

***Magdalene  
Catholic High School  
Narellan***



***Annual School Report  
2011***

## About This Report

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

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

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

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by the 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 2012.

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

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**Principal:** Mr John Lo Cascio

**Date:** *Insert Date*

## **Vision Statement**

Magdalene Catholic High School exists to proclaim the Christian message and to equip young people to be conscientious responsible citizens able to make a contribution to society. In partnership with families, we strive to promote the total development of the individual; intellectual, spiritual, physical and cultural, through the integration of Christ's message and Gospel values throughout the curriculum to be integrated into each individual's life.

## **Message from Key School Bodies**

### **Principal's Message**

2011 was a year of significant change at Magdalene with the key positions of principal and assistant principal changing at the conclusion of 2010. The school also undertook a cyclic review, which affirmed the performance of the school and reinforced with future directions.

Throughout the year the community focused on the promotion of personal excellence for every student in all that they attempt. The school provided students with many opportunities for growth and offered continual support throughout the year. The accomplishments of many students are a reflection of the numerous opportunities provided at Magdalene. These students accepted the challenge "To use their God given talents at every opportunity". As has been reinforced on many occasions throughout 2011 it is not a right to use one's talents it is an obligation.

The year has produced many outstanding achievements, which are a tribute to the commitment of the staff, students and parents of this wonderful Catholic Community

### **Parent Involvement**

The Magdalene Parents and Friends Association actively supported the school community throughout the 2011 school year. This was evidenced through the Year 7 welcome BBQ, Magdalene Feast Day celebrations the purchase of photocopiers and the initial contribution to the Mary Magdalene sculpture.

There were four (4) Parents and Friends Association meetings and one (1) AGM during 2011. The Parents and Friends meetings included talks on computers, school results, parenting issues, reflections and prayer.

The uniform pool continued to operate successfully. Regular donations from families have allowed us to continue selling pre-loved uniforms at heavily reduced prices. Our uniform pool account has assisted students representing Magdalene at higher level sporting events and supporting World Youth Day Pilgrims.

*Parents and Friends Association, President*

## **Student Leadership**

Each year the Student body nominates and votes for their student representatives. The term of Office runs from Term 4-Term 3. The Senior Leadership team consists of two Captains, two Vice-Captains, four Councillors, two Sports House Captains and two House Captains for each of the Houses. Students strive to be part of the senior leadership team apply for the position then they go through a rigorous selection process.

### *School Leaders*

## School Profile

### School Context

Magdalene Catholic High School is a catholic secondary high school located in Narellan. The school was established in 1999 by the Diocese of Wollongong to serve the parishes of the Western Macarthur region including St Paul's Camden, St Clare's Narellan Vale and St Aloysius The Oaks. Magdalene is located on a site that was formerly owned by the Patrician Brothers and used as a novitiate and later a retreat centre.

The school is a comprehensive Catholic high school and caters for students in years 7-12. There are six streams in each year group. The current school population is 1024 students who come from various socio economic backgrounds.

### Student Enrolments

2011	Boys	Girls	Total	Indigenous	LBOTE
	403	576	1006	9	69

The Diocesan Enrolment Policy and Procedures exist 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 the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au) then go to the link Policies. No changes were made to this Diocesan Policy in 2011.

### Student Attendance

2011	Year 7	Year 8	Year 9	Year 10
	87.6%	83.7%	85.1%	81.1%

Regular school attendance is stressed at Magdalene Catholic High School. Students who are absent from school for extended periods or frequently, are contacted by their pastoral care teacher as a matter of course. Throughout 2011 there has been continued emphasis on improving rates of student attendance.

### Student Retention Rate

<b>Year 10 Total Enrolment 2009</b>	181
Year 12 Enrolment at Census Date remaining in Year 12 at end 2011	142
Actual Retention Rate (%)	78.45%

### Student Attainment in Senior Years

<b>Years 11 - 12 2011</b>	
% of students undertaking vocational training or training in a trade during Years 11 and 12	23%
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100%

The variety of vocational Educational Courses is attractive to students and allows them to prepare for post school destinations with confidence and attain a recognised qualification. The number of students involved in Vocational Education courses has remained steady over recent years.

