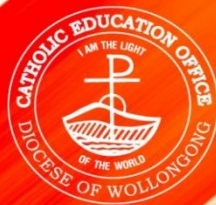


Annual School Report

2012



About This Report

Holy Cross Catholic Primary School, Helensburgh 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:

Holy Cross Catholic Primary School

1 McMillan St

Helensburgh NSW 2508

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Parish Priest: Rev Bede North MSC Adm

Principal: Mrs Kerrin Cronin

Date: 21 December 2012

Vision Statement

Holy Cross School Helensburgh is a Catholic Primary School where the learning environment is built on Gospel Values. Students are nurtured towards achieving their full potential in academic, spiritual, social and sporting endeavours through a holistic approach to learning.

Message from Key School Bodies

Principal's Message

A review of school performance this year highlighted the school's achievements and provided insight into future directions. Holy Cross was commended for: the development of a whole school pedagogy based on the Diocesan Learning and Teaching Framework (DLTF) targeting meeting the needs of individual students; the continuation of a whole school literacy focus to build teacher capacity in the teaching of reading; the expanded opportunities for parents to engage with the school and the connection made with the wider Helensburgh community.

Excellent new and refurbished facilities provide for flexible pedagogical styles. The appointment of a permanent Parish Priest who is actively engaged with the school and broader Catholic community has strengthened community ties. The collaborative approach taken by the School Leadership Team (SLT) in developing priorities, targets and strategies has seen a culture of shared leadership develop.

Parent Involvement

The Parents and Friends (P&F) Association of Holy Cross are very proud of the school and passionate about working together to support the school. The P&F come as a collective group to build and foster great companionships and make decisions to help encourage learning and the social development of the students of Holy Cross.

The P&F had a busy year in 2012 supporting various initiatives to promote community spirit such as Tea & Tissues on the first day of school for parents with children in Kindergarten (K), hosting various morning teas, school disco, Mother's & Father's day stalls, the Holy Cross St Patrick's Day Fete and the annual Holy Cross P&F Ball. The Fete and Ball generated revenue for purchasing digital devices for the classrooms, donations towards representative sporting event transportation, library donations and subsidising of the Year 6 leadership program.

This year also saw the implementation of the Pastoral Care program and the parent volunteer register. School events to promote parent engagement were well attended.

Parents and Friends Association, President

Student Leadership

In 2012 Year 6 students supported a variety of school activities including Mission Week, ANZAC Day and Remembrance Day ceremonies, school liturgies and Masses, Information Communication Learning Technologies (ICLT) and Creative Arts initiatives, school assemblies and justice and community service activities. At the beginning of the year students in Year 6 participated in a leadership program by attending a three day excursion to Berry Sport and Recreation Centre. The program provided opportunities to enjoy the benefits of an active lifestyle, develop social skills, independence and build leadership skills.

School Leaders

School Profile

School Context

Holy Cross Catholic Primary School is a Catholic Systemic co-educational school located in the picturesque township of Helensburgh in the north-east corner of the Wollongong Diocese. The school caters for students in Years K-6 and has a current enrolment of 133. It was founded in 1900 by the sisters of St Joseph. The Josephite charism remains the cornerstone of the school's Catholic identity.

At Holy Cross, students are challenged to thrive in a rich learning environment where the focus is on constant improvement. A culture of reflective action is promoted. The highly professional staff is committed to the success and well being of every student.

The school boasts state of the art facilities complemented by beautiful natural surrounds. Holy Cross is a future focussed community with a view to further enable quality teaching and learning that embraces digital pedagogy. The school is committed to assisting parents in the education of their children. Engagement of parents in their child's learning is a priority at Holy Cross. Holy Cross is a dynamic, fun place to be. The school is well resourced and caters for a variety of learning styles and the diverse learning needs of students.

Student Enrolments

2012 Enrolments	
Boys	63
Girls	70
Total	133
Indigenous	0
LBOTE	4

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.hchdow.woll.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2012.

Student Attendance

2012 Attendance (%)	Male	Female
Year 1	85.0	91.4
Year 2	88.5	93.0
Year 3	94.2	90.0
Year 4	91.4	96.7
Year 5	98.3	87.3
Year 6	94.0	96.4

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.

Student attendance at Holy Cross is recorded electronically on the computer generated roll through the School Administration Software (SAS) system. Non-attendance requires a note from parents/caregivers. In the event that a note is not received a generic form is sent home for completion.

Staffing Profile

There are a total of 11 teachers and 5 support staff at Holy Cross Catholic Primary School. This number includes 6 full-time and 5 part-time teachers.

