A FRAMEWORK FOR SCHOOL REVIEW AND IMPROVEMENT
IN CATHOLIC SYSTEMIC SCHOOLS DIOCESE OF WOLLONGONG

HOW EFFECTIVE IS OUR CATHOLIC SCHOOL?
Catholic Education Office
Diocese of Wollongong

How Effective is our Catholic School?
A Framework for School Review and Improvement in Catholic Systemic Schools in the Diocese of Wollongong 2013-2017

Catholic Church Offices Marian Centre
86-88 Market St
Locked Mail Bag 8802
Wollongong NSW 2500
Email: info@dow.catholic.edu.au
Web: http://www.dow.catholic.edu.au

Publication Details
Office of the Director of Schools
August 2012
© Catholic Education Office
Diocese of Wollongong

Licensed under NEALS
# Contents

A Message from the Director of Schools 3

Principles and Processes 4
A Continuous Approach 4
A Common Language 4

Overview of the Processes 5
The School Review & Improvement Framework 5
Underlying Principles 5
Processes in the School Review & Improvement Framework 6
School Improvement Plan 6
Action Plan 6

Indicators of Effectiveness 7

Annual Self-Assessment of School Review and Improvement Components 8
Process 8
Validation 8
Cyclic Review 9

Educational Accountabilities 9
Principal’s Verification 9
Head of School Services Oversight 10
System Monitoring 10

Leadership 10
Leadership Framework 10
Contract Renewal for Principals, Assistant Principals and Re-appointment of Co-ordinators 11

Using the Self-Assessment Instrument - The Rating Scale Criteria 12

Key Area 1: Catholic Life and Religious Education 14
Key Area 2: Students and their Learning 18
Key Area 3: Pedagogy 23
Key Area 4: Human Resources Leadership and Management 30
Key Area 5: Resources, Finance and Facilities 35
Key Area 6: Parents, Partnership, Consultation and Communication 39
Key Area 7: Strategic Leadership and Management 42

Significant Church Documents On Catholic Education 44
A Message from the Director of Schools

The School Review and Improvement (SRI) Framework is a central component in the ongoing process of each school’s self-evaluation of their performance and growth. Using a commonly agreed set of criteria the SRI process informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be excellent schools with a clear priority of providing high quality learning and teaching in a Catholic context. Our Catholic schools are expected to be positive communities that are student-centred in terms of learning, wellbeing and purpose.

This SRI process now moves into its second five-year cycle and is to be seen as complementary to the system’s Strategic Direction Lighting the Way and the document How Effective is Our Catholic School? The SRI Framework is based on a continuous process of performance analysis and review for schools and should never be seen as a ‘one-off event’.

Seven Key Areas have been identified as relevant to planning, evaluation and reporting. These provide the basis for consistency, alignment and a common language for all planning and development processes across our system of Catholic schools, while at the same time providing the flexibility and practicality for each school to use the framework to suit their own context and local needs.

With students as the focus, the ‘core business’ of Catholic education is described under the three Key Areas of: Catholic Life and Religious Education; Students and their Learning; and Pedagogy. The three Core Areas are supported by: Human Resources, Leadership and Management; Resources, Finance and Facilities; Parents, Partnership, Consultation and Communication; and Strategic Leadership and Management.

School Plans across the seven Key Areas will be supported by appropriate performance indicators, strategies and resources to enhance the capacity for improvement. These plans must demonstrate a direct link between school programs and their impact on student learning outcomes.

The SRI process is a critical element in ensuring that collectively we are all able to contribute to, and be accountable for, the effectiveness of our Catholic schools. I wish the School Leadership Teams and staff well in their endeavours to improve the quality of learning and teaching delivered in our schools in the interests of those entrusted to our care.

Peter Turner

Director of Schools
Catholic Education Office
Diocese of Wollongong
Principles and Processes

A Continuous Approach

The fundamental approach to School Review & Improvement (SRI) must ‘place the focus on continuous school led processes rather than externally driven monitoring’.

The SRI processes need to be:

- based on common and clearly articulated mission, vision and values;
- focused on improving student outcomes;
- set in an environment of trust that encourages honest responses whilst respecting the dignity of individuals;
- school driven, continuous and encouraging a culture of self-improvement;
- linked to appraisal processes, professional learning, planning and goal setting;
- inclusive of all members of the community; and
- flexible to allow schools to establish specific approaches to meet local needs.

These principles are consistent with the approach contained in How Effective is Our Catholic School? A Framework for School Review & Improvement in Catholic Systemic Schools in the Diocese of Wollongong. The Framework contains indicators of effectiveness and agreed quality criteria in each of the seven Key Areas and describes what is happening in highly effective schools.

A Common Language

Seven Key Areas have been identified as relevant to planning, evaluation and reporting. These now provide the basis for consistency and alignment of all planning and development frameworks across the system of schools. With students as the focus, the ‘core business’ of Catholic education is described under the Key Areas of:

1. Catholic Life and Religious Education;
2. Students and their Learning; and
3. Pedagogy;

supported by:

4. Human Resources Leadership and Management;
5. Resources, Finance and Facilities;
6. Parents, Partnership, Consultation and Communication; and
7. Strategic Leadership and Management.

Capacity for improvement is enhanced when the School’s Improvement Plan across the seven Key Areas is supported by appropriate performance indicators, strategies and resources. A one-to-seven Rating Scale assists schools to assess their effectiveness against the thirty Components comprising the Self-Assessment Instrument for Catholic schools.
Overview of the Processes

The School Review & Improvement Framework

The core purpose of School Review & Improvement (SRI) is to ensure our students are achieving their academic and personal potential in a learning environment underpinned by a clear Vision and Mission. School Review & Improvement is a shared leadership responsibility at both school and system level, and is most effective in a climate of mutual respect that has as its focus the achievement of the best outcomes for students. The effectiveness of the leadership required to ensure the desired outcomes will inform the Professional Development Planning & Review (PDPR) processes.

Underlying Principles

The Framework and implementation processes are informed by the best of contemporary practice and research, both nationally and internationally. The call for any system of schools to deepen the capacity for school improvement through the School Review & Improvement Framework is based on the following underlying principles:

- improved learning outcomes and life opportunities for students are the main goals of the processes comprising the School Review & Improvement Framework. This places students at the centre of the School Review & Improvement processes;
- one size does not fit all, so the School Review & Improvement Framework is designed to allow individual schools the flexibility of determining how they will take forward their responsibility for maintaining quality and continuing improvement. With this responsibility comes accountability and this requires Principals to work closely with their Head of School Services;
- in implementing the School Review & Improvement Framework, schools engage in evidence-based self-reflection about current practices and critical discernment of sustainable quality and improvement priorities. In so doing schools identify and plan for the skills and resources required to improve quality and build improvement capacity;
- insightful leadership, intellectual rigour and a new professional language are required to underpin this Framework; and
- School Review & Improvement processes are inclusive and collegial, and are characterised by an effective partnership between school and Catholic Education Office personnel.
Processes in the School Review & Improvement Framework

There are five processes comprising the School Review & Improvement Framework:

1. School Improvement Plan (incorporating):
   - recommendations from the previous Cyclic Review,
   - Strategic Intent Statement,
   - Targets, and
   - SRI schedule 2013-2017;

2. Annual Self-Evaluation of Selected School Review & Improvement Components;

3. Action Plans (a subset of the School Improvement Plan);

4. Annual Report to the Community; and

5. Cyclic Review.

School Improvement Plan

The School Improvement Plan (SIP) sets the school’s direction and priorities over a five year cycle. It is a response to the school’s self-assessment of the seven Key Areas and thirty components in the Self Review Instrument. Selected components form the basis of Action Plans (AP) which are a core element of the School Improvement Plan.

A Framework for the School Improvement Plan is outlined in the support documentation.

Action Plan

Annually, the Principal and school leadership team with the support of their Head of School Services identify areas from the School Improvement Plan which are to be addressed as the major focus areas for school improvement during the year. Additionally, the school may identify other areas for action from its School Improvement Plan. The process of developing the Action Plan could be scheduled for early Term 4, ensuring that it is ready for implementation from the commencement of the new school year.

The collaborative partnership between Principal and Head of School Services is central to ensuring that appropriate strategies and adequate resources support school quality and improvement initiatives. The identification of targeted intervention strategies requiring system support is a significant aspect of school quality and improvement. These strategies are detailed in the Action Plan element of the School Improvement Plan. The school’s Action Plan would also include strategies which ensure a quality approach to compliance with System, NSW Board of Studies and other accountabilities.
Each member of the School Leadership Team has delegated responsibility for the carriage of specific aspects of the School Improvement Plan and Action Plan. In this way, each school leader shares responsibility for the annual quality and improvement initiatives and for the identification of areas for development. All staff will be engaged in undertaking tasks and implementing strategies for school improvement throughout the year. The outcomes of the annual evaluation of the Action Plan will be taken forward to the school’s next School Improvement Plan and to the performance appraisal of the Principal and staff responsible for its implementation. The continuing focus of this process will be on enhanced educational outcomes for students. Hence, in each school’s Action Plan there will be a strengthened focus on school improvement.

**Indicators of Effectiveness**

‘How Effective is our Catholic School?’ contains a set of indicators which describe the agreed criteria for effective Catholic schools for each of the thirty components which comprise the Self-Assessment Instrument. Practical descriptors have been specifically developed for rating levels six, four and two on a seven-point scale. Strengthening the culture of self-assessment is at the heart of improved learning outcomes for students. With this focus on students, the school community will seek answers to key questions which include:

- What improvements in student learning have we achieved?
- What evidence exists?
- How well have we met the expectations of our school and wider community?
- How effective has been the leadership and management of our improvement agenda?
- What is our capacity for improvement?

Professional dialogue, which is foundational to self-assessment and a quality culture, is supported by critical and discerning use of ‘How Effective is our Catholic School?’. The indicators and accompanying one-to-seven rating scale promote greater consistency. They limit the scope for subjectivity. Use of the indicators supports clarity of perception, contributes to accurate and honest self-assessment and assists identification of the improvement needed. Evidence will support assessments of effectiveness. Evidence will be broadly based, both qualitative and quantitative, and will derive from five main sources:

- School’s context;
- student achievement data;
- relevant documentation;
- stakeholders’ views and feedback; and
- direct observation of practice.
Annual Self-Assessment of School Review and Improvement Components

Process

Annually, each school undertakes an evaluation of selected Components from the School Review & Improvement Self-Assessment Instrument. This is a whole school process led by the Principal and Leadership Team. The Head of School Services will support the Principal and school with the process which may involve external educators.

In this way each Component in the School Review & Improvement Instrument will be addressed at least once during the five year cycle and prior to the once each cycle Cyclic Review. This evaluation is an important step in preparing the school’s Annual Report to the Community and the Action Plan for the following year, which is a core element of the School Improvement Plan. Some key questions to be addressed in the evaluation are:

- What were the outcomes for students of the quality and improvement strategies developed for selected Components of the Self-Assessment Instrument?
- To what extent did the selected Components address the school’s quality and improvement issues?
- How effectively were the planned strategies implemented?
- What is the evidence?, and
- What would be done differently in the next Action Plan?

