Holy Family
Catholic Primary School
Ingleburn

Annual School Report
2010
About This Report

Holy Family Catholic Primary School, Ingleburn is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2010.

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

Holy Family Catholic Primary School  
PO Box 21  
Ingleburn NSW 2565  
Ph: (02) 9605 8649  
Fax: (02) 9829 1820  
Email: info@hfidow.catholic.edu.au  
Website: www.hfidow.catholic.edu.au  
Parish Priest: Fr Peter Caruana  
Principal: Mrs Toni Sillis  
Date: 14 December 2010
Vision Statement

Holy Family Catholic Primary School is founded on the Good Samaritan tradition. This is an inclusive school community with Christ at its centre. Holy Family is committed to fostering a love of learning preparing students to be active and responsible citizens.

Message from Key School Bodies

Principal’s Message

The past year has seen significant development in the school site with the total refurbishment of the school under the Federal Government’s Building the Education Revolution (BER). The National School’s Pride component of the BER enabled playground spaces to be revitalised, upgrading of garden edges and staff carpark facilities, as well as essential guttering and drainage work.

The second component of the BER, the P21 program, has enabled the refurbishment of all classroom spaces and the upgrading of the Library space setting. This establishment of learning spaces will enable the school to approach education in the 21st Century in modern spacious facilities.

In addition to the funds received from the Federal Government the school was also fortunate to receive funds from the Parents and Friends (P&F) Association enabling the upgrading of air conditioning in six classrooms, the purchase of a Smartboard for the additional Kindergarten class and the purchase of books for the school Library. These funds are a direct result of the work the P&F have put into establishing a school P&F levy.

The reforming the school’s Vision Statement enabled the school community to reflect on and recognise the past history of the school whilst also projecting the future of Holy Family. Parent workshops along with staff meetings and Staff Development days were used to reform the Vision Statement.

Work continued in developing understanding around assessment for and of learning. This was combined with further work on the Diocesan Teaching and Learning Framework. Significant time was also given to the analysis of results from the National Assessment Program for Literacy and Numeracy (NAPLAN) for Years 3 and 5 and the Religious Literacy Assessment for Year 4. This analysis has helped to inform the school of the strengths of student progress whilst also identifying areas of need that will be incorporated into future school plans.

The students of Holy Family had many learning opportunities outside the classroom throughout the year, including excursions for Kindergarten to Year 4 and camps for Years 5 and 6. Year 5 attended the Bathurst Goldfields whilst Year 6 experienced a two-night camp with Sport and Recreation at Narrabeen.

To celebrate the Canonisation of Mary MacKillop, the school also ran an Art Competition inviting the combined Catholic Schools of the Macarthur area. This competition was most successful with hundreds of entries being submitted for judging.

The school continued to enjoy a positive relationship with the Parish, which was further strengthened through Parish Masses, where grades and stages prepared and attended the
Sunday Parish Mass, and celebrations of the sacraments of Penance, Eucharist and Confirmation.

**Parent Involvement**

It is widely accepted that children receive the best education when parents and teachers work together as a team. Parents’ enthusiasm, support and involvement are integral to the success of our school. Together, school staff and parents can provide our children with a great educational experience and a lifelong love of learning.

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

During 2010 the P&F hosted a ‘Welcome to Holy Family’ barbeque for new kinder families joining the school. In March we held a successful fete and major raffle that raised $18067. We also held Mothers Day and Father’s Day stalls. We also held our annual school disco and a BBQ at the Christmas Pageant that raised money for St Vincent De Paul.

Due to major BER works throughout the second half of the year we were unable to run some of the social events we had planned due to limited space and access. We hope to remedy this in 2011 when all the work is completed in April.

Our P&F levy continues to be supported and combined with the funds from the Fete we have been able to provide 8 new replacement air-conditioning units for classrooms during the renovation phase.

The P&F also made donations to the school to purchase computers ($10,000), library books ($5,000) and a Smartboard for Kinder ($10,000). We also provided funds for pastoral care ($1,000).

I would like to thank the P&F Executive for their support this year and also the wonderful group of parents who make themselves available to host the social initiatives that we hold throughout the year.

I would also like to thank our Principal and her dedicated team who have worked tirelessly in 2010 to ensure a safe environment for our children as well as providing continued opportunities for educational excellence.

