelmingly successful with 65% of Holy Family families supporting the initiative. Due to this support, the P&F will be able to assist the school in 2010 with funding for items that the standard school budget cannot stretch to meet.

Through the year the P&F made donations to the school to purchase library books ($5000). Funds were also provided for pastoral care ($1000). The school received a new set of football jerseys as well as four sets of basketball singlets.

The P&F has also been fortunate to have a parent volunteer to coordinate a school fete in 2010. The community looks ahead in anticipation of this great community event.

Thanks are extended to the P&F Executive for their support this year and also the wonderful group of parents who make themselves available to host the social initiatives that are held throughout the year.

Parents and Friends Association, President

Student Leadership

The Year 6 students participated in many school events throughout 2009. Their skills were used at School Carnivals, helping younger students within the school, Public Speaking and the Canberra excursion.

Highlights of the year for the student leaders included the preparation and celebration of the sacrament of Confirmation and hosting of the annual Conversation with Peter Bishop Ingham for this and other schools within the Macarthur area.

To help celebrate the end of primary school and to prepare for the transition to high school Year 6 participated in a Motiv8 Sports program that helped to build skills of resilience, confidence, teamwork, respect and motivation.

School Captains

School Profile

School Context

Holy Family Catholic Primary School is a Catholic Systemic co-educational school located in Ingleburn. The school serves the community parishes of Ingleburn, Minto, Macquarie Fields and Glenfield. The school caters for students in Years K-6 and has a current enrolment of 401.

This year the school completed 28 years of Catholic Education in the Parish of Ingleburn. The founding principals were the Sisters of the Good Samaritan; thus there is a Benedictine tradition at Holy Family Catholic School. The motto, “And He Grew In Wisdom” recognises the Holy Family, the families at Holy Family Catholic School, Ingleburn and the importance of families in our world.
Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>221</td>
<td>180</td>
<td>401</td>
<td>0</td>
<td>214</td>
</tr>
</tbody>
</table>

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 then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>92.5%</td>
<td>88.9%</td>
<td>90.5%</td>
<td>91.1%</td>
<td>95.3%</td>
<td>91.0%</td>
</tr>
</tbody>
</table>

Holy Family regularly advises parents of the importance of school attendance in the school newsletter. Parents are advised to notify the Principal in writing if a child has to miss school for any length of time. If a child is absent for any reason, on his/her return to school a note is required explaining the reason so that the class rolls can be marked accurately. These notes must be received within seven days of the absence. Reminder letters are sent to parents and carers before the roll is marked as an unexplained absence.

Staffing Profile

There are a total of 21 teachers and 12 support staff at Holy Family Parish Catholic Primary School. This number includes 18 full-time and 3 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 97.36%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2008 to 2009 was 100%. This retention rate has led to a stable staff where teachers are able to fully engage with projects to their completion.

Professional Learning

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

These included:
- building foundational pillar statements outlining beliefs and practices for providing Catholic Education, authentic Curriculum and Pedagogy and embracing the challenges of education in the 21st Century;
- school based development and use of School Review and Improvement (SRI) Framework;
- school based development and use of Diocesan Teaching and Learning Framework also known as the Quality Teaching Framework;
- Assessment: Teaching staff were supported in their understanding and use of assessment to inform both student outcomes and future learning;
- Oral Language: the school engaged the services of a Speech Pathologist for the support of oral language needs K-6;
- The Fourth Way Leadership Conference: Andy Hargreaves – Principal and Assistant Principal;
- The Six Secrets of Change Leadership Seminar: Michael Fullan – Assistant Principal;
- addressing the needs of children with Autism; and
- Leading Literacy and Numeracy across the school (CEO based course).

School based expenditure on professional learning in 2009 was $4000. This was in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Catholic Life & Religious Education

Throughout Lent 2009 the school community combined with other Catholic schools of the area to lead the Stations of the Cross at Maryfields. Bishop Peter Ingham was in attendance on the day. This was a wonderful opportunity for the students to demonstrate their faith beyond the school and church grounds.

