

*St Michael's
Catholic Primary School
Mittagong*



*Annual School Report
2008*

About This Report

St Michael's Catholic Primary School, Mittagong is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Wollongong, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report 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 about 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. Following its submission to the Board of Studies, the Report will be available on the school's website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

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

St Michael's Primary School
PO Box 219,
Mittagong NSW 2575
Ph: (02) 4871 2279
Fax: (02) 4871 3494
Email: info@stmicks.woll.catholic.edu.au

Parish Priest: Fr Sean Cullen

Principal: Paul Moroney

Date: 12 December 2008

Vision Statement

Our Vision, inspired by Mary MacKillop, is that all children: have a positive sense of community; they have an appreciation of, and respect for themselves as valuable people; they have respect for other people and the world in which they live; they have been given the opportunity to attain their academic potential and they are aware that learning is a life-long experience.

Message from Key School Bodies

Principal's Message

As a Catholic school that has solid foundations in the charism of the Sisters of St Joseph, our aim is to provide the best possible Catholic education for Catholic students in the local area. This aim is clearly emphasised in the Vision and Mission Statements, which acknowledges the inspiration of Mary MacKillop which is at the heart of all the efforts, endeavours and achievements. There is a strong belief that the academic, sporting, creative and social achievements are the result of the close relationship of school, home and parish. Staff, parish priest and students work co-operatively to ensure that students have the best opportunities and experiences in learning whether in the classroom or involvement in spiritual, cultural, intellectual, social, sporting and community events. These opportunities have been further enhanced through the use of Information Communication Learning Technology (ICLT) which is integrated in all Key Learning Areas (KLAs).

Parent Involvement

We began the year with a 'welcome picnic and concert' in February. The music was provided by the children and Andrew Chinn and was a successful, relaxed and enjoyable evening. The major fund raiser for the year was the 'Christmas in July' dinner/dance. This was well attended and by all accounts, everyone had a fantastic night. Other events and fundraising through the year were the Mother's and Father's day stalls, children's discos, golf day, cross country coffee shop, Body Shop Party, cards and calendars, 'Monster Garage Sale' and shopping bus trip. All of these events were successful fund raisers and more importantly fun opportunities to bring the school community together. Total funds raised for 2008 were just over \$9500. During the year the P&F was able to provide \$4000 for new library resources, provide funds for several school excursions and also assist with events such as Grandparent's Day, church birthday celebrations and Mary MacKillop day. I would like to thank the current P&F committee for their energy and enthusiasm during this busy year, and also the very many parents/guardians and others who volunteered and supported the P&F during 2008.

Parents and Friends Association, President

Student Leadership

All students in Year 6 at St Michael's play an active leadership role through the Leadership Groups. Each student was a member of the Mission Group, Social Group, Sport Group or Environment Group. Each of these groups was responsible for ensuring that the school was a

safe, happy and positive environment for all students. Some initiatives that we were able to put into place this year included a worm farm which composts a lot of our food scraps, a number of social activities for the students during lunch and afternoon tea and a variety of fundraising activities. At St Michael's we know that, as student leaders, we all play an important part in helping all the children in our school.

School Captains

School Profile

St Michael's School was founded in 1891 by the Sisters of St Joseph of the Sacred Heart. The school was originally called St Joseph's School and its name was changed in the mid 1970s to reflect the link with the local parish. During its long history the school catered for both primary and secondary education and included boarders. The Sisters of St Joseph withdrew from the school at the conclusion of 2004 School Year.

The school is currently experiencing a period of transition with enrolments. In 2008 the school had thirteen classes; one Kindergarten and two for each year level from Year 1-Year 6. In 2009 the school will have an intake of one Kindergarten class.

The staff of St Michael's, with the Parish Priest, Father Sean Cullen, and under the direction of the Catholic Education Office (CEO) Wollongong, today seeks to continue to meet the educational and spiritual needs of students from Mittagong and the surrounding villages. The welfare of each child and their family, as well as the development of a deep sense of community, is recognised as the shared responsibility of the Parish Priest, staff, students and parents of the school.

