St John the Evangelist Catholic Primary School
Campbelltown

Annual School Report
2009
About This Report

St John the Evangelist Catholic Primary School, Campbelltown 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 the Evangelist Catholic Primary School  
PO Box 150  
Campbelltown NSW 2560  
Ph: (02) 4625 1171  
Fax: (02) 4625 9118  
Email: info@sjctdow.catholic.edu.au  
Website: www.sjctdow.catholic.edu.au  

Parish Priest: Fr Michael Healy  
Principal: Peter McKenzie  
Date: December 2009
Vision Statement

St John the Evangelist School strives to be a Catholic school community that promotes excellence in a learning environment based on Gospel values. Our mission is to provide a quality Catholic school that enables each person to reach full potential in the light of our school motto, “Walk in Peace and Joy.”

Message from Key School Bodies

Principal’s Message

The 2009 school year was another successful year at St. John’s. Enrolments remained steady and parent involvement was excellent, particularly through our Reading Support Program and continuing support for our school fete. The furniture in a number of classrooms was upgraded and students’ access to learning technologies was enhanced. A range of quality pastoral care programs including the Peer Support Program were delivered successfully and indigenous culture was further acknowledged and celebrated through a number of initiatives. Learning and Teaching was characterised by a developing commitment to authentic student centred learning enhanced by significant professional development and collegial support. The relationship between the school and the wider Parish continued to be productive and supportive.

Parent Involvement

The Parents and Friends Committee (P&F) received excellent support from the wider parent body for a range of events held during the year. These included Mothers and Fathers Day stalls, Student Discos and a Family Portrait opportunity. The Annual Fete was suspended for 2009 due to the significant refurbishments made to the school playground to which the P&F Association contributed $30,000. The practical support for the school by so many parents during the year is acknowledged and appreciated. This includes all those within the school community who assisted with sports carnivals, gala days, in classrooms and in a variety of other ways.

Parents and Friends Association, President

Student Leadership

2009 was an excellent year at St John’s particularly for Year 6 students, who completed their primary education in such an excellent learning environment as the Learning Space. Students have learned many new things because of the great teachers at St John’s, and have been able to have fun while learning. Highlights for Year 6, in 2009, included the overnight excursions to Kurrajong in Term 1, where students developed their leadership skills, and the trip to Canberra in Term 3, which was part of learning about the nation’s capital and Federal
Government. Year 6 students will also remember their Thanksgiving Mass and the dinner at the Campbelltown Catholic Club. On behalf of Year 6 we thank the school and especially our parents, for providing us with the opportunity to learn so much during the past seven years.

School Captains

School Profile

St John the Evangelist Catholic Primary School is a three-stream Catholic Parish School, located near the centre of the city of Campbelltown. The school caters for students in years K-6 and has a current enrolment of 571. As the first Catholic school in the region, St John’s has a long and proud tradition of providing an excellent Catholic education to children from a number of parishes within the Macarthur. St John’s had its beginnings as early as 1849 when Archbishop Polding blessed the cornerstone of the building now known as Quondong. Then it was St Patrick’s School, the first Catholic school built by private enterprise in the colony. A number of dedicated Irish lay teachers ran the school until the Sisters of the Good Samaritan took charge in the late 1880’s.

The school transferred to its present site in 1914. The school name was also changed at this time. Throughout the ensuing years the school has grown and flourished under the guidance of successive principals and dedicated teachers. Many local parents and parishioners have played an active role in the school’s development, as has the Campbelltown Catholic Club. As a Catholic Parish School the spiritual growth and welfare of every student, along with sound educational practices is a shared responsibility of the Parish Priest, Principal, staff and parents under the supervision of both Catholic and Government Educational authorities.

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>2009</td>
<td>292</td>
<td>279</td>
<td>571</td>
<td>21</td>
<td>140</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>2009</td>
<td>89.7%</td>
<td>85.3%</td>
<td>88.3%</td>
<td>91.9%</td>
<td>89.0%</td>
<td>88.4%</td>
</tr>
</tbody>
</table>

Non–attendance is managed through consultation with parents and if necessary the support of the CatholicCare counsellor.
Staffing Profile

There are a total of 34 teachers and 8 support staff at St John the Evangelist Catholic Primary School. This number includes 23 full-time and 11 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 96.1%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2008 to 2009 was 95%.

