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Dufferin-Peel Catholic District School Board



School Plan for Sustained and Continuous Improvement 2008 - 2010

St. Faustina Catholic Elementary School
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“Be Merciful Even As Your Heavenly Father is Merciful”

Mission Statement

Working through the open arms of Christ, the St. Faustina Catholic School community of dedicated staff, parents and parish collaborate to establish atmospheres of positive learning that respects the uniqueness of each individual child. Children will be nurtured in the development of self-esteem and self-discipline, enabling them to celebrate the Christian values of respect, communication, honesty and love. The integration of faith, culture and knowledge provides a stimulating environment that encourages children to grow emotionally, physically, intellectually and spiritually to their full potential as responsible, contributing members of society.

We are St. Faustina Catholic Elementary School.

Our School Profile

St. Faustina Catholic Elementary School is currently in its seventh year of existence. The school population - Junior Kindergarten to Grade 8 – is approximately 810 students. Students come from a wide range of social and ethnic backgrounds reflecting the diversity of cultures found in Mississauga. We are located in the new Churchill Meadows subdivision and our school boundaries are Britannia Road to the north, Thomas Street to the south, Winston Churchill Blvd. to the east and Ninth Line to the west.

St. Faustina is a vibrant school. We feel extremely fortunate to have a state of the art facility with a new addition which gives us a total of 34 classrooms, 6 temporary portables, a beautiful library, computer lab, a variety of resource rooms including a SERC and Moderate Needs (ID) room, double gym and specialty rooms for Science and Art. The Catholic School Council has been actively involved in fundraising over the years, and has allocated money to purchase classroom, school and supplementary resources as well as subsidizing class trips and special events. The Catholic School Council continues to be a vibrant and integral part of the wonderful success of St. Faustina School.

We continue to work collaboratively with the Parish, Catholic School Council and our Trustee to ensure St. Faustina School supports Catholic parents in their responsibility for the spiritual, religious, moral, academic and physical needs of their children in accordance with the teachings of the Church. We strive to provide a learning environment where models of Gospel Values and Catholic doctrines, teachings and beliefs are integral in the daily life of our school. Our prayer life, liturgical celebrations, virtues education, the sacraments, praying the rosary, and our faith and value system, and religious concerts, form the foundation of our school. We demonstrate our faith in school through the preparation of the Sacraments, school celebrations of the Eucharist, liturgies, pastoral visits to the classrooms, confessions, and the Grade 8 retreat and graduation.

Our students come to us with a variety of strengths and needs, with their Catholic faith as their common bond. At St. Faustina, we offer students a well-rounded and value-centered education to help them make good choices for the future. The curriculum planned and provided in the school is broad, balanced and relevant to the needs and aspirations of all our students. A wide range of subjects and learning experiences are offered to develop the skills, abilities and talents of individual students. Accordingly, appropriate assessment procedures are employed regularly to motivate and encourage student success. To ensure coherence and wholeness, subjects are taught against the background of The Ontario Curriculum, the Gospel values of Jesus Christ and sound educational practices.

Measures of Student Achievement and Success

All students in the Dufferin-Peel Catholic District School Board schools are provided with the same opportunities to learn, to grow and to achieve their potential. Assessment results ensure that schools, parents and other stakeholders in our communities have access to high-quality information needed to make informed judgments and effective educational decisions. Schools continuously collect assessment data on student learning to plan for student growth. Teachers assess knowledge, skills and strategies on an ongoing basis. Regular assessments, both classroom and large scale, allow teachers to determine the effectiveness of their instruction, assess student learning, and make informed decisions about how to organize and pace instruction.

Provincial Measures of Student Achievement

The Primary and Junior EQAO assessments of reading, writing and mathematics are conducted annually by the Education Quality and Accountability Office (EQAO) in every publicly funded elementary school in Ontario. The assessments are based on *The Ontario Curriculum* and measure how well students know, understand and apply their skills and knowledge in reading, writing and mathematics. At the secondary level, the Grade 9 EQAO assessment of mathematics is administered at the close of each semester (or at the end of the year in non-semestered schools) each year to measure Grade 9 student achievement of mathematics expectations in *The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 (Revised)*. In addition, EQAO conducts the annual Ontario Secondary School Literacy Test (OSSLT) each March. Successful completion of this test (or the Ontario Secondary School Literacy Course) is one of the 32 graduation requirements of the Ontario Secondary School Diploma (OSSD).