Student Enrolments

	Boys	Girls	Total
2006	165	158	323
2007	181	151	332
2008	158	141	299

The Enrolment Policy and Procedures can be found on the Catholic Education Website: www.ceowoll.catholic.edu.au then go to the link Policies.

Student Attendance for 2008

Male	Female
88.6%	90.4%

Staffing Profile

There are a total of 20 teachers at St Michael's School.

School Leadership

The School's Leadership Team consists of a Principal, Assistant Principal, a Religious Education Coordinator and two teachers holding Middle Leader 2 positions.

Specialist Teachers

The school has a Reading Recovery Teacher, a teacher of music and a physical education teacher. There are also two teachers who provide administration relief.

Administrative Staff

The school has eight School Support Officers who work in the Office, the Library and in the classrooms supporting children.

Teaching Staff Experience

Three teachers have taught for 3-5 years, one has taught for 11-15 years, three have taught for 16-20 years and 13 teachers on staff have taught for more than 20 years.

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

Staff Attendance

The average daily staff attendance rate for 2008 was 97.34%.

The staff retention rate is high at St Michael's with 93% of the teaching staff remaining for the 2008 School Year.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Michael's school staff. During 2008 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:

- Restorative Justice;
- Diocesan Quality Learning and Teaching Framework pilot project regarding assessment;
- Effective literacy practices;
- Effective numeracy practices;
- Special Education; and,
- Spirituality.

School based expenditure on professional learning in 2008 was \$6,000. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

Culture of the Catholic School

St Michael's is a school with Josephite traditions, ethos and history. This perspective is upheld by the all in the school and parish communities. The children participate in parish based sacramental programs for the sacrament of Penance, Confirmation and First Holy Communion. Each Term a whole school Mass was celebrated and there were also some opportunities for a class to assist with the celebration of a weekend Parish Mass. Whole school liturgies were also prepared on special feast days such as Blessed Mary MacKillop and St Joseph. Prayer assemblies were prepared by classes on a rotation basis and presented to the whole school. This year four banners, depicting the church liturgical seasons, were made and donated by one of the school's families.

Each morning the Prayer to Blessed Mary MacKillop is said at assembly, along with other prayers appropriate to particular feast days. Staff meetings start with a prayer and each term staff have a special prayer and breakfast gathering. Teachers have attended spiritual renewal courses such as Berakah, Journey, Bethsaida and the Josephite colloquium. This year the students from the school, St Thomas Aquinas, Bowral and St Paul's, Moss Vale, gathered together for a combined liturgy and social day when the World Youth Day Cross and Icon visited the local area. The strong sense of community support for others is reflected in the attendance of Year 6 at The Abbey Nursing Home once a month, donations of goods to St Vincent De Paul and Sunshine Lodge, support for Catholic Missions, the Sisters of Charity and the Maubara Orphanage in East Timor is given through activities such as sausage sizzles, a mini fete and money raised in class.

Student Welfare

Catholic schools are places of Belonging, Respect, Justice, Hope, Celebration and Quality Learning and Teaching. They are based on the dignity of the whole person and provide witness to Gospel Values as a means of living out daily life. These values are captured in the Diocesan and School's Pastoral Care Policy. The school based policy provides information on programs to support students and families, approaches to discipline, creating a safe school environment, codes of conduct and suspension and expulsion guidelines.

At St Michael's pastoral care is at the heart of all loving relationships, and encompasses all that happens in the school. Activities associated with Pastoral Care in 2007 included: the implementation of a Values Education Program that was taught across all classes; a program called 'Tools for Peacemakers' was implemented in Year 3 using small groups, and the Restorative Justice Program was introduced to the staff and Year 5 students.