Professional Learning

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

- in March the staff attended a workshop in the area of Inquiry Learning, which was facilitated by renowned educator, Kath Murdoch;
- significant school based professional development, focussing on Inquiry Learning;
- two staff members completed the Positive Partnerships Course to better inform us regarding the education of students on the Autism spectrum;
- learning tours to New Zealand by two teachers;
- attendance at the National Aboriginal and Torres Strait Islander Catholic Conference in Brisbane;
- numerous courses run by the CEO, Wollongong, including both Literacy and Numeracy;
- whole staff spirituality day, featuring the use of music to enhance Religious Education, facilitated by Andrew Chin; and
• the allocation of a School Leadership Team (SLT) member to coach teachers in the area of Inquiry based learning.

School based expenditure on professional learning in 2009 was $37,000. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Catholic Life & Religious Education

The Catholic culture at St. John’s has continued to grow throughout 2009. The staff, students and parents together with the wider community have joined on many occasions to share, work and celebrate. The Spiritual and prayer life of the St John’s school family has been deepened throughout the year with many beautiful celebrations. These include the weekly gathering as a whole school praying for special intentions or to reflect on scripture, the celebration of the Eucharist with the students from each grade joining with the wider parish community and their parents and friends.

The school was able to support the Parish Sacramental Programs, of Reconciliation, First Holy Communion and Confirmation. These occasions were highlights of the year. Many students received the sacraments in their own neighbouring parishes as well as within St John’s Parish itself. Other highlights included whole school masses to both open and close the 2009 School Year, the Christmas concert held at St Patrick’s College and the Year 6 Thanksgiving Mass, which celebrated the completion of their primary education.

The relationship between the school and St. John’s parish continues to be very positive with staff regularly attending the parish Mass on Friday mornings before school and Frs. Michael and George both providing support and pastoral guidance for staff and students.

In 2009 the school supported a number of charities and organizations including Jeans for Genes, Mater Dei School, Fight Against Cancer, the St Vincent de Paul Society, Caritas and Catholic Missions. Donations totalled approximately $8,400. Students from both Beverley Park Special School and Mater Dei School participated in various classes at St. John’s during the year and were wonderful ‘guests’.

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 70 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 7 September 2009 and 79 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 and understanding of Catholic tradition; 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:

- recall parts of the Mass.

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

For Part A 13% of students were placed in the developing level, 77% in the achieving level and 10% were in the extending level.

For Part B 39% of students were placed in the developing level, 56% in the achieving level and 5% were in the extending level.

Combining Parts A and B, 30% of students were placed in the developing level, 67% in the achieving level and 3% 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 budget is set using historical information from the previous year and emerging needs. This draft budget is then discussed with key stakeholders and implemented. A copy of the budget is given to the Parish Priest.

The following graphs reflect the aggregated income and expenditure for 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 well being of each student is central to the culture of the school. A number of specific programs operate within the school that are designed to improve the experience of school for each student.

Pastoral Care

The Peer Support Program was again run in Term 3 on a weekly basis, with the Year 5 & 6 students leading 50 groups of students, which included a mixture of children from K-6. Promoting Harmony, a module that focuses on values was used in 2009 and was well received by students. Buddy classes have run successfully across the school with many joint experiences being held, including grade religious celebrations as well as classroom and whole school experiences. The friendships that develop across the grades contribute to social cohesion among students. Year 6 students participated in a Leadership forum at Homebush, which was once again well received by the student leaders attending.

To support the behaviour management policy, SLT team members were assigned playground duties. This was to support students who may have experienced difficulties with social skills on the playground. This initiative has been successful for these children and for the smooth running of playtime.

‘Hit the Ground Running’ took place in Term 4. This initiative assists Year 6 students in their transition to high school. A program of transition to school for students with special needs was held for students enrolling in Kindergarten, 2009. The Life Education Program was again a very successful complement to the Personal Development, Health and Physical Education (PDHPE) Program for students and involved all classes, K-6. This program took place in Term 2.