The provincial assessments provide a ‘snapshot’ of how well students are learning what is expected of them in the curriculum at specific points in time. The assessments complement local school data and can help identify ways to influence instruction and other practices to help students learn more effectively and efficiently. Students’ work is assessed according to curriculum expectations and using a four-level assessment scale that reflects the four achievement levels in *The Ontario Curriculum*. Level 3 on the assessment scale represents the provincial standard and identifies a high level of achievement of the provincial expectations. The results from the assessments are used by boards and schools to improve learning and teaching and not for ranking schools. **Ranking of schools is inappropriate and could result in misleading comparisons, which may ignore the unique conditions that affect student achievement and prevent schools and the board from addressing the critical issue of improving learning for all students.**

School, Board and Provincial Achievement Results: 2007 - 2008

School results on the EQAO Grades 3 & 6 reading assessments indicate that the school-wide emphasis on reading has produced a marked improvement in our students’ reading and mathematical skills. Our Grades 3 and 6 results in reading, writing and mathematics have exceeded the results from the previous year.

Percent of students, enrolled in the grade (Method 1), who scored at and above the provincial standard (Levels 3 & 4):

	Reading (All Students) Levels 3,4	Writing (All Students) Levels 3,4	Mathematics (All Students) Levels 3,4
Grade 3 ('07-'08)			
School	72 %	77 %	75 %
Board	65 %	71 %	68 %
Province	61 %	66 %	68 %
Grade 6 ('07-'08)			
School	70 %	74 %	64 %
Board	70 %	72 %	62 %
Province	66 %	67 %	61 %

School Plan for Sustained and Continuous Improvement 2008 - 2010
Dufferin-Peel Catholic District School Board
Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p style="text-align: center;">Catholicity</p> <p><i>The goal of the Dufferin-Peel Catholic community is to enhance the faith formation of all community members (staff, student, trustees, parents) by strengthening the partnership of home, parish and school.</i></p> <ul style="list-style-type: none"> • Review board-wide and school expenditures in the area of Religious Education and faith formation during the 2008-2009 budget year, to determine the average budget commitment and make recommendations for future annual budget commitments commencing in 2009-2010. • Create and implement a Catholic Community Study Unit for elementary and secondary schools. • Increase opportunities for students and staff to learn more about and experience social justice, service, and stewardship of the earth. • Recognizing the Catholic call to be stewards of the earth, to be champions of social justice, to make ethical decisions and to care for one another, the Dufferin-Peel community will work to develop a sustainability committee that will review best practices for design of new schools, sustainability and recycling programs and targets and an integrated curriculum approach 	<ul style="list-style-type: none"> • Foster student spiritual development within the image of Christ through the celebration of virtues education with the parish and school community • Provide opportunities to support community participation in faith celebrations, e.g., Opening School Mass, Advent Mass, Stations of the Cross, Sacramental and other Faith Celebrations, Classroom Liturgies, Parish/School Visits, Dates for School Masses’, Catholic Education Week, sacramental meetings. • Continue to implement Virtues Program, e.g., Monthly Celebrations/Prayers, Daily Announcements, Visual icons of Virtues displayed throughout the school, Bulletin Boards designed to reflect Virtues, • Allocate a percentage of the school budget towards the purchase of Religion, Family Life and Virtues Education resources to support faith formation • Continue maintain active prayer space to reflect liturgical calendar and virtues • Continue to develop student/staff servant leadership opportunities; e.g., Share Life, United Way, Terry Fox Run, 	<ul style="list-style-type: none"> • Parent and pastoral staff involvement and attendance at Virtues celebrations • There is increased community participation, at School Faith & other Celebrations. • There is continued implementation of Board developed Catholic Community Study Unit, e.g., Virtues resource. • Religious Education resources/materials are purchased to support faith formation of: staff, students, community members. • Visible in front foyer and classrooms according to the liturgical season and virtues • Staff, students, School Council & Volunteers assume a variety of leadership roles. 	<ul style="list-style-type: none"> • Informal feedback from: pastoral team, parents, school council, staff, school Virtues team and students • Informal feedback from: pastoral team, parents, school council, staff, faith ambassadors and students • As above • Materials and resources are made available, are in classrooms, school and in use. • As above • School and community involvement in a variety of social justice initiatives are promoted and celebrated 	<ul style="list-style-type: none"> • Ongoing • Ongoing feedback will inform the school’s planning for next steps • Initial implementation September 2008- ongoing • Ongoing • Monthly virtues Liturgical calendar • September 2008 – June 2009