The school assesses the School Review & Improvement Components using the 1-7 Rating Scale. This evaluation and self-assessment of quality and improvement is therefore an ongoing process, rather than an event that occurs once every five years.

Validation

Through active involvement in the school’s annual development planning and its evaluation, the Head of School Services supports continuous school improvement and is in a position to validate the:

- Rigour and outcomes of the school’s annual evaluation of its school quality and improvement initiatives
- School’s rating of the selected Components utilising the 1-7 scale
- Annual Report to the Community
- School Improvement Plan and Action Plan for the following year

School Annual Report to the Community

Each school utilises the Catholic Education Office template to develop its Annual Report to the Community. The outcomes identified during the evaluation of the school’s Action Plan and the self-evaluation of the selected School Review & Improvement Components
are included in the relevant section of the school’s Annual Report. The Head of School Services will certify that the school has appropriate processes in place to ensure compliance. A brief statement from the Principal, confirming compliance, will be published in the school’s Annual Report to the community.

Cyclic Review
Once during each five-year cycle the school will participate in an external validation of its school improvement journey to date. This external validation is entitled Cyclic Review.

The purpose of Cyclic Review is to:

- affirm, challenge and endorse the effectiveness of the school’s improvement processes; and
- provide an opportunity for reflection on the strategic direction of the school’s plans within the context of school, system and Diocesan priorities.

The Cyclic Review Report will be written for the Director of Schools and the Principal.

The guidelines for the conduct of the Cyclic Review process should be read in conjunction with this document, ‘How Effective are our Catholic School?’.

Educational Accountabilities

School improvement processes are about increasing quality as distinct from meeting minimum standards of compliance with educational accountabilities. However, an effective school will be compliant with legislative and other requirements. This is recognised in school improvement Key Area 4.5.

In particular, the Catholic Education Office, as the approved authority for system schools, has the responsibility for ensuring schools’ compliance with all legislative and educational accountabilities. Registration and Accreditation with the NSW Board of Studies of system schools under the Education Act 1990 (Part 7, 39-40) is a significant part of this responsibility. The system has additional responsibility for monitoring Federal and local requirements.

As such, there will be a range of strategies in place to ensure system compliance with both NSW and Federal Government requirements.

Principal’s Verification
The Principal has the responsibility for ensuring their school’s compliance with all accountabilities. A comprehensive online Annual Compliance Report containing all requirements has been developed for use by schools. Principals will be expected to implement internal procedures to assure they are meeting their accountabilities.
Principals will be required to verify and ‘sign off’ on their compliance in all areas. A brief statement from the Principal, confirming compliance, will be published in the school’s Annual Report to the community.

**Head of School Services Oversight**

The relevant Head of School Services will support Principals and schools by ensuring school based processes are in place to verify compliance. This will occur during formal and informal meetings with the Principal. The Head of School Services will certify that appropriate processes are in place.

**System Monitoring**

The system will develop additional strategies to monitor areas most at risk of non-compliance. System processes will be in place to support schools and ensure follow up where any area of non-compliance is identified.

System processes used to verify legislative requirements should:

- minimise intrusion into school life;
- support the School Review & Improvement process;
- provide evidence for use by the school in School Review & Improvement assessment; and
- where possible, provide professional learning and promote quality.

The Annual Compliance Report will allow the Principal and Head of School Services to verify the majority of the accountability requirements. However, the system will have additional external validation processes in place separate to the school improvement process. These validation processes will apply across the registration cycle. An effective school will meet all its accountabilities. The outcome of the Compliance monitoring processes will provide valuable evidence for use in the school’s self-assessment.

**Leadership**

**Leadership Framework**

The Leadership Framework is a tool that supports the development of leadership in our schools. It makes explicit the underpinning knowledge and value base from which school leaders and potential school leaders are encouraged to operate and makes explicit the challenges that face leaders within our schools. The Framework encourages a variety of formation processes and is a vehicle for the Principal and each member of the school Leadership Team to plan for, and reflect on, their leadership effectiveness in taking forward the processes which make up the School Review & Improvement Framework. The Core Competencies for leadership effectiveness are contained in the Leadership Framework. The Framework should be used as a guide in setting annual goals and personal development plans.
**Leading School Improvement**

Sustainable development in the growth of young people in faith, and improvement in teaching and learning are driven by purposeful leadership. Principals of highly effective schools promote school-driven enquiry and review as pathways to excellence. They situate improvement strategies in the mission and core purposes of the Catholic school.

In excellent schools there is a clear sense of the moral purpose of schooling. Principals build continual and sustainable improvements which make a difference to student’s learning and life chances. They promote a learning environment and relationships which foster and preserve deep learning for all. They set goals, plan, monitor and evaluate improvements. Principals of highly effective schools ensure consistency and alignment across all aspects of the school’s operations. Expectations are clear. Targets are collaboratively developed and achieved. Teachers engage continually in professional development. Principals ensure that the factors which have been identified in research studies as contributing to improved student learning outcomes are in place in the school. Ultimately it is the Principal who has the responsibility for leading school improvement.

**Contract Renewal for Principals, Assistant Principals and Re-appointment of Co-ordinators**

The outcomes of the processes comprising the School Review & Improvement Framework will provide data annually and cumulatively to review and assess the leadership effectiveness of the Principal and each member of the Leadership Team. In this way, each school leader demonstrates how the core competencies outlined in the Catholic Education Office’s Leadership Framework are being demonstrated and focused on improving outcomes for students and school effectiveness.

**Conclusion**

With this more flexible approach to school improvement, it is critical for the Head of School Services to have a co-ordinating overview of what is happening at each school. In this way a new ‘team approach’ is introduced to school improvement – an approach that is flexible and addresses the specific needs of each school. At the same time, the key dimensions of the current responsibilities of Principals and Head of School Services, and the highly valued Principal-Head of School Services relationship, are sustained.
# Using the Self-Assessment Instrument - The Rating Scale Criteria

**Rating Criteria (applied to the assessment of each Component)**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Major strengths</td>
<td>Across all areas of the Component. Whilst an assessment of major strengths represents the highest standard of provision, it is a standard that should be achievable in all schools. Major strengths implies that it is fully appropriate for a school to continue its provision without significant adjustment. The Component would be totally integrated into normal operations and planning. Pro-active approaches would be evident. Approaches would be regularly reviewed and improved, with widespread evidence of innovation and continual improvement.</td>
</tr>
<tr>
<td>6</td>
<td>Many strengths</td>
<td>In all major areas of the Component. The Component would be well established as part of normal operations and planning. There would be a mostly pro-active approach evident. There would be a well-established system for regular review and improvement and a systematic approach to innovation and continual learning. Typically provision will be characterised by strengths, but one or more weaknesses reduce the overall quality of the student experience.</td>
</tr>
<tr>
<td>5</td>
<td>Strengths outweigh weaknesses</td>
<td>In many areas of the Component. There are weaknesses, but they have no significant adverse impact on the student experience. Strengths outweigh weaknesses may be arrived at in a number of circumstances. Provision may make for a productive student experience, but it may not provide consistent challenge for students. The Component would be established as part of normal operations and planning. Approaches will be more pro-active than reactive. There would be some mechanisms for regular review, and some planned strategies for improvement. There would be evidence of continual improvement.</td>
</tr>
<tr>
<td>4</td>
<td>Some positive trends</td>
<td>In some areas of the Component, including major ones, but some important weaknesses have an impact on the quality of students’ experiences. The Component is becoming a part of normal operations and planning. There is evidence of periodic review and adoption of learnings in some areas of the Component, but there is a patchy approach to continual improvement. There may be a number of strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. In general, an assessment of some positive trends will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances.</td>
</tr>
<tr>
<td>3</td>
<td>More weaknesses than strengths</td>
<td>Across most areas of the Component. The Component is beginning to be part of normal operations. There is evidence of some measures in place to assess effectiveness. There is an ad hoc approach to implementation of improvement strategies, and little evidence of continual improvement. There may be some strengths, but there will be more weaknesses which will be, either individually and collectively, sufficient to significantly diminish the student experience. In general, an assessment of more weaknesses than strengths implies the need for considerable structured and timed action on the part of the school.</td>
</tr>
<tr>
<td>2</td>
<td>Many weaknesses</td>
<td>Across most areas of the Component. The Component is separate from normal operations. Approaches to improvement are generally reactive, with some ad hoc review practices operating. There is little evidence of improvement strategies in place. In general, an assessment of many weaknesses implies the need for significant structured and timed action on the part of the school to ensure that provision for students improves.</td>
</tr>
<tr>
<td>1</td>
<td>Major weaknesses</td>
<td>In provision across most aspects of the Component, requiring immediate remedial action on the part of the school with the support of the Catholic Education Office. There is little if any integration of the Component into normal operations and planning. Approaches are predominantly reactive. Observable Practices of the Component are seldom reviewed. There is little if any innovation, and no evidence of strategies for improvement. The student experience is at risk in significant respects. In almost all cases, an assessment of major weaknesses will require support for both school planning and implementation of the necessary improvement strategies. This would necessarily involve the support of the Catholic Education Office, and may also involve working alongside effective peers in or beyond the school.</td>
</tr>
</tbody>
</table>
### Evaluating Key Areas and Components – Rating Scales

<table>
<thead>
<tr>
<th>Key Area</th>
<th>Catholic Life and Religious Education</th>
<th>Students and their Learning</th>
<th>Pedagogy</th>
<th>Human Resources Leadership and Management</th>
<th>Resources, Finance and Facilities</th>
<th>Parents, Partnership, Consultation and Communication</th>
<th>Strategic Leadership and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Vision and Mission</td>
<td>2.1</td>
<td>3.1</td>
<td>4.1</td>
<td>5.1</td>
<td>6.1</td>
<td>7.1</td>
</tr>
<tr>
<td>1.2</td>
<td>Religious Education</td>
<td>2.2</td>
<td>3.2</td>
<td>4.2</td>
<td>5.2</td>
<td>6.2</td>
<td>7.2</td>
</tr>
<tr>
<td>1.3</td>
<td>Catholic Life and Culture</td>
<td>2.3</td>
<td>3.3</td>
<td>4.3</td>
<td>5.3</td>
<td>6.3</td>
<td>7.3</td>
</tr>
<tr>
<td>1.4</td>
<td>Parents, parishes and the broader Church</td>
<td>2.4</td>
<td></td>
<td>4.4</td>
<td>5.4</td>
<td>6.4</td>
<td>7.4</td>
</tr>
</tbody>
</table>

- **Key Area 2: Students and their Learning**
  - 2.1 Educational potential
  - 2.2 Rights and responsibilities
  - 2.3 Reporting student achievement
  - 2.4 Integration of Information and Communication Technology (ICT)
  - 2.5 Pastoral Care

- **Key Area 3: Pedagogy**
  - 3.1 Curriculum provision
  - 3.2 Provision for the diverse needs of learners
  - 3.3 Teaching practices
  - 3.4 Planning, programming and evaluation
  - 3.5 Assessment
  - 3.6 School climate, learning environment and relationships
  - 3.7 Professional learning

- **Key Area 4: Human Resources Leadership and Management**
  - 4.1 Recruitment, selection and retention of staff
  - 4.2 Professional development of staff
  - 4.3 An ethical workplace culture
  - 4.4 Succession planning
  - 4.5 Overall compliance with legislation and other requirements

- **Key Area 5: Resources, Finance and Facilities**
  - 5.1 ICT Resources
  - 5.2 Use of resources and space
  - 5.3 Environmental stewardship
  - 5.4 Financial management

- **Key Area 6: Parents, Partnership, Consultation and Communication**
  - 6.1 Parent involvement
  - 6.2 Reporting to the community
  - 6.3 Linkages with the wider community

- **Key Area 7: Strategic Leadership and Management**
  - 7.1 Planning for improvement
  - 7.2 Innovation, development and change
Key Area 1: Catholic Life and Religious Education

COMPONENT 1.1: Vision and Mission

Rating 6

1. Comprehensive and highly effective approaches which promote the evangelising mission of the Church and proclaim the Kingdom of God are readily observable. The school promotes and provides opportunities for the school community to actively participate in the life of the parish and the wider Church.

