About This Report

St Anthony’s Catholic Primary School, Picton 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:

St Anthony’s Catholic Primary School
Menangle Street
Picton NSW 2567
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Fax: (02) 4677 2141
Email: info@sapdow.catholic.edu.au
Website: www.sapdow.catholic.edu.au

Parish Priest: Fr John Ho

Principal: Mr John Milgate
Date: 18 December 2009
Vision Statement

As an integral part of the Parish, we the school community of St. Anthony’s, Picton, strive to provide excellence in Catholic Education in the Josephite tradition.

Message from Key School Bodies

Principal’s Message

The 2009 School Year was another exciting and fulfilling year for St Anthony’s. The second stage of redevelopment, which included a new administration block, library, and refurbishment of the remaining classrooms was finalised by the end of the year. Our school now boasts modern learning facilities catering for all classes from Kindergarten to Year 6. The National School Pride Grant was used to improve drainage and resurface the grass playground, to refurbish the existing toilet block, provide a covered link and repair the old administration block roof. The whole school community is proud of these achievements. During this construction the teachers and students were able to keep their focus on high academic outcomes.

Parent Involvement

St Anthony’s School is fortunate to have a significant level of parent involvement within the school community.

Parents are active in the Parents’ and Friends’ Association (P&F) and the Autumn Fair fundraising committee. They contribute and support the school as classroom helpers, in supporting the infants gross motor program, and as volunteers on excursions, at sporting events and in the canteen.

The P&F consults widely with the school community when planning to support the school with funds. This year the Association was able to contribute funds to furnishing and equipping the new library with the latest in technology, finishing the resurfacing of the grass playground, new water efficient cisterns for the refurbishment of the toilet block and new whiteboards for the refurbished classrooms.

Parents and Friends Association, President

Student Leadership

At St Anthony’s all Year 6 students are given responsibility as school leaders. The students attended two leadership-training days at school at the beginning of the year in preparation for their position of responsibility. The students rotate through four leadership areas over the four terms. The students, guided by a staff mentor, planned and led various activities including: prayer, sports, assembly, charitable days, hospitality and environmental projects.

School Leaders
School Profile

Established in 1880 by the Sisters of St Joseph, St Anthony’s Catholic Parish Primary School is one of the oldest schools in the Diocese. St Anthony’s is located on the original school site in Picton. Following in the tradition of the Sisters of St Joseph, the school offers a quality education in the charism of Mary MacKillop. The school is a two stream coeducational primary school offering a Catholic Education to students in the Wollondilly district. The school caters for students in Years K-6 and has a current enrolment of 342.

The school community reflects the diversity of Australian society with families of differing cultural, ethnic and socio-economic backgrounds. The school draws students from a twenty kilometre radius from the sixteen villages surrounding Picton.

St Anthony’s is an integral part of the parish community. The spiritual growth and welfare of each student, along with sound educational practices is a shared responsibility of the Parish Priest, Principal, staff and parents.

The school enjoys a positive relationship with the local community with different organizations and clubs utilising the school property for outside school activities. The school participates in many local events. In 2009 the Active-After-School Program was introduced two afternoons a week.

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>165</td>
<td>177</td>
<td>342</td>
<td>0</td>
<td>28</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](http://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>90.6%</td>
<td>89.9%</td>
<td>89.6%</td>
<td>88.5%</td>
<td>92.4%</td>
<td>91.7%</td>
</tr>
</tbody>
</table>

The school office monitors unexplained absence and reminder notes are printed for periodic non-attendance that is unexplained. Any significant non-attendance is followed up by the school principal.
Staffing Profile

There are a total of 22 teachers and 7 support staff at St Anthony of Padua Catholic Primary School. This number includes 14 full-time and 8 part-time teachers.

Teacher Standards

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

<table>
<thead>
<tr>
<th>Qualification Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Teacher Attendance and Retention

The average daily teacher attendance rate for 2009 was 96.71%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2009 to 2010 was 90%.

Professional Learning

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

These included:
- Ongoing participation by teaching staff in a Learning Communities Project around Quality Assessment Practices;
- Professional dialogue around School Review and Improvement (SRI);
- Whole staff training on Anaphylaxis;
- School Support Officers undertook annual First Aid Training or updates;
- Staff meetings and Stage meetings on Team Teaching;
- Staff Development Day on English; and
- Staff Development on the use of WIKIS for sharing class information.