School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>that will assist all in our community in working towards greener schools.</p> <ul style="list-style-type: none"> • Identify and integrate faith stories and teachings (all staff within their roles as Catholic educators), in order to provide a Catholic perspective across the system. • Expand work on equity and diversity by focusing on hiring and promotion practices, professional and staff development, and curriculum development and learning resources, so that all feel valued as part of the fabric of our diverse community. • Continue to nurture relationships between school and parish teams, and school and home. 	<p>Thanksgiving Food Drive, Christmas Charity Gift Drive for needy families, St. Vincent DePaul , PALS, Student Council, Eden Food bank, Kids Can Day.</p> <ul style="list-style-type: none"> • Continue to develop school wide recycling program, and promote a clean environment • Faith Day – School Wide PD- ‘The Enduring Gift’ and sharing of stories to promote St. Paul and Dufferin-Peel 40th anniversary through the support of Faith Ambassadors – understanding of new parish saint, St. Josephine Bakhita. • Provide direction and support for the purchase of Literacy and other resources that are reflective of the diversity within the St. Faustina community. Promote staff involvement in Diversity Workshop initiatives. Ensure Arts in the School Programs, are reflective of the needs, interests and diversity of school community. • Continue to develop and provide opportunities for community participation in Faith & other Celebrations, e.g., School Mass, Sacramental Celebrations, Virtues and other school celebrations, Open House BBQ Curriculum Night. Continue to expand & enhance Community Partnerships, e.g., Edge Youth Group, Peel Health Nurse, Youth Education Officer, RAID, Junior Achievement, PLASP, Parish Reps. 	<ul style="list-style-type: none"> • School Council and School work together to support charities. • All classes have blue boxes, white boxes, collected and set out weekly for pick up by our Needs Moderate Class • Staff participates in cross school Faith Day PD initiative- Lateral PD to support sharing of faith stories. Faith Ambassadors and Liturgical team are actively involved. • Classroom and Library resources that reflect diversity of school; cultural, gender, variation in needs/interests are purchased and displayed for use. • Arts in school programs are varied in content, e.g., focus on developing Self-esteem, School Wide participation in Hip Hop Dance Program, Multicultural Activities, Bullying Prevention Programs. • Regular school visits from our Parish Priest, Health Nurse, Police Officers 	<ul style="list-style-type: none"> • Blue Boxes and white boxes are available and in use in all classrooms. • Informal feedback/ observation of facilitators- Lateral PD Faith Day initiative was well attended and participated in. • Literacy and/other curriculum resources are purchased & displayed in front foyer, classrooms, office, library. • Feedback from staff/students/School Council. Arts in the School Program highlights diversity in interest/needs, e.g., Hip, Hop, School Character Program, School Mural to reflect diversity of the School Community. • Feedback from students, staff and parents. 	<ul style="list-style-type: none"> • Weekly – September – June • September 2008 • Ongoing • Reviewed: <ul style="list-style-type: none"> - January 2009 - February 2009 - May 2009 • Ongoing
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<p>Community Development</p> <p><i>The goal of the Dufferin-Peel Catholic community is to strengthen community relationships in an effort to sustain confidence in our commitment to improving support for student learning.</i></p> <ul style="list-style-type: none"> • Continue to focus on Catholic professional learning communities. • Enhance opportunities for communication and collaboration with all community partners. • Increase awareness and build system-wide capacity towards the development of a comprehensive 	<ul style="list-style-type: none"> • Utilize staff, divisional and grade level meetings as a vehicle through which professional learning is shared and developed to identify and develop a plan to support student learning needs • Continue to build community awareness around system communication strategies: <ul style="list-style-type: none"> -Board Web sites -School Newsletters -St. Faustina Website -School Sign -Continue to extend invitations for community partners to participate in school committees/events, e.g., School Council, Safe School Action Team, PALS, Volunteer opportunities-All Star Reading, Classroom Excursions, Fundraising -Kindergarten Literacy Nights ‘Journey Into Learning, Pro Grant Initiatives, Community Movie Nights, Kids Can, Talent Show, French Café, Spirit Hockey Game, Catholic Education Week, Harmony Movement Support for High School Student Community Service Hours- e.g., Homework Club, Student Tutor, Extra-Curricular Activities • Establish a Safe School Action Team , and develop Bullying Prevention School Goals; 	<ul style="list-style-type: none"> • Staff under the leadership of the administrators, will help students make cross-curricular links and make connections between Scripture stories and present life experiences. • There is increased awareness of school events through the use of a variety of communication devices. This encourages maximum participation. • Reduced number of conflicts <ul style="list-style-type: none"> - Increased student sense of safety - Safety protocols are shared with 	<ul style="list-style-type: none"> • Feedback from parents, school council, staff and students. • Feedback from parents, school council, staff and students. • Informal feedback • Suspension data / incident tracking data 	<ul style="list-style-type: none"> • Ongoing • Monthly School Newsletters, Grade Level Monthly Newsletters, Weekly School Website Updates. • Ongoing update of school events is advertised via Outdoor School Sign, Information communicated to parents is ongoing. • Reviewed: <ul style="list-style-type: none"> - October 2008 - December 2008
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School Plan for Sustained and Continuous Improvement 2008 - 2010

