St Michael’s
Catholic Primary School
Nowra

Annual School Report
2010
About This Report

St Michael’s Catholic Primary School, Nowra 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 2011.

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

St Michael’s Catholic Primary School
PO Box 126
Nowra NSW 2541
Ph: (02) 4421 6360
Fax: (02) 4423 2861
Email: info@smndow.catholic.edu.au
Website: www.smndow.catholic.edu.au

Parish Priest: Fr Patrick Faherty
Principal: Mr Paul Croker
Date: December 2010
Vision Statement

The children, together with Priests, Staff and Parents strive to provide a community, in which the Catholic faith is taught, valued, lived and celebrated. As a learning community, children are encouraged to reach their full potential.

Principal’s Message

At St Michael’s Catholic Primary School our core values are to support and challenge each child to learn and grow in an educational environment based on the Catholic Faith tradition, quality key learning area programs, positive partnerships with parents/carers and inclusive pastoral care. This vision is based on our motto of “Faith and Virtue” and having teaching activities that focus on celebrating the joy of discovery and the excitement and success of learning. Major steps forward have taken place this year in the implementation of a wide variety of co-curricular and enrichment offerings that include - school band, choirs, gymnastics, public speaking, Maths Olympiad, chess, woodwork, movie making, Tournament of Minds and Eisteddfod competitions.

2010 saw completion of the BER capital works project which included 4 new classrooms and new student amenities. We are very grateful to the Federal Government for this major funding. This Annual Report highlights the vibrant and enthusiastic St Michael’s school community, and the harmonious partnership we enjoy between home, school and the Parish of St Michael’s.

Parent Involvement

St Michael’s Parents’ & Friends’ Association (P&F) had a very successful year in 2010. There were two main areas on which the P&F focused, the first being fundraising, introducing a spelling bee, the proceeds were used to purchase literacy, numeracy resources and books for the library. Also the P&F ran its popular Easter Raffle along with the Diocesan Cross Country and Soccer Gala Day Canteens. The major fundraiser was the Fete held in November and was hailed as a great success.

The second area was helping to build our school community. The P&F held a welcome disco at the beginning of the year, also hosting morning tea for Grandparents’ Day and putting on a BBQ after the Christmas Pageant to encourage parents to stay and mingle. There has been plenty of support from parents this year and good attendance at the monthly P&F meetings.

Parents and Friends Association, President

Student Leadership

Being school captains this year has helped us to grow and learn new skills. This year has been a great honour and privilege for us. We have enjoyed working with the staff, the Parish and students of St Michael’s School. If we have the chance to do it again, we would. We have had many opportunities to meet school captains, prefects and colour captains from other schools attending many leadership events. Thank you St Michael’s for this experience of a life time.

School Captains
School Profile

School Context
St Michael’s Catholic Primary School is a Catholic Systemic co-educational school located in Nowra. The school caters for students in years K-6 and has a current enrolment of 416. There is a Learning Centre for children with special needs. The provision of sound educational programs is a shared responsibility of the Parish Priest, Principal, Staff and Parents under the supervision of the Catholic Education Office, Wollongong. The Principal is responsible for administering the school assisted by an Assistant Principal, three Coordinators and a Religious Education Coordinator.

In 1893, the Sisters of the Good Samaritan established St Michael’s to serve the needs of the Nowra Catholic Community. The school still maintains the Good Samaritan tradition. The Parish covers most of the Shoalhaven region and includes five station Churches.

Student Enrolments

<table>
<thead>
<tr>
<th>2010</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>190</td>
<td>226</td>
<td>416</td>
<td>34</td>
<td>43</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.smndow.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>2010</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>91.5%</td>
<td>92.4%</td>
<td>90.6%</td>
<td>93.1%</td>
<td>92.7%</td>
<td>91.3%</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

It is a requirement of the Education Reform Act 1990 that a daily record of attendances is accurately kept and that we obtain a signed note from the parent/caregiver explaining any absences.

If any student is absent from school for longer than three days at a time, parents are required to telephone the office, and then send in a written note on the child’s return. If any student has holidays during the school year, a note is sent in ahead of time explaining the absentee.

Parents will be contacted regularly about unexplained or repeated absences.
Staffing Profile

There are a total of 28 teachers and 13 support staff at St Michael’s Catholic Primary School. This number includes 23 full-time and 5 part-time teachers.

Teacher Standards

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

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

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2010 was 94.27%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2009 to 2010 was 95.8%.