School based expenditure on professional learning in 2009 was $10,545. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.
St Anthony’s vision and mission statement implicitly connects the school’s intent to the charism of Mary MacKillop. The Josephite culture is evident in the school in a variety of ways which includes the yearly visit of Year 5 to Mary MacKillop Place, the establishment of the MacKillop Award and close links between the school and the Josephite Sisters.

In 2009 Catholic Identity was clearly visible through the celebration of important feast days, class participation in Parish Masses and in the displays of sacred spaces around the school and within classrooms.

Liturgical celebrations were planned in consultation with the Parish Priest to ensure they were meaningful and appropriate for the students. Major feast day celebrations were held to commemorate the feast of St Joseph, St Anthony of Padua, The Annunciation and Blessed Mary MacKillop.

A culture of prayer and celebration existed which was evidenced by morning and afternoon whole school prayer, Friday afternoon school prayer at assemblies, class prayer and staff prayer. Year 6 leaders led the Rosary every Friday in the church and students were free to attend.

Staff participated in weekly prayer and the Religious Education Team continued their work as Spiritual Animators. This team has worked to build a culture of care and affirmation of staff, as well as developing the spiritual dimension of the staff through prayer and reflection.

All classroom teachers taught Religious Education based on the current Diocesan Curriculum and. Year 4 students participated in the Diocesan Religious Literacy Assessment. The results of this assessment were distributed to the parents of the students as well as being analysed by the staff to influence future learning experiences fro the students.

Each year the school plans and promotes social justice by supporting one charitable initiative a term. Initiatives this year included guest speakers from Caritas Australia. The school raised and donated $493 to Caritas, $100 to Catholic Missions, $610 to St Vincent de Paul Christmas appeal and $2288 to the Archbishop of Melbourne’s Bushfire Appeal.

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 54 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 7 September and 54 completed the Extended Task (Part B). The Extended Task is based on the Unit: One With God’s Creation and was completed during the first half of Term 3.

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

- Knowledge of the Church’s liturgical seasons; and,
• Knowledge of the story of Creation.

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 knowledge around the importance of some of the Church’s great saints; and
• Expound the language of the commandments.

For Part A, 33.3% of students were placed in the developing level, 59.3% in the achieving level and 7.4% were in the extending level.

For Part B, 5.6% of students were placed in the developing level, 57.4% in the achieving level and 37% were in the extending level.

Combining Parts A and B, 24.1% of students were placed in the developing level, 53.7% in the achieving level and 22.2% were in the extending level for Religious Literacy.

Financial Summary

A major component of school expenditure for 2009 was on providing teaching resources and materials, and furniture and equipment associated with fitting out the new library, administration block and refurbished classrooms.

Funds were also used to finalise loan repayments for technology hardware. The School Enhancement and Debt Servicing Obligation (SEDSO) funds represent contributions paid by parents to service building debt and improvements. This year the account was used primarily to repay a loan of $750,000 associated with Stage 1 of the building redevelopment project and $700,000 associated with Stage 2 of this development.

The following graphs reflect the aggregated income and expenditure for St Anthony of Padua Catholic Primary School for the year ended 31 December 2009. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction

The school's motto is ‘Grow in Respect and Honesty’. This is a constant reference point for encouraging positive behaviour.

Currently St Anthony's has a range of programs and initiatives in place to care for the welfare of students and parents. The school awards scheme is an example of the school’s commitment to recognising the good behaviour of students. Good behaviour is recognised daily through the accumulation of merit stickers. At regular intervals the merits are redeemed for a Principal’s Sticker and a Principal’s Award. The students continue to enjoy this positive encouragement in 2009.

The school has policies and structures in place that support the National Safe Schools Framework. As in past years the students participated in an Anti-Bullying Program ‘Creating Peace’. At the conclusion of the program an Anti-Bullying Day was held to refocus awareness amongst the students, staff and parents and provide strategies for students to use when dealing with bullying and harassment.

The buddy system continued to operate within the school with older classes buddying with younger classes to provide tuition in reading and computer skills.

CatholicCare continued to provide family counselling support to the school on a weekly basis.

Community links are an important part of Pastoral Care at St. Anthony's. This year the school supported charities through participation in The Biggest Morning Tea and made donations of Christmas hampers and toys to the St. Vincent's de Paul Society.

The school is committed to providing a safe and supportive environment, characterised by fairness, mutual trust, respect and reconciliation. Any parents, students or community members who had a grievance during 2009 were encouraged to have their concerns addressed.

