About This Report

St. John Vianney’s Catholic Primary School, Fairy Meadow 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. John Vianney’s Catholic Primary School
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Parish Administrator: Fr. Davidanthony Davies

Principal: Mr. John Walsh
Date: 20th December 2009
Vision Statement
The vision of St. John Vianney’s school is to assist parents to bring to reality the fullest development of each child within the experience of a loving and support Parish School.

Message from Key School Bodies

Principal’s Message
At St John Vianney’s Catholic Primary School we believe that learning is meaningful and effective when Gospel values are present; individual differences are accepted and valued and where the spiritual, academic, physical and emotional needs of students are met. In teaching and learning a variety of thinking and processing styles are employed to meet the diverse needs of the learner. The ownership of learning is encouraged and nurtured through the development of independence where children are willing to take risks and see challenges as opportunities for personal growth in an environment that is positive, encouraging and stimulating.

Parents are recognised as the primary educators of children. A school undertakes its educational responsibilities on behalf of the parents and the Parish and the success of the school directly relates to the strength of this partnership.

A daily commitment to prayer and involvement in the liturgical life of the Parish are central to life in a catholic school. Each of us is called to be a living witness to the person of Jesus Christ, no matter our position in life.

Highlights of this year include a high level of achievement in the NAPLAN results, the introduction of the Move to Learn Program for our Infants, the implementation of the Learning Support Team and a greater involvement of students in the preparation of school liturgies. The Transition to School Program continues to raise the profile of the school in the wider community as has the continuation of the Rock and Water Program and mediation room.

Finally, in celebrating our 60th Anniversary, 2009 was a most successful year.

Parent Involvement
What a great 2009 we have had at St John Vianney’s. This year with the 60th Anniversary of the school and the biennial Fete, it certainly was busy for our committee and all the parents who get involved to lend a hand.
Our major fundraiser for the year was the Fete and what a day it was. The school community was there in full support of our children. Parents, friends and teachers helped out with stalls, setting up and packing up, and everyone had a fantastic time. It was a success in more ways than one. We not only raised $19,000 for invaluable technology resources for our children, but also the smiles on the faces of all who attended and were involved said it all. It was a huge success. The 60th anniversary celebrations were also well attended and it was wonderful to meet up with past teachers and students and hear their stories of their humble beginnings and how a community built the school. That community spirit still exists today and is seen in the many activities that all members of our school are involved in:

- school Fete;
- welcome of new families at the Kindergarten BBQ;
- Mothers’ Day & Fathers’ Day stalls;
- Mum’s dinner night out for all Grades;
- Bombala community sport visit;
- 60th Anniversary Dinner and Mass; and
- working with the Parish in preparing the children to receive the Sacraments of Penance, First Holy Communion and Confirmation.

We now all look forward to a new year with many new projects, both fundraising and social to keep our school community working together for our children.

*Parents and Friends Association, President*

**Student Leadership**

Being school captains for 2009 was a privilege that we will never forget. We have learnt how to take on extra responsibilities and accept new challenges. Working with other captains has lifted our confidence as well as being a lot of fun. We will cherish our years at St. John Vianney’s. We have had lots of opportunities to represent the school and help many people. The role of captain will help us manage other responsibilities in the future.

*School Captains*

**School Profile**

St. John Vianney’s is a two stream, coeducational school catering for children in the primary years of education (K-6). It serves 235 families and 336 students of the Parish of St John Vianney’s. Approximately 97% of enrolled students have been Baptised in the Catholic faith and the bulk of the remaining students are of one of the Orthodox faiths. The Parish Priest, the staff and parents share a common responsibility for all students in their care. The school is supported by the Catholic Education Office of the Diocese of Wollongong and operates under the authority of Bishop Peter Ingham.

The school is located on 3 hectares of land bounded by the Princes Highway and Cabbage Tree Lane, Fairy Meadow. The Wollongong CBD lies approximately 5 kilometres to the south.
Student Enrolments

<table>
<thead>
<tr>
<th>2009</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>159</td>
<td>177</td>
<td>336</td>
<td>5</td>
<td>124</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>2009</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></td>
<td>93.0%</td>
<td>93.4%</td>
<td>94.5%</td>
<td>94.2%</td>
<td>96.1%</td>
<td>95.6%</td>
</tr>
</tbody>
</table>

Parents provide explanations in written form of non-attendance and in the event of non-explanation, the school sends home a reminder explaining that the child was marked absent on a particular day and asks for an explanation.

