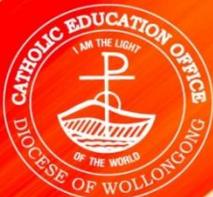


# Annual School Report

## 2012



## About This Report

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

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

The Report also outlines information regarding School Review & Improvement (SRI) initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

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

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2013.

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

St John the Evangelist Catholic Primary School

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Campbelltown NSW 2560

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Website: [www.sjctdow.catholic.edu.au](http://www.sjctdow.catholic.edu.au)

**Parish Priest:** Fr Michael Healy

**Principal:** Mr Peter McKenzie

**Date:** November 2012

## **Vision Statement**

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

## **Message from Key School Bodies**

### **Principal's Message**

The 2012 School Year was another successful one at St. John's. Enrolments remained steady and parent involvement was excellent, particularly through the support of a number of sporting ventures and our school fete. During 2012 the school engaged in both a Principal Appraisal process and a School Review and Improvement cyclic review, both of which were positive and affirming.

A range of quality pastoral care programs including the Peer Support Program were delivered successfully and Aboriginal and Torre Strait Islander culture was further acknowledged and celebrate through a number of initiatives including a staff development day in Term 3.

Learning and teaching was again characterised by a further commitment to authentic student centred learning, enhanced by significant professional development and collegial support. The relationship between the school and the wider Parish continued to be productive and supportive.

### **Parent Involvement**

The Parents and Friends Committee again received excellent support from the wider parent body for a range of events held during the year. These included Mothers and Fathers Day stalls, Student Discos and a Movie Night. The Annual Fete was held in October and was another resounding success on a number of levels. The fete was undoubtedly a highlight and was very well supported by parents and the local community. The practical support for the school by so many parents during the year is acknowledged and appreciated. This includes all those within the school community who assisted with sports carnivals, gala days, in classrooms and in a variety of other ways.

*Parents and Friends Association, President*

### **Student Leadership**

The 2012 year was an excellent year at St John's especially for Year 6 students, who completed their primary education in such a dynamic learning environment. Students have learned many new things because of the wonderful teachers at St John's, and have been able to have fun while learning. Highlights for Year 6, in 2012, included the overnight excursion to Wedderburn in Term 1, where students developed their leadership skills, and the trip to Canberra in Term 4, which was part of learning about the nation's capital and Federal

Government. Year 6 students will also remember their Thanksgiving Mass, the dinner at the Campbelltown Catholic Club and our end of year 'fun day' at Homebush. On behalf of Year 6 we thank the school and especially our parents, for providing us with the opportunity to learn so much during the past seven years.

*School Leaders*

## School Profile

### School Context

St John the Evangelist Catholic Primary School is a Catholic Systemic co-educational school located in Campbelltown. The school caters for students in Years K-6 and has a current enrolment of five hundred and sixty two (562) children.

As the first Catholic school in the region, St Johns has a long and proud tradition of providing an excellent Catholic education to children from a number of Parishes within the Macarthur. St John's had its beginnings as early as 1849 when Archbishop Polding blessed the cornerstone of the building now known as Quondong. Then it was St Patrick's School, the first Catholic school built by private enterprise in the colony. A number of dedicated Irish lay teachers ran the school until the Sisters of the Good Samaritan took charge in the late 1880's.

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

### Student Enrolments

2012 Enrolments	
Boys	275
Girls	287
Total	562
Indigenous	39
LBOTE	120

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website [www.sjctdow.catholic.edu.au](http://www.sjctdow.catholic.edu.au) and the CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2012.

## Student Attendance

2012 Attendance (%)	Male	Female
Year 1	89.1	88.6
Year 2	89.7	87.5
Year 3	90.5	87.3
Year 4	90.6	91.1
Year 5	85.3	90.6
Year 6	87.3	88.9

## Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

Non-attendance is managed through the creation of a monthly student absence summary report. The report is managed by a school support officer who prepares communication to parents following approval of the Principal.