Professional Learning

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

- An introduction to the Diocesan Learning & Teaching Framework (all staff);
- School Review and Improvement Process day (all staff);
- School Wide Positive Behaviours For Learning (SPB4L) training Days (7 staff members);
- Indigenous Immersion Day (5 staff members);
- Working Together To Succeed Years K, 1 and 2 (all staff); and
- Anaphylaxis & Asthma Training (all staff).

School based expenditure on professional learning in 2010 was $2,618. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office. The average cost of professional development per teacher was $93.
Catholic Life & Religious Education

St Michael's Catholic Primary School seeks to promote its own Catholic Identity and the traditions of the Catholic Church. This is supported by ensuring the visibility throughout the school of symbols of Catholic faith, including “Sacred Spaces” in classrooms, school foyer and staffroom. Liturgies are planned in liaison with the Parish Priest and class teachers to ensure the liturgical celebrations enable the life of the school to be linked with the Parish community and the mission of the church. Most Friday mornings a Grade joins with the Parishioners in celebrating Mass. Once a month the students are actively involved in a variety of ministries at Sunday Mass. The school community celebrated Ash Wednesday, Grandparents’ Mass, St Michael’s Feast Day, Mission Mass, Year 6 Graduation Mass and St Michael’s hosted the Shoalhaven combined Schools Mass in 2010, to celebrate as a community with the Bishop.

School and Parish support each other in the Sacramental Programs: Penance in Year 2, First Eucharist in Year 3 and Confirmation in Year 6. Each Program is enhanced by parent involvement and two parent information evenings and a parent prayer evening are included.

The school has continued to support a culture of social justice. We were motivated by the experiences of guest speakers from Caritas and Catholic Mission and a performance by the Village Space Troupe. We have formed a Mini Vinnie’s group, who initiate fundraising projects and prayer services. The students fundraised for Project Compassion, Catholic Mission, Vinnie’s Winter and Christmas Appeals, purchasing a UNICEF School-in-a-box and various disaster relief causes. A total of $6,245 was donated.

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 St Michael’s school cohort consisted of 53 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 30 August 2010 and 62 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.

Students demonstrated a high level of performance when answering true/false and questions. This high performance was particularly noticeable in their ability to:

- identify key symbols, signs and ritual of the church.

Students’ responses showed a need for them to develop their capacity to answer matching questions. This is evidenced in their ability to:

- recall the events of Holy Week and the Christmas Season, and
- to link a scriptural passage to its message.

Students in Part B displayed their work and were asked to present a project that required them to apply their religious literacy knowledge.
For Part A 17.1% of students were placed in the developing level, 71.77% in the achieving level and 11.31% were in the extending level.
For Part B 4.81% of students were placed in the developing level, 77.41% in the achieving level and 17.77% were in the extending level.
Combining Parts A and B, 11.37% of students were placed in the developing level, 75.51% in the achieving level and 13.27% were in the extending level for Religious Literacy.

Financial Summary

During 2010 there were three main sources of income for St Michael’s School. These were the Parish/School Enhancement and Debt Servicing Obligation (SEDSO) Account, Catholic Education Office and Parents’ and Friends Association.

The following graphs reflect the aggregated income and expenditure for St Michael’s Catholic Primary School for the year ended 31 December 2010. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction

During 2010, St Michael’s School initiated ‘School Wide Positive Behaviours For Learning’ (SPB4L) across the school. The Program is managed by a core team of seven members including a representative from the parent body, as well as, Support Staff and Catholic Education Office staff. The team received training and met fortnightly to assess and analyse behaviour data in order to adapt the environment to support students to make positive behaviour choices.

During the year the following new school rules have been established:

- Respect Yourself
- Respect Others
- Respect Our Environment

These rules were launched with a major assembly at the ‘Rules Launch’ where students investigated the ways in which the old ‘Rainbow Rules’ are encompassed by the new three rules. The staff has established a table distinguishing minor and major behaviours which help to encourage consistency in teacher managed (minor) and leadership managed (major). The SPB4L team have led the staff in creating a matrix of behaviours which indicates specific behaviour expectations for each non-classroom setting in the school. Restorative Justice Systems continue to be used across the school and in classrooms where possible.

The reward system has been reviewed and simplified to give emphasis to those students who display consistent and exemplary behaviour through Behaviour Achievement Awards. Rainbow Awards are distributed at whole school assemblies to recognise achievements across the school in many areas.