Teacher Standards

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

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 93.97%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 91 %.

Professional Learning

During 2012, Holy Cross personnel undertook a range of professional learning activities related to improving student outcomes, particularly through SRI priorities.

These included:

- A. Holy Cross whole school development days involved all staff. These days focused on:
 - Policies and Procedures;
 - First Aid and Cardio Pulmonary Resuscitation;
 - Prayer and Service;
 - Focus on Literacy and Focus on Reading; and,
 - Quality Learning and Teaching: Diocesan Learning and Teaching Framework (DLTF).

- B. Other professional learning activities provided at school level including CEO run courses:
 - Learning Community Project: School-wide Positive Behaviours for Learning (SPB₄L) - 13 staff;

- Pedagogies in Dynamic Learning Environments – 2 staff;
- Focus on Reading – 7 staff;
- Focus on Literacy – 4 staff;
- Effective use of Data – 1 staff;
- Spotlight on Technology Showcase and Expo – 2 staff;
- Leading Learning Technologies – 1 staff;
- Leading Literacy and Numeracy Learning – 2 staff;
- The New Evangelisation for Catholic Leaders – 2 staff;
- Primary Leaders Australian Curriculum – 1 staff;
- Storytelling in Religious Education (RE) – 2 staff;
- Leading Path to Life – 3 staff;
- Religious Literacy Diocesan Marking Day – 1 staff;
- Sacred Art, Illustration and Storytelling appreciation and reflection – 1 staff;
- Non-Violent Crisis Intervention (NVC) Training - 2 staff;
- Principal, Assistant Principal and Religious Education Coordinators Retreats – 3 staff;
- Primary Leading Languages Network – 1 staff;
- Apple Technology Day – 1 staff;
- Igniting the Fire Spirituality Day – 1 staff;
- Best Start Kindergarten training – 1 staff;
- Smartboard for Beginners - 1 staff; and,
- Gifted and Talented Network Days – 1 staff.

The average expenditure by the school on professional learning per staff member was \$743.60

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$1 464.00.

Catholic Life & Religious Education

A new Parish Priest was appointed to the Parish of Helensburgh at the beginning of 2012. The Parish Priest has been warmly welcomed into the Parish/school community. Students, staff and parents appreciate his presence in the school and his support for school activities and functions. The parents of Holy Cross continued to share the responsibility for the spiritual growth, welfare and religious education of students during the year and very much appreciated the support and guidance of the Parish Priest.

Throughout the year, significant Church and community occasions were commemorated with special Masses, assemblies or liturgies. As well as school assemblies for ANZAC Day and Remembrance Day, the school was represented at the Helensburgh Community commemorations of these important days. Students celebrated class, stage and school Masses.

The school community came together for the celebration of Holy Week, Opening School Mass

and Blessing of the Year 6 Leaders, Parish/school feast day of the Triumph of the Cross and the feast day of St Mary of the Cross MacKillop. The school also participated in the National Rosary Day and senior students participated in the Cardinal's Christmas Art Competition with two Year 6 students receiving Highly Commended for their artworks.

The staff, students and parents have been involved in outreach programs in the community through participation in the Culture, Activity, Friendship, Education (CAFE) Club run by Neighbourhood Aid and visits to Kennett Homes Aged Care Facility.

Embracing the legacy of the foundress, St Mary of the Cross MacKillop, "never see a need without doing something about it," Holy Cross continued support of those less fortunate by donating money raised through school activities. The school community donated the following amounts to various organisations: Caritas - \$397, Caritas Christmas Appeal - \$100; Catholic Mission - \$440; St Vincent de Paul Society - \$100 and also supported the St Vincent de Paul Winter and Christmas Appeals.

The school supported the Parish Sacramental Program. Twenty-four students received their First Eucharist and twelve students received the Sacrament of Confirmation. Year two students received the Sacrament of Penance, and forty students in total received the Sacrament of Penance for the first time.

Teachers were committed to individual faith formation throughout the year as well as contributing to the regular focus on staff communal prayer.

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 13 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 13 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. Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their ability to:

- Recognise qualities of saints who are models of love and service (100%);
- Recall and identify Australia's first saint (92.3%);
- Demonstrate an understanding of the Commandments and relate to their own life (100%);
- Demonstrate an understanding of Lenten practices that bring us closer to Jesus (100%); and,
- Describe and explain an image of God from the Scriptures (100%).