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 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 & Teaching

Introduction

St Anthony’s is committed to providing quality Catholic Learning and Teaching. All Board of Studies requirements are being met as the school seeks to implement a contemporary curriculum to meet the needs of all students.

In addition to the Key Learning Areas (KLAs) prescribed by the NSW Board of Studies, the students have been provided with courses of study in Religious Education in accordance with Diocesan policy. During 2009 the school priorities have reflected Diocesan and National imperatives for improved performance in the area of Numeracy Curriculum and Pedagogy.

Curriculum & Pedagogy

In each classroom teachers timetabled across Key Learning Areas (KLAs) according to the minimum time requirements recommended by the Board of Studies and Diocesan Policies.

In both Literacy and Numeracy, assessment data was used from National Assessment Program Literacy and Numeracy (NAPLAN) in Year 3 and 5; Schedule for Early Numeracy Assessment (SENA) in Early Stage 1 and Stage 1; and Early Literacy Assessment (ELA) in Kinder and Year 1 to drive the learning programs.

Teachers attempted where possible to integrate learning experiences from across KLAs. This made the experiences more relevant and allowed for more than one outcome to be achieved through learning experiences.

The school’s Information Communication and Learning Technology (ICLT) Plan enabled a focus to be maintained on the utilisation of technology to support learning. All classrooms were well resourced in technological hardware. There was a significant emphasis on the use of technology in Stage 3 where students utilise technology as a tool to inspire inquiry based learning and individual interest projects.

Students in each class accessed individual myclasses homepages with links to supportive learning experiences.

Cross Curriculum

Through the use of integration, teachers programmed learning experiences to meet cross-curriculum content. Literacy was a key component across all other Key Learning Areas.

As part of their Religious Literacy Assessment, Year 4 students engaged in individual projects around the theme of ‘Creation’. Children linked their projects to their studies in Human Society and Its Environment (HSIE) skilfully making connections between real issues affecting the land, climate change and the spiritual concept of stewardship which encouraged students to reflect on the care and stewardship of God’s creation.

Indigenous perspectives were included within at least one unit of work in Human Society and Its Environment. Significant work was undertaken in this area in Year 3 and 6. Asian Studies were integrated into the content of some units across the school with a key focus in Year 6.
Meeting the Needs of All Students

In addressing the individual needs of students, a variety of individual support structures were provided. These included School Support Officer intervention across the school and Reading Recovery for Year 1. This year eight Year 1 students were successfully discontinued from the Reading Recovery Program and three students were referred for additional assessments and support. This represented 21% of Year 1 students being assisted through the program.

Students with specific learning needs continued to be supported at St. Anthony’s through the school Review Committee. The committee is comprised of a selection of staff under the guidance of the Assistant Principal, who is the Review Committee Manager. The committee met with parents of students identified as needing additional support each term to set individual learning outcomes and to review progress. These students were supported in class by School Support Officers working in partnership with teaching staff. In addition, the school had twenty students for which the school received additional funding for special educational needs. Transition meetings were held each term with the parents and teachers of these students to evaluate and plan achievable short term learning goals. Individual Education Plans are developed for these students.

Also, during 2009 the school Principal was directly involved in a Numeracy Project with Year 5 teachers and students to raise the level of numeracy outcomes for these students.

Expanding Learning Opportunities

All classes were provided with opportunities to enhance learning through excursions, and visiting performances and workshops. Excursions included visits to Sydney Wildlife World, Taronga Park Zoo, University of Wollongong Science Centre, Wollondilly Heritage Centre, Rocks Walking Tour, Bathurst Gold Fields, MacKillop Place and Canberra. Visiting workshops and performances were provided by Life Education and Return of the Bully.

Opportunities to participate in sport and fitness were well catered for through the weekly PE, Sport and Infant’s Gross Motor Program. A specialist PE teacher conducted lessons for each class on a term about rotation.

In addition students participated in school swimming, athletics and cross-country carnivals. Primary age students had the opportunity to trial for representation in Diocesan teams. In addition students also trial for and participated in school teams in local gala days in netball, cricket, rugby league, rugby union, soccer, AFL and basketball.

A number of students represented the school and Diocese at MacKillop sporting trials.

The school’s learn to swim program was expanded to include all Infant’s classes this year. The program was conducted at Wollondilly Leisure Centre over a nine day period.

Students in Years 3 to 6 had the opportunity to participate in the Australasian Mathematics and English competitions, achieving credible results.