2. Jesus Christ and his teachings are central to the school’s vision and mission and permeate all aspects of policy, planning and action in the school. The school community creates, and is committed to, quality relationships characterised by respect for the dignity of all.

3. The school is proactive in ensuring that Catholic faith, tradition and culture are actively fostered and celebrated. The celebration of the Eucharist, sacraments and prayer are central to the religious life of the school. Religious symbols and icons are carefully selected and appropriately displayed in the school environment.

4. There is a strong commitment across the school community to its vision and mission. Creative and innovative programs, policies and guidelines consistently articulate this shared vision and mission. A well-balanced range of outreach programs encourages members of the school community to be actively engaged in making a difference in our world through witness, word and action.

Rating 4

1. Effective approaches which promote the evangelising mission of the Church and proclaim the Kingdom of God are generally observable. The school promotes and provides some opportunities for the school community to participate actively in the life of the parish and the wider Church.

2. Jesus Christ and his teachings are central to the school’s vision and mission and permeate most aspects of policy, planning and action in the school. The school community creates, and is committed to, quality relationships characterised by respect for the dignity of all.

3. The school ensures that Catholic faith, tradition and culture are fostered and celebrated. The celebration of the Eucharist, sacraments and prayer are central to the religious life of the school. Religious symbols and icons are appropriately displayed in the school environment.

4. There is a commitment across the school community to its vision and mission. Programs, policies and guidelines consistently articulate this shared vision and mission. A range of outreach programs encourages members of the school community to be actively engaged in making a difference in our world through witness, word or action.

Rating 2

1. Approaches which promote the evangelising mission of the Church and proclaim the Kingdom of God are seldom observable. The school promotes and provides few opportunities for the school community to participate actively in the life of the parish and the wider Church.

2. Jesus Christ and his teachings are evident in the school’s vision and mission but permeate few aspects of policy, planning and action. The school community attempts to value relationships characterised by respect and dignity.

3. The school endeavours to foster and celebrate Catholic faith, tradition and culture. The celebration of the Eucharist, sacraments and prayer are included in the religious life of the school, but lack effective planning, co-ordination and engagement. Religious symbols and icons are evident in the school environment.

4. There is limited commitment across the school community to its vision and mission. Programs, policies and guidelines seldom articulate this vision and mission. A limited range of outreach programs restricts the engagement of the school community in making a difference in our world through witness, word or action.
### Key Area 1: Catholic Life and Religious Education

**COMPONENT 1.2: Religious Education**

**Rating 6**

1. Teachers of Religious Education demonstrate a comprehensive understanding of the curriculum and express an active commitment to teaching the Catholic faith. They are accredited and proactive in furthering their professional development. The school has a systematic approach to supporting the spiritual formation of Religious Education teachers and all staff.

2. The school has a highly effective structure for the leadership, organisation, accountability and delivery of quality teaching and learning in Religious Education across the school. Regular opportunities exist for effective communication and collaboration at all levels.

3. The Religious Education programs demonstrate a clear understanding of the curriculum. They include a comprehensive range of teaching and learning practices which reflect the developmental and learning needs of students. The teaching and learning of Religious Education is supported by a depth of highly relevant and stimulating resources which are effectively utilised by students and teachers.

4. Students are actively involved in rich and well-designed assessment tasks. Written reports and other feedback offer parents and students clear and accurate information about progress, development and achievement in Religious Education.

5. The quality of the Religious Education program, together with regular celebrations of prayer, retreats, sacraments and liturgy, seeks to strengthen the faith of students and encourage and motivate them to respond to the needs of others and be active participants in the life of the Church.

**Rating 4**

1. Teachers of Religious Education demonstrate an understanding of the curriculum and express a commitment to teaching the Catholic faith. They are accredited and seek to further their professional development. The school supports the spiritual formation of Religious Education teachers and all staff.

2. The school has an effective structure for the leadership, organisation, accountability and delivery of quality teaching and learning in Religious Education across the school. Regular opportunities are promoted for effective communication and collaboration at all levels.

3. The Religious Education programs generally demonstrate an understanding of the curriculum. They include a range of teaching and learning practices which ordinarily reflect the developmental and learning needs of most students. The teaching and learning of Religious Education is supported by relevant and stimulating resources which are well utilised by students and teachers.

4. Students are actively involved in well-designed assessment tasks. Written reports and other feedback offer parents and students accurate information about progress, development and achievement in Religious Education.

5. The quality of the Religious Education program, together with regular celebrations of prayer, retreats, sacraments and liturgy, seeks to strengthen the faith of students and encourages them to respond to the needs of others and be active participants in the life of the Church.

**Rating 2**

1. Teachers of Religious Education demonstrate a limited understanding of the curriculum and commitment to teaching the Catholic faith. They are accredited, but seldom seek to further their professional development. There is an inconsistent approach to the school’s support for the spiritual formation of Religious Education teachers and all staff.

2. The school has an ineffective structure for the leadership, organisation, accountability and delivery of quality teaching and learning in Religious Education across the school. Opportunities for effective communication and collaboration are lacking.

3. The Religious Education programs generally demonstrate an understanding of the curriculum. They include a limited range of teaching and learning practices which reflect the developmental and learning needs of students. The teaching and learning of Religious Education is inadequately supported by relevant and stimulating resources for students and teachers.

4. Students are provided with poorly designed assessment tasks. Written reports and other feedback offer parents and students information about progress, development and achievement in Religious Education, but this may be inadequate.

5. The quality of the Religious Education program, together with irregular celebrations of prayer, retreats, sacraments and liturgy, provide little opportunity for students to strengthen their faith, respond to the needs of others, or be active participants in the life of the Church.
Key Area 1: Catholic Life and Religious Education

COMPONENT 1.3: Catholic Life and Culture

Rating 6

1. The school community witnesses to the Good News of Jesus Christ and proclaims the Word through confident and active participation in prayer forms which are creative and inclusive. The school seeks regular opportunities for the celebration of the Eucharist and the Sacrament of Reconciliation. The effectiveness of its prayer and liturgical life is reflected upon and regularly evaluated.

2. There are regular and well-planned opportunities which support the spiritual and faith development of students and staff. Catholic values are integrated in all aspects of curriculum and school life, and staff are attentive to the religious needs of all students. A wide variety of religious and spiritual programs is promoted and utilised effectively within the school community.

3. The school consistently articulates its charism and history and celebrates with the community, in meaningful ways, the significant people and events which inform its culture. Enthusiastic responses are made to the wider mission of the Church including activities initiated by the parish and the Archdiocese. These school responses are evaluated regularly.

4. The school provides a comprehensive range of programs and local initiatives which educate students to respect the human dignity of all persons and to exercise compassion for the most oppressed. Students and staff are knowledgeable about, actively committed to, and engage with social justice issues and environmental stewardship and their related Church agencies.

Rating 4

1. The school community witnesses to the Good News of Jesus Christ and proclaims the Word through participation in some variety of prayer forms. The school seeks opportunities for the celebration of the Eucharist and the Sacrament of Reconciliation. The effectiveness of its prayer and liturgical life is periodically evaluated.

2. There are some opportunities which generally support the spiritual and faith development of students and staff. Catholic values are integrated in most aspects of curriculum and school life, and staff are generally attentive to the religious needs of students. Religious and spiritual programs are utilised within the school community.

3. The school articulates its charism and history and celebrates with the community the significant people and events which inform its culture. Responses are made to the wider mission of the Church including activities initiated by the parish and the Diocese.

4. The school provides a range of programs and local initiatives which educate students to respect all persons and to exercise compassion for the most oppressed. Students and staff are knowledgeable about and demonstrate some engagement with social justice issues and environmental stewardship and their related Church agencies.

Rating 2

1. There is an inconsistent approach to witnessing the Good News of Jesus Christ and limited opportunities for participation in prayer experiences. The school provides few opportunities for the celebration of the Eucharist and the Sacrament of Reconciliation. There is little, if any, evaluation of prayer and liturgical life.

2. There are few opportunities which support the spiritual and faith development of students and staff. Values are integrated in some aspects of curriculum and school life, but there is little attention given to the religious needs of students. Religious and spiritual programs are inconsistently utilised within the school community.

3. The school culture inadequately reflects its charism and history, with little if any celebration of significant people and events. There is a limited response to the wider mission of the Church including activities initiated by the parish and the Diocese.

4. The school provides few programs or local initiatives which educate students to respect the human dignity of all persons or to exercise compassion for the most oppressed. There is limited knowledge of, or engagement with, social justice issues or environmental stewardship and their related Church agencies.
Key Area 1: Catholic Life and Religious Education
COMPONENT 1.4: Parents, Parishes and the Broader Church

Rating 6

1. The school is highly effective in giving witness to Catholic faith and life, providing quality opportunities for the school community to grow in faith. Effective strategies strengthen the school’s responses to the evangelising mission of the Church and facilitate the celebration of Catholic life.

2. The school fosters collaboration with priests and parishes which contributes significantly to the life of the local Church and is of direct benefit to students.

3. The school is proactive in assisting parents in their role as the primary educators of their children in faith. Highly effective structures and processes support parent involvement in the religious education of their children.

4. The school consistently offers a diversity of opportunities for members of its community to participate in the life of the Church.

Rating 4

1. The school gives witness to Catholic faith and life, providing opportunities for the school community to grow in faith. Some strategies are effective in strengthening the school’s responses to the evangelising mission of the Church and the celebration of Catholic life.

2. The school fosters collaboration with priests and parishes which generally contributes to the life of the local church and is of some benefit to students.

3. The school assists parents in their role as the primary educators of their children in faith. Structures and processes generally support the involvement of most parents in the religious education of their children.

4. The school offers opportunities for members of its community to participate in the life of the Church.

Rating 2

1. The school is ineffective in its Catholic witness, providing few opportunities for members of the school community to grow in faith. The school makes a limited response to the evangelising mission of the Church and the celebration of Catholic life.

2. There is minimal collaboration between priests, parishes and the school, with little or no contribution to the life of the local Church.