Pastoral Care

As a school we have participated in and offered the following initiatives:

- mentoring of Indigenous (and non Indigenous) students with an Aboriginal Mentor;
- ‘Knitting Group’ with the Catholic Women’s League;
- liaison with outside agencies Community Services, Missions Australia, Aboriginal Medical Service and the local Indigenous community;
- cultural immersion ‘In Country’ with local the Indigenous community;
- Peer Support: Lead by Year 6 students on the topic ‘Bullying’. Meetings were held weekly in Term 4;
- Home/School Liaison; and.
• School Counsellor provided by CatholicCare.

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. 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.

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

### Learning and Teaching

**Introduction**

At St Michael’s, students are encouraged and supported to realise their potential in all areas. Through the School Review and Improvement (SRI) process, component 3.3 - ‘Teaching Practices’ - was a focus.

**Curriculum & Pedagogy**

During 2010, the Diocesan Teaching and Learning Framework (DLTF) was introduced through a Professional Development Day. This framework provides a “Lens” through which teachers can evaluate and ultimately improve their teaching practices. The use of the DLT F was further explored through staff meetings and used as a means of reporting on peer observations. The DLT F will be further explored and utilised throughout 2011.

The systems of reporting to parents were evaluated and transformed during the year. The parents were initially given an opportunity in Term One to meet with their child’s teacher with the student present to lead the dialogue and identify ‘3 Stars and a Wish’. During these interviews students were asked to identify and record three areas they are proud of and set a goal for the year. These interviews were followed by Half Yearly Reports and Final Reports presented in a new format, which were more informative to parents in all curriculum areas. After each of these reporting periods, parents and carers were given the opportunity to meet with the teacher regarding student progress.

**Cross Curriculum**

Mathematics was a major focus across the school with the ‘Working Together to Succeed- Mathematics (K-2)’ project which provided Professional Development for teachers in Early Stage 1 and Stage 1. This project included Professional Development for teachers from visiting presenters, as well as, from consultants from the Catholic Education Office, The project was
given direction through a Reference Committee comprising of local Indigenous community members, parents, teachers and consultants.

A Mathematics Teaching Mentor operated across the school planning and working with teachers to improve the effectiveness of teaching practices. The staff were given individual planning time with the mentor to plan and evaluate current practice and then through a progression of assessing, evaluating and planning to address the needs of students in a way that met particular goals in terms of the DLTF. The mentor worked with teacher modelling, team teaching and observing.

In the area of English the students at risk continue to be supported by the Reading Recovery and MULTILIT Programs addressing the particular needs of students in the area of Literacy. Through SRI planning a specific Literacy Coordinator was appointed to support Literacy across the school, as well as, overseeing the individual learning programs (IP’s).

During 2010, particular emphasis and planning has gone into the establishment of the school Indigenous Garden. The process has involved the Indigenous community, the staff, parents and students working together to establish what has become the focal point for Environmental Education in the school. The Environmental Committee has held regular meetings and hosted significant working bees involving many parents and students. The committee has also established composting across the school incorporating active worm farms; this has added a real and authentic dimension to ‘Environmental’ education across the school.

Meeting the needs of all students

St Michael’s Learning Centre offers support to students funded under the Commonwealth’s Students with a Disability Program. The Learning Centre operation was adapted this year to cater more adequately for more students with needs. This involved a ‘revolving door’ plan where students came for particular sessions suiting their age level and cognitive understanding of Mathematics and English. The full time dedicated teacher in the Learning Centre was supported by a full time School Support Officer, ensuring a high level of adult support within the Centre.

All students in the school who have special needs have an Individual Education Plan (IP) catering for individual learning needs. Parents of students who attend the Learning Centre were invited to an Individual Education Plan meeting with the Learning Centre teacher and Class teacher each Term to discuss progress and to set goals for the following Term.

Many new opportunities for Gifted and Talented students were offered in 2010, these included Enrichment groups including: Woodwork, Environmental Group, Mini Vinnie’s, Chess, Football, LARC research, Talent Quests, Choirs and Computer Animation. More formal opportunities were offered through the school to enter the ‘Tournament of Minds’ – Maths Engineering Section in which the school team scored well. The students also competed in the Maths Olympiad – Junior Section, involving 15 students from Year 6 who trained and competed in monthly problem solving challenges.
Maths Extension groups were also offered for Years 4/5/6, with a focus on problem solving. The students enjoyed the challenge of these groups and the level and language of problem solving has improved as a result. The Maths Relay with students from St John the Evangelist High School was also a highlight for the senior students.