The school community was most generous in their compassion for those who survived the devastating bushfires in Victoria. The community raised $2186.80 for the Archbishop of
Melbourne’s Charitable Bushfire Appeal. This money was through donations as well as student initiatives of cake stalls and mufti days.

In August, Holy Family also hosted the Annual Prayer and Conversation with the Bishop of Wollongong, the Most Reverend Peter Ingham. The Year 6 students of 5 Catholic schools within the Macarthur region attended this event.

The school embraces all opportunities to celebrate and strengthen the faith commitment of the students.

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 61 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 7 September, and 63 completed the Extended Task (Part B). The Extended Task is based on the Unit: One With God’s Creation and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in the knowledge of the religious tradition. This high level of performance was particularly noticeable in their ability to:

- identify the season of Lent as preparation for Holy Week and Easter;
- demonstrate basic knowledge of Jesus and His teachings;
- demonstrate growing familiarity with Scripture stories;
- identify key aspects of the story of creation;
- respond in wonder and praise and give thanks to God for the gift of life;
- demonstrate basic understanding of the Sacrament of Penance;
- identify the key times of the Liturgical Year; and
- describe and explain an image of God from the Scriptures.

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:

- recall the events of Holy Week;
- name the ways Jesus is present in the celebration of the Eucharist; and
- demonstrate an understanding of the Sacrament of Baptism.

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

For Part A 18% of students were placed in the developing level, 60.7% in the achieving level and 21.3% were in the extending level.
For Part B 11.1% of students were placed in the developing level, 79.4% in the achieving level and 9.5% were in the extending level.

Combining Parts A and B, 18% of students were placed in the developing level, 70.5% in the achieving level and 11.5% were in the extending level for Religious Literacy.

Financial Summary

Each year, the school budget is determined by the ongoing needs of the school. The Principal, Finance School Support Officer, Senior School Support Officer and Finance Administrator from the Catholic Education Office set the budget using historical information from the previous year and emerging needs. The budget is then discussed with the key stakeholders of the school and implemented. The organisation of the budget is discussed with the Parish Priest.

During 2009 a loan was taken with the Catholic Development Fund to enable the cyclical upgrading of computers within the school. Library resources, sporting equipment and Literacy resources were a priority within the budget. The Parents and Friends Association of the school also assisted with Library resources.

The school also received a grant of money through the Federal Government’s Building the Education Revolution National Schools Pride Scheme and used these funds to upgrade playground facilities and drainage within the school.

The following graphs reflect the aggregated income and expenditure for Holy Family 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

Holy Family began to develop School Wide Positive Behaviour for Learning (SPB4L) through a Learning Communities project funded by the Catholic Education Office. SPB4L is a framework of student Pastoral Care and Student Management.

SPB4L has become vital in maintaining the effective academic and social learning of the students. At Holy Family, the belief is held that all students need to be offered the opportunity to achieve expectations that enable participation, contributions and success in school. These include academic skill competence, social skill competence and lifestyle skill competence.

SPB4L is an approach to Student Management that is preventive, proactive and positive. It relies on data to create direction for behaviour support. It is not an elimination of consequences for problem or poor behaviour. It also allows students to recognise that there is a set of expectations that are school wide.

Throughout 2009 the staff of Holy Family developed an expectations matrix under the 3 school rules of Be Safe, Be Responsible, Be Respectful. This matrix is used for consistency in action and purpose when dealing with the students and the school community in general.

At Holy Family there are opportunities for students to be recognised academically and socially with school awards. These include bronze, silver and gold awards, Principal Awards and classroom awards.

In 2009 the school introduced the Sister Bernadette Nichols Memorial Award. This award was instituted in memory of the school’s founding Principal, Sister Bernadette. The award is presented to a boy and girl student from Year 6 who have, throughout their primary school lives, demonstrated a commitment and balance to their spiritual, academic and social growth.

Catholic schools in the Diocese of Wollongong are committed to providing 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 school communities. These documents can be found on the Catholic Education Office website: 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
Holy Family Catholic Primary School continues to transform approaches to learning and teaching that will help to improve learning outcomes for all students. During 2009, the teaching and learning at Holy Family was developed through the commitment to the school’s pillar statements and with the utilisation of the School Review and Improvement process.