## Staffing Profile

There are a total of 30 teachers and 9 support staff at St John's Catholic Primary School. This number includes 21 full-time and 9 part-time teachers.

## Teacher Standards

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

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

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

## **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2012 was 96.42%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 95%.

## **Professional Learning**

During 2012, St John's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St John's whole school development days involved 35 staff.

These days focused on:

- School and system policies and procedures and First Aid (CPR) training;
- Effective pedagogical practice with Lane Clark; and,
- Indigenous spirituality and cultural awareness.

B. Other professional learning activities provided at school level including CEO run courses:

- School-Wide Positive Behaviours for Learning (SPB<sub>4</sub>L) active supervision, 35 staff;
- Taking Off With Numeracy (TOWN), 5 teachers
- Best Start for Early Stage 1, 3 teachers
- Smarter Schools National Partnerships (SSNP) Literacy and Numeracy, 9 teachers
- Australian Communications and Media Authority (ACMA) Cyber Bullying Awareness, 35 staff
- Literacy / Numeracy Assessment training in school, 9 teachers.

The average expenditure by the school on professional learning per staff member was \$258. In addition, professional learning opportunities were provided by the Catholic Education Office, with an additional average expenditure per staff Member of \$1 884.

## **Catholic Life & Religious Education**

The Catholic culture at St. John's has continued to grow throughout 2012. The staff, students and parents together with the wider community have joined on many occasions to share, work and celebrate. The spiritual and prayer life of the St John's school family has been deepened throughout the year with many beautiful celebrations. These include the weekly gathering as a whole school praying for special intentions or to reflect on scripture, the celebration of the Eucharist with the students from each grade joining with the wider Parish community and their parents and friends.

The school was able to support the Parish Sacramental Programs, for the Sacrament of Penance, for students' First Holy Communion, and Confirmation. These occasions were highlights of the year as was the Mass held to celebrate the Good Samaritan tradition of the

school. Many students received the sacraments in their own neighbouring Parishes as well as within St. John's Parish itself. Other highlights included whole school Masses to both open and close the 2012 School Year, the Christmas concert held at St. Patrick's College and the Year 6 Thanksgiving Mass, which celebrated the completion of their primary education.

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

In 2012 the school supported a number of charities and organizations including the St Vincent de Paul Society, Caritas and Catholic Missions. Donations totalled approximately \$7 000.

### **Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2012. The school cohort in 2012 consisted of seventy seven Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and eighty three completed the Extended Task (Part B). The Extended Task was based on the Unit: Mary, Mother of God: First Among the Saints and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. For Part A, 33% of students were placed in the developing level, 63% in the achieving level and 4% were in the extending level.

For Part B, 32% of students were placed in the developing level, 64% in the achieving level and 4% were in the extending level.

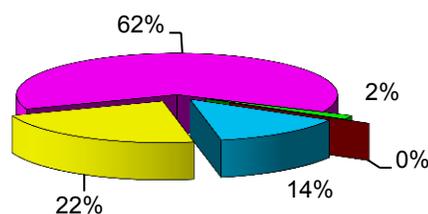
Combining Parts A and B, 50% of students were placed in the developing level, 48% in the achieving level and 2% were in the extending level for Religious Literacy.

## Financial Summary

Each year, the school budget is determined by the ongoing needs of the school. The budget is set using historical information from the previous year and emerging needs. This draft budget is then discussed with key stakeholders and implemented. A copy of the budget is given to our Parish Priest.

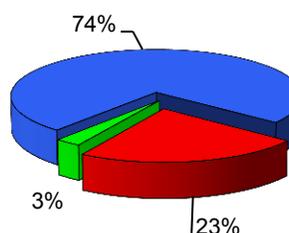
The following graphs reflect the aggregated income and expenditure for St John the Evangelist Catholic Primary School, Campbelltown for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

### Income



- Fees and Other Private income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

### Expenditure



- Salaries, Allowances and Related Costs
- Non Salary Expenses
- Capital Expenditure

## Student Welfare

### Introduction

The well-being of each student is central to the culture of the school. A number of specific programs operate within the school that are designed to improve the experience of school for each student.