### Destination Survey

<b>2011</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
No of School Leavers	24	35	151
University			71
TAFE/Tertiary	3	13	32
Employment	11	13	12
Other School	9	7	3
Other	1	2	33

### Staffing Profile

There were a total of 71 teachers and 22 support staff at Magdalene Catholic High School. This number includes 59 full-time, 12 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*	98.5%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	1.5%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

## **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2011 was 94.72%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 89 %. A number of teachers leaving the school went to promotions positions in other schools.

## **Professional Learning**

During 2011, Magdalene personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review and Improvement priorities.

These included:

- A. Magdalene whole school development days which focused on :
  - Meeting The Diverse Needs of All Learners
  - Vision and Mission of the Catholic School in The Magdalene Context
  - Reporting Student Achievement
  - Pastoral Care
  - Anaphylaxis / CPR Training
- B. Other professional learning activities provided at school level including CEO run courses:
  - Middle Leaders and Aspiring Leaders Courses
  - Pastoral Care Development related to the introduction of MSPEC

School based expenditure on professional learning in 2011 was \$271 per staff member. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$ 176

## **Catholic Life & Religious Education**

During 2011 the Religious Education curriculum improvement focus was on meeting the diverse learning needs of students and in the senior years improving external examination performance. The 2011 HSC Studies of Religion results reflect success in achieving this goal.

Added to improving academic achievement there was a focus on faith and spiritual development. The school aimed to provide spiritual renewal and evangelization to students and staff at various points throughout the year. This was obvious through daily prayer, weekly mass and liturgical celebrations that involve the entire community. Staff and students were also involved in preparation of processions, readings, music, altar serving and distribution of Holy Communion. It is particularly gratifying to see that students volunteer to be involved in the Eucharistic Ministry program the Lector and Cantor program.

A highlight of the Catholic life of the school is retreat and reflection program, offered in each year group. The Year 7 Reflection Day provided a fun way for the Year 7 cohort to consider peer group issues and to reflect on their faith. Years 8 and 10 both attended different programs run by the Youth Mission Team. The students were challenged to respond in terms of their faith and spiritual life. The presenter Chris Doyle challenged Year 9 students to reflect on life's big questions and they were encouraged to look at the example of Mary Magdalene in making positive life choices about faith, courage and discipleship. Both Year 11 and Year 12 students completed retreats with an emphasis on their journey through life, and the qualities that they possess. There was also a focus on God's presence in our journey. The feedback from students was positive in relation to all aspects of the retreats.

The focus on "Faith in Action" through Social Justice at Magdalene has been obvious throughout the year. The launch of Catholic Mission Appeal in the Wollongong Diocese was conducted at Magdalene which is a tribute to the esteem with which the school is held across the region.

Social Justice Clubs were established and facilitated by students and supported by staff members. The five clubs were: The Caritas Club, The Vinnies Club, The Mission Club, The Carrington Club, The Stewardship Club and The Mini-Vinnies Club. The main function of each centred around fundraising and awareness raising across and beyond the school community. Magdalene Catholic High School also provided many opportunities for students to be involved in community service through various charity door knock appeals, wrapping Christmas presents at Bunnings for the St. Vincent de Paul Society, donating time and services to Nagle House in Campbelltown on a regular basis – providing meals and hospitality to people in need in the Macarthur region, visiting the frail and elderly in Carrington Aged Care Nursing home on a weekly basis, collecting goods for Christmas hampers for the St Vincent De Paul Society. The commitment to social justice is a tribute to values held by many members of the Magdalene community.

## Financial Summary

***(Insert narrative  
Refer to ASR instructions item 10 for details)***

There were no new major items of expenditure in 2011, however the school has significant ongoing financial commitments including: Programmed Maintenance Services of the school buildings; debt servicing of four loans for the 1:1 Notebook (laptop) programme; and the debt servicing of five loans for the various building projects conducted during the first 10 years of the school's existence.

The school continues to contribute funds towards the building of a school hall including a donation from the Campbelltown Catholic Club.

The following graphs reflect the aggregated income and expenditure for Magdalene Catholic High School, Narellan for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

***Financial graphs to be inserted by CEO following the February 2012 Census.***

## Student Welfare

### Introduction

The community at Magdalene Catholic High School aims to embrace the school's core values and live out the Gospel by imitating the example of Mary Magdalene. Our school community, which is made up of students, staff, parents and pastors aims to give witness to the gospel values through our system of pastoral care.