Curriculum & Pedagogy
During 2009, the teaching of Religious Education has been exciting. In Year 4, students again participated in the Religious Literacy Assessment where the production of major works using technology and traditional materials, were completed as responses to the questions posed.

Across all stages work was developed through the generation of an organised and informative approach to the transition of students throughout primary school. This began with work being commenced on a more effective assessment system which identified the needs of all children, informed teacher planning and programming and invited parental collaboration in the reporting process.

Cross Curriculum
The introduction to the Diocesan Learning and Teaching Framework (DLTF) allowed for work to be developed across the curriculum in a systematic way. The DLTF helped to ensure that students’ needs were being met in all areas of the curriculum.

The importance of assessment for and of learning was also developed with the DLTF. The backward mapping of assessment tasks allowed for the development of authentic assessment and therefore authentic teaching and learning.

The need for oral language development of students was identified in 2009 and set as a priority for improvement. Thus an oral language program was developed across the school, facilitated and mentored by a speech pathologist. The emphasis on the need for explicit instruction in talking and listening enabled greater student outcomes across the curriculum, particularly in Year 1.

Meeting the needs of all students
Within each classroom, teachers continued to diversify the curriculum to meet the individual needs of students. In English, guided reading and guided writing enabled the curriculum to be differentiated. Whilst in Mathematics, the use of small groups assisted by school support officers fostered a differentiated approach to this aspect of the curriculum.

The Review Committee, which monitors the progress of students who are experiencing some difficulties with their learning, met consistently throughout the year. This also helped to
facilitate the process of organising Individual Education Program (IEP) meetings twice through the year to allow for parent/teacher feedback. The school’s Assistant Principal facilitated these meetings.

School Support Officers supported students with special Literacy needs on an individual or small group basis. Reading Recovery continued throughout 2009, enabling those students in Year 1 with reading difficulties the opportunity to increase their reading skills through an individualised program of work. Those students who had successfully completed the Reading Recovery program continued to be monitored in Stages 1 and 2.

Expanding Learning Opportunities
At Holy Family the opportunity to take learning beyond the classroom is encouraged. In 2009 this included visits to Taronga Zoo, Fairfield City Farm, Blue Mountains National Park, The Tarmac Tour at Sydney Airport, Canberra and The Science Centre, Wollongong. In addition to this, the whole school attended Stations of the Cross at Maryfields.

Students in Years 5 and 6 participated in school based Public Speaking activities and two students were selected to represent the school in the Diocesan Public Speaking Competition, where they presented a short speech to an audience.

Throughout 2009, the students were also offered many experiences in Sport. These included school competitions of Cross Country, Athletics and Swimming as well as representation of these sports at Region, Diocesan, Inter-Diocesan and, in one instance, State level.

The opportunity to represent the school at sporting gala days including Netball, Soccer, Rugby League, AFL, and Cricket were also enjoyed by the students.

Professional Learning
Professional Learning in 2009 was both rewarding and exciting. The majority of the learning occurred in school enabling an alignment with the strategic intent of the Diocese, and the targets of the school within the SRI framework.

These professional learning opportunities aimed to develop a culture of evidence-based self-review and improvement. Thus began the establishment of a collaborative culture of professional learning, responsibility and accountability enabling the successful implementation of the Annual Action Plan of the school. This professional learning helped to create further direction for development with an identified, negotiated and relevant focus for the school.
**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

**NAPLAN**

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Holy Family’s 2009 results are a credit to the children and the teaching staff of the school. Below is a breakdown of the results.

**Year 3:**

**Overall Literacy**

96% of students achieved Bands 4, 5 and 6 with no students in Band 1. Students performed highest in Reading with 44% achieving Band 6 and Spelling with 44% achieving Band 6. Students performed very well in Writing with 48% of students achieving Band 5 and Grammar and Punctuation with 44% of students achieving Band 5.