### Pastoral Care

The Peer Support Program was again run in Term 3 with the Year 5 & 6 students leading fifty groups, which included all students from K-6 on a weekly basis. Taking Opportunities, a module that focuses on developing resilience, was used in 2012 and was well received by students. Buddy classes have run successfully across the school with many joint experiences being held, including grade religious celebrations as well as classroom and whole school

experiences. The friendships that develop across the grades contribute to social cohesion among students.

Year 6 students participated in a Leadership Forum at the Sydney Entertainment Centre, which was once again well received by the student leaders attending.

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

A program of transition to school for students with special needs was held for students enrolling in Kindergarten, 2013. The Life Education Program was again a very successful complement to the Personal Development, Health and Physical Education (PDHPE) Program for students and involved all classes in Early Stage 1 and Stage 1. This program took place in Term 2.

Good Samaritan Awards continued in 2012 and these are presented weekly to promote and acknowledge excellent behaviour and school spirit amongst the students. In 2012 the school continued the incorporation of the School-wide Positive Behaviours for Learning Program (SPB<sub>4</sub>L).

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** and ***Safe Work Environment*** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2012.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

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

## **Learning and Teaching**

### **Introduction**

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

### **National Partnerships**

St John's participates in the National Partnership Agreement. This provides the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. As a participating school we are strengthening successful practices and developing innovative responses to meet the needs of all students especially those most in need of additional support. Our partnership will build teaching skills and focus on literacy and numeracy outcomes for all students including a particular focus on Aboriginal students.

The National Partnership will achieve this through better use of data, strengthening school leadership and partnership arrangements between school and parents, local communities and the higher education sector.

St John's has implemented the following initiatives under the National Partnership Agreement:

- The Taking Off With Numeracy (TOWN) in Stage 2;
- The Best Start Program for Kindergarten; and,
- Smarter Schools Literacy and Numeracy in Stage 1.

### **Curriculum & Pedagogy**

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

The continued use of Information Communication Learning Technologies (ICLT) as a tool to enhance learning has further directed pedagogical thinking in the classroom K-6. All classrooms have a Smartboard for interactive learning to take place and efficient access to learning clips through YouTube and other relevant sites.

Teachers have continued to adopt a more student centred approach to learning, integrating the use of ICLT so that students are able to follow an inquiry style model of learning allowing greater self-direction and the opportunity to work more independently. Those students

requiring greater scaffolding to support their learning have been able to access explicit teaching and direction from the teachers present in the team teaching environments which has been in place throughout the year for Stages 1 and 3 and in Grades K, 3 and 4 with relation to inquiry learning.

Previous teacher support for both teachers and students means that the learning community is now confident in the implementation of the model of inquiry-based learning as a process for gathering information by questioning. This style of learning involves a level of student engagement and participation that leads to deeper understanding as well as the resolution of questions and issues whilst constructing new knowledge. In response to inquiry learning, the students across the grades K-6 were involved in a wide variety of planned action as a result of their inquiries into a variety of topics and local issues.

At the beginning of 2011, the new Building Education Revolution (BER) Program learning facility for K-2 students was officially opened and a dynamic learning environment was nurtured and developed for our infants students. This move into a shared learning space has allowed greater independence for some students and the opportunity for those students requiring greater structure and direction to work more readily, one on one with a teacher. The new facility is equipped with the latest Smartboard technology, which had been installed in each area. The success of the technology and the possibilities it gives teachers in enhancing their teaching practice resulted in all classrooms being furnished with a Smartboard during Term 3 last year. This extensive purchase was supplemented with planned teacher professional development throughout 2012 to enable staff to confidently utilise the technology and to create interactive, engaging and collaborative learning experiences to help all students with differing learning styles to develop their skills, knowledge and understandings.

The purpose built learning environment for Stage 3 students continued into its sixth year, enabling students to complete the final two years of primary schooling in a more student centred environment with an emphasis on the students enjoying greater independence and responsibility for their own learning, the skills and approach to learning which greatly assists them in their transition to High School.