<p>whole-school approach to violence and bullying prevention, and progressive discipline within our Catholic faith perspective.</p>	<p>Promote community awareness of revised Catholic Code of Behavior, e.g., progressive discipline model, Restorative Justice, Bullying Prevention Continue to work with Youth Education Officer Continue to develop and incorporate Bullying Prevention Programs throughout the school. (PALS Program)</p>	<p>School Council and their opinion is sought.</p>	<ul style="list-style-type: none"> • Safe Schools Survey 	<p>- April 2009</p>
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Dufferin-Peel Catholic District School Board
Planning for Sustained and Continuous Improvement

System Goals	Actions for Implementation	Indicators of Success	Monitor and Review for Success	
			Evidence from Monitoring and Review Cycles	Completion Date / Next Steps
<p>Excellence in Student Achievement</p> <p><i>The goal of the Dufferin-Peel Catholic community, within the context of the Catholic Graduate Expectations, is to continue to establish and nurture the conditions needed to advance high levels of student achievement, and narrow the gap in student achievement so that all students can grow in their journey to know God and ultimately transform the world around them.</i></p>		:		

School Plan for Sustained and Continuous Improvement 2008 - 2010

<ul style="list-style-type: none"> • Expand and deepen the implementation of high quality literacy and numeracy practices and achievement in all schools in order to contribute to the development of the whole child. • Expand differentiated learning opportunities, within fiscal responsibility, for students including cooperative education, dual credits, specialist high skills majors, credits for external credentials, the Ontario Youth Apprenticeship Programs, e-learning opportunities, experiential learning, Continuing and Adult Education, and specialized programs including Extended French, French Immersion, and Gifted Program. • Develop electronic resources to support teachers of combined grades that reflect curriculum expectations, differentiated instructional strategies, and planning for assessment and reporting. • Enhance effective transition plans for students entering Dufferin-Peel and moving from elementary to secondary, and for students leaving secondary to community work place and post secondary institutions, with a particular focus on helping students with At-Risk factors. 	<ul style="list-style-type: none"> • Promote implementation of Literacy/Numeracy across the curriculum. Allocate a percentage of budget toward the purchase of literacy and numeracy materials. <ul style="list-style-type: none"> • e.g. kidney shaped tables for guided reading, EQAO resources, Writing Kits • Continue to Integrate High yield strategies and differentiated instruction. Continue to provide information and make recommendations as appropriate for the Extended French, French Immersion and Gifted Programs. • Ensure staff/divisional and grade level meetings are used to: <ul style="list-style-type: none"> - support Teacher Professional Development to share effective classroom strategies to enhance learning - to review and analyze data collected and to continue to participate in the development of Smart Goals - to build in opportunities for teacher moderated marking • Offer homework club to support student learning- through high school student tutors. 	<ul style="list-style-type: none"> • A focus on Literacy/Numeracy in school and classroom planning. Continued implementation of balanced literacy program in primary and junior divisions. Implement independent libraries for grades 2 and 3 classes. • High yield strategies facilitate student learning as indicated through teacher observation/assessment. • Staff meets regularly to monitor, review and revise plan for improvement. • Students receive support and assistance with their assignments. 	<ul style="list-style-type: none"> • Improved literacy/numeracy as evidenced through a variety of assessments including: <ul style="list-style-type: none"> - CASI - Benchmarks - Student work samples - Summative tasks - Teacher observation - EQAO - Use of Skopus data warehouse to monitor student achievement data • Students demonstrate growth in literacy and numeracy skills • Data is collected, profiles are developed and information is used by staff to identify the instructional focus. • Students demonstrate growth in literacy and numeracy skills. • Homework assignments are completed with success. 	<ul style="list-style-type: none"> • Benchmarks & CASI: <ul style="list-style-type: none"> - September 2008 - December 2008 - April 2009 - June 2009 • Ongoing • Monthly • April, May 2009 • Monthly • Reviewed: <ul style="list-style-type: none"> - September 2008 - May 2009 on Tuesdays and Thursdays.
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School Plan for Sustained and Continuous Improvement 2008 - 2010