3. The school offers limited assistance to parents in their role as the primary educators of their children in faith. Structures and processes are inadequate to support the involvement of parents in the religious education of their children.

4. The school offers few, if any, opportunities for members of its community to participate in the life of the Church.
Key Area 2: Students and their Learning

COMPONENT 2.1: Educational Potential

Rating 6

1. The school community is engaged in maximising learning outcomes and life opportunities for students. Highly effective structures, programs and practices are in place which encourage students’ enjoyment of learning and skill them to be successful learners. Achievements are consistently acknowledged and celebrated across a broad range of curricular and co-curricular activities.

2. The school has a proactive and sustainable approach to identifying and providing a range of educational programs and opportunities which address the learning needs of students. Relevant criteria and assessment and evaluation data are used consistently to track, monitor and review student progress and to inform the teaching and learning cycle.

3. Differentiating learning and targeted intervention are clearly evident across the school’s curriculum. Most teachers provide explicit, meaningful and timely feedback to students and parents. Opportunities are provided for students to critically reflect on and negotiate aspects of their ongoing learning.

4. A school culture of accountability, review and improvement, informed by the use of data and other available information, is well established. Accurate annual target setting and other relevant benchmarks are utilised to assist in assessing overall school effectiveness and to inform whole-school improvement in teaching and learning.

Rating 4

1. The school community is focused on learning outcomes and life opportunities for students. Structures, programs and practices are in place which encourage students’ enjoyment of learning and skill them to be successful learners. Achievements are generally acknowledged and celebrated across a range of curricular and co-curricular activities.

2. The school has an effective approach to identifying and providing a range of educational programs and opportunities which address the learning needs of students. Relevant criteria and assessment and evaluation data are generally used to track, monitor and review student progress and to inform the teaching and learning cycle.

3. Differentiating learning and targeted intervention are evident in most areas of the school’s curriculum. Many teachers provide a range of feedback to students and parents. Opportunities are provided in some circumstances for students to critically reflect on and negotiate aspects of their ongoing learning.

4. A school culture of accountability, review and improvement, informed by the use of data and other available information, is developing. Accurate annual target setting and other relevant benchmarks are generally utilised to assist in assessing overall school effectiveness and to inform whole-school improvement in teaching and learning.

Rating 2

1. The school community has limited focus on learning outcomes and life opportunities for students. Few structures, programs and practices are in place which encourage students’ enjoyment of learning and skill them to be successful learners. Achievements in curricular or co-curricular areas are rarely acknowledged or celebrated.

2. The school has an ineffective approach to identifying and providing a range of educational programs and opportunities which address the learning needs of students. Relevant criteria and assessment and evaluation data are inadequately used to track, monitor and review student progress and seldom inform the teaching and learning cycle.

3. Differentiating learning and targeted intervention in most areas of the school’s curriculum are ineffective. The quality of feedback to students and parents is poor. Opportunities for students to critically reflect on and negotiate aspects of their ongoing learning are rarely provided.

4. A school culture of accountability, review and improvement, informed by the use of data and other available information, is lacking. Annual target setting and other benchmarks are poorly utilised to assist in assessing overall school effectiveness.
### Key Area 2: Students and their Learning

#### COMPONENT 2.2: Rights and Responsibilities

<table>
<thead>
<tr>
<th>Rating 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is a whole-school approach to respecting, valuing and protecting the rights and responsibilities of all to learn. Quality teaching and learning time is valued and consistently protected.</td>
</tr>
<tr>
<td>2. The school culture promotes and sustains a safe and supportive environment for all, where the inherent dignity and worth of each person is valued and protected. These values are embedded in school programs, policies, practices and whole school organisation.</td>
</tr>
<tr>
<td>3. Rights and responsibilities are clearly articulated in whole-school policies, procedures and practices which are proactive and effective in promoting and sustaining the well-being of all. These are negotiated, consistently implemented, and regularly reviewed and updated.</td>
</tr>
<tr>
<td>4. The whole-school approach to rights and responsibilities for student learning and management is based on restorative principles and procedural fairness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is an approach to respecting, valuing and protecting the rights and responsibilities of all to learn. Quality teaching and learning time is valued and usually protected.</td>
</tr>
<tr>
<td>2. The school culture promotes a safe and supportive environment for all, where the inherent dignity and worth of each person is valued and protected. These values are generally articulated in school programs, policies, practices and whole school organisation.</td>
</tr>
<tr>
<td>3. Rights and responsibilities are articulated in most whole-school policies, procedures and practices which are generally effective in maintaining the well-being of all. There is some negotiation, generally consistent implementation, and periodic review and updating.</td>
</tr>
<tr>
<td>4. The approach to rights and responsibilities for student learning and management takes some account of restorative principles and procedural fairness, but this may be inconsistent.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There is an inadequate approach to respecting, valuing and protecting the rights and responsibilities of all to learn. Quality teaching and learning time is seldom valued and protected.</td>
</tr>
<tr>
<td>2. The school culture fails to promote a safe and supportive environment for all, where the inherent dignity and worth of each person is valued and protected. These values are inadequately articulated in school programs, policies, practices and whole school organisation.</td>
</tr>
<tr>
<td>3. Rights and responsibilities are inadequately articulated in whole-school policies, procedures and practices and are generally ineffective in maintaining the well-being of all. There is limited negotiation, inconsistent implementation, and little or no review and up-dating.</td>
</tr>
<tr>
<td>4. The approach to rights and responsibilities for student learning and management takes little or no account of restorative principles and procedural fairness.</td>
</tr>
</tbody>
</table>
Key Area 2: Students and their Learning

COMPONENT 2.3: Reporting Student Achievement

Rating 6

1. Students are participants in the ongoing cycle of assessment, evaluation and reporting which informs their understanding of their level of achievement and progress linked to standards. They are consistently engaged in decision making and direction setting for future learning.

2. There is a comprehensive, whole-school approach to formal and informal evidence-based reporting which is consistently implemented across the school. Teachers demonstrate a well-developed, shared understanding of the fundamental principles and practices underpinning authentic reporting.

3. Comprehensive formal and informal reporting practices and procedures include a range of relevant information about students’ academic, spiritual, social and personal development. A variety of opportunities for dialogue, ongoing consultation and feedback with parents is evident.

4. Reporting procedures are informed by and responsive to the needs of the local community. Procedures are regularly reviewed and updated.

Rating 4

1. Many students are participants in the ongoing cycle of assessment, evaluation and reporting which informs their understanding of their level of achievement and progress linked to standards. They are generally engaged in decision making and direction setting for future learning.

2. There is a whole-school approach to formal and informal evidence-based reporting, but this may not be consistently implemented across the school. Teachers generally demonstrate an understanding of the fundamental principles and practices underpinning authentic reporting of student achievement.

3. Reporting includes a range of information about students’ academic, spiritual, social and personal development, but there may be an over-reliance on either formal or informal reporting practices and procedures. There are some opportunities for dialogue, consultation and feedback with parents.

4. Reporting procedures are ordinarily informed by and responsive to the needs of the local community. Procedures are periodically reviewed and updated.

Rating 2

1. Few students are participants in the ongoing cycle of assessment, evaluation and reporting which limits their understanding of their level of achievement and progress linked to standards. They are seldom engaged in decision making and direction setting for future learning.

2. There is an inconsistent approach to the use of evidence-based reporting procedures across the school. There is limited understanding of the fundamental principles and practices underpinning authentic reporting of student achievement.

3. Reporting includes limited information about students’ academic, spiritual, social and personal development, and there is an over-reliance on either formal or informal reporting practices and procedures. There are few if any opportunities for dialogue, consultation and feedback with parents.

4. Reporting procedures are seldom informed by or responsive to the needs of the local community. Procedures are rarely reviewed or updated.
Key Area 2: Students and their Learning

COMPONENT 2.4: Integration of Information and Communication Technology (ICT)

**Rating 6**

1. Students engage in a wide range of learning experiences which utilise ICT to improve their learning outcomes across the curriculum. They are confident and competent in using a range of digital technologies to extend their learning.
2. Highly effective school-based policies and practices facilitate and reflect an innovative approach to the use of ICT to improve contemporary student learning. These are regularly reviewed and updated and maximise access for all students in a flexible learning environment.
3. Students understand the reasons for, and comply with, the school’s protocols for the ethical uses of ICT in their learning and life.

**Rating 4**

1. Most students engage in a range of learning experiences which utilise ICT to improve their learning outcomes. They are generally confident and competent in using a range of digital technologies to extend their learning.
2. School-based policies and practices facilitate and reflect an effective approach to the use of ICT to improve contemporary student learning. These are periodically reviewed and updated and provide access for students in a flexible learning environment.
3. Students have some understanding of the reasons for, and ordinarily comply with, the school’s protocols for the ethical uses of ICT in their learning and life.

**Rating 2**

1. There is a limited range of learning experiences which engage students in utilising ICT to improve their learning outcomes. Some students may be confident and competent in using digital technologies to extend their learning.
2. School-based policies and practices are ineffective in facilitating the use of ICT to improve contemporary student learning. These are seldom if ever reviewed or updated. There is limited access for students to ICT.
3. Students have limited understanding of the reasons for the school’s protocols for the ethical uses of ICT in their learning and life. There may be widespread breaches of the protocols.
**Key Area 2: Students and their Learning**

**COMPONENT 2.5: Pastoral Care**

**Rating 6**

1. Students are supported by a network of pastoral care which reflects the school’s mission and vision for learning. Intrinsic in the culture of the school is differentiated curriculum, respect for the uniqueness of each person, and just and consistent approaches to student learning, support and management. The school holds high expectations for all students and requires that they be treated with dignity and respect at all times.

2. The school is proactive and highly effective in its approach to identifying, managing and supporting students discerned to be at risk of harm and needing intervention. Effective structures, services and programs are in place to ensure the care, welfare and safety of these students.

3. Pastoral care and student management policies, practices and procedures are clearly understood and consistently implemented. They are well documented and regularly reviewed and updated.

4. All members of the school community share responsibility in partnership with parents for the pastoral care of students. The school is highly effective in drawing on services, resources and programs appropriate to support students’ needs.

**Rating 4**

1. Students are supported by a network of pastoral care which reflects the school’s mission and vision for learning. Students generally experience a differentiated curriculum, respect for their uniqueness, and just approaches to student learning, support and management. The school holds expectations for students, but these may not always be consistently applied. The school requires that all students be treated with dignity and respect at all times.

2. The school is effective but reactive at times in its approach to identifying, managing and supporting students discerned to be at risk of harm and needing intervention. Structures, services and programs are in place to ensure the care, welfare and safety of these students, but these may not always be effective.

3. Pastoral care and student management policies, practices and procedures are generally understood but there may be some inconsistency in their implementation. They are documented and periodically reviewed and updated.

4. Most members of the school community share responsibility in partnership with parents for the pastoral care of students. The school is generally effective in drawing on services, resources and programs appropriate to support students’ needs.

**Rating 2**

1. Students are poorly supported by the school’s pastoral care processes and practices. While they may experience a differentiated curriculum, respect for their uniqueness, and just approaches to student learning, support and management are inadequate. The school holds inconsistent or inappropriate expectations for students, with no explicit requirement that they be treated with dignity and respect at all times.