Finally, I wish the incoming committee good health and lots of support in 2011 as they continue to nurture our combined parent and school community.

*Parents and Friends Association, President*
Student Leadership

The Year 6 students had the opportunity to be involved in a new approach to student leadership with the formation of Student Leadership Teams across the grade. These teams included: Liturgy, Environment; Sport; Library; Events; Communication and Promotions. The students nominated themselves for the teams and worked very well in ensuring that they stayed committed to the school through team membership. Highlights of the year for the student leaders included the preparation and celebration of the sacrament of Confirmation and participating of the annual Conversation with Peter Bishop Ingham for this and other schools within the Macarthur area.

Year 6 also attended a school camp that was run through Sport and Recreation at Narrabeen. This was a great opportunity to celebrate together and to come to know each other in a more social environment. The camp helped to improve our friendships and allowed for us to make new connections with people we may not have socialised with before.

School Captains

School Profile

School Context

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

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

Holy Family Catholic Parish Primary School is a Catholic Systemic co-educational school located in Ingleburn. The school caters for students in years K-6 and has a current enrolment of 415.

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>2010</td>
<td>221</td>
<td>194</td>
<td>415</td>
<td>0</td>
<td>197</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website www.hfidow.catholic.edu.au the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2010.
Student Attendance

<table>
<thead>
<tr>
<th>Year</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>88.8%</td>
<td>89.4%</td>
<td>87.9%</td>
<td>90.6%</td>
<td>92.5%</td>
<td>93.9%</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

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

Staffing Profile

There are a total of 22 teachers and 13 support staff at Holy Family Catholic Parish Primary School. This number includes 18 full-time, 4 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</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have 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 2010 was 97.06%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2009 to 2010 was 100%. This makes for a stable teaching staff who remain considerably active in developing programs that are sustainable into the future.
Professional Learning

Professional learning opportunities are highly valued and sought by all members of Holy Family Catholic Parish Primary School staff. During 2010 school personnel undertook a range of professional learning activities related to improving student outcomes. These included:

- four day conference;
- ACEL conference;
- Lane Clarke workshops;
- Focus on Numeracy K-2;
- Beginning Teacher Network Days;
- Focus on Literacy 3-4;
- Berekah (a personal and professional spirituality experience);
- Artists Retreat;
- Creative Writing Workshop;
- Magic Matrix;
- NAPLAN Marking;
- First Aid;
- Benedictine Spirituality Day;
- Principal’s Retreat;
- Assistant Principal’s Retreat; and,
- Librarian’s Conference.

School based expenditure on professional learning in 2010 was $6298. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Catholic Life & Religious Education

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the diocese in 2010. In 2010 the school cohort consisted of 62 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 30 August and 57 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 students:

- Knowledge of the Mass in particular Liturgy of the Eucharist;
- Knowledge about the Commandment of Love;
- Knowledge of the Liturgical Year; and
- Ability to sequence Holy Week.
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 express their knowledge of the Saints.

For Part A 7% of students were placed in the developing level, 61.4% in the achieving level and 31.6% were in the extending level.

For Part B 8.1% of students were placed in the developing level, 80.6% in the achieving level and 11.3% were in the extending level.

Combining Parts A and B, 7% of students were placed in the developing level, 82.5% in the achieving level and 10.5% were in the extending level for Religious Literacy.

**Financial Summary**

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

During 2010 a loan was continued with the Catholic Development Fund to enable the cyclical upgrading of computers within the school. Library resources, sporting equipment, ICT equipment particularly iPod Touches and literacy resources were a priority within the budget. The Parents and Friends Association of the school also assisted with Library resources, upgrading of air conditioners within Stage 1, 2 and 3.

The following graphs reflect the aggregated income and expenditure for Holy Family Catholic Primary Parish School for the year ended 31 December 2010. This data is taken from the 2010 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction

Holy Family continued to develop the School Wide Positive Behaviour for Learning (SPB4L) Program. This program is a framework for student Pastoral Care and Student Management. It is an approach to student management that is preventive, proactive and positive. It relies on data to create direction for behaviour support. It is not an elimination of consequences for problem or poor behaviour. It also allows students to recognise that there is a set of expectations that are school wide.

