St Anthony’s Catholic Primary School
Picton

Annual School Report
2010
About This Report

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

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

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:

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Menangle Street
Picton NSW 2567
Ph: (02) 4677 1689
Fax: (02) 4677 2141
Email: info@sapdow.catholic.edu.au
Website: www.sapdow.catholic.edu.au

Parish Priest: Fr John Ho

Principal: Mr John Milgate
Date: 17 December 2010
Vision Statement

With Christ as our model we the school community of St Anthony of Padua, in partnership with the Parish, strive to provide quality Catholic education in the spirit and charism of St Mary MacKillop, whilst living by our school motto ‘Grow in Respect and Honesty’.

Message from Key School Bodies

Principal’s Message

As Principal of St Anthony’s Catholic Primary School, Picton I take pleasure in presenting the Annual School Report for the 2010 School Year.

This year St Anthony’s celebrated 130 years of Catholic education in Picton. This occasion provided our community with an opportunity to celebrate our rich past and look forward to a wonderful future.

Completion of building works has allowed our team teaching approach to learning to grow to be active in all classrooms. Final landscaping works has enhanced the physical environment of the school and our multi purpose school hall is under construction and anticipated to be finished in the New Year.

This Annual School Report provides an opportunity for the community to reflect on and celebrate the significant achievements that have occurred this year. I personally acknowledge and thank the students, staff, parish priest, parents, parish and wider community for the way they have contributed to the effective operation and development of this Catholic learning organisation.

Parent Involvement

St Anthony’s School enjoys a high level of parental support and participation. Parents are active in the Parents and Friends Association and Autumn Fair fundraising committee. They contribute and support the school as classroom helpers, excursion volunteers, sporting events and canteen helpers. They are active in the liturgical life of the school and show a high level of attendance at fortnightly assemblies.

This year the Parents and Friends Association consulted widely with parents in setting strategic goals for fundraising and expenditure. Priorities were developed and followed allowing the Parents and Friends to donate significant resources to the school.

Parents and Friends Association, President

Student Leadership

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

School Leaders

School Profile

Established in 1880 by the Sisters of St Joseph, St Anthony’s Parish School is one of the oldest schools in the Diocese. St Anthony’s is located on the original school site in Picton. Following in the tradition of the Sisters of St Joseph, the school offers a quality education in the charism of St Mary of the Cross MacKillop.

St Anthony’s Catholic Primary School is a two stream Catholic coeducational primary located in Picton and serving the Wollondilly district. The school caters for students in Years K-6 and has a current enrolment of 346.

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

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

The school enjoys a positive relationship with the local community with different organizations and clubs utilising the school property for outside school activities. The school participates in many local events. The Active After School Program continued two afternoons a week. This program encouraged students who were less likely to take up sport to be active in a variety of different sports each term.

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>165</td>
<td>181</td>
<td>346</td>
<td>1</td>
<td>24</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.sapdow.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 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>87.7%</td>
<td>88.3%</td>
<td>89.6%</td>
<td>89.2%</td>
<td>91.6%</td>
<td>91.5%</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

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

Staffing Profile

There are a total of 21 teachers and 8 support staff at St Anthony’s Catholic Primary School. This number includes 13 full-time, 8 part-time teachers.

Teacher Standards

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

<table>
<thead>
<tr>
<th>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 96.95%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2009 to 2010 was 97%.

Professional Learning

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

- Participation by staff in a Learning Communities Project on common pedagogy in mathematics;
- Professional dialogue around School Review and Improvement (SRI);
- Whole staff training on Asthma Friendly Schools;
- School Support Officers undertook annual First Aid Training or updates;
- Staff meetings or Stage meetings on Team Teaching;
- Training in utilising Interactive Whiteboards;
- Participation in an Anti-bullying Program called ‘Get on Board’; and,
- Staff development days on Vision and Mission and redeveloping student reports.

Other professional learning opportunities provided at school or CEO run courses include:

- Models of Contemporary Learning (2 staff);
- Numeracy in the Early Years (1 staff member);
- Road Safety (2 staff);
- A Taste of Indonesia (3 staff)
- Sexuality Resource Day (1 staff member);
- Technology for Learning (2 staff);
- Lighthouse IT (1 staff member); and
- Focus on Literacy (1 staff member).

School based expenditure on professional learning in 2010 was $7472. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Catholic Life & Religious Education

St Anthony’s vision and mission statement implicitly connects the school’s intent to the charism of Mary MacKillop. The Josephite culture is evident in the school in a variety of ways which include the yearly visit of Year 5 to Mary MacKillop Place, the establishment of the MacKillop Award and close links between the school and the Josephite Sisters. At the end of 2010 the staff redefined the vision and mission statements ready to relaunch in 2011.