<ul style="list-style-type: none"> • Enhance the continuous cycle of assessment for learning and intervention planning within a multi-disciplinary team process. • Implement Ministry initiatives relating to: <ul style="list-style-type: none"> - ongoing curriculum review - Ministry Policies (e.g. ELL, - Aboriginal Policy Framework, Safe Schools) - Special Education - Literacy / Numeracy Secretariat - Student Success/Learning to 18 - Alternative Education / Continuing and Adult Education - ensuring the distinctiveness of Catholic education is explicitly infused. 	<ul style="list-style-type: none"> • Continue to provide placements for Co-op and Faculty of education students • Support continued use of CASI and Benchmarks data collection templates Revised Kindergarten Assessment Portfolios • Support transition of elementary students entering secondary school through the facilitation of visits by high school teachers to discuss grade 9 course selections and facilitate student visits to the high school as available. Identify At Risk Learners are discussed to determine appropriate programming. <ul style="list-style-type: none"> -Include high school team at case conferences, IPRC's, etc. -Purchase and continued implementation of Assistive Technology to support at risk learners, e.g., NEOS, Kurzweil, Co-writer, Dragon Naturally Speaking, Special Education computers. Monitor & review progress on a regular basis of students identified as at Risk learners- e.g., Special Education Team Meetings, etc. • Begin to implement revised Science Curriculum Document, ELL and ESL Board Initiatives Resources, e.g., Kindergarten Assessment ,Common Text/Literacy Room Resources Networking at a Family Level for specialty teachers MN Model ELL, Teacher Librarians and Special Education teachers meet collectively once a month Networking sessions to discuss best practices. 	<ul style="list-style-type: none"> • Coop Students are placed in classrooms to support academic, social and behaviour needs. • Staff will develop an assessment schedule based on learner needs. • Intermediate and high school staff collaborates to discuss strengths and needs of students, secondary programs and course selection to best meet the needs of the students. • Assistive technology supports are used for students as appropriate. • Staff is made aware of at risk students and provide program support to meet their needs as indicated in the student's IEP. • Grade partners meet to plan Science units using the revised Science Curriculum document. PAR plan for Science to be completed for all three terms. • Kindergarten teachers attend a half day in-service to review, update and talk about best practices in relation to Kindergarten Assessment Package. • Staff is made aware of new literacy resources that are kept in the Primary, Junior and Intermediate Text Rooms through division and grade level meetings. • NTIP and NTIP/LTO attend in-services offered by program department. 	<ul style="list-style-type: none"> • Coop placements are a positive learning experience for all community partners. • Data is collected and information is used by staff to identify the instructional focus and strategies for improvement • Students are enrolled in the correct programs based on their needs. • Technology meets specific needs of students. • Programs are adapted to meet the needs of all students. • New Science Curriculum is implemented and reported on. • Kindergarten teachers continue to assess students and use best practices for learning needs. • Staff is utilizing the Common Text Literacy Rooms and is signing out literacy materials for the use in their classrooms. Literacy Materials are shared during division and grade level meetings. 	<ul style="list-style-type: none"> • Ongoing placements • Ongoing SMART Goals revised – 6 to 8 week cycles • Reviewed: <ul style="list-style-type: none"> - September 2008 - December 2008 - April 2009 - May 2009 • Ongoing • Ongoing • PAR: <ul style="list-style-type: none"> - September 2008 - January 2009 - April 2009 • October 2008 – Kindergarten in-service • Ongoing • September 2008 – May 2009