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

- Demonstrate a knowledge of Biblical characters (46.15%);
- Recall and identify events from Advent and Christmas (46.15%);
- Identify lessons from the Parables (53.85%);
- Demonstrate growing familiarity with Scripture stories (53.85%); and,
- Demonstrate understanding of Jesus' teaching on forgiveness (53.85%).

For Part A, 30.80% of students were placed in the developing level, 38.50% in the achieving level and 30.80% were in the extending level.

For Part B, 7.70% of students were placed in the developing level, 30.80% in the achieving level and 61.50% were in the extending level.

Combining Parts A and B, 15.40% of students were placed in the developing level, 53.80% in the achieving level and 30.80% were in the extending level for Religious Literacy.

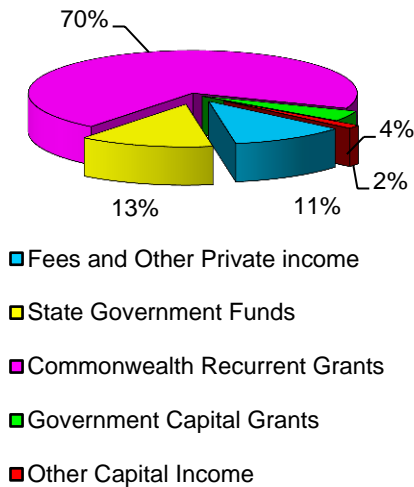
Financial Summary

Throughout 2012 the P& F Association made a profit of \$10 913. This enabled the school to update resources for the school library including home readers, subsidise transportation costs for excursions to sporting events and facilitate a Year 6 leadership program. An amount of \$1 000 will be carried over to 2013.

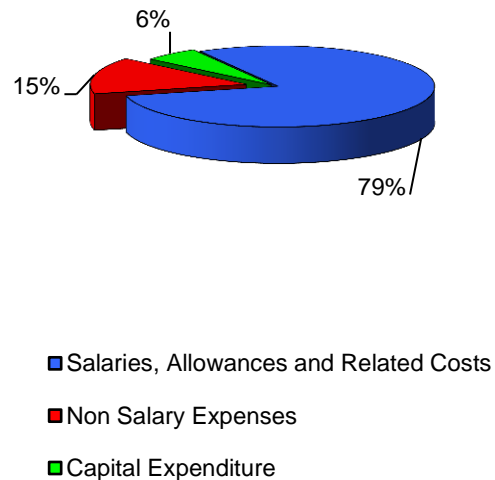
Peabody Mines generously contributed \$10 000 which subsidised reading resources and professional development of teachers in the teaching of Reading.

The following graphs reflect the aggregated income and expenditure for Holy Cross Catholic Primary School, Helensburgh 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



Expenditure



Student Welfare

Introduction

In 2012, the introduction of the SPB₄L initiative was the driving force behind the ongoing improvement of the school's pastoral care practice. This data driven initiative, introduced by the CEO, developed by staff and steered by the SPB₄L team, introduced the consistent use of positive reinforcement and the explicit teaching of behaviours that support student learning and welfare. It also led to a review of the four school rules. During 2012, the school established clear, concise behaviour expectations in non-classroom settings and will move into the classroom setting in the latter part of 2013. The SPB₄L Team met three times a term and student representatives were involved in a range of school-wide actions supporting student welfare.

Positive behaviour was recognised and encouraged through School Merit Awards, SPB₄L Awards, classroom reward systems and whole school rewards including the Caught Being Good raffle. All students received recognition for their achievements throughout the year. Teachers and students continued to promote restorative practices through the use of restorative justice frameworks and the use of student reflection sheets.

Pastoral Care

A Catholic Care counsellor worked at the school one and a half days per fortnight and provided counselling for students and families. Students from Year 3 and Year 4 participated in student resiliency programs, Everyday Peacemakers and Rock and Water, in collaboration with the Catholic Care counsellor and classroom teachers. Both programs focused on the importance of accepting others, self esteem, social skills and promoting positive relationships. The programs occurred once a week throughout Term 1. The buddy system established between K and Year 6 assisted the younger students with their introduction to primary schooling and provided them with mentors and a support system.

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

Holy Cross Catholic Primary School has invested in quality Catholic learning and teaching that inspires students to strive to reach their full potential as life-long learners. Holy Cross Catholic School is also committed to the ongoing development and support of its staff. All NSW Board of Studies (BOS) requirements are being met, enabling students to achieve stage appropriate outcomes in the six Key Learning Areas (KLAs). Throughout the year all staff have strived to link their teaching and learning with the DTLF and SRI focus areas for 2012.