### **Cross Curriculum**

During this year there has been a continued focus on early literacy and numeracy. This focus has involved reviewing and updating current resources, monitoring the reading levels of students at frequent intervals throughout the year and supporting and assisting teachers in planning and implementing specific literacy programs as with 'Cars and Stars', a reading comprehension program for introducing, becoming familiar with and implementing effective strategies for improved reading comprehension.

Senior students were selected as 'reading buddies' for younger students to provide them with daily oral reading time. Early Bird Readers was introduced to provide reading opportunities for those children wishing to read before the start of school each day.

The School Literacy program continues to be supported by the Reading Recovery Program. Fourteen students received intervention through this program during 2012.

In 2012, Diocesan support for professional development began with Kindergarten teachers participating in 'Best Start' and Stage 2 teachers involved in TOWN (Taking Off With Numeracy.)

'Best Start' is a Kindergarten assessment process administered to all kindergarten students to ascertain their learning in literacy and numeracy at the beginning of schooling to provide some base line data to match against learning growth throughout the year. The information gathered also helps the kindergarten teachers with their future planning so that the children can build on what they already know and so quality teaching and learning programs can be designed to support students in achieving Early Stage 1 syllabus outcomes.

Taking Off With Numeracy (TOWN) is a numeracy framework that began in Stage 2 this year, it is an assessment tool that allows the teacher to firstly collate information and data about the current number knowledge of their students and then be in an informed position to make decisions around the teaching of each student resulting in learning gain throughout the year. This significant teacher professional development has resulted in more effective teaching practice, a clarification of the essential components of an effective Mathematics session and the opportunity to monitor student learning against a framework that describes a clear sequence of conceptual development.

In 2012 teachers continued to develop and support the thinking skills of students through a variety of strategies as a means of exposing students to approaching problem solving in both a creative and critical way. These strategies included Habits of Mind, explicit descriptions of intelligent behaviours, De Bono's Thinking Hats and a large range of thinking tools introduced as part of inquiry learning centred on the work of Lane Clark, an international educator who was able to work with the staff of St John's on a number of occasions this year.

The school's Indigenous Education Policy identifies where this aspect of cross-curriculum content has been covered through the teaching of the various Key Learning Areas. Several opportunities were presented, not only to Aboriginal students, to participate in relevant indigenous cultural awareness building experiences, as with the commemoration of Sorry Day and participating in Indigenous art workshops lead by a recognised local indigenous artist.

Our involvement as a Smarter Schools National Partnerships (SSNP) school during the latter part of 2012 saw the appointment of a Teacher Educator to the school who was responsible for literacy and numeracy support for teachers and students K-2. The time and nature of this role enabled the collection of extensive baseline data for students K-2 in both literacy and numeracy with students needing specific support and learning intervention being identified and targeted. The position of Teacher Educator at St John's will continue in 2013 with the same objectives. There will also be a significant focus and funding for improving the educational outcomes for Aboriginal students and developing Aboriginal community partnership agreements to meet the needs of our growing student Indigenous population.

## **Meeting the needs of all students**

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

Staff development has resulted in a greater ability to meet all the needs of all students. The move from the conventional presentation of classrooms, in Stages 1 and 3, is one way in which the school has met the needs of students.

Significant professional development in literacy and numeracy, use of Smartboards, student management (School wide Positive Behaviour for Learning- SPB<sub>4</sub>L) and analysis of data have all been opportunities for teachers to hone their skills in the classroom and to more effectively assess, review and analyse student learning data and thus meet the varied needs of our students.

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

## **Expanding Learning Opportunities**

Throughout the course of 2012, St. John the Evangelist was actively involved in sporting events both through the Diocese of Wollongong and within the Macarthur region. With such a large student population, it is the aim of St. John's to provide students with as many opportunities to participate in sporting events throughout the year. All students are encouraged to trial and participate in the various sports on offer and we endeavour to select each child as a representative of St. John's, at least once, in the school year.