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

Liturgical celebrations were planned in consultation with the Parish Priest to ensure they were meaningful and appropriate for the students. Major feast day celebrations have been held to commemorate the feast of St Joseph, St Anthony of Padua, and The Annunciation. The school and parish community gathered at the school site to celebrate the Canonisation of St Mary of the Cross MacKillop.

A culture of prayer and celebration exists which is evidenced by morning and afternoon whole school prayer, Friday afternoon school prayer at assemblies, class prayer and staff
prayer. Staff participated in weekly prayer and the Religious Education Team have continued their work as Spiritual Animators developing the spiritual dimension of the staff through prayer and reflection.

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

Each year the school plans and promotes social justice by supporting one charitable initiative a term. Initiatives this year included guest speakers from Catholic Missions. The school raised and donated $1,500 to Caritas, $1,000 to Catholic Missions, $3,000 to Ringer Soak Josephite Catholic Mission.

**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 52 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 30 September 2010 and 52 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 Rite of Reconciliation;
- Knowledge of the parts of the Mass; and,
- Knowledge of commandments that relate to Love of God and Love of others.

The students showed a need for them to develop their capacity to work with and apply the religious tradition, especially in their ability to:

- Explain where the Eucharistic prayer comes in the order of the Liturgy of the Eucharist; and,
- Interpreting the meaning of Jesus washing the disciples feet.

For Part A, 11.8% of students were placed in the developing level, 82.4% in the achieving level and 5.9% were in the extending level.

For Part B, 7.3% of students were placed in the developing level, 60% in the achieving level and 32.7% were in the extending level.

Combining Parts A and B, 9.8% of students were placed in the developing level, 74.5% in the achieving level and 15.7% were in the extending level for Religious Literacy.
Financial Summary

A major component of school expenditure for 2010 was on providing teaching resources and materials. $106,000 was spent on upgrading of classroom computers and interactive whiteboards. The Parents and Friends Association contributed $17,000 for classroom readers and playground seating and games. Funds of $37,000 from the School Enhancement and Debt Servicing Obligation account were used to landscape part of the playground after demountable classrooms were removed.

The following graphs reflect the aggregated income and expenditure for St Anthony’s Catholic Primary 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

At St Anthony’s it is recognised that learning occurs most effectively within a supportive school environment. The well being of students and staff operates within the Safe Schools Framework and is underpinned by core school values. The school’s motto is ‘Grow in Respect and Honesty’. This is a constant reference point for encouraging positive behaviour.
Pastoral Care

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

The school has policies and structures in place that support the National Safe Schools Framework. Each year the students participate in an Anti-Bullying Program ‘Creating Peace’. In 2010 the students and staff participated in two Anti-Bullying Days called ‘Get on Board”. This initiative helped to refocus awareness amongst the students, staff and parents and provide strategies for students to use when dealing with bullying and harassment.

CatholicCare continued to provide family counselling support to the school on a weekly basis. Community links are an important part of Pastoral Care at St. Anthony's. This year the school supported charities through participation in The Biggest Morning Tea and made donations of Christmas hampers to the St. Vincent's de Paul Society.

The school is committed to providing a safe and supportive environment, characterised by fairness, mutual trust, respect and reconciliation. Any parent, student or community member who has a grievance has the right to have this addressed.

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

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. 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

St Anthony’s is committed to providing quality Catholic Learning and Teaching. All Board of Studies requirements are being met as the school seeks to implement a contemporary curriculum to meet the needs of all students.
In addition to the Key Learning Areas (KLAs) prescribed by the Board of Studies, the students have been provided with courses of study in Religious Education in accordance with Diocesan policy. During 2010, school priorities reflected Diocesan and National imperatives for improved performance in the area of numeracy and pedagogy.

**Curriculum & Pedagogy**

In each classroom, teachers timetable across Key Learning Areas (KLA) according to the minimum time requirements of the Board of Studies and Diocesan Policy.

In both literacy and numeracy, assessment data from National Assessment Program Literacy and Numeracy (NAPLAN) in Year 3 and 5; Schedule for Early Numeracy Assessment (SENA) in Early Stage 1 and Stage 1; and Early Literacy Assessment (ELA) in Kinder and Year 1 drive the learning programs. The results were used to inform learning and teaching and identify students at risk.

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

The school’s Information Communication and Learning Technology (ICLT) Plan enabled the focus to be maintained on the utilisation of technology to support learning. All classrooms are well resourced in technological hardware. A boost to this technology was the acquisition of Interactive Whiteboards in all learning spaces in 2010. There is a significant emphasis on the use of technology in Stage 3 where students utilise technology as a tool to inspire inquiry based learning and individual interest projects.

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

**Cross Curriculum**

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

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

Asian Studies is integrated into the content of some units across the school with a key focus in Years 4 and 6.