### Pastoral Care

In 2011 the challenge for the Magdalene community was to review the nature of pastoral care and ensure that the staff had a good understanding of the students in order to improve their learning opportunities. During term 3, the Staff Development Day focussed on Pastoral Care. The staff was given the opportunity to explore "What Pastoral Care should look like at Magdalene", gain an understanding of the many issues that our students face in their daily lives and to assess the effect that it has on the learning. The Pastoral Coordinators also had two planning days, to reflect on the culture of the school, achievements of the past year and to develop pastoral programs that will give the students skills in resilience, decision-making, anti - bullying, digital citizenship, and self-esteem. These programs will now be implemented in 2012, during our Pastoral periods.

Once again our student leadership team was very active in the school community. The school captains regularly chaired the Student Representative Council (SRC) meetings, where students voiced their concerns through their representatives. One of the accomplishments of the group was the introduction of the Magdalene sports socks. The Student Leadership team also continued the tradition of the Staff versus student competition and as a result were able to add to the sense of community at the school. Together with the Social Justice Committee, the SRC supported the launch of Caritas and raised money through the sale of pancakes. In term 4, the student leadership team proposed that a "Care Fund" be established in support of the many families in need in our community.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents **Maintaining Right Relationships** and **Safe Work Environment** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan **Complaints Handling Procedures** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for our school communities. These documents can be found on the School website: [www.mchs.dow.catholic.edu.au](http://www.mchs.dow.catholic.edu.au) or the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au) then go to the link Policies. No changes were made to these Diocesan documents in 2011.

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 or accessing the school website at [www.mchsdow.catholic.edu.au](http://www.mchsdow.catholic.edu.au).

## Learning and Teaching

### Introduction

Magdalene Catholic High School follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Education Office. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the Catholic Education Office *Diocese of Wollongong*, *Strategic Management Plan*, in particular: *Key Area 2* (Students and their Learning) and *Key Area 3* (Pedagogy). Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

In 2011 the school offered seventeen Board of Studies mandated and approved School Certificate Courses. There were also thirty four Higher School Certificate (HSC) Courses. The extensive range of HSC electives incorporated Board Developed Courses, Board Endorsed Courses, Vocational Education Courses and access to TAFE Courses. The number of students in each of these electives varied according to resources and interest. The school offers HSC extension courses in Preliminary and HSC English, Mathematics and HSC History.

### Curriculum and Pedagogy

Particular features of the school's curriculum include:

- learning support programs
- an emphasis on targeted intervention
- transition programs from primary to high school and school to work
- Vocational Education – Hospitality, Construction and various TAFE delivered courses
- The employment of a data analyst position with an emphasis on a whole school emphasis on literacy and numeracy
- An emphasis on elearning in classrooms centred around the 1:1 computer program.
- A whole school emphasis on curriculum differentiation to support individual needs
- The promotion of assessment for learning with an approach to assessment which improves learning

In 2011, staff continued to review areas of the school using the School Review and Improvement (SRI) model. Teachers reviewed their approach to curriculum delivery with an emphasis on curriculum differentiation. The 2011 focus was on year 9 programs with the view to expand to all year groups in coming years.

The Diocesan Learning & Teaching Framework was linked to the SRI and will continue to be linked in coming years in order to improve learning and teaching outcomes.

### **Cross Curriculum**

Following the NAPLAN testing, collective and individual student needs were identified. A number of strategies were implemented at the year group level and across faculties to address these needs. This process was enhanced through the employment of a data analyst, who gave teachers vital direction and strategies to deal with deficiencies in student performances.

Through the generous support of staff the homework club continued to operate each Tuesday afternoon between 3pm and 4pm. This provided students with the opportunity to gain assistance from teachers across faculties. The club was accessed by students from Years 7 to 12 and was used to assist with homework, assignments and general understanding of class work.

### **Meeting the Needs of all students**

Throughout the year the school continued structures, which catered to the diverse needs of students. Class groupings were arranged to meet the needs of students as follows: In Years 7 and 8 English, Music and Art students were divided into 8 class groupings with the students requiring additional learning support being placed in the eighth class which is capped at seventeen students. This class has a teacher working together with a School Support Officer (SSO) in English and a School Support Officer assisting across all other subjects. This team teaching approach allows for greater student assistance and a moderated pace of learning. For the remainder of their lessons, the students are mainstreamed to allow for greater socialisation and enhanced student outcomes. Targeted intervention programs exist to further support individual student needs such as social skills training, mentoring, small group literacy assistance, small group numeracy assistance, organisation skills, life skills out of school experiences and study skills.