Good Samaritan Awards continued in 2009 and these were presented weekly to promote and acknowledge excellent behaviour and school spirit amongst the students.

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 and Teaching**

**Introduction**

The delivery of quality learning and teaching at St John’s has continued to the core objective, and this has been pursued in many ways throughout the year.

**Curriculum & Pedagogy**

The K–2 Religious Education curriculum that was introduced for Infant students at the beginning of 2006 has continued to develop, with a focus on the particular ways young children learn. Teachers had previously received an introduction to the syllabus as well as having a resource book “To Know, Worship and Love” for each of the students and additional resources have also been purchased to enhance the teaching of Religious Education in the school.

Curriculum integration maintains a strong focus in teaching/learning programs as teachers plan in order to integrate outcomes in light of the Primary Foundation Statements that set out a clear picture of the knowledge, skills and understanding that each student should develop at each stage of primary school. These statements provide a basis for assessing, reporting and discussing student progress. In light of these Foundation Statements and the federally mandated reporting procedures, teachers have reported student progress to a common grade scale A-E. Opportunities were also given to the parents to meet and discuss each report.

The continued use of Information Communication Learning Technologies (ICLT) as a tool to enhance learning has further directed pedagogical thinking in the classroom K-6. Teachers have adopted a more student centred approach to learning, integrating the use of ICLT so that students are able to follow an inquiry style model of learning allowing greater self-direction and the opportunity to work more independently. Those students requiring greater scaffolding to support their learning have been able to access explicit teaching and direction from the teachers present in the team teaching environment which has been in place throughout the year for Stage 3 and in Grades K-4 with relation to inquiry learning.

In 2009 a member of the SLT was released from class to support both teachers and students with inquiry-based learning as a process for finding out information by questioning. This style of learning involves a level of student engagement and participation that leads to deeper understanding as well as the resolution of questions and issues whilst constructing new knowledge.

Teachers were able to work in a team teaching situation gaining direct support from the modelling of effective strategies for supporting this style of learning and students benefitted from exposure to another teacher working with them as they questioned, investigated and planned and implemented their action. In response to inquiry learning, the students across
the grades K-6 were involved in a wide variety of planned action as a result of their inquiries into a variety of topics and local issues. The purpose built learning environment for Stage 3 students continues to gather momentum and this year saw the first cohort complete their final two years of Primary schooling in a more student centred environment with an emphasis on the students enjoying greater independence and responsibility for their own learning.

**Cross Curriculum**

During this year there has been a continued focus on early Literacy. This focus has involved reviewing and updating current resources, monitoring the reading levels of students at frequent intervals throughout the year and supporting and assisting teachers in planning and implementing specific Literacy programs. The Reading Support Program continued during the year as a means of increasing reading opportunities for younger students. Both parents and parishioners were part of this very successful program that resulted in improved oral reading for students and an opportunity for local community participation in school. The reading tutor workshop that assisted in training the program volunteers was highly valued as it enabled parents and grandparents to learn strategies that could be used in supporting school students and their own children alike. The Literacy program continues to be supported by the reading Recovery Program with nineteen students receiving intervention through this program during 2009.

In 2009 a focus was continued on developing and supporting the thinking skills of all students and to this end the Habits of Mind were continued in the classrooms and throughout the school as a means of exposing students to a variety of strategies for thinking and for approaching problem solving in a creative way. The Habits of Mind are explicit descriptions of intelligent behaviours. The students have been encouraged through a whole variety of activities to construct an awareness about each habit, and helpful strategies that will assist them in learning tasks and challenges utilising the appropriate thinking disposition.

The school’s Indigenous Education Policy identifies where this aspect of cross-curriculum content has been covered through the teaching of the various Key Learning Areas. During 2009 an Aboriginal Cultural Officer was employed to assist in providing learning experiences to all classes.