2. The school is usually reactive and inconsistent in its approach to identifying, managing and supporting students discerned to be at risk of harm and needing intervention. There are few effective structures, services or programs in place to ensure the care, welfare and safety of these students.

3. Pastoral care and student management policies, practices and procedures are not well understood and there is widespread inconsistency in their implementation. They are poorly documented and seldom if ever reviewed and updated.

4. The school community does not demonstrate a shared responsibility for the pastoral care of students. The school is ineffective in drawing on the services, resources and programs appropriate to support students’ needs.
Key Area 3: Pedagogy

COMPONENT 3.1: Curriculum Provision

Rating 6

1. The school has a well-resourced educational plan which provides a dynamic, relevant, challenging and engaging curriculum and co-curriculum supported by pedagogy that stimulates motivation and imagination of students and teachers. The curriculum places students and their achievement at the centre of teaching and learning. The educational plan is regularly reviewed and updated.

2. Innovative and sustainable approaches to the organisation of learning and timetabling optimise teaching and learning time. Effective structures and processes support students in making informed curriculum choices based on their interests, talents and diverse needs.

3. Students’ prior learning is consistently valued and acknowledged. The school’s curriculum provides for flexible learning experiences that enable students to experience success in their learning. Most students are encouraged and assisted in developing skills to become independent and interdependent learners, critical and creative thinkers, and effective problem solvers.

4. The curriculum and the organisation of learning facilitate sound progression and continuity for students. They provide for the development of values, quality class programs and effective assessment for learning across the curriculum.

Rating 4

1. The school has a generally well-resourced educational plan which provides a curriculum and co-curriculum supported by pedagogy that stimulates motivation and imagination of most students and teachers. The curriculum ordinarily places students and their achievement at the centre of teaching and learning. The educational plan is periodically reviewed and updated.

2. Approaches to the organisation of learning and timetabling generally protect teaching and learning time. Structures and processes support students in making informed curriculum choices based on their interests, talents and diverse needs.

3. Students’ prior learning is usually valued and acknowledged. The school’s curriculum provides for learning experiences that enable many but not all students to experience success. Many students are encouraged and assisted in developing skills to become independent and interdependent learners, critical and creative thinkers, and problem solvers.

4. The curriculum and the organisation of learning facilitates progression and continuity for many students. They not generally provide for the development of values, quality class programs and assessment for learning, but this may be consistent across the curriculum.

Rating 2

1. The school has an inadequately resourced educational plan which limits the motivation and imagination of students and teachers. Student-centred teaching practices are lacking, and there is limited attention given to the achievement of students. The educational plan is seldom reviewed and updated.

2. Approaches to the organisation of learning and timetabling are ineffective in protecting teaching and learning time. Structures and processes provide few opportunities for students to make informed choices based on their interests, talents and diverse needs.

3. There is little recognition of students’ prior learning. Few students are assisted in developing the skills to become independent and interdependent learners, and few experience success as learners.

4. The curriculum and the organisation of learning inhibits progression and continuity for students. They limit the development of values and assessment for learning, and class programs are inadequate.
Key Area 3: Pedagogy

COMPONENT 3.2: Provision for the Diverse Needs of Learners

**Rating 6**

1. A holistic and inclusive approach to the provision for the diverse needs of students is clearly evident across the curriculum. There is a proactive commitment and capacity to provide for the diverse learning needs of students.

2. The school provides a rigorous curriculum and programs which include high expectations for student learning which enable them to develop the knowledge and skills required for the next phase of their learning and progression. School programs are collaboratively planned and continuously evaluated, and reflect a whole-school student-centred approach.

3. The school has highly effective processes and practices to ensure that students’ learning needs are identified and met through appropriate intervention. Student progress is monitored, tracked, regularly reviewed and appropriately communicated. Well targeted resources support an inclusive learning environment that fosters innovative and positive opportunities for learning.

4. The school has a highly effective and systemic approach to transition, curricular and vocational guidance to meet the diverse needs of its students. Deliberate engagement of students and their parents in collaborative decisions about their learning is clearly evident.

**Rating 4**

1. An inclusive approach to the provision for the diverse needs of students is evident across the curriculum. There is commitment and some capacity to provide for the diverse learning needs of students.

2. The school provides a curriculum and programs which include expectations for student learning which enable them to develop most of the knowledge and skills required for the next phase of their learning and progression. School programs are generally collaboratively planned and periodically evaluated, and reflect a student-centred approach which may not be consistently developed across the curriculum.

3. The school has processes and practices that identify students’ learning needs with some appropriate intervention. Student progress is monitored, tracked, reviewed and communicated. Resources support a learning environment that fosters some innovative and positive opportunities for learning.

4. The school has an effective and systemic approach to transition, curricular and vocational guidance to support the diverse needs of its students. Engagement of students and their parents in collaborative decisions about their learning is evident.

**RATING: 2**

1. Provision for the diverse needs of students is inadequate and inconsistent across the curriculum. There is limited commitment and capacity across the school to provide for the diverse learning needs of students.

2. The school’s curriculum and programs do not include expectations for student learning which enable them to develop the knowledge and skills required for the next phase of their learning and progression. School programs are not collaboratively planned, and are infrequently evaluated. The curriculum and programs do not reflect a student-centred approach.

3. The school lacks effective processes and practices that identify students’ learning needs and appropriate intervention. Student progress is rarely monitored, tracked, reviewed or communicated. Resources are inadequate to support the learning environment, which fosters few innovative or positive opportunities for learning.

4. The school has an ineffective approach to transition, curricular and vocational guidance to support the diverse needs of its students. There is a clear lack of engagement of students and their parents in collaborative decisions about their learning.
Key Area 3: Pedagogy

COMPONENT 3.3: Teaching Practices

Rating 6

1. There is a coherent, highly effective whole-school approach to delivering effective and engaging pedagogy which meets the diverse needs of students. The school functions as a learning community and adopts a collaborative and reflective approach to teaching and learning that is enhanced by ongoing, well-targeted professional development. Teachers share a common language to describe their understanding of effective teaching practices.

2. Teachers implement effective pedagogy that is based on a deep knowledge and understanding of the learning process and syllabus content. Classroom practice is focused on student learning and is highly effective. Classroom organisation and management optimise time for quality teaching and learning. Positive relationships are nurtured to facilitate student engagement in their learning. Students are actively involved in decisions about their learning which includes appropriate challenge, consistent support and regular assessment and feedback.

3. Contemporary resources including ICT are effectively used to motivate and support students’ active participation in their own learning. The use of ICT across the curriculum provides many opportunities for students to become effective and competent users of technology related to life and learning.

Rating 4

1. There is a whole-school approach to delivering pedagogy which meets the diverse needs of students. The school functions as a learning community and adopts a generally collaborative approach to teaching and learning that is enhanced by ongoing professional development. Teachers generally share a common language to describe their understanding of effective teaching practices.

2. Teachers implement pedagogy that is generally based on a knowledge and understanding of the learning process and syllabus content. Classroom practice is focused on student learning. Classroom organisation and management seek to optimise time for quality teaching and learning. Positive relationships are nurtured to support student engagement in their learning. Students are at times involved in decisions about their learning which includes some challenge, support, assessment or feedback.

3. Contemporary resources including ICT are used to motivate and support students’ active participation in their own learning. The use of ICT provides opportunities for students to become competent users of technology related to life and learning, but these opportunities may be inconsistent across the curriculum.

Rating 2

1. There is no whole-school approach to delivering pedagogy which meets the diverse needs of students. The school neither functions as a learning community nor adopts a collaborative approach to teaching and learning. Professional development is inadequate or poorly-targeted, and teachers have no common language to describe their understanding of effective teaching practices.

2. Pedagogy is based on an inadequate knowledge and understanding of the learning process and syllabus content. Classroom practice is not focused on student learning. Classroom organisation and management do not optimise time for quality teaching and learning. The development of positive relationships is under-utilised as an approach to nurturing and supporting student engagement in their learning. Students are inadequately involved in decisions about their learning.

3. Resources including ICT are ineffectively used to motivate and support students’ active participation in their own learning. The use of ICT across the curriculum provides few opportunities for students to become competent users of technology related to life and learning.
Key Area 3: Pedagogy
COMPONENT 3.4 Planning, Programming and Evaluation

Rating 6

1. The school demonstrates a well-established culture within which teachers consistently engage in professional dialogue about effective teaching and learning to improve intellectual quality and rigor of educational programs. There are well-established and effective processes in place which facilitate and promote collaborative planning.

2. The school’s teaching programs are dynamic working documents which contextualise learning and respond directly to students’ varied needs. They are explicitly linked to and integrate all components of the syllabus that inform the teaching/learning cycle. The school engages in a regular review and improvement process which involves evaluation and modification of teaching programs, ensuring the ongoing effectiveness of student learning.

3. A wide variety of high-quality resources supports the implementation of teaching and learning programs. These resources are well managed and readily accessible to all staff and students. They are used effectively and are an integral part of the delivery of all programs.

Rating 4

1. There is a developing culture within which teachers engage in professional dialogue about effective teaching and learning to improve intellectual quality and rigour of educational programs. There are effective processes in place which facilitate and promote collaborative planning.

2. The school’s teaching programs are working documents which generally contextualise learning and respond to students’ varied needs. They are linked to and integrate many components of the syllabus that inform the teaching/learning cycle. The school engages in a review and improvement process which often involves evaluation and modification of teaching programs to improve the effectiveness of student learning.

3. A variety of resources supports the implementation of teaching and learning programs. These resources are generally well managed and accessible to staff and students, but are not always used effectively as an integral part of delivery of all programs.

Rating 2

1. Limited opportunities are provided for teachers to engage in professional dialogue about effective teaching and learning, and the intellectual quality and rigor of educational programs is lacking. There are ineffective processes in place to facilitate collaborative planning.

2. The school’s teaching programs are poorly developed and generally neither contextualise learning nor respond to students’ varied needs. They neither link to nor integrate components of the syllabus that inform the teaching/learning cycle. The school rarely if ever engages in an effective review and improvement process to improve programs and student learning.

3. Appropriate resources are lacking or poorly used to support the implementation of teaching and learning programs. These resources are poorly managed and are generally not readily accessible to staff and students.
Key Area 3: Pedagogy

COMPONENT 3.5: Assessment

Rating 6

1. An effective whole-school approach to assessment reflects a well-developed and shared understanding of the fundamental principles and practices of assessment of and for learning.

2. Students consistently receive comprehensive, timely and meaningful feedback on their performance. This feedback to students encourages reflection on their learning, provides challenge, builds confidence and develops their capacity to understand themselves as learners.

3. There is a proactive whole-school approach to using data effectively to inform the teaching and learning process and to continually improve whole school, cohort and individual student performance. Data analysis is comprehensive and valid, and covers the range of school-based and external assessments.

4. Students are provided with a range of differentiated assessment opportunities that assess their learning in authentic ways and allow them to demonstrate their knowledge, understanding and potential as learners. Assessment tasks are valid, reliable and varied and are an integral part of the teaching and learning cycle.