In the school SPB4L has become vital in maintaining the effective academic and social learning of the students. At Holy Family, the belief is held that all students need to be offered the opportunity to achieve expectations and be provided with an environment that enables participation, contributions and success in school. This success includes academic skill competence, social skill competence and lifestyle skill competence.

Holy Family follows three school rules of, Be Safe, Be Responsible, Be Respectful. A matrix is used for consistency in action and purpose when dealing with the students and the school community in general.

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

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

In addition to this a Community Service Award was presented to a boy and a girl who demonstrated commitment to the school community through their willingness to participate in daily school routines and events that occur throughout the year.

Pastoral Care

Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2010.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all schools within the Diocese of Wollongong. Holy Family has a strong culture of Pastoral Care. This is reflected in the partnership with CatholicCare and the services available through the school counsellor. Staff at Holy Family is committed to ensuring that the pastoral needs of the students and their families are met with the resources available.
Year 1 teachers recognised the need to establish a Social Skills program where the students had classroom instruction about playing games, discussion about the most appropriate way to treat one another in a game situation and explicit skill instructions about the rules and associated codes of various games. The learnings gained from this program were then transferred to the playground situation where students could implement what had been learnt within the classroom. This type of learning created significant links for the children in understanding organised games and the appropriate way to approach them.

Year 5 used the skills of the CatholicCare counsellor to initiate a program for those students who had been identified as needing support in social situations. This included problem solving activities preparing students for situations they may be involved in both within and outside the school environment.

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

Access to all policies and guidelines can be obtained by contacting the school office.

**Learning and Teaching**

**Introduction**

Holy Family Catholic Parish Primary School continues to transform approaches to learning and teaching that will help to improve learning outcomes for all students. During 2010, the teaching and learning at Holy Family was developed through the staff collaboration and with the utilisation of the School Review and Improvement process.

**Curriculum & Pedagogy**

Significant work was done aligning syllabus documents, school scope and sequences, classroom programs and student work. This work helped to ensure that assessment remained authentic to the learner and also increased the range of learning experiences the students were involved in.

Technology continued to play an important role in learning and teaching throughout 2010. This included the purchase of I-Touches and the upgrading of computers across the school. Classes used the technology in many areas of the curriculum, particularly Mathematics and English.
Cross Curriculum

Work continued with the Diocesan Learning and Teaching Framework (DLTF). This included the coding of assessment tasks and the identification of literacy and numeracy needs within various Key Learning Areas.

Meeting the needs of all students

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

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

School Support Officers supported students with special literacy needs on an individual or small group basis. Reading Recovery continued throughout 2010, enabling those students in Year 1 with reading difficulties the opportunity to increase their reading skills through an individualised program of work. Those students who had successfully completed the Reading Recovery program continued to be monitored in Stages 1 and 2. In addition to this teacher support was given to Kindergarten students to build oral language skills of the students.

Expanding Learning Opportunities

At Holy Family the opportunity to take learning beyond the classroom is encouraged. In 2010 this included visits to Taronga Zoo, Sydney Aquarium, Blue Mountains National Park, Lessons Afloat on Sydney Harbour, The Bathurst Goldfields and The Science Centre, Wollongong.

Students in Years 5 and 6 participated in school based Public Speaking activities.

Throughout 2010, the students were also offered many experiences in Sport. These included school competitions of Cross Country, Athletics and Swimming as well as representation of these sports at Region, Diocesan, Inter-Diocesan and, in one instance, State level.

Visiting sport opportunities were provided enabling students to explore skills in sports such as Netball, Cricket, Soccer and AFL.

The opportunity to represent the school at sporting gala days including Netball, Soccer, Rugby League, AFL, and Cricket were also enjoyed by the students. Year 5 students also attended the Bike Safety Course at Campbelltown.
Professional Learning

The acknowledgement and commitment to the importance of professional learning is valued within Holy Family. Throughout 2010 professional learning focused around practical action research projects, learning within classrooms with students and the employment of learning partners from the Catholic Education Office. All professional learning opportunities were kept within the aims of the School Improvement Plan developed with the School Review and Improvement Framework.