The school continued to provide the opportunity for students from Year 3-6 to participate in a school band. Performances were held each semester at school assemblies.
Each year the school holds a talent quest to allow students to perform and showcase their talents. The students look forward to this each year. In 2009, the Year 6 students coordinated this event.

**Professional Learning**

Teachers were involved in ongoing professional dialogue around assessment and reporting as the school continued to develop consistent teacher judgement around assessment tasks in order to meet Diocesan Policy and Commonwealth Government accountabilities around reporting to parents. A two year Learning Communities Project supported by the Catholic Education Office has allowed teachers to work with Professional Learning Officers to expand their knowledge of Quality Assessment Practices. In carrying out this professional learning The Diocesan Learning and Teaching Framework was used as a reference to develop and code assessment tasks.

**Student Achievement**

The school used 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.

The school results in the National Assessment Program Literacy and Numeracy (NAPLAN) were stronger in Year 3 than in Year 5. Overall students performed better in Literacy than Numeracy. All students in Year 3 achieved above the national minimum standard in grammar and punctuation. In all other areas the average was above the national average.

In the Year 5 results, the number of students that achieved above the national minimum standard was slightly below the national average. The small percentage of students who were identified as not meeting national minimal standard had already been identified by the school and are currently on Individual Education Plans. The best results for Year 5 were in writing and spelling.

**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 2009: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School 7%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>National 15%</td>
<td>40%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 2%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>National 9%</td>
<td>45%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 9%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>National 15%</td>
<td>44%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 11%</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>National 15%</td>
<td>35%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 15%</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>National 16%</td>
<td>50%</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 98%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>National 96%</td>
<td>93%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 98%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>National 97%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 98%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>94%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 100%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>94%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 96%</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>National 96%</td>
<td>96%</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

A survey was distributed to all parents to gauge areas of satisfaction. Parents indicated that they were again satisfied that the school helped to develop a knowledge and understanding about Catholic tradition with 100% agreeing. The parents also indicated that the school provides opportunities for them to be involved; that the school offers a range of co-curricular activities; that the teachers are genuinely interested in the welfare of their child; and that the school effectively communicates information about activities and events. In all these areas the parental satisfaction was 99%.

The survey highlighted several areas that had improved since 2008 but also continued to identify areas which warrant time and effort to improve. In the parent survey 6% indicated that the school does not provide appropriate information about their child’s progress. A further area in need of improvement was around Anti-Bullying Programs. Some 4% of parents do not feel that enough is done to prevent bullying. Whilst the majority do agree that effective programs and processes are in place it does warrant further investigation. A new pilot program has been planned for the later part of the year and a more extensive survey of parent thoughts will be carried out in the area of student progress reporting through the School Review and Improvement Framework.

A survey was distributed to the students in Primary grades Years 3-6 to gauge their satisfaction of school life. Students agreed with the parent response that the school helped them in their understanding of the Catholic faith with 95% agreeing, and 95% agreed that they were proud of their school; that their teachers encouraged them to learn to the best of their ability and that they understood their rights and responsibilities at school. As well, 96% believed the school provided co-curricular activities. Although 86% agreed that they felt safe at school, the fact that 14% expressed concern warrants further investigation regarding their feelings and perceptions.

A survey was distributed to staff to gauge areas of satisfaction aligned to the parent survey. Staff indicated that they agreed that the school is doing its best in most areas of the survey. Two areas in which concerns were raised were: the students understanding of their rights and responsibilities, and the ability of the school to meet the needs of individual student, particularly in the area of gifted and talented education.

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
  - 1.1 Vision and Mission
- Key Area 2: Students and their learning
  - 2.1 Educational Potential
- Key Area 3: Pedagogy
  - 3.2 Provision for diverse needs of learners
  - 3.3 Teaching Practices
  - 3.6 School Climate, learning environment and relationships
- 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 2010:

- Key Area 1: Catholic Life and Religious Education
  - 1.3 Catholic Life and Culture
- Key Area 3: Pedagogy
  - 3.1 Curriculum provision
  - 3.7 Professional learning
- Key Area 4: Human Resources, Leadership and Management
  - 4.1 Recruitment, selection and retention of staff
  - 4.5 Overall compliance with legislation and with other requirements
- Key Area 5: Resources, Finance and Facilities
  - 5.2 Use of resources and space
- Key Area 6: Parents, Partnership, Consultation and Communication
  - 6.2 Reporting to the community