**Overall Numeracy**

74% of students achieved Bands 4, 5 and 6. Students performed best in Measurement, Data, Space & Geometry with 77% of students achieving bands 4, 5 and 6 compared to the state percentage of 69. Students performed very well in Number, Patterns & Algebra with 72% of students achieving bands 4, 5 and 6 compared to the state percentage of 64.

**Year 5:** (Results for Year 5 cross Bands 3, 4, 5, 6, 7 and 8)

**Overall Literacy**

83% of students achieved Bands 6, 7 and 8 with no students in Band 3. Students performed best in Reading with 42% achieving Band 7 and 21% achieving Band 8. Students performed very well in Grammar & Punctuation with 19% achieving Band 8 and 42% achieving Band 7.

**Overall Numeracy**

73% of students achieved Bands 6, 7 and 8 with no students in Band 3. Students performed best in Measurement, Data, Space and Geometry with 78% of students achieving Bands 6, 7 and 8 compared to the state percentage of 64. Students performed very well in Number, Patterns & Algebra with 63% of students achieving Bands 6, 7 and 8 compared with the state percentage of 55. Year 5 students between this test and that which they sat in Year 3 have also noted significant growth with some students demonstrating growth of up to 2 and 3 skill bands.
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.

<table>
<thead>
<tr>
<th>NAPLAN % in Bands</th>
<th>2009:</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
</tr>
<tr>
<td>Reading</td>
<td>School 0%</td>
<td>31%</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td>National 15%</td>
<td>40%</td>
<td>42%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 0%</td>
<td>25%</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>National 9%</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 2%</td>
<td>23%</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>National 15%</td>
<td>44%</td>
<td>39%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 2%</td>
<td>32%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>National 15%</td>
<td>35%</td>
<td>49%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 9%</td>
<td>50%</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>National 16%</td>
<td>50%</td>
<td>32%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>NAPLAN 2009: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School 100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 96%</td>
<td>93%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 97%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 100%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>94%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>94%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 98%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 96%</td>
<td>96%</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

At the end of 2009, a survey was sent to all families and attracted 66 responses which is approximately 22% of the school population. The survey was built to align with the work of the school done within the School Review and Improvement (SRI) framework.

For the target of improving Catholic Life and Religious Education: Parents Parishes and the Broader Church (1.4), 65% of parents strongly agreed or agreed that the school had experienced improvement in this area. For the target of improving students and their learning: Rights and Responsibilities (2.2), 57% of parents strongly agreed or agreed that the school had demonstrated improvement in this area, and for Pastoral Care (2.5) 74% of parents strongly agreed or agreed that improvement had been made. Under the SRI key area of Pedagogy: Provision for the Diverse Needs of Learners (2.5) and Assessment (2.3), 62% of parents strongly agreed or agreed that improvement had taken place. Further, the SRI key area of Strategic Leadership and Management: Planning for Improvement (7.1) 78% of parents strongly agreed or agreed that the school had been effective in improvement throughout the year.

A similar survey was given to students and returned some positive responses including:

- ‘When I am at school I learn and understand the Catholic faith’;
- ‘I like this school. It makes me very safe because the teachers care for us’; and
- ‘What I like about this school is that I can make lots of friends’.

The survey issued to staff was also aligned with the work done using the SRI framework. This survey returned some extremely positive results. The staff survey also highlighted areas where continued development across the school is needed including further exploration of parental involvement in Sacramental preparation, continuation of the development of Positive Behaviours 4 Learning Framework, continued work in the area of assessment and open ended learning.

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
  - 1.4 Parents, Parishes and the broader Church
• Key Area 2: Students and their Learning
  - 2.2 Rights and Responsibilities
  - 2.5 Pastoral Care
• 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

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
  - 2.3 Reporting Student Achievement
  - 2.4 Integration of ICT
• Key Area 3: Pedagogy:
  - 3.4 Planning, Programming and Evaluation
  - 3.5 Assessment
• Key Area 4: Human Resources, Leadership and Management
  - 4.5 Overall Compliance with Legislation and other Requirements
• Key Area 5: Resources, Finance and Facilities
  - 5.1 ICT Resources