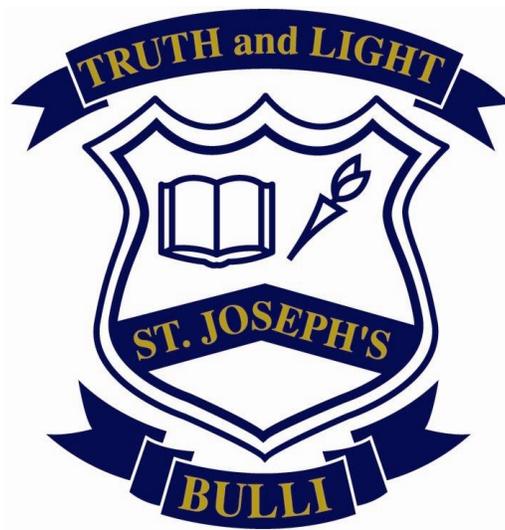


***St Joseph's  
Catholic Primary School  
Bulli***



***Annual School Report  
2011***

## About This Report

St Joseph's Catholic Primary School, Bulli is registered by the NSW Board of Studies (BOS) and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The Catholic Education Office 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. This Report has been approved by Wollongong Catholic Education Office 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:

St Joseph's Catholic Primary School

PO Box 105

Bulli NSW 2516

Ph: (02) 4283 1111

Fax: (02) 4283 2097

Email: [info@sjbdow.catholic.edu.au](mailto:info@sjbdow.catholic.edu.au)

Website: [www.sjbdow.catholic.edu.au](http://www.sjbdow.catholic.edu.au)

**Parish Priest:** Fr Peter Tien

**Principal:** Mr Terry Westblade

**Date:** 16 December 2011

## **Vision Statement**

To ignite a passion for learning within a Catholic ethos.

## **Message from Key School Bodies**

### **Principal's Message**

The school celebrated a major milestone in 2011 with the opening of the new buildings and refurbished classrooms. The modern facilities now provide a beautiful learning environment for the staff and students. The official opening, conducted by Sharon Bird, MP, Bishop Peter Ingham and Mr Peter Turner took place in August.

Learning has once again been the main focus for St Joseph's with a distinct framework being established using the Diocesan Learning & Teaching Framework (DLTF). Students have been immersed in cooperative learning and Lane Clark's learning methodology to understand the nature of the learner and the nature of learning. Professional development for staff has centred around cognitive load theory and brain compatible learning.

St Joseph's have enjoyed a great year in the sporting arena with many students representing the Diocese in various sports as well as one student captaining NSW in basketball. The senior boys basketball team were the NSW Catholic Schools champions for the second time in three years.

The creative talents of staff and students were highlighted with the school performance of 'Lost' in J Rock, which was eventually judged third in the Global J Rock challenge. Students from Years 3 to 6 took part in the J Rock challenge at WIN Entertainment Centre.

### **Parent Involvement**

It has been a successful year in building the community and supporting the school. All this was possible through the dedication, generosity and ongoing support of the Parents & Friends Association (P&F) and families.

The Spring Fair was a wonderful success due largely to the great work of the organising committee. The social interaction among families has been a feature of the year.

The completion of the modern new buildings has been a highlight and it matches the dynamic education that goes on at St Joseph's.

Congratulations to all students who participated and excelled in sport, academic endeavours and other areas of school and personal life.

*Parents and Friends Association, President*

### **Student Leadership**

St Joseph's brought many new memories and experiences. Finding out who the new teachers were was an exciting beginning and from there the year flew. The Leadership Camp allowed Year 6 to grow closer together and to face personal challenges. Throughout the year many

students participated in Gala Days. The new classrooms that were renovated provided a beautiful learning environment, which enhanced our learning. Students in Years 3 to 6 participated in the Global J Rock Challenge and were placed third in the world for the performance of 'Lost'. It was a great year that we will remember forever.

*School Leaders*

## **School Profile**

### **School Context**

St Joseph's Catholic Primary School is a Catholic Systemic co-educational school located in Bulli. The school caters for students in years K-6 and has a current enrolment of 195.

The Sisters of St Joseph established St Joseph's Catholic Primary School in 1882. It serves the Catholic Community of Woonona and Bulli and is situated in Park Road Bulli. In the early years, the Sisters of St Joseph built strong foundations for the development of community spirit. This sense of Catholic community has continued to be nurtured over the years and at present this culture reflects a spirit of cooperation, inclusion, recognition of the individual and the involvement of the wider community.

### **Student Enrolments**

<b>2011</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Indigenous</b>	<b>LBOTE</b>
	88	109	197	2	12

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website [www.sjbdow.catholic.edu.au](http://www.sjbdow.catholic.edu.au) and the