The School's Behaviour Management Policy, which is based on rights, responsibilities and consequences and fosters positive reinforcement rather than punitive action, continued to be implemented. As well as this the school recognised children's birthdays, academic and sporting achievements and positive playground and classroom behaviour.

The Complaints & Grievances Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au then go the link Policies.

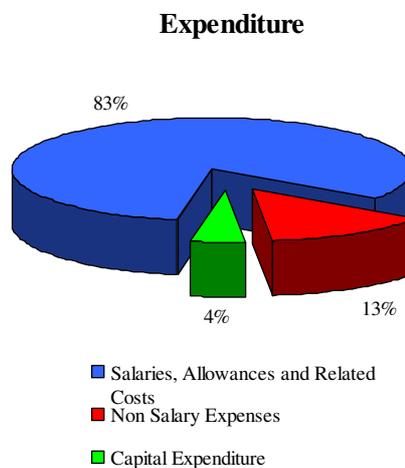
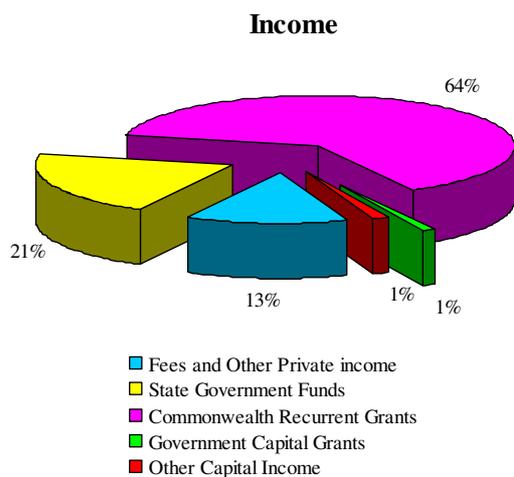
In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in ALL Schools within the Diocese of Wollongong.

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

Financial Summary

During 2008 St Michael's finances were consolidated to allow for any other expenditure that is needed following the completion of the school's building works, due to commence in 2009. Any money carried over to 2009 will assist in funding works such as landscaping, outdoor seating and signage. The school was successful in obtaining a Community Water Grant in 2008 to the value of \$38,550 which will be used for the installation of an in-ground water tank with associated plumbing for the toilets as well as irrigation to the school's gardens. The Parents and Friends Association donated \$6 000 which was used to fund new resources for the school's library as well as subsidising bus trips for some of the class excursions.

The following graphs reflect the aggregated income and expenditure for St Michael's for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Learning & Teaching

Introduction

In 2008 staff members have focused on 3 components that were highlighted as a result of the School Review and Improvement (SRI). These components included 'Students and Their Learning – (using technology)', 'Pedagogy' and 'Assessment'. Overarching these focus areas was the implementation as a pilot school applying the Diocesan new 'Quality Learning Teaching Framework' (QLTF).

Curriculum and Pedagogy

From Kindergarten to Year 6, each Key Learning Area Syllabus is implemented to meet the Board of Studies requirements. At each grade level, assessment is an ongoing process with a variety of procedures used. Assessment is an integral part of the daily learning and teaching experience and involves both formal and informal practices. Throughout the year staff has been engaged in Professional Development to provide students with richer, more purposeful outcome based assessment tasks. A more consistent approach towards formalised assessment tasks from Kindergarten to Year 6 has also been introduced.

In reporting to parents the staff support the need to be available at all times to discuss a child's performance with parents. Parent/Teacher interviews are conducted during Term 2 following a Semester One report. Parents are invited to meet with teachers and discuss the Second Semester report, at the end of Term 4. The parents of Years 3 and 5 students also receive the National Assessment Plan for Literacy and Numeracy (NAPLAN) results during Term 3 and teachers are available to discuss if necessary. Parents were also invited to attend an information session about the NAPLAN results which was run by the CEO. Parent information sessions have been conducted on the way Mathematics is taught, an overview of a School Based Health Unit and how to help support teachers in the Literacy Block.