**Meeting the Needs of All Students**

In addressing the individual needs of students, a variety of individual support structures were provided. These included School Support Officer intervention across the school. A new
reading support model was developed for Year 1. This allowed the school to support the needs of any struggling readers in Year 1 whilst providing flexibility to support targeted students in other grades.

Students with specific learning needs continued to be supported at St. Anthony’s through the School Review Committee. The committee is comprised of a selection of staff under the guidance of the Assistant Principal, who is the Review Committee Manager. The committee met with the parents each term to set individual learning outcomes for students and to then review their progress. These students were supported in class by School Support Officers, (SSOs), who worked in partnership with teaching staff.

In addition, the school also had twenty students who received additional funding for special educational needs. Transition meetings were held each term with the parents and teachers of these students to evaluate and plan achievable short term learning goals. Individual Education Plans were developed for these students.

In 2010 an extension group in Mathematics was run with select students participating in extension work and Math’s Olympiad.

**Expanding Learning Opportunities**

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

Opportunities to participate in sport and fitness were well catered for through the weekly Physical Education and sport. A specialist Physical Education teacher conducted lessons for each class on a term about rotation.

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

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

The school conducted a learn to swim program for students in Infants. The program was conducted at Wollondilly Leisure Centre over a nine day period.

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

Opportunities were provided for students to participate in the school woodwind band, individual tuition in strings or music tuition provided by the music bus in keyboard, guitar, drums and vocals.
Each year the school holds a talent quest to allow students to perform and showcase their talents. The students look forward to this each year. In 2010 the Year 6 students coordinated this event.

**Professional Learning**

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

**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.

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

In the Year 5 results, a number of students were identified as not meeting the national minimum standard. These students had already been identified by the school and are currently on Individual Education Plans and receive learning support. The best results for Year 5 were in grammar and punctuation.

**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>Reading</td>
<td>School 5%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>National 14%</td>
<td>40%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 2%</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>National 7%</td>
<td>43%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 2%</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>National 17%</td>
<td>42%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 0%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>National 15%</td>
<td>36%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 5%</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>National 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) represent 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 100%</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>91%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 100%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National 95%</td>
<td>93%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 100%</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>National 91%</td>
<td>92%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 100%</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>National 92%</td>
<td>92%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 100%</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>94%</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

Parents
A survey was distributed to all parents to gauge areas of satisfaction. Parents indicated that they were again satisfied that the school helped to develop a knowledge and understanding about Catholic tradition with 100% agreeing. The parents also indicated that the school provides opportunities for them to be involved; that the school offers a range of co-curricular activities; that the school provides a safe and supportive environment; and that the school effectively communicates information about activities and events. In all these areas the parental satisfaction was above 90%.

Students
A survey was distributed to the students in Primary grades Years 3-6 to gauge their satisfaction of school life. Students agreed with the parent response that the school helped them in their understanding of the Catholic faith with 96% agreeing. Also, 96% agreed that they were proud of their school; and that their teachers encouraged them to learn to the best of their ability. As well, 98% believed the school provided co-curricular activities, while 80% agreed that they understood their rights and responsibilities at school. This will be an area of further investigation and development in 2011 under a project called School Wide Positive behaviours for Learning.

Staff
Staff review during School Review and Improvement indicates a significantly high degree in satisfaction in the work that the school is doing in the area of Religious Life. An area in which concern was raised are the students understanding of their rights and responsibilities and the redevelopment of the school’s Behaviour Management Policy.

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
  - 1.3 Catholic Life and Culture
- As a result of the work on this component the school developed a connection with a charitable mission of the Sisters of St Joseph in Western Australia and raised $2000 in donations.

**Key Area 3: Pedagogy**

3.1 Curriculum provision
- As a result of the work on this component the school developed a rationale and organisational statement about the value of student participation in co-curricula activities.
- Further work was also completed in re-developing scope and sequence of the teaching curriculum.

3.7 Professional learning
- As a result of work on this component the teachers have been involved in goal setting and peer observation within the Professional Development, Planning and Review Framework.

**Key Area 5: Resources, Finance and Facilities**

5.2 Use of resources and space
- As a result of the work on this component the staff are involved in planning processes through staff and communication meetings and via surveys.

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

**Key Area 1: Catholic Life and Religious Education**

1.2 Religious Education

**Key Area 4: Human Resources, Leadership and Management**

4.1 Recruitment, selection and retention of staff
4.4 Succession Planning
4.5 Overall compliance with legislation and with other requirements

**Key Area 5: Resources, Finance and Facilities**

5.3 Environmental stewardship

**Key Area 6: Parents, Partnership, Consultation and Communication**

6.2 Reporting to the community

**Key Area 7: Strategic Leadership and Management**

7.1 Planning for improvement
7.2 Innovation, development and change