In 2012, school and system based initiatives were introduced to enhance and further promote teacher quality and student learning. Staff members were directed in the development of quality teaching practices through the DLTF, Focus on Reading and Focus on Literacy. During the year the DLTF has been used as a reflection tool for learning and teaching programs and the coding of literacy lessons. This focus coincided with staff participation in Focus on Literacy Years K-2 and Focus on Reading Years 3-6. The purpose of Focus on Reading was to improve the quality of teaching in the area of reading across the school. Teachers implemented programs focusing on improving teacher quality and student learning of fundamental comprehension strategies. In Focus on Literacy the aim was to address students' unique learning needs, identifying and creating a shared understanding of explicit, systematic, balanced and integrated teaching in a literacy classroom in Early Stage 1 and Stage 1. The School Support Officers (SSOs) were also in-serviced on the principles of Focus on Literacy and Focus on Reading.

Curriculum & Pedagogy

The BOS syllabus documents in English, Mathematics, Human Society and its Environment, Science and Technology, Creative Arts, Personal Development, Health and Physical Education along with the Diocese of Wollongong Religious Education Curriculum, are the basis for the school's curriculum. The Diocese of Wollongong Religious Education (RE) Curriculum is given priority and is implemented in all stages. The KLAs are implemented across the four stages of learning by classroom teachers and supported by SSOs.

Assessment and reporting reflected government requirements. Parents of students in Year 1 to Year 6 were provided with two written reports. Parents of K students were provided with an end of year written report. Each report detailed information about student progress relative to specific standards labelled A to E, from Years 1 to 6 and K reports on all KLAs to the specific standards labelled as Limited, Sound and Extensive.

Students in Year 3 and Year 5 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). Students in Years 3, 4, 5 and 6 were offered an opportunity to participate in the University of New South Wales (UNSW) English, Mathematics, Science, Writing and Spelling Competitions. Students in Year 4 also completed the Diocesan Religious Literacy Assessment.

The integration of Information Communication Learning Technologies (ICLT) across the curriculum has continued in 2012. Teachers received one to one assistance from the Middle Leader and/or Information Technology Support Staff. A comprehensive audit of hardware resulted in all iPods and laptop computers bar-coded and accessioned.

Cross Curriculum

Students from the school participated in a number of formal and informal competitions. These competitions included the UNSW competitions in English, writing and spelling, Mathematics, Science and Computer Studies. Students received Distinction, Credit and Participation Awards.

Students also participated in Catholic Schools Week, Literacy and Numeracy Week, Music Count Us In, author visit from Sue Whiting, Sport in School Australia (SISA) and ANZAC and Remembrance Day ceremonies. Stage 1 hosted guest speakers from the Mounted Police and Responsible Pet Ownership Program and Stage 3 participated in the Diocesan Public Speaking Competition and the Cardinal's Christmas Art Competition, where two Year 6 students received a Highly Commended. Stage 3 also participated in the Digital Literature Competition held by the Wollongong CEO where a Year 6 student was the overall winner.

Meeting the needs of all students

The responsibility of meeting the diverse needs of students belongs to all staff and is supported by the school's Student Support Team. The role of the team is to meet with the class teacher and develop strategies and when necessary individual programs that support the ongoing learning of both the staff and students. Individual Plans (IPs) were developed for students with identified high level needs using the Diocesan Planning tool. Students who were successful in meeting the set criteria participated in the Stretching Potential for Learning through Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) program.

Expanding Learning Opportunities

Italian was taught to Year 3, Year 4, Year 5 and Year 6 at various times during the year. The focus was on acquisition of Italian words and simple phrases, as well as an understanding of the Italian culture and its traditions.

Sporting opportunities were provided in a variety of ways. The students participated in a wide range of sporting activities at school, regional, Diocesan and MacKillop levels. Throughout the year various school carnivals were conducted including swimming, cross country and athletics. These events encouraged maximum student participation and developed community spirit. Stage 2 and Stage 3 students also participated in sports Gala Days including soccer, rugby league, netball and cricket. Parents and staff played a valuable role giving of their time and talent to train and transport the students. Many students have been nominated this year to trial for the Diocesan and MacKillop teams. The school achieved representation in swimming, cross country, cricket, Australian Football League (AFL), rugby league and athletics. The Holy

Cross senior girls relay team and five individual students were successful in making the Diocesan Athletics Team. The Holy Cross Year 5 and Year 6 Girls Rugby League Team also won the Illawarra All Schools Rugby League Carnival progressing to the NSW Primary Schools State Cup where they made the final. Individual students also received recognition for their sporting achievements at the Wollongong Annual Sports Awards. Three Holy Cross students were recognised in the fields of rugby league, AFL, cross country and athletics.