Rating 4

1. A whole-school approach to assessment reflects a developing understanding of the fundamental principles and practices of assessment for learning.

2. Students receive meaningful feedback on their performance. This feedback to students generally encourages some reflection on their learning, provides challenge, builds confidence, and develops their capacity to understand themselves as learners.

3. There is a whole-school approach to using data to inform the teaching and learning process and to continually improve student performance. Data analysis is valid and includes school-based and external assessments.

4. Students are generally provided with differentiated assessment opportunities that assess their learning and allow them to demonstrate their knowledge, understanding and potential as learners. Assessment tasks are reliable and varied and are an integral part of the teaching and learning cycle.

Rating 2

1. A whole-school approach to assessment reflects an inadequate understanding of the fundamental principles and practices of assessment for learning.

2. Students receive limited feedback on their performance. This feedback to students fails to encourage any meaningful reflection on their learning, providing little challenge or improvement in their capacity to understand themselves as learners.

3. There is an uncoordinated approach to using data to inform the teaching and learning process and to continually improve student performance. Data analysis is unreliable and inconsistent.

4. Students are provided with few opportunities for differentiated assessment that allow them to demonstrate their knowledge, understanding and potential as learners. Assessment tasks are often unreliable and do not inform the teaching and learning cycle.
Key Area 3: Pedagogy

COMPONENT 3.6: School Climate, Learning Environment and Relationships

Rating 6

1. A contemporary vision for learning shapes the learning environment and informs all aspects of school life including policies and procedures, professional development and teaching and learning practices. The vision is well suited to the school's context and is well promoted and understood by all.

2. The school climate consistently demonstrates a spirit of collegiality, shared goals, and responsibility for achievements, success and sustained improvement in teaching and learning. There are well-established and highly effective procedures which ensure a safe, secure and welcoming learning environment.

3. The school is a cohesive community characterised by mutually respectful relationships based on Gospel values. School practices which consistently focus on effective communication, consultation and shared decision making foster high levels of co-operation, professionalism and mutual support. Policies, structures, programs and procedures promote a just and growth-promoting school environment.

Rating 4

1. A vision for learning shapes major aspects of the learning environment and informs many aspects of school life including policies and procedures, professional development and teaching and learning practices. The vision reflects the school's context and is generally well promoted and understood.

2. The school climate generally demonstrates a spirit of collegiality, shared goals, and responsibility for achievements, success and continuous improvement in teaching and learning. There are procedures which ensure a safe, secure and welcoming learning environment.

3. The school community is characterised by respectful relationships based on Gospel values. School practices which focus on effective communication, consultation and shared decision making foster a level of support and co-operation. Policies, structures, programs and procedures generally promote a just school environment.

Rating 2

1. A contemporary vision for learning which shapes the school’s learning environment is lacking or inadequate to inform major aspects of school life including policies and procedures, professional development and teaching and learning practices.

2. The school climate inadequately demonstrates a spirit of collegiality, shared goals or responsibility for achievements, success and continuous improvement in teaching and learning. Procedures which ensure a safe, secure and welcoming learning environment are lacking or inadequate.

3. Respectful relationships based on Gospel values do not permeate the school community. School practices are not effectively communicated, and consultation and shared decision making is lacking. There is little evidence of support or co-operation across the school community.
Key Area 3: Pedagogy

COMPONENT 3.7: Professional Learning

RATING: 6

1. The school demonstrates a highly effective professional learning culture characterised by team learning, integration and community dialogue. There is broad recognition, utilisation and valuing of the breadth of skills, understandings and experiences of staff and the need for research to inform ongoing learning and decision making.

2. The school demonstrates capacity to innovate and to manage change productively and sustainably.

3. The school is committed to ongoing development of staff and engages a variety of models that support adult learning. Effective networking with other educational and professional organisations is valued and facilitated. Staff take individual and collective responsibility for professional learning.

RATING: 4

1. The school demonstrates a professional learning culture which includes elements of team learning, integration and community dialogue. There is some recognition of the skills, understandings and experiences of staff and the need for research to inform ongoing learning and decision making.

2. The school demonstrates some capacity to innovate and to manage change, but this may not always be productive or sustainable.

3. The school is committed to development of staff and supports adult learning. Networking with other educational and professional organisations is supported. Staff generally take some individual and collective responsibility for professional learning.

RATING: 2

1. The school lacks most of the elements of a professional learning culture. There is limited recognition of the skills, understandings and experiences of staff or the need for research to inform ongoing learning and decision making.

2. The school demonstrates little capacity to innovate and manage change, or to sustain developments.

3. The school places little emphasis on the need for development of staff. Networking with other educational and professional organisations is lacking. Little individual or collective responsibility is taken for professional learning.
Key Area 4: Human Resources Leadership and Management

COMPONENT 4.1: Recruitment, Selection and Retention of Staff

**Rating 6**

1. Potential applicants are provided with a clear sense of the school’s culture and its commitment to teaching and learning. Comprehensive and relevant information about positions is always provided. Vacancies are always advertised, and application information is available in a variety of electronic and other accessible media.

2. The school is consistent in ensuring that all stages of the selection process are conducted in a systematic and well-planned manner in accordance with CEO requirements. Selection criteria are always effectively used to determine the suitability of applicants for positions. Communication with applicants is always timely and appropriate.

3. There is a clear and strategic commitment to promoting a school culture that enhances the morale and well-being of staff. The skills and talents of staff at all levels are consistently identified, acknowledged and celebrated. The school develops and implements innovative retention strategies that ensure staff remain challenged and committed in their work.

**Rating 4**

1. Potential applicants are provided with a sense of the school’s culture and its commitment to teaching and learning. Clear information about positions is usually provided. Vacancies are advertised, and application information is ordinarily available in a variety of electronic and other accessible media.

2. The school ensures that all stages of the selection process are conducted in accordance with CEO requirements. Selection criteria are generally used to determine the suitability of applicants for positions. Communication with applicants is normally timely and appropriate.

3. Approaches are in place which attempt to enhance the morale and well-being of staff. The skills and talents of staff at all levels are periodically identified, acknowledged and celebrated. The school develops and implements retention strategies that ensure staff remain challenged and committed in their work, but these may not be fully effective.

**Rating 2**

1. Potential applicants are provided with an inadequate sense of the school’s culture and its commitment to teaching and learning. Information about positions is usually provided, but lacks relevance and clarity. Vacancies are poorly advertised.

2. Selection processes are conducted in an unsystematic and poorly planned manner and may not be in accordance with CEO requirements. Selection criteria are ineffectively used to determine the suitability of applicants for positions. Communication with applicants is poorly timed and inappropriate.

3. There are limited approaches to enhance the morale and well-being of staff. The skills and talents of staff at all levels are seldom if ever identified, acknowledged and celebrated. The school lacks any retention strategies to ensure that staff remain challenged and committed in their work.
Key Area 4: Human Resources Leadership and Management

COMPONENT 4.2: Professional Development of Staff

Rating 6

1. The school is committed to and has approaches which facilitate keeping up-to-date with knowledge and understandings of quality contemporary teaching and learning in the Catholic school. The impact of professional development on whole-school improvement is regularly evaluated, and ongoing areas for further development are identified and addressed.

2. The school addresses system and school professional development priorities in a systematic manner to support whole-school development, the quality of teaching, and improvement in student achievement.

3. Staff are fully engaged in identifying priorities for their own professional development. Staff are proactive in furthering their own development and sharing their learning widely with colleagues.

4. School-level professional development, planning and implementation are well informed by the fundamental principles and practices of effective adult learning.

Rating 4

1. The school is generally committed to keeping up-to-date with knowledge and understandings of quality contemporary teaching and learning in the Catholic school. The impact of professional development on whole-school improvement is periodically evaluated, and ongoing areas for further development are generally identified and addressed.

2. The school has some approaches which address system and school professional development priorities, but these may be ineffective and lacking in focus on whole-school development, the quality of teaching, or improvement in student achievement.

3. Many staff are involved in professional development, but this may have little impact on furthering their own professional learning. There is some sharing of this learning with colleagues.

4. School-level professional development, planning and implementation are informed by the fundamental principles and practices of effective adult learning but these principles may be inadequately understood or applied.

Rating 2

1. Commitment to keeping up-to-date with knowledge and understandings of quality contemporary teaching and learning in the Catholic school is lacking. The impact of professional development on whole-school improvement is rarely if ever evaluated, with limited identification of areas for ongoing development.

2. The school makes a poor response to system and school professional development priorities and there is a lack of focus on whole school development, the quality of teaching and improvement in student achievement.

3. Few staff are involved in professional development, with limited sharing of professional learning with colleagues.

4. School-level professional development, planning and implementation are poorly informed by the fundamental principles and practices of effective adult learning.
Key Area 4: Human Resources Leadership and Management

COMPONENT 4.3: An Ethical Workplace Culture

**Rating 6**

1. The school as a workplace is characterised by a highly developed culture of mutual respect and professional relationships. All staff take responsibility for promoting and maintaining this culture. The school consistently and publicly acknowledges the dignity and achievements of each person.

2. A culture of dialogue is created by the leadership team which encourages staff to identify and raise equity issues related to their employment.

3. Awards, enterprise agreements and workplace practices are consistently interpreted and applied across the staff. Workloads are equitably distributed. Staff/family considerations are given reasonable priority in regard to individual employment arrangements and promotion opportunities. Effective professional development opportunities are provided for staff as required on key employment matters in the changing workplace environment.

4. Staff have a clear understanding of expectations of them in the fulfilment of their roles. Appointment letters, the reappointment process and documentation for middle managers contain clear expectations and are reviewed regularly and enhanced through PDPR feedback.

5. A comprehensive induction program is provided with clear expectations that are understood by staff. There is little need to implement performance counselling or disciplinary proceedings. The staff are actively encouraged in responsible union membership, and collaborative dialogue is evident in Chapter representations.

**Rating 4**

1. The school as a workplace is characterised by a well-developed culture of mutual respect and professional relationships. Staff take some responsibility for maintaining this culture. The school usually acknowledges the dignity and achievements of each person.

2. There is some dialogue between the leadership team and staff which encourages them to identify and raise equity issues related to their employment.

3. Awards, enterprise agreements and workplace practices are usually interpreted and applied consistently across the staff. Workloads are generally distributed equitably. Staff/family considerations are given some priority in regard to individual employment arrangements and promotion opportunities. There are some professional development opportunities provided for staff to be informed on key employment matters in the changing workplace environment.

4. Staff are generally clear about expectations of them in the fulfilment of their roles. Appointment letters, the reappointment process and documentation for middle managers contain adequate expectations, are periodically reviewed and may be enhanced through PDPR feedback.

5. An induction program is provided with expectations that are generally understood by staff. Performance counselling encouraged in responsible union membership, and there may be some collaborative dialogue in Chapter representations.

**Rating 2**

1. The school as a workplace lacks a culture of and responsibility for mutual respect and professional relationships. The school rarely acknowledges the dignity or achievements of each person.

2. There is little dialogue between the leadership team and staff which encourages them to identify and raise equity issues related to their employment.