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

Student Achievement

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

NAPLAN

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

There were 43 Year 3 and 61 Year 5 students who sat for the 2010 National Assessment Program Literacy and Numeracy (NAPLAN). Year 3 is reported in Bands 1-6 and Year 5 is reported in Bands 3-8. The National Minimum Standard of achievement in Year 3 is Band 2 while the National Minimum Standard of achievement in Year 5 is Band 4.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of literacy and numeracy in Years 3 and 5. It provides valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.
<table>
<thead>
<tr>
<th>NAPLAN 2010: % 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><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>7%</td>
<td>26%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>2%</td>
<td>32%</td>
</tr>
<tr>
<td>National</td>
<td>7%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>2%</td>
<td>35%</td>
</tr>
<tr>
<td>National</td>
<td>17%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>12%</td>
<td>28%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>18%</td>
<td>44%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>51%</td>
</tr>
</tbody>
</table>

**Student Achievement of National Minimum Standard**

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving at the NMS. Students in all other Bands are achieving ABOVE the NMS.
Parent, Student and Staff Satisfaction

At the end of 2010 all parents were invited to respond to an online survey. The survey was built to align with the work of the school done within the School Review and Improvement (SRI) Framework.

For the target of Catholic Life and Religious Education: Vision and Mission (1.1) 54% of parents feel well informed about the review of the school’s Mission and Vision statement whilst 70.8% agreed that the school is committed to implementing the school's Mission and Vision.

For the target of improving students and their learning: Educational Potential (2.1) 81% of parents strongly agreed or agreed that the school community is focused on improving learning outcomes and life opportunities for students whilst 63% strongly agreed or agreed that differentiation was evident in the school’s curriculum. 31% of parents were undecided about differentiation of the curriculum within the school.

For the integration of ICT in learning 77% of parents strongly agreed or agreed that the school engages in a range of learning experiences which utilise ICT to improve learning outcomes.

Under the SRI key area of Pedagogy: Planning, programming and evaluation 62% of parents strongly agreed or agreed that Holy Family has teaching programs which respond to the needs of the students and 63% of parents agreed or strongly agreed that Holy Family has a range of resources that students are able to access and that support the learning of the students.

For the target of improving Assessment (3.5) 43% of parents strongly agreed or agreed that assessment of the learning was regular and informative whilst 22% were undecided and 27% disagreed. 61% of parents strongly agreed or agreed that the students receive meaningful feedback on their performance at school.

The key area of Resources, Finances and Facilities: ICT Resources (5.1) showed that 66% of parents strongly agreed or agreed that the students are offered the use of ICT systems and resources which help to increase their independent learning and research skills whilst 61% strongly agreed or agreed that the teaching staff support the use of ICT on the learning of the students.

The survey issued to staff was also aligned with the work done using the SRI framework. This survey returned some extremely positive results. The staff survey also highlighted areas where continued development across the school is needed including the need to develop consistency across the school when differentiating programs, the need for emphasis on the pedagogy in teaching Mathematics and the resourcing of Mathematics as well as continuing to develop the more streamlined approach the school is making towards assessment.
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 2010:

- **Key Area 1: Catholic Life and Religious Education**
  - 1.1 Vision and Mission

- **Key Area 2: Students and their Learning**
  - 2.1 Educational Potential
  - 2.3 Reporting Student Achievement
  - 2.4 Integration

- **Key Area 3: Pedagogy**
  - 3.4 Planning, Programming and Evaluation
  - 3.5 Assessment

- **Key Area 4: Human Resources, Leadership and Management**
  - 4.5 Overall Compliance with Legislation and other Requirements

- **Key Area 5: Resources, Finance and Facilities**
  - 5.1 ICT Resources

School Review and Improvement components to be reviewed and rated in 2011:

- **Key Area 1: Catholic Life & Religious Education**
  - 1.2 Religious Education

- **Key Area 2: Students & their Learning**
  - 2.3 Reporting Student Achievement

- **Key Area 3: Pedagogy**
  - 3.1 Curriculum Provision
  - 3.3 Teaching Practices
  - 3.7 Professional Learning
• **Key Area 4: Human Resources Leadership & Management**
  - 4.1 Recruitment, Selection & Retention of Staff
  - 4.2 Professional Development of Staff
  - 4.3 An Ethical Workplace

• **Key Area 5: Resources, Finance & Facilities**
  - 5.2 Use of Resources & Space
  - 5.4 Financial Management

• **Key Area 6: Parents, Partnership, Consultation & Communication**
  - 6.1 Parent Involvement
  - 6.2 Reporting to the Community