Staffing Profile

There are a total of 24 teachers and 10 support staff at St. John Vianney’s Catholic Primary School. This number includes 12 full-time, 12 part-time teachers.

Teacher Standards

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

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

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

The average daily teacher attendance rate for 2009 was 96.93%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2008 to 2009 was 100%.

Professional Learning

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

- numeracy Staff Development Day at Holy Spirit in Term 2. K-6 staff;
- three members of the leadership team participating at the Australian Council for Educational Leaders (ACEL) National Conference in October;
- one Staff Development Day on spirituality with Andrew Chin K – 6 staff
- First Aid training and Anaphlyaxis training – whole staff;
- The Diocesan Learning and Teaching Framework training through the CEO for all teaching staff;
- participation as a feeder school, in the Holy Spirit Learning Community Project in aspects of Numeracy;
- Autism and Move to Learn In-services for Infants Teachers;
- one Stage 3 teacher trained in the use of Technology in Education;
- Principal training in Special Education – Sustainability and Inclusion;
- three teachers participated in the Leading Literacy and Numeracy Learning In-service; and
- one teacher attended the Board of Studies compliance in-service.

School based expenditure on professional learning in 2009 was $380 per teacher. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Catholic Life & Religious Education

A highlight of 2009 was the celebration of our 60th Diamond Jubilee celebrations. Visitors travelled from Alice Springs, Queensland, South Australia, Victoria, Canberra and New South Wales for the occasion. The Sisters of the Good Samaritan Order who had taught at St John Vianney’s were reunited with our school community. Bishop Peter Ingham and Fr Davidanthony concelebrated Mass. The Mass was a true celebration of all the traditions of the Sisters of the Good Samaritan. Staff, students and parents provided music accompanied by soloists and a liturgical movement. A morning tea was held after Mass for all in the hall. The hall was decorated in the school colours of maroon and blue. Around the walls was a pictorial display of the history of the school. All the children and teachers made a mosaic depicting ‘The Good Samaritan’. This mosaic is now part of a peace garden with pavers.
embedded in the ground, bearing the names of Good Samaritan principals, former and present staff, families and parishioners in front of the existing library. The celebrations culminated in a dinner dance that was attended by Sisters, staff, parents and past students in the Father McCormack Hall.

During the year the children raised money for Project Compassion and Missions and supported the St Vincent De Paul Christmas food drive.

**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 43 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A), and 44 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 the following areas where the students as a cohort achieved 100%:

- knowledge of the Liturgical Year including the season of Lent as a preparation for Holy Week and Easter and the events of Advent and Christmas;
- knowledge of Jesus and his teachings and the story of creation;
- knowledge of symbols, signs and rituals of the Catholic Tradition;
- recognition of the qualities of Saints who are a model of love and service;
- familiarity of formal prayers;
- knowledge of the Ten Commandments; and
- knowledge of God's image in scripture and that they are made in the image of God.

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 growing familiarity with Scripture Stories and basic understanding of the Sacrament of Baptism; and
- name the ways Jesus is present in the celebration of Eucharist, recall and sequence parts of the Liturgy of the Word.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge. All the students were graded as achieving or extending.

For Part A, 0% of students were placed in the developing level, 35.7% in the achieving level and 64.3% were in the extending level.

For Part B 0% of students were placed in the developing level, 46.5% in the achieving level and 46.5% were in the extending level.

Combining Parts A and B, 47.6% in the achieving level and 52.4% were in the extending level for Religious Literacy.
Financial Summary

The Parents and Friends spent $5,000 on the new school sign on the corner of the highway and Cabbage Tree Lane. A total of $6,520 was raised by the Parents and Friends Association from the proceeds of the Mothers’ Day and Fathers’ Day stalls. $19,000 was raised from the school Fete in October and will be expended on technology in 2010. $6,000 of school funds was spent on Reading Resources. $8,096 of school funds was spent on the 60th Anniversary garden in front of the existing library.