Information Communication and Learning Technologies (ICLT) is an integral tool in the learning at St Michael's. A computer expo was held at an assembly where grades were provided with an opportunity to share samples of their work. A total of sixty laptops are permanently available in the classrooms, and four desk tops are permanently available in the Learning and Research Centre (LARC). One of the school's Middle Leaders has continued to work in the area of ICLT in 2008. There is a noticeable growth in the children's skill level in the use of ICLT in all grades as evidenced by a variety of digital presentations, including some podcasts of children's work on the school website. There have also been many pieces of writing that have been published using word processing programs. Digital, still and video cameras are also available and they continue to get regular use in the classroom. All children have access to the Internet and this is utilised in a range of ways in the school. *Myclasses* (an ICLT teaching resource) has been utilised more regularly this year.

Cross Curriculum

Each day and in each class at St Michael's, there is a focus on Literacy and Numeracy Blocks and Religious Education lessons. In every classroom there is a commitment to the promotion

of Literacy. All classes timetable an English Block in the first two hours of each day. A variety of activities are used during this time to focus on the skill level of each child's reading and writing, and providing children with strategies to improve these skills using a variety of text types. With professional development of the Diocesan Quality Learning Teaching Framework there has been a richness and deeper quality of learning and teaching in all curriculum areas.

The Reading Recovery Program provides 30 minutes of individual teaching every day for an average of 15 weeks to Year 1 children who are experiencing difficulty in the area of reading. This year the school's Reading Recovery Teacher supported 19 children. This represented 37% of the total Year 1 cohort. The school has four teachers who have been trained in Reading Recovery and in 2008 provision was made for a visiting teacher to train in Reading Recovery for two terms.

The programming, implementation and assessment of mental computation continue to be active in the classroom. Some teachers have implemented group Numeracy activities across a whole grade focusing on meeting the needs of the students. These opportunities provided experiences for the children to share their skills and learn from a greater number of other students.

This year some of the Stage 2 students participated in the Goulburn Eisteddfod receiving first place for the play they performed. The school's Choir and Recorder Groups also performed at the Goulburn Eisteddfod successfully.

All classes have participated in music lessons provided by a specialist music teacher. The students have had the opportunity to utilise their musical talents with the opportunity of being involved in guitar lessons, choir and skill based activities. The choir have sung at school Masses/Liturgies, Grandparents Day and some students performed for the World Youth Day celebration held in the Southern Highlands. External music teachers have also provided lessons for students learning to play the drums, violins and guitar.

To celebrate Book Week the author Jackie French visited St Michael's. The whole school community listened to some of Jackie's stories and had the opportunity to have their books signed. The Commonwealth Scientific and Industrial Research Organisation (CSIRO) visited St Michael's in Term 1 for all students from Kindergarten to Year 6 to engage in an interactive Science workshop. The Life Education Van visited St Michael's again this year providing all students with a comprehensive lesson about health and personal safety.

Meeting the Needs of all Children

Twenty four students with particular learning needs currently obtain additional funding under the CEO Special Education Program. As part of this funding and with the support of outside agencies, and in conjunction with specialised staff from the CEO, programs are devised and implemented to ensure these children receive an education appropriate to their needs. Additional support within classrooms is provided by seven School Support Officers who work with individual children or small groups on programs developed by the class teachers.

Expanded Learning Opportunities

In 2008 children were given an opportunity to participate in a wide range of sports. Children participated in Swimming, Athletics and Cross Country Carnivals at a school level. As well as these three sports, children had an opportunity to participate at Diocesan level at Soccer, Netball, Hockey, Touch, Rugby League and Tennis. The Years 3/4 Rugby League Team competed in the Hindmarsh Cup and the Years 5/6 Team competed in the Noble Challenge. Children in Stages 2 and 3 also had opportunities to attend local Gala Days for AFL, Soccer and Netball and the senior boys represented the school in the Diocesan Rugby Union Knockout. All grades participated in a workshop sponsored by Telstra called 'Bush to Beach'. This workshop focused on beach safety. Throughout Term 4 Grades 3, 4, 5 & 6 participated in swimming lessons at the Mittagong Swimming Pool. All classes have participated in Physical Education (PE) lessons provided by a specialist teacher. Two teachers have trained in the Bluearth Program and one class participated in the Bluearth activities.