**Meeting the needs of all students**

All teachers plan and assess in order to meet the needs of all students. Learning experiences are designed to be relevant and purposeful so that students are supported in their learning. In this way, all students are able to make learning gains, regardless of their level of achievement or competency. A more open and negotiable manner of teaching and assessment has allowed teachers to meet more accurately the needs of individual students and this has certainly complemented the pedagogical thinking and style of learning generated in all Stages K-6.

Staff development has resulted in a greater ability to meet all the needs of all students. The move from the conventional presentation of classrooms, in Stage 3, is one way in which the school has met the needs of those senior students. This has allowed greater independence for some students and the opportunity for those students requiring greater structure and
direction to work more readily, one on one with a teacher. All teachers benefitted professionally from the support offered by the Inquiry Support teacher throughout the year and through contact with colleagues at regular planning meetings and opportunities to share good practice.

The needs of students stretch beyond the academic and sporting program and opportunities for school and Diocesan representation allow students to develop and nurture their sporting abilities. Peer Support is an integral part of the school calendar and this provided another specific opportunity for peer relationship building during Term 3.

**Expanding Learning Opportunities**

Throughout the year the students have been given the opportunity to attend excursions as a grade. These were planned as extended learning opportunities to support an area of study within the classroom.

Senior students were given the opportunity to participate in the Diocesan Public Speaking Competition held during Term 4. In the sporting arena, St John’s has been actively involved and well represented in a great number of sports. Apart from the annual swimming, cross-country and athletics carnivals, there were numerous Gala Days attended by students involving sports such as AFL, Rugby League, Rugby Union, Netball and Cricket. The Diocesan Netball Gala Day was, not only attended by the students, but two staff members convened that particular event for over 90 teams from across the Western Region primary schools.

During the year a number of children in Years 5 and 6 were selected to represent the Wollongong Diocese in Sports including Tennis, Rugby League, Rugby Union and Cricket. A number of students from Years 3 to 6 participated in various competitions held by the University of NSW.

The school has continued several health initiatives that have been adopted by classes, and students have been encouraged to increase their levels of exercise and to monitor their eating habits. “Munch and Crunch” is the opportunity for students to have a healthy snack, at approximately ten o’clock each day, to energise the children.

In 2009 approximately thirty members of the school band went ‘on tour’ and performed in two schools in Bathurst.
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.

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></th>
<th>NAPLAN 2009: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>13%</td>
<td>39%</td>
<td>54%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>40%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>6%</td>
<td>50%</td>
<td>44%</td>
</tr>
<tr>
<td>National</td>
<td>9%</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>8%</td>
<td>43%</td>
<td>47%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>44%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>10%</td>
<td>39%</td>
<td>51%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>35%</td>
<td>49%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>19%</td>
<td>54%</td>
<td>28%</td>
</tr>
<tr>
<td>National</td>
<td>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></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>99%</td>
<td>93%</td>
</tr>
<tr>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>99%</td>
<td>95%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>National</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

In 2009 all families were surveyed with a response rate of approximately 35%. In general terms, parents expressed a high degree of satisfaction with the school. In particular, parents agreed “that the school helps my child to develop a knowledge and understanding about Christian tradition” and “the school provides a safe and supportive environment”. A small number of parents disagreed that “the school provides appropriate information about my child’s progress” and “my child is challenged to maximise his/her learning.”

All Year 5 and Year 6 students were surveyed with a very high rate of positive responses. In particular, students strongly agreed that “I am proud of my school” and “my teacher encourages me to learn to the best of my ability.”

Staff survey returns were almost universally positive with staff, in particular agreeing that “the school helps students to develop a knowledge and understanding about Catholic tradition” and “the school strives to meet the individual learning needs of students.”

Overall the surveys were very positive. Parents who expressed concerns or dissatisfaction are encouraged to make an appointment with the Principal to discuss any concerns they may have.
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
  - 2.5 Pastoral Care
- Key Area 3: Pedagogy
  - 2.3 Teaching practices
- 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
  - 1.1 Vision and Mission
- Key Area 3: Pedagogy
  - 3.4 Planning programming and evaluation
- Key Area 5: Resources Finance and Facilities
  - 5.1 ICT Resources
- Key Area 6: Parents Partnerships Consultation and Communication
  - 6.1 Parent Involvement