The Building Education Revolution Federal government funding of $117,638 was spent on the refurbishment of the main building.
The school has rolled over an account balance for expenditure on major purchases in 2010.

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

Introduction

Through the celebration of Jesus Christ in our lives, we at St John Vianney’s Catholic Primary School are committed to educating spirit, mind and body so that the challenges of the future can be met with knowledge, confidence and enthusiasm. The development of each child can be realised when home and school work together to help each child grow into a well adjusted person. We continued with our mediation room that was started in 2007 to allow the discussion of conflict issues that occur on the playground with a member of the school leadership team during lunch times. Eight Stage 3 boys undertook lessons as part of the Rock and Water Program in Term 3. Our Pastoral Care Policy and Anti-Bullying Policy were further reviewed throughout the year. It is planned to continue to revise these policies in line with Restorative Justice Practices. In line with many local Catholic High Schools, and to help prepare our students for Year 7, we initiated the Stage 3 Discipline Policy in order to address any potential issues of bullying, violence or inappropriate behaviour.

Pastoral Care

St John Vianney’s provide the services of a Catholic Care counsellor one day per week to support children and families with specific needs. The counsellor was also involved in presenting some Professional Development for staff.

Our Year 5 students continued the support of their Kindergarten buddies, providing them with opportunities to develop nurturing and sustainable relationships. Our Year 4 began the transition to school with their pre-school buddies who will be part of the school community next year. Year 6 students continued to support the Year 1 students, having lunch with them and writing and publishing books for them. These programs along with other initiatives support the overarching vision of the National Safe Schools Framework that all Australian schools are safe and supportive environments.

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 our 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

A major focus this year was the beginning of the implementation of the Diocesan Learning Framework (DLTF) from K to 6. The three strands of this framework are *Intellectual Dimension*, *Quality Learning Environment* and *Significance*. Within this framework staff were given, via professional development, a language to code the lessons of their colleagues in the area of Mathematics. The DLTF will continue into 2010 with a focus on the teaching of Religious Education, Numeracy and Literacy. Attention will also be given to the associated assessment tasks ensuring that those tasks embrace the 3 strands and are high in quality.

Curriculum & Pedagogy

In 2009 the major focus was the teaching and learning of Mathematics. As part of the process of School Review and Improvement (SRI) the staff considered component 3.3 – Teaching Practices. This involved developing a deep understanding of the 3 strands of the Diocesan Learning and Teaching Framework and allowed all staff members the opportunity to code lessons firstly of their Grade colleagues in Term 1 of their year, and then in Term 3 to code 2 more lessons of teachers of other Grades. In Term 4, during a Staff Development Day, staff coded lessons downloaded from the internet to consolidate their understanding of the Framework. Considerable discussion allowed the opportunity to develop a shared understanding of the strands of the Framework. This initiative will continue into 2010. The Framework will again be used to ensure that students are undertaking high quality assessment tasks in respect of Religious Education, Literacy and Mathematics.

In Term 4 of this year Grades 4 and 5 have looked at the provision of clear marking guidelines to assist in the teaching and assessment of narratives. The marking guidelines are intended to give students a clear understanding of the text features of narratives as well as a clear indication of how the writing will be assessed. These marking guidelines constitute the type of feedback that has been linked in research to increased student learning. It is expected that clear marking guidelines for various text types will be developed K-6 next year as the school directs its attention to assessment and subsequent feedback within the Diocesan learning Teaching Framework.

St John Vianney’s has been involved in the second year of a Learning Communities’ Project. This project was initiated by Holy Spirit and involved feeder primary schools of which we are one. This year, in Term 2, staff from a number of schools combined to look at assessment of fractions, decimals and percentages. Next year Holy Spirit will combine with feeder primary schools to look at Literacy and in particular reading comprehension.

Integrated learning was a feature of classroom practice. Literacy is linked to other Key Learning Areas (KLAs) and Religious Education informs the teaching of many other KLAs. Grade 5 undertook the Murder Under the Microscope investigation. It is recognised as a
Quality Teaching Program and integrates Science and Technology, Human Society and its Environment and English.