The Learn to Learn program continued throughout 2011. The aim of the program is to encourage students' independence and creativity by focusing on supporting the use of technology in the classroom. After an introduction students engage in cross-curricular challenges, which involve research tasks, as well, the development literacy and numeracy skills.

In 2011, Magdalene continued with the 1:1 Notebook Program for Years 7 students. The 1:1 program provides every student with a notebook computer. Thus all students to have access to ICT which provides greater opportunities to enhance student learning. A feature of the

program is the associated teacher professional development. Workshops were provided after school focusing on 1:1 pedagogy. The Diocesan intranet, including the *myclasses* pages, has also been utilised school wide as a means of providing access to additional learning resources, the release of assessment tasks, study guides, general assessment information, examination outlines and timetables.

During 2011 the school continued to promote links with the local Catholic feeder primary through the transition program. Year 6 students from local Catholic feeder schools visited the school on Tuesdays in term 4. The students were given the opportunity to use specialist facilities such as food technology and woodwork rooms to create projects. They also had lunch in the school grounds. The program will be refined in 2012 to place greater emphasis on the Kindergarten to Year 12 continuum for students.

### **Expanded Learning Opportunities**

The School embraces opportunities to be involved in projects aimed at enhancing student learning, such as: the Imagine project, the school play, Literacy Project In PDHPE and HSIE, HOT Maths, Transition Projects for Year 6 to Year 7, and Year 10 leavers to employment. The year has also witnessed a number of team teaching initiatives and collaborative planning activities directed to best meet the needs of students.

Beyond the classroom all students had the opportunity to compete in the Macarthur Independent Schools Association (MISA) sport competition each Tuesday afternoon. Students represent in a range of sports including AFL, Basketball, Cricket, Netball, Football, Touch, Volleyball, Rugby League and Hockey. The school also participates in Diocesan carnivals, where available, for the above sports as well as tennis, swimming and athletics.

At the end of 2011, Magdalene Catholic High School was once again runner up in the 'Vince Villa' Trophy for the overall champion sporting school in the Wollongong Diocese.

Throughout the year students have also had the opportunity to participate in a number of extra curricula activities including the Australian Mathematics, Science, History and English competitions, public speaking and debating competitions. Students have also represented the school in local Youth of the Year competitions.

## **Student Achievement**

In 2011 the school used a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects, examinations and presentations. The school also participated in the national literacy and numeracy testing program 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) was introduced for students in Years 7 and 9 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

The school students performed above the National average in all areas however there were a number of areas for future focus. Students performed well in the area of writing with the representation in the upper bands in both Year 7 and 9 above representation at the national level. Year 7 Reading is one area, which is in need of greater attention with the cohort being under represented in the upper bands however Year 9 were above National representation. The area of Grammar and punctuation reflected pleasing representation in the upper bands for Year 7 however Year 9 students were underrepresented in the upper bands when compared to the National performance. Student performance in the area of numeracy in both years 7 and 9 is one area for future development as student performances in the upper bands were below expectations.

In order to more closely scrutinise external testing results the school employed a teacher data analyst to review the in 2011. The result was a very close analysis of student performance and the implementation of strategies across the curriculum to ensure increased skills in all areas for students in both numeracy and literacy.

### Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of Literacy and Numeracy in Years 7 and 9. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 7 results are reported in Bands 4 to 9 with Band 9 representing the highest achievement and Year 9 results are reported in Bands 5 to 10 with Band 10 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2011: % in Bands		YEAR 7			YEAR 9		
		Bands 4 and 5	Bands 6 and 7	Bands 8 and 9	Bands 5 and 6	Bands 7 and 8	Bands 9 and 10
Reading	School	15%	60%	25%	14%	63%	23%
	National	19%	53%	27%	23%	54%	21%
Writing	School	16%	49%	34%	11%	54%	36%
	National	23%	53%	23%	32%	44%	22%
Spelling	School	13%	53%	35%	11%	64%	24%
	National	19%	54%	26%	23%	53%	23%
Grammar & Punctuation	School	13%	59%	28%	14%	75%	11%
	National	21%	54%	24%	26%	54%	19%
Numeracy	School	17%	60%	23%	16%	62%	21%
	National	18%	51%	29%	24%	51%	24%