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<p>Financial Accountability and Transparency</p> <p><i>The goal of the Dufferin-Peel Catholic community is to continue to comply with board policies and best practices in the areas of fiscal responsibility, accountability, and transparency.</i></p> <ul style="list-style-type: none"> • Maintain a balanced and sustainable budget to balance student achievement with fiscal prudence within the Catholic stewardship context. / • Develop a financial support tool (Finance Department), that will identify best practices to ensure financial accountability and transparency at the system and school level, including compliance with: <ul style="list-style-type: none"> -Board Policy -Audit Recommendations -General Administrative Procedures • Provide in-service sessions related to the finance support tool for administrators and support staff. 	<ul style="list-style-type: none"> • Ensure that the school budget is aligned to system/school goals vis-à-vis improved student achievement, e.g. allocating budget monies to meet school goals • Monitor and establish budgetary goals in alignment with Board Policy, e.g., Continued implementation of: <ul style="list-style-type: none"> Kimputer Reconciliations School/ School Council Accounts School Council Bank Account, IREN • Implement board financial support tool when made available to system • Attend & support attendance of support staff at in-service sessions related to the finance template tool and other budget initiatives 	<ul style="list-style-type: none"> • Budget allocation will align with school priorities for student achievement 	<ul style="list-style-type: none"> • Use i-Ren reports to monitor and track school budgets 	<ul style="list-style-type: none"> • Reviewed: <ul style="list-style-type: none"> - September 2008 - May 2009
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<p>Student Enrolment Impact</p> <p><i>The goal of the Dufferin-Peel Catholic community is to develop proactive strategies to address the impact of changes in student enrolment and its impact on staff, students, and our Catholic community through all practices of the Board including Human Resources, Employee Relations, Budget, Planning, Etc., in a manner that will ensure sustainable balanced budgets in the future.</i></p> <ul style="list-style-type: none"> • Develop labour relations and human resources strategies that will minimize the impact of fluctuations in enrolment. • Closely monitor historical enrolment trends and use up-to-date assumptions in the development of enrolment projections. 	<p>:</p> <ul style="list-style-type: none"> • Ensure accurate reporting of student enrolments through the electronic register (e.g. following Ministry guidelines) • LSAC-to manage and provide input for fluctuations regarding student enrolment and class organization. Provide & facilitate communications with community re: Fluctuation in enrolment, reorganization/class size, etc. • Monitor Student Projections and provide feedback to planning department regarding school community enrolment trends -network with new developers, board planners to identify trends, especially in the South-east area north of Thomas Street. 	<p>:</p> <ul style="list-style-type: none"> • Electronic registers reflect accurate classroom enrolments • Review of ON SIS and signing of reports 	<ul style="list-style-type: none"> • Enrolment registers align with Ministry guidelines 	<p>:</p> <ul style="list-style-type: none"> • Monthly • Reviewed - September 2008 - May 2009 • Ongoing
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