Cross Curriculum

Aspects of Assessment and Reporting have had a special focus in 2009. Steps have been taken to ensure that the comments in student Reports are as informative as is possible. With the view that learning is developmental the teachers have been asked to provide a short narrative at the end of the Report that not only reflects in a positive way on the progress in learning that has taken place but also gives parents and students a clear recommendation in terms of future learning. This type of comment is intended to be a valuable source of feedback for parents, students and for the teachers of the students for the following year. Another major initiative this year was the implementation of Move to Learn Program in the Kindergarten classes. Research shows that young children benefit from the development of fine and gross motor skills as a precondition of academic learning. It was initially introduced for students with special needs but the teachers were so impressed with the Program that it is now implemented across the whole school.

This year parents were surveyed to give feedback on the issue of homework. As a result of the survey the school Homework Policy has been revised. In 2010 Grades 2 to 6 will set Literacy and Numeracy homework each week with the understanding that students will learn to juggle family and sporting commitments after school and have the work completed by Friday.

Students in Grade 6 who had completed their classroom work and who had a particular ability or interest in a topic were allowed to undertake Personal Interest Projects under the guidance of their teacher. These projects covered a wide variety of topics and were shared with the class and their teacher. This initiative was also considered worthwhile in helping the students juggle a number of commitments at once in preparation of being in Year 7 next year.

Meeting the needs of all students

In undertaking components of the School Review and Improvement cycle the staff looked at component 2.1- Educational Potential. This enabled us to address one of the items listed in last year’s Annual School Report that was to devise strategies to improve student achievement and to develop a framework for the intervention and tracking of student progress. As a result, in Term 1 staff received some professional development on the research of Professor John Hattie. His extensive research in terms of what makes an impact on student learning indicates that the setting of goals and the provision of quality feedback are most significant. This research has been the impetus for a closer look at the comments provided on student reports. His research has also given impetus to the introduction in 2010 of weekly Stage meetings. The Stage meetings will allow the staff and relevant supervisor to closely track the progress of all students from a number of perspectives including the setting of learning goals and the provision of feedback for the students of most Grades, addressing special learning needs and pastoral considerations.
A staff member has been appointed this year to support the learning of students with special needs. Her role is to advise teachers and to also coordinate the various agencies and specialists who provide support and advice for these students. A Learning Support Team meets every Tuesday for the purpose of a case conference.

Five students received funding this year under the Special Education Program and five students received funding from the Diocesan Indigenous Education Program. The funding received for these students was used to employ Support Officers to assist the learning and teaching in the classroom. Fourteen Grade 1 students participated in the Reading Recovery Program. This is 30% of the Grade 1 cohort. All 14 were successfully discontinued.

Students at St. John Vianney’s enjoy opportunities to exercise some choice in the selection of research topics or in the manner in which they choose to present the results of their research.

**Expanding Learning Opportunities**

The school took part in a variety of external competitions including the University of New South Wales Australasian Universities Competitions, encompassing the areas of Mathematics, English Science, Computer Skills, Spelling and Writing. Overall 177 students took part and were awarded 12 Distinctions and 35 Credits.

**Professional Learning**

In addition to the professional development into the research of Professor John Hattie, the staff received input from the Diocesan Reading Recovery Tutor in the area of Guided Reading. Staff in Term 1 received refresher courses in *myclasses* (ICT), the administration of running records (Literacy) and Scheduled Early Numeracy Assessment (SENA) recording (Numeracy). As part of the Northern Illawarra Catholic Schools cluster staff attended a Staff Development Day in Term 2 on maths assessment in the area of Fractions, Decimals and Percentages at Holy Spirit College. It is expected that this collaborative venture will continue next year addressing the issue of Literacy and in particular comprehension.

**Student Achievement**

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

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

There were 44 Year 3 and 48 Year 5 students who sat for the 2009 NAPLAN test in May of 2009. Year 3 is reported in bands 1-6 and Year 5 in bands 3-8 with bands 5 and 8 respectively being the highest. The results indicate pleasing results but there are areas in need of improvement in Literacy for the Grade 5 cohort.