### 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 4 in Year 7 and Band 5 in Year 9) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 5 in Year 7 and Band 6 in Year 9) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2011: % AT or ABOVE NMS		YEAR 7	YEAR 9
Reading	School	99%	99%

	<b>National</b>	95%	93%
<b>Writing</b>	<b>School</b>	98%	97%
	<b>National</b>	91%	85%
<b>Spelling</b>	<b>School</b>	98%	98%
	<b>National</b>	92%	91%
<b>Grammar &amp; Punctuation</b>	<b>School</b>	98%	97%
	<b>National</b>	93%	90%
<b>Numeracy</b>	<b>School</b>	98%	97%
	<b>National</b>	94%	93%

### School Certificate

*(data will be forwarded early Term 1, 2012 for inclusion here)*

### Higher School Certificate

In 2011 the eighth Year 12 cohort completed the Higher School Certificate. Students achieved 79 Band 6 results. The dux of the school achieved an ATAR of 99.35. Three students received in the Premier's Award for All Round Excellence. In Food Technology students were placed first and 10<sup>th</sup> in the state. At least one band six result was gained in each of the subjects of; Ancient History, Biology, Community and Family Studies, English Advanced, English Extension 1, English Extension 2, Food Technology, Geography, Industrial Technology, Information Processes Technology, Hospitality, Legal Studies, General Mathematics, Mathematics, Modern History, Music, Personal Development Health & Physical Education, Senior Science, Studies of Religion I, Studies of Religion II, Textiles and Design and Visual Arts. The results of the Higher School Certificate were closely examined to build on successes and build on deficiencies.

*(data will be forwarded early Term 1, 2012 for inclusion here)*

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

During 2011 the Catholic Education Office conducted a Cyclic Review of the school. One aspect of the review involved surveying staff students and parents. The responses are very useful to gain feedback in relation to areas of strength and also areas which need to be targeted for further development.

Students clearly indicated that they felt safe, are proud to attend Magdalene Catholic High School and appreciated the wide range of co---curricular activities that could participate in. Some students felt that they could be further encouraged and challenged with academic coursework so as to achieve better learning outcomes especially in the junior years. Students felt that increased expectations in Years 7 – 10 would better prepare them for the rigours of senior school. Senior students were fulsome in their praise and appreciated the many staff who give so generously to the academic and pastoral life of the school, ensuring a rich teaching and learning experience.

Parental support for the school is evidenced by continued high levels of application for enrolment, and by personal endorsement. Parents consulted for the Cyclic Review commented on their deep appreciation of the quality pastoral care that their sons and daughters experience with strong and positive relationships at the heart of what makes the school so successful. Parents were also pleased with the efforts to deliver a strong and diverse curriculum to their children. They appreciated a stable, experienced and approachable staff that inspired and encouraged students.

Staff at Magdalene clearly indicate the school provides a safe and supportive environment as well as providing opportunities for development in all aspects of students lives. Staff recognize the potential in students , however, they also identify the need to further challenge students in order for them to maximise their learning outcomes. This was especially noted in those students who are satisfied with a level of achievement below that which truly reflects their potential.

## 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 2011:

- **Key Area 1: Catholic Life and Religious Education**
  - 1.1 Vision and mission
- **Key Area 2: Students and their Learning**
  - 2.3 Reporting student achievement
- **Key Area 3: Pedagogy .**
  - 3.2 Provision for the diverse needs of learners
- **Key Area 4: Human Resources, Leadership and Management .**
  - 4.3 An ethical workplace culture
- **Key Area 5: Resources, Finance and Facilities .**
  - 5.3 Environmental stewardship
- **Key Area 6: Parents, Partnership, Consultation and Communication .**
  - 6.2 Reporting to the community

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

- **Key Area 1: Catholic Life and Religious Education**
  - 1.4 Parents, Parishes and the Broader Church
- **Key Area 2: Students and their Learning**
  - 2.3 Integration of Information and Communication Technology
- **Key Area 3: Pedagogy .**
  - 3.6 School climate, learning environment and relationships
- **Key Area 4: Human Resources, Leadership and Management .**
  - 4.5 Overall compliance with legislation requirements
- **Key Area 5: Resources, Finance and Facilities .**
  - 5.3 Financial Management
- **Key Area 6: Parents, Partnership, Consultation and Communication**
  - 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

