

## Cyclical Review Parent Survey- September 2014

Priority	Component	Elements	Rating 2	Rating 4	Rating 6	Unsure
Mission and Religious Education	1.3 Prayer and Worship	Catholic Christian Tradition- the school effectively communicates the richness of the Catholic Christian Tradition within rituals, prayer and worship				
		Celebration of prayer and worship- the school provides well planned celebrations of sacred scripture, worship and sacraments that are inspiring and engage the school community				
		Leadership and participation- the prayer and worship life of the school is valued by students and other members of the school community, Staff demonstrate capacity to understand, lead and participate in rituals and the celebration of prayer is given a high priority				
		Student engagement with ritual and prayer- the school actively encourages and creatively nurtures respectful engagement with and leadership in ritual, prayer and worship activities				
Comment:						
Learning and Teaching	2.2 Responding to the diverse needs of learners	Structures and processes- school structures are in place that assist to respond to the diverse needs of learners which result in positive outcomes for students				
		Inclusive practices- Staff demonstrate inclusive practices that enable students to access the curriculum and assessment.				

		Professional capacity- Staff recognise the importance of identifying and responding to the diverse needs of learners				
		Monitoring, tracking and adjusting- staff are aware of the importance of tracking the progress of students and adjust teaching accordingly				
		Resourcing of learning environments- resources are targeted to support diverse needs of learners across the school				
Comment:						
Learning and Teaching	2.3 Pedagogical Practice	Learning environments- Teachers are aware of the value of whole school approaches to teaching and are working towards improving practice. This is influenced by the school vision for learning. Teachers create supportive learning environments for students that promotes student engagement and safety.				
		Visible Learning – Teachers articulate and demonstrate an awareness of teaching practice issues that enable success in student learning				
		Reflection and feedback – There is evidence of professional learning within the school which enables teachers to improve their teaching and are open to feedback from colleagues, students and parents. Student achievement is recognised and celebrated.				
		Teacher technologies – Teachers demonstrate an understanding of contemporary practises in teaching and				

		learning and utilise a range of technologies to encourage active and interactive learning.				
		Evaluation – Student progress is monitored and this information influences staff decisions about educational programs, practices and student learning needs				
Comment:						
Professional Practice and collaborative relationships	3.3 Professional Capacity	Staff effectiveness – the school has clear and documented strategies for developing the effectiveness of staff.				
		Recruitment, Induction and Retention – School implements processes for recruitment selection and induction of staff in accordance with the Archdiocesan employment policy.				
		Leadership – Staff are supported in their leadership development and encouraged to take on new responsibilities.				
		Career Development – Staff are aware of school and system opportunities to enhance their leadership development.				
		Performance Development – The school has policies and procedures informed by BCE that support leadership development of staff.				
Comment						

Strategic Resourcing	4.2 Learning Environments	Inclusivity and safety – The school is successful in establishing and maintaining and welcoming, safe and inclusive learning environments.				
		Design and development – Staff and students are aware of what makes an effective and engaging physical learning environment.				
		Management and Resourcing – There are documented practices that provide for the development, resourcing and maintenance of learning environments.				
		Access engagement – The school provides quality learning environments that are readily accessible and effectively utilised.				
		Digital Learning – Digital learning environments across the school are regarded as reliable, safe and secure and are accessible by students and parents.				
Comment:						