**Student Achievement in Bands**

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

| NAPLAN % in Bands | 2009: | 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| 2%     | 30%    | 68%    | 13%       | 60%       | 28%       |
|                   | National| 15% | 40% | 42% | 20% | 46% | 34% |
| **Writing**       | School| 2%     | 20%    | 78%    | 17%       | 60%       | 23%       |
|                   | National| 9% | 45% | 45% | 18% | 58% | 24% |
| **Spelling**      | School| 0%     | 39%    | 62%    | 9%        | 75%        | 17%       |
|                   | National| 15% | 44% | 39% | 19% | 52% | 28% |
| **Grammar &**     | School| 2%     | 36%    | 61%    | 15%       | 47%       | 38%       |
| **Punctuation**   | National| 15% | 35% | 49% | 17% | 46% | 36% |
| **Numeracy**      | School| 2%     | 33%    | 65%    | 6%        | 66%        | 27%       |
|                   | National| 16% | 50% | 32% | 18% | 55% | 25% |

**Student Achievement of National Minimum Standard**

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
Parent, Student and Staff Satisfaction

Parent Survey results
The format for the parent survey was expanded this year to provide more information not only for the Annual School Report but to also assist with School Improvement. Additional survey items focused on the ability of staff to respond to the enquiries or concerns of parents in a courteous manner and also whether parents recognized the commitment of the staff to innovations to improve the learning and support of students. Furthermore parents were able to respond to additional items in respect of the value of teacher comments on Reports as well as the value of interviews between parents and staff in identifying learning needs or resolving problems. The survey was also restructured so parents could easily give different responses for different Grades. Fifty-one families responded to the parent survey.

The results indicated that parents strongly agree or agree that the interviews are most worthwhile (89%). They also strongly agreed or agreed that the comments in the reports were informative either in terms of communicating progress or identifying learning needs (84%). Parents strongly agreed or agreed that teachers have tried to meet the individual learning needs of students (86% compared to 75% last year) whilst 80% strongly agreed or agreed that their child has been challenged to maximise his or her learning (compared to 75% last year).

All parents either strongly agreed or agreed that the school is committed to innovations to improve the education or support of students, as well as helping their child to develop a better knowledge and understanding about their Catholic tradition.

The item that reflected the most concern amongst parents showed that 83% of parents strongly agreed or agreed that the school offered a range of co-curricular activities.
In the comment section a small number of parents (3) expressed their concern with the ability of the school to ensure quality learning with larger class sizes.

**Student survey results**
Ninety eight students from Grades 4 to 6 were surveyed. The vast majority of students supported all of the statements although 3 students (3% of the total cohort) disagreed that they could approach someone at school if they had a problem.

**Staff survey results**
The vast majority of staff either strongly agreed or agreed with the statements that the school is providing appropriate information to parents regarding student progress and in providing a safe and supportive environment. Staff also agreed that the school is proactive in seeking new programs and other innovations in support of students.

**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**
  - 1.3 Catholic Life and Culture
- **Key Area 2: Students and their Learning**
  - 2.1 Educational Potential
- **Key Area 3: Pedagogy**
  - 3.1 Curriculum Provision
  - 3.3 Teaching Practices
- **Key Area 4: Human Resources Leadership and Management**
  - 4.1 Recruitment, Selection and retention of staff
- **Key Area 5: Resources, Finance and Facilities**
  - 5.2 Use of resources and space and 5.4 Financial management
School Review and Improvement components to be reviewed and rated in 2010:

- Key Area 1: Catholic Life and Religious Education
  - 1.2 Religious education
- Key Area 2: Student and Their Learning
  - 2.4 Integration of ICLT
- Key Area 3: Pedagogy
  - 3.4 Planning Programming and evaluation
- Key Area 4: Human Resources Leadership and Management
  - 4.5 Overall compliance with legislation and other requirements
- Key Area 6: Parents, Partnership Consultation and Communication
  - 6.1 Parent involvement
- Key Area 7: Strategic Leadership and Management
  - 7.1 Planning for Improvement