Expanding Learning Opportunities

During the year many opportunities were provided for sporting participation. All students took part in house colour carnivals for cross country, swimming and athletics. Gala days and competitions were held for students in Years 3-6 in Soccer, Football, Rugby Union, AFL and Basketball. Many students progressed to Wollongong Diocesan teams and then also to MacKillop trials and eventually State carnivals. These opportunities would not have been possible without the generous help and support of our parent trainers and team managers.

The employment of a specialist PE teacher enhanced the opportunities offered to students through this curriculum area. The students were offered to participate in ‘Ride and Walk Safely’ to school days, Bike Safety days and checks. The students this year were also offered a specialist gymnastics program run by gymnastics instructors in the school hall. An intensive one week swimming program has also been provided for Year 1 & 2 students.

Many students took the opportunity to enter the University of NSW Australian Schools competitions (English, Spelling, Computers, Mathematics, Writing and Science) with many students achieving pleasing results. Year 5/6 students were given the opportunity to enter the Catholic Development Fund Public Speaking competition with our Year 6 student being awarded first place in this competition.

2010 realised the establishment of a School Band under the tutelage of our specialist music teacher. The students in Year 4 participated in small group lessons and then had the opportunity to begin to perform with the Band as a whole. Choir opportunities were varied including the Junior and Senior Eisteddfod, Christmas Concert and Sacramental Liturgies, as well as, a group who visited Aged Care Facilities to entertain the elderly.

Professional Learning

The whole school pupil free day on the Diocesan Learning and Teaching Framework constituted a major focus in the area of Professional Learning. This was conducted by the Catholic Education staff and was continued through staff meetings during the year. This will continue to be a focus for our School Review and Improvement planning in 2011.

Professional learning in the area of Mathematics was also targeted in the provision of a Mathematics Teaching Mentor and professional development opportunities offered particularly in the K-2 with an outside facilitator and the ongoing support and dialogue with CEO consultants.
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

The 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></th>
<th>YEAR 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>School</td>
<td>15%</td>
<td>37%</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
<td>40%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School</td>
<td>2%</td>
<td>52%</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>7%</td>
<td>43%</td>
<td>47%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School</td>
<td>22%</td>
<td>36%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>17%</td>
<td>42%</td>
<td>38%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School</td>
<td>8%</td>
<td>26%</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
<td>36%</td>
<td>47%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>School</td>
<td>18%</td>
<td>46%</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>15%</td>
<td>51%</td>
<td>32%</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.

<table>
<thead>
<tr>
<th>NAPLAN 2010: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>91%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>92%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

Parents and carers, staff members and Years 3 and 5 students were surveyed to provide each group with the opportunity for input into areas affecting learning and teaching and the general functioning of the school. The survey information provided will be used to assist with future planning, improvements to policies and updating curriculum programs.

Parents
100% agreed that the school helps their child develop a knowledge and understanding about Catholic tradition. 100% agreed that the school provides various opportunities for parents/carers to become involved. 92% felt teachers are genuinely interested in the welfare of their child. 94% felt the school provides a safe and supportive environment for children. 18% felt more is needed to challenge their child and 24% felt more is needed to meet the individual needs of their child.

Staff
100% agreed that the school helps students develop a knowledge and understanding about Catholic tradition. 92% felt that students understand their rights and responsibilities. 92% felt the school strives to meet students’ individual learning needs.
Students
94% of students stated they were proud of their school. 94% of students believed their teacher encourages them to learn to the best of their ability. 94% of students stated that they understand their rights and responsibilities at school. 95% of students agreed there were sporting and other activities which they could enjoy.

School Review and Improvement

School Review and Improvement (SRI) 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**
  2.2 Rights and Responsibilities
  2.5 Pastoral Care

- **Key Area 3: Pedagogy**
  3.3 Teaching Practices

- **Key Area 5: Resources, Finance and Facilities**
  5.3 Environmental Stewardship

- **Key Area 6: Parents, Partnership, Consultation and Communications**
  6.1 Parent Involvement
  6.3 Linkages with the wider community

- **Key Area 7: Strategic Leadership and Management**
  7.1 Planning for Improvement

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

- **Key Area 3: Pedagogy**
  3.1 Curriculum Provision
3.5 Assessment
3.7 Professional Learning

- **Key Area 4: Human Resources Leadership and Management**
  4.2 Professional Development of Staff
  4.3 An ethical workplace culture
  4.5 Overall Compliance with legislation and other requirements

- **Key Area 6: Parents, Partnership, Consultation and Communications**
  6.2 Reporting to the Community

- **Key Area 7: Strategic Leadership and Management**
  7.1 Innovation, development and change