In 2008 the University of NSW English, Maths, Computers, Science, Writing and Spelling Competitions were open to all children from Years 3, 4, 5 and 6. The children received 18 Credit Awards, 13 Distinctions and 2 High Distinctions. Stage 3 children participated in the Diocesan Public Speaking Competition. Year 6 children appreciated the opportunity to participate in the Outdoors Education Program at the Berry Sport and Recreation Centre and visited Canberra; Year 5 visited Mary MacKillop Place, North Sydney and Minamurra Rainforest; Year 4 visited the Nan Tien Temple; Year 3 went to The Rocks Area in Sydney; Year 2 had an excursion to Mount Annan Botanical Gardens, Year 1 visited the Aquarium in Sydney and Kindergarten visited the Reptile Park at Darling Harbour.

Professional Learning

Pedagogical practice continues to develop and improve at St. Michael's School. Professional Development has helped to foster best practices in all curriculum areas but with particular emphasis on Literacy, Mathematics and Assessment. Teachers work collaboratively in preparing and implementing programs, and the skills, interests and expertise of staff are effectively utilised across the curriculum. Programs are outcomes-based which is reflected in the classrooms where learning experiences are child centred. Scope and Sequences ensure that all outcomes are being covered across each stage. Teachers' confidence and competencies with ICLT continue to grow and they have continued to facilitate a broad range of experiences for the children.

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 Plan for 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.

Religious Literacy Assessment

The Religious Literacy Assessment program for Year 4 students was successfully implemented within the school in 2008.

The school cohort consisted of 37 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 41 completed the Extended Task (Part B). The Extended Task is based on the Unit *One With God's Creation* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students in Part A showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their: identification of the key symbols used in liturgical celebrations; knowledge of the commandments; and, explaining ways that one can reflect God's goodness to others.

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: sequence the key events of Advent and Christmas; and, identifying the parts of the Liturgy of the Word.

Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A 24% of students were placed in the developing level, 57% in the achieving level and 19% were in the extending level.

For Part B 12% of students were placed in the developing level, 49% in the achieving level and 39% were in the extending level.

Combining Parts A and B, 24% of students were placed in the developing level, 38% in the achieving level and 38% were in the extending level for Religious Literacy.

NAPLAN

There were 51 Year 3 and 50 Year 5 students who sat for the 2008 NAPLAN. Year 3 is reported in Bands 1-6 while Year 5 is reported in Bands 3-8.

Year 3

Literacy: Overall, the Year 3 cohort achieved above national average results in achieving at or above the National Minimum Standard. Specific results indicated strength in Reading and Writing with the majority of students achieving a Band 5 or 6 result. Spelling and Grammar & Punctuation were not as strong with the majority of students achieving a Band 3 or 4 result.

Numeracy: Overall, the Year 3 cohort achieved excellent results with every student achieving at or above the National Minimum Standard. Specific results indicated that the majority of

students achieved Band 3 or 4 results. The best performance was in Number and Patterns & Algebra, followed by Measurement & Data, Space & Geometry.

Year 5

Literacy: Overall, the Year 5 cohort achieved equal or above national average results in achieving at or above the National Minimum Standard. Specific results indicated that the strongest result was in Reading with the school average in Bands 7 and 8 being higher than the national average. Writing and Spelling had a higher than national average in Bands 3 and 4, while a majority of students achieved a Band 5 or 6 result in Grammar & Punctuation.

Numeracy: 92% of students achieved at or above the National Minimum Standard, which is below the national average. The majority of students achieved a Band 5 or 6 result. The best performance was in Number, followed by Measurement & Data, then Patterns & Algebra and Space & Geometry.

The overall school perspective of the results from the 2008 NAPLAN indicated that there was a strength in the Reading component of Literacy. The results in the areas of Writing, Spelling and Grammar & Punctuation indicate that the school will need to reflect on the results of individual students, in order to provide appropriate support. This may also require a whole school focus to determine similar trends across the school.

The overall results in the 2008 NAPLAN in Numeracy indicate that, particularly in Space & Geometry and Measurement & Data, the school will need to determine if similar trends as revealed in the results exist in other year levels, and then to provide appropriate support to individual students.

St Michael's Primary School, Mittagong Student Achievement 2008

National Assessment Program Literacy and Numeracy Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 in May this year. 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. 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 2008: % 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	17%	31%	52%	12%	52%	36%
	National	18%	41%	40%	22%	50%	27%
Writing	School	4%	39%	57%	24%	52%	24%
	National	10%	45%	45%	18%	54%	26%
Spelling	School	16%	47%	37%	20%	62%	18%
	National	16%	45%	38%	20%	53%	26%
Grammar & Punctuation	School	12%	49%	38%	14%	58%	28%
	National	18%	40%	40%	18%	47%	33%
Numeracy	School	13%	56%	32%	20%	64%	16%
	National	14%	51%	33%	23%	55%	21%

Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2008: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	96%	92%
	National	94%	92%
Writing	School	98%	94%
	National	97%	94%
Spelling	School	96%	94%
	National	94%	93%
Grammar & Punctuation	School	96%	96%
	National	93%	93%
Numeracy	School	100%	92%
	National	97%	94%

Parent, Student & Staff Satisfaction

Analysis of data from a survey which was used as a tool for collecting evidence indicated that the majority of parents strongly agreed or agreed with each of the items listed for responses. The following responses had between 90% and 98% respondents either strongly agreeing or agreeing; that the school helps the students develop a knowledge and understanding about Catholic tradition (58% strongly agreed, 40% agreed); that it provides opportunities for parents to be involved (54% strongly agreed, 40% agreed); that it provides a safe and supportive environment (66% strongly agreed, 30% agreed); that teachers at the school are genuinely interested in the welfare of the children (68% strongly agreed, 26% agreed); and, that the school effectively communicates information about events (60% strongly agreed, 38% agreed).

The survey showed that between 82% and 89% of parents strongly agree or agree: that the school challenges the students to maximise their learning outcomes (30% strongly agreed, 58% agreed); that the school strives to meet the student's individual needs (30% strongly agreed, 58% agreed); that schools provides appropriate information about their child's progress (26% strongly agreed, 62% agreed); and, that the school offers a range of co-curricular activities (26% strongly agreed, 56% agreed).

The staff survey showed that between 96% and 100% of respondents strongly agree or agree with each of the items listed: that the school helps students to develop a knowledge and understanding of Catholic tradition; that students know their rights and responsibilities; that students are challenged to maximise their learning outcomes; that the school strives to meet individual learning needs; that the school provides appropriate information to parents about student progress; and, the school provides a safe and supportive environment.

The student survey showed that between 77% and 100% either strongly agree or agree with the aspects of the school, which included; being proud of their school; helping them in their understanding of the Catholic Faith; encouraging them to learn to the best of their ability; their understanding of their rights and responsibilities; feeling safe at school; having a variety of activities to get involved in; and, having someone to speak with if they have a problem.

School Review and Improvement

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 all schools have begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:

- Integration of Information and Communication Technology (ICLT)
- Planning, programming and evaluation
- Assessment

- Use of resources and space

School Review and Improvement components to be reviewed in 2009:

- Continued work on Integration of Information and Communication Technology (ICT)
- Curriculum provision
- Provision for the diverse needs of learners
- Use of resources and space