3. Awards, enterprise agreements and workplace practices are poorly interpreted or inconsistently applied across the staff. Workloads are often inequitable. Staff/family considerations are given little priority in regard to individual employment arrangements and promotion opportunities. There are infrequent professional development opportunities provided for staff to be informed on key employment matters in the changing workplace environment.

4. Staff lack a clear understanding of expectations of them in the fulfilment of their roles. Appointment letters, the reappointment process and documentation for middle managers contain inadequate or ambiguous expectations, are seldom if ever reviewed and infrequently enhanced through PDPR feedback.

5. Induction programs are inadequate, with expectations not well understood by staff. Performance counselling is often required, but may be poorly implemented. Disciplinary proceedings are required more often than usual. Staff may be discouraged in their union membership, and Chapter Representatives are given little support.
Key Area 4: Human Resources Leadership and Management

COMPONENT 4.4: Succession Planning

**Rating 6**

1. There is a range of opportunities for teachers to contribute significantly to the shared leadership of the school. The school leadership is proactive in recognising and supporting teacher innovation and initiative that intentionally promote benefits to students and colleagues.

2. The school effectively utilises system resources, documents and processes which strengthen leadership capacity and enhance ongoing leadership development. Coaching, mentoring and regular constructive feedback are well documented and clearly focused on leadership development for continual school improvement.

3. The school’s formal and informal succession planning processes and strategies are highly effective in addressing both the career needs of the individual and the future leadership needs of the school and the school system.

**Rating 4**

1. There are some opportunities for teachers to contribute to the shared leadership of the school. The school leadership team is responsive to teacher innovation and initiative that intentionally promote benefits to students and colleagues.

2. The school utilises system resources, documents and processes which strengthen leadership capacity and enhance ongoing leadership development. Coaching, mentoring and regular constructive feedback are documented and have some focus on leadership development for continual school improvement.

3. Approaches to succession planning attempt to address both the career needs of the individual and the future leadership needs of the school and the school system, but these are not always effective in developing potential leaders.

**Rating 2**

1. There are few, if any, opportunities for teachers to contribute to the leadership of the school. The school leadership team is unresponsive to teacher innovation and initiative that intentionally promotes benefits to students and colleagues.

2. The school utilises few if any system resources, documents or processes which strengthen leadership capacity and enhance ongoing leadership development. Coaching, mentoring and regular constructive feedback are limited or non-existent and poorly documented, and have little, if any, focus on leadership development for continual school improvement.

3. There are inadequate and ineffective approaches to succession planning which address both the career needs of the individual and the future leadership needs of the school and the school system.
Key Area 4: Human Resources Leadership and Management

COMPONENT 4.5: Overall Compliance with Legislation and Other Requirements

**Rating 6**

1. The school has a well-developed culture of compliance with all legislation and mandated requirements. There are proactive, comprehensive, and highly effective processes and structures in place to monitor and maintain continual compliance with all requirements.

2. The school has highly effective strategies in place which ensure that all staff have well developed and shared understandings of their individual and collective responsibility and accountability for meeting compliance with all legislation and mandated requirements.

3. Matters of compliance are documented, reported as required, and regularly reviewed and updated.

**Rating 4**

1. The school has a developing culture of compliance with all legislation and mandated requirements. The school has processes and structures in place to monitor and maintain compliance with all requirements, but these may lack coordination and not always be efficient and effective.

2. The school has some strategies in place which provide staff with understandings of their individual and collective responsibility and accountability for meeting compliance with all legislation and mandated requirements, but these may not be effective in ensuring a whole-school approach to compliance.

3. Matters of compliance are documented, reported as required, and periodically reviewed and updated.

**Rating 2**

1. The school lacks a culture of compliance with legislation and mandated requirements. The school has limited processes and structures to monitor compliance with all requirements. While the school may comply, approaches are reactive, lacking co-ordination, and inefficient.

2. Staff have a poor understanding of their individual and collective responsibility and accountability for meeting compliance with all legislation and mandated requirements.

3. Matters of compliance are reported but poorly documented, and seldom if ever reviewed and updated.
Key Area 5: Resources, Finance and Facilities

COMPONENT 5.1: ICT Resources

Rating 6

1. Staff and students have access to fully integrated contemporary ICT systems and resources to further their independent learning and research skills. Student learning and achievement significantly benefit from innovative and effective use of ICT. Interaction with the school through the Internet is provided as an option for staff, students and parents.

2. A highly effective approach to ICT which addresses the pedagogical needs of the school and is based on successful practice, guidelines and accurate data has been developed, funded and implemented. This ICT approach is developed in conjunction with whole-school plans and priorities. The school community is well informed of the current situation and future directions for ICT. Hardware and software assets are very effectively maintained, managed and controlled.

3. The school places a high priority on, and supports, professional development in ICT. Staff are proactive in identifying and addressing priorities for professional development in ICT. There is a culture of sharing learnings and skills that contributes to whole-school development and improvement.

Rating 4

1. Staff and students have access to a range of ICT systems and resources to further their independent learning and research skills. Student learning and achievement benefit from innovative and effective use of ICT. Interaction with the school through the Internet is provided as an option for staff, students and parents.

2. An effective approach to ICT which addresses the pedagogical needs of the school and is based on successful practice, guidelines and data has been developed, funded and implemented. This ICT approach is developed in conjunction with school plans and priorities. The school community is informed of the current situation and future directions for ICT. Hardware and software assets are generally maintained, managed and controlled.

3. The school places a focus on, and supports, professional development in ICT. Staff are active in identifying and addressing priorities for professional development in ICT. There is a developing culture of sharing learnings and skills that contributes to whole school development and improvement.

Rating 2

1. Staff and students have some access to ICT systems and resources that provide minimal support for independent learning and research skills. Limited innovation and ineffective use of ICT restricts student learning and achievement. Some interaction with the school through the Internet is provided as an option for staff, students and parents.

2. The school has yet to develop an effective approach to ICT which addresses the pedagogical needs of the school. The school community is seldom informed of the current situation and future directions for ICT. Hardware and software assets are generally not maintained, managed and controlled effectively.

3. There is little emphasis on, or support for, professional development in ICT. Staff are generally not engaged in identifying and addressing priorities for their professional development in ICT. There is little or no sharing of ICT learnings and skills that contributes to whole-school development and improvement.
Key Area 5: Resources, Finance and Facilities

COMPONENT 5.2: Use of Resources and Space

Rating 6

1. The school is regularly engaged in assessing the capacity and adequacy of facilities and resources linked to enrolment trends and whole-school needs. These needs are fully represented to appropriate authorities. Relevant demographic and other data informs future planning, provision and refurbishment of building and school facilities where required. There is appropriate communication and consultation with all relevant stakeholders.

2. Comprehensive school-based plans provide for highly effective management and utilisation of resources for teaching and learning. The acquisition of resources, informed by regular review, is aligned to the needs of the contemporary curriculum.

3. A well-informed maintenance plan is implemented and supported by effective and sustainable budgeting. The school provides a safe, secure and welcoming physical environment which is maintained to a very high professional standard.

Rating 4

1. The school is engaged in assessing the capacity and adequacy of facilities and resources linked to enrolment trends and whole-school needs. These needs are well represented to appropriate authorities. Relevant demographic and other data informs future planning, provision and refurbishment of building and school facilities where required. There is appropriate communication and consultation with all relevant stakeholders.

2. School-based plans provide for management and utilisation of resources for teaching and learning. The acquisition of resources is usually informed by regular review and the need for updating, and is generally aligned to the needs of the contemporary curriculum.

3. A maintenance plan, supported by budget allocation, is in place, but may lack systematic and full implementation. The school provides a safe, secure and welcoming physical environment which is maintained to an acceptable professional standard.

Rating 2

1. The school seldom assesses the capacity and adequacy of facilities and resources linked to enrolment trends and whole school needs. Needs are inadequately represented to appropriate authorities. There is limited use made of relevant demographic and other data to inform future planning, provision and refurbishment of building and school facilities. There is little if any communication and consultation with relevant stakeholders.

2. School-based plans provide for poor management and utilisation of resources for teaching and learning. The acquisition of resources is rarely, if ever, informed by regular review or the need for updating, or aligned to the needs of the contemporary curriculum.

3. There is a lack of planning for the adequate maintenance of school facilities. While the school provides a safe and secure physical environment, it is not maintained to an acceptable professional standard.
Key Area 5: Resources, Finance and Facilities
COMPONENT 5.3: Environmental Stewardship

Rating 6

1. The school community is knowledgeable about, and well understands, the importance and implications of environmental stewardship in the context of Church teachings and social responsibility.

2. There is a whole-school integrated approach to teaching and learning about environmental stewardship which is well documented in policies and programs.

3. The school community demonstrates a strong ongoing commitment to environmentally aware values, attitudes and actions which impact positively and responsibly on the built and natural environment. There is a range of highly visible practices and activities which maintain motivation for and deepen commitment to environmental stewardship.

Rating 4

1. The school community has some knowledge and understanding of the importance and implications of environmental stewardship in the context of Church teachings and social responsibility.

2. There is a developing approach to teaching and learning about environmental stewardship which is documented in policies or programs, but a whole-school approach is yet to be implemented.

3. The school community demonstrates commitment to environmentally aware values, attitudes and actions which have some positive impact on the built and natural environment. School practices and activities attempt to strengthen motivation for and deepen commitment to environmental stewardship.

Rating 2

1. The school community has yet to explore the importance and implications of environmental stewardship in the context of Church teachings and social responsibility.

2. There is an inadequate and ineffective approach to teaching and learning about environmental stewardship.

3. The school as a whole does not demonstrate commitment to environmentally aware values, attitudes and actions. There are few, if any, school practices or activities which attempt to establish motivation for or commitment to environmental stewardship.
Key Area 5: Resources, Finance and Facilities

COMPONENT 5.4: Financial Management

Rating 6

1. The school is highly strategic in its financial thinking and acting. The overall financial management of the school is very effective, with significant benefits to the school community.

2. The school’s Leadership is actively involved in the development of the financial management. It has well documented terms of reference and highly effective practices and procedures.

3. The school’s budget development process and financial content and accountability procedures are coherent, comprehensively documented, highly organised and revised regularly. Budget development incorporates accurate analysis and a sound understanding of the school’s financial performance.

4. The school provides timely, meaningful and relevant payroll and financial information through accurate reporting to CEO Finance and Administrative Services and Human Resources Services. The Diocesan Financial Audit Report informs continual improvement in the management of the school’s resources.

Rating 4

1. The school is generally strategic in its financial thinking and acting. The overall financial management of the school is effective, with benefits to the school community.

2. The school’s Leadership is involved in the development of the financial management. It has documented terms of reference and effective practices and procedures.

3. The school’s budget development process and financial content and accountability procedures are usually sound, well documented, and revised periodically. Budget development incorporates some analysis and a generally sound understanding of the school’s financial performance.

4. The school provides relevant payroll and financial information through reporting to Finance and Administrative Services and Human Resources Services which at times is inaccurate or incomplete. The Diocesan Financial Audit Report informs improvement in the management of the school’s resources.