St. John's successfully conducted their annual Swimming Carnival (Term 1), Cross Country (Term 2) and Athletics carnivals (Term 3). With the assistance of staff, parents and friends, and the children, these carnivals were thoroughly enjoyed by all. Teams were selected from these carnivals to represent the school at the Diocesan level.

A number of other sporting teams experienced success during 2012. Of particular note were the Junior Girls Soccer, Senior Boys Rugby Union, and Senior Boys and Girls Futsal teams. The Junior Girls Soccer team was crowned champions of their division in the annual Tiger Shield Soccer Tournament held in Camden during September. The Senior Boys Rugby competed strongly in the Australian Rugby Union (ARU) Western Sydney Primary Schools 7's, which involved both Public and Catholic schools, as well as being Diocesan representatives in the New South Wales (NSW) Catholic Primary Schools Rugby 10's Knockout, finishing fourth in

both competitions. The Senior Boys and Girls Futsal teams again qualified for the State Finals staged at Penrith participating admirably.

A host of students successfully gained selection in Diocesan teams, with a handful being recognized for their individual achievements and progressing to higher levels.

St. John's, as a school, also assisted the Diocesan Sports Council through convening the West Region Netball Gala Day and West Region Athletics Carnival. Both of these events attract a large contingent of students from across the Macarthur and Highlands regions.

## **Student Achievement**

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

### **NAPLAN**

The NAPLAN assesses aspects of literacy and numeracy in Years 3 and 5. It provides valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

## Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2012: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	9%	45%	46%	19%	51%	30%
	National	14%	37%	47%	18%	49%	31%
Writing	School	4%	57%	40%	16%	72%	12%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	8%	39%	53%	18%	33%	49%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	10%	33%	58%	22%	38%	40%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	18%	54%	28%	20%	59%	21%
	National	16%	49%	33%	18%	53%	27%

## Student Achievement of National Minimum Standard

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

NAPLAN 2012: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	91%
	National	94%	92%
Writing	School	99%	92%
	National	95%	92%
Spelling	School	99%	94%
	National	94%	93%
Grammar & Punctuation	School	94%	92%
	National	93%	90%
Numeracy	School	98%	96%
	National	94%	93%

## **Parent, Student and Staff Satisfaction**

During 2012 the school participated in a School Review and Improvement Cyclic Review process. Student representatives interviewed as part of this process spoke articulately and proudly of their school, in particular of the care and nurturing fostered by teachers, the range of learning opportunities available to them and the quality of their learning spaces.

Interviewed parent representatives indicated their trust in the school leadership and their approval of the improvement journey of the school to date in terms of both the physical environment and the learning opportunities for their children.

Staff satisfaction might be considered high due to the staff retention rate and the positive collegial climate as noted during the cyclic review process.

## **School Review and Improvement**

School Review and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

### **School Review and Improvement components reviewed and rated in 2012:**

During 2012 the school engaged in a process of SRI Cyclic Review. An extract from the subsequent report states: "The Review Team congratulates the school leadership for the commitment to improvement that has transformed the school culture to one of continually developing collegiality and cooperation."

- **Key Area 2: Students and their Learning.**

- 2.3 Reporting student achievement

- 2.4 Integration of Information and Communication Technology (ICT)

- **Key Area 3: Pedagogy.**

- 3.5 Assessment

- 3.6 School climate, learning environment and relationships

- 3.7 Professional learning

## School Review and Improvement components to be reviewed and rated in 2012

- **Key Area 1: Catholic Life and Religious Education**
  - 1.2 Religious Education
- **Key Area 2: Students and their Learning**
  - 2.1 Educational Potential
- **Key Area 3: Pedagogy**
  - 3.2 Provision for the diverse needs of learners
  - 3.3 Teaching practices
- **Key Area 4: Human Resources Leadership and Management**
  - 4.2 Professional development of staff
- **Key Area 6: Parents, Partnership, Consultation and Communication**
  - 6.3 Linkages with the wider community