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

In 2012 twenty-five Year 3 students and twenty-five Year 5 students sat for the NAPLAN testing. There was a significant improvement in Year 3 NAPLAN results. The 2012 trend data for Year 3 identified improvement in all areas. In the Year 3 reading results all students were placed at or above the National Minimum Standard (NMS). In the areas of reading, spelling and numeracy Year 5 students exceeded the expected growth. It has been identified that in Year 5 improvement is needed in the test aspect of grammar and punctuation.

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	0%	46%	54%	17%	29%	54%
	National	14%	37%	47%	18%	49%	31%
Writing	School	8%	48%	44%	13%	71%	17%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	4%	48%	48%	13%	63%	25%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	0%	32%	68%	13%	67%	21%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	4%	63%	33%	8%	54%	38%
	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%	100%
	National	94%	92%
Writing	School	100%	100%
	National	95%	92%
Spelling	School	100%	100%
	National	94%	93%
Grammar & Punctuation	School	100%	92%
	National	93%	90%
Numeracy	School	100%	100%
	National	94%	93%

Parent, Student and Staff Satisfaction

In 2012 the school sought the opinions of students, teachers and parents using a process known as “Appreciative Inquiry”. This process has been used successfully around the world in many organisations including schools and the business workplace. Appreciative Inquiry works from the assumption that there is something positive about every organisation. It allows the

strengths of a school to be celebrated and highlights areas that require further development. The five questions asked were:

1. What do you most value about being a member of Holy Cross Catholic Primary School?
2. What do you most appreciate about this school being Catholic?
3. What do you value most about how your child learns at Holy Cross?
4. If you could preserve or maintain three aspects of the school for the next five years, what would they be? and,
5. If you could have three wishes that ensured a more successful school from 2013 onwards, what would they be?

The responses are summarised below:

Parents

Commendations:

- The caring, compassionate, friendly and enthusiastic staff;
- The school has effective systems in place to deal with issues;
- The genuine interest by the Principal and staff to provide students with a quality education;
- The close knit and welcoming community;
- The positive interaction between the school and Parish;
- The school caters for the diversity of student needs;
- Involvement of parents;
- Open and clear communication;
- Student access to technology; and,
- “Having a go” is always encouraged.

Recommendations:

- Develop teams or clubs for students with special interests or abilities;
- Offer parent opportunities to assist engagement and understanding of students and their learning; and,
- More opportunities for Parish and school to connect.

Students

Commendations:

- The access to computers;
- The open plan classrooms;
- The opportunities provided to go on excursions and to sporting events;
- The safe and happy environment;
- The colourful facilities;
- The caring teachers who help us; and,
- The school library is full of great books.

Recommendations:

- More canteen days and more healthy choices;
- More computers; and,
- Quiet spaces to go in the playground.

Staff

Commendations:

- School provides a safe, supportive and caring environment;
- School helps students to develop a knowledge and understanding of the Catholic tradition;
- Principal listens to staff and appreciates staff efforts;
- Professional learning targets school priorities;
- The team approach that is fostered and encouraged;
- Many opportunities to regularly celebrate our Catholic Faith; and,
- Opportunities to collaborate with colleagues.

Recommendations:

- Purchasing of more digital devices;
- Implement a whole school approach to build resilience and social skills of students; and,
- Continue to implement SPB₄L.

School Review and Improvement

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

School Review and Improvement components reviewed and rated in 2012:

- **Key Area 2: Students and their Learning:**
 - 2.5 Pastoral Care
- **Key Area 3: Pedagogy:**
 - 3.6: School climate, learning environment and relationships
- **Key Area 4: Human Resources, Leadership and Management:**
 - 4.2 Professional development of staff
 - 4.5 Overall compliance with legislation and other requirements
- **Key Area 5: Resources, Finance and Facilities:**
 - 5.2 Use of resources and space

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

7.2 Innovation, development and change

School Review and Improvement components to be reviewed and rated in 2013:

- **Key Area 1: Catholic Life and RE:**

1.3 Catholic Life and Culture

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

2.2 Rights and Responsibilities

- **Key Area 3: Pedagogy:**

3.3 Teaching Practices

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

4.1 Recruitment, selection and retention of staff

4.4 Succession Planning

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

6.3 Linkages with the wider community