Rating 2

1. The school is reactive in its financial thinking and acting. The overall financial management of the school is inadequate to address the identified needs of the school community.

2. The school’s Leadership involvement in the development of the financial management is inadequate. Whilst it has documented terms of reference it may lack practices and procedures.

3. The school’s budget development process and financial content and accountability procedures are ineffective, poorly documented, and seldom revised. Budget development lacks accurate analysis and demonstrates limited understanding of the school’s financial performance.

4. There is an inadequate approach to ensuring that the school provides payroll and financial information in an accurate and timely manner. The school provides a minimum of financial information which is often inaccurate or incomplete to CEO Finance and Administrative Services and Human Resources Services. The Diocesan Financial Audit Report is inconsistently implemented and poorly utilised to improve the management of the school’s resources.
Key Area 6: Parents, Partnership, Consultation and Communication

COMPONENT 6.1: Parent Involvement

Rating 6

1. The school has well-developed, effective and inclusive structures and practices that emphasise the importance of involving parents as partners in their child’s learning. These practices facilitate the effective engagement of all cultural and language groups. Parents are actively informed and consulted through a variety of school opportunities and initiatives which support them in their role as partners in their child’s learning. Parent support and participation in the life of the school is encouraged, purposeful and well-planned.

2. The school has a formal structure, with clear operational protocols, for the engagement of parents. Creative approaches facilitate the opportunity for parents to be actively involved. Orientation and support are provided to assist parents to maximise their contribution to the life of the school. Parent contribution is regularly acknowledged and celebrated. Structures and protocols for parent involvement are documented, well supported and regularly reviewed.

3. There are clear and agreed whole-school protocols and practices in place for parents to engage in two-way communication with the school community. The school consistently responds in a timely and appropriate manner to enquiries, concerns and initiatives. There are both formal and informal avenues for parents to provide feedback on a range of school matters.

Rating 4

1. The school has structures and practices that address the importance of involving parents as partners in their child’s learning. These practices facilitate the engagement of cultural and language groups. Parents are generally informed and consulted about opportunities and initiatives which support them in their role as partners in their child’s learning. Parent support and participation in the life of the school is encouraged, but may not always be purposeful or well-planned.

2. The school has a range of approaches which facilitate opportunity for parents to be actively involved. Orientation and support are generally provided to assist parents in their contribution to the life of the school. Parent contribution is periodically acknowledged and celebrated. Structures and protocols for parent involvement are documented, generally well supported and occasionally reviewed.

3. There are whole-school protocols and practices in place for parents to engage in two-way communication with the school community. The school responds in an appropriate manner to enquiries, concerns and initiatives. There are some avenues for parents to provide feedback on a range of school matters.

Rating 2

1. The school has few, if any, effective structures or practices that emphasise the importance of involving parents as partners in their child’s learning. School practices are inadequate to ensure the effective engagement of all cultural and language groups. Parents are sometimes informed and consulted, but there is limited support for them in their role as partners in their child’s learning. There is limited evidence of parent support and participation in the life of the school.

2. The school has few, if any, approaches which facilitate the engagement of parents. Limited support is provided to assist parents in their contribution to the life of the school. Parent contribution is seldom, if ever, acknowledged or celebrated. Structures and protocols for parent involvement are documented, but poorly supported and seldom if ever reviewed.

3. Protocols and practices for parents to engage in communication with the school are limited. The school’s response to enquiries, concerns and initiatives is usually inadequate. There are few, if any, avenues for parents to provide feedback on school matters.
Key Area 6: Parents, Partnership, Consultation and Communication

COMPONENT 6.2: Reporting to the Community

**Rating 6**

1. The school has highly effective communication structures and processes that clearly serve the information needs of the school community.

2. The school provides access to a comprehensive range of accurate and well-presented information about all aspects of school life. The school ensures effective opportunities for different cultural and language groups to have relevant and accessible information about school standards and achievements, and about the spiritual and cultural life of the school.

3. The school provides to the wider community accurate and reliable reports of its achievements together with areas for ongoing improvement. Members of the school community are encouraged to respond openly to these reports.

**Rating 4**

1. The school has communication structures and processes that serve most of the information needs of the school community.

2. The school usually provides access to accurate and well-presented information about most aspects of school life. Opportunities are generally provided for different cultural and language groups to access information about school standards and achievements, and about the spiritual and cultural life of the school.

3. The school provides to the wider community reports of its achievements together with areas for ongoing improvement, but these may not always present a complete picture. Members of the school community have the opportunity to respond to these reports.

**Rating 2**

1. The school’s communication structures and processes are inadequate in meeting the information needs of the school community.

2. There is limited access to accurate and well-presented information about most aspects of school life. Few opportunities are provided for different cultural and language groups to access relevant information about school standards and achievements, and about the spiritual and cultural life of the school.

3. The school’s report to the community is inadequate in reporting its achievements and areas for ongoing improvement. Members of the school community are provided with little opportunity to respond to these reports.
Key Area 6: Parents, Partnership, Consultation and Communication

COMPONENT 6.3: Linkages with the Wider Community

Rating 6

1. The school initiates engagement with parish(es) and the local and wider community. It actively contributes to celebrations, observances and community and charitable works in meaningful ways. The school is perceived positively in the local community.

2. The school creates and sustains links with a broad range of external networks and organisations, including the Catholic school system, Church, government, business and community agencies. It makes effective use of these links to derive mutual benefit for the school and wider community.

3. The school is proactive in making a positive contribution at local, national and global levels. These wider community links involve students, staff and parents and significantly benefit the learning experiences and achievements of students.

Rating 4

1. The school engages with parish(es) and the local and wider community. It contributes to celebrations, observances or community and charitable works, but this contribution may not always be well co-ordinated or organised. The school is generally perceived positively in the local community.

2. The school maintains links with some external networks and organisations, including the Catholic school system, Church, government, business and community agencies. It seeks to derive mutual benefit for the school and wider community, but this may not always eventuate.

3. The school makes a positive contribution at local, national and global levels. These wider community links generally involve students, staff and some parents and may benefit the learning experiences and achievements of students.

Rating 2

1. The school has little contact with parish(es) and the local or wider community, and rarely engages in celebrations, observances or community and charitable works. The school is not always perceived positively in the local community.

2. The school maintains few links with external networks and organisations, including the Catholic school system, Church, government, business or community agencies, with little if any mutual benefit for the school and wider community.

3. The school makes a minimal contribution at national and global levels, with little if any resulting benefit to students.
Key Area 7: Strategic Leadership and Management

COMPONENT 7.1: Planning for Improvement

Rating 6

1. The school demonstrates a highly developed culture of evidence-based self-review and improvement. It has a linked, integrated and highly effective approach to the implementation of the five processes comprising the School Review and Improvement Framework which inspires confidence and credibility across the school and wider community.

2. The school has a School Improvement Plan which reflects its vision, mission and beliefs. The school develops and implements highly effective annual plans that are intentionally focused on school improvement. This approach is well planned, effectively implemented, regularly assessed, highly transparent, and intrinsic to the school’s systematic improvement process.

3. Adequate and appropriate resources and clear lines of responsibility and accountability are effectively identified and well-utilised to support the effective implementation of a cycle of Annual Action Plans. The major areas for school improvement and achievement are regularly evaluated and communicated to the school and wider community in an accurate and informative manner.

4. Priorities for professional and leadership development are clearly identified, effectively negotiated and directly linked to the school’s improvement planning initiatives.

Rating 4

1. The school demonstrates a developing culture of evidence-based self-review and improvement. It demonstrates a linked, integrated and generally effective approach to the implementation of the five processes comprising the School Review and Improvement Framework which promotes a level of confidence and credibility across the school and wider community.

2. The school has a School Improvement Plan which reflects its vision, mission and beliefs. The school develops and implements annual plans that are intentionally focused on school improvement. This approach is planned, implemented, assessed, and central to the school’s systematic improvement process.

3. Resources and areas of responsibility and accountability are well identified, and support the effective implementation of a cycle of Annual Action Plans. The major areas for school improvement and achievement are generally evaluated and communicated to the school and wider community in an accurate manner.

4. Priorities for professional and leadership development are identified, negotiated and linked to the school’s improvement planning initiatives.

Rating 2

1. A culture of evidence-based self-review and improvement is lacking. The five processes comprising the School Review and Improvement Framework are not effectively linked or integrated. The school does not generate confidence or credibility across the school or wider community.

2. The school’s School Improvement Plan inadequately reflects its vision, mission and beliefs. While the school develops and implements annual plans that are linked to school improvement, these plans are poorly developed, implemented and assessed, and have yet to impact to any degree on the processes needed for the systematic improvement of the school.

3. Resources and areas of responsibility and accountability are neither identified nor utilised effectively by the school. The major areas for school improvement as outlined in Annual Action Plans are inadequately addressed.

4. Priorities for professional and leadership development are not identified, negotiated or linked to the school’s improvement planning initiatives.
Key Area 7: Strategic Leadership and Management
COMPONENT 7.2: Innovation, Development and Change

Rating 6

1. The school actively demonstrates key characteristics of an effective learning community. There is a well-established and consolidated climate of professional dialogue and learning which actively encourages the implementation of innovation and change focused on the continual improvement in the quality of teaching and learning.

2. Planning for change and improvement is well informed by current research and comprehensive analysis of the school’s performance. Processes exist to systematically critique, re-evaluate and sustain innovative and creative approaches to ongoing improvements in students’ learning and pedagogy.

3. Change management actively involves the school community in reflective practice and shared decision-making processes that drive development and innovation.

Rating 4

1. The school demonstrates some characteristics of an effective learning community. There is a developing climate of professional dialogue and learning which reflects an awareness of innovation and change focused on the continual improvement in the quality of teaching and learning, but this is not yet consolidated across the school.

2. Planning for change and improvement is informed to some degree by current research and analysis of the school’s performance. There are some approaches which attempt to critique innovative approaches to improvements in students’ learning and pedagogy, but these are inconsistently implemented across the school.

3. Change management generally involves the school community in some reflective practice and decision-making processes that impact on development and innovation.

Rating 2

1. The school demonstrates few of the characteristics of an effective learning community. There is little if any innovation and change which focus on continual improvement in the quality of teaching and learning.

2. Planning for change and improvement is largely uninformed by current research and analysis of the school’s performance. Few processes exist to critique any innovation or creative approaches to improvements in students’ learning and pedagogy.

3. The school lacks any effective change management process. The school community is rarely engaged in any process of reflective practice or shared decision-making related to school development and innovation.
Significant Church Documents On Catholic Education

The role and work of the contemporary Catholic school is informed by a series of foundational Church documents. The teacher in the Catholic school undertakes her/his teaching ministry within this clear and explicit context. The documents are readily accessible in all Catholic schools and are essential references for all teachers.

+ Pastoral Letter of the Bishops of NSW and the ACT. Catholic Schools at a Crossroads, 2007
+ Church Documents on Catholic Education 1965-2002. St Pauls Publications: Sydney, 2004. Note: This publication contains the following key Church documents on Catholic education in a single volume:

Additional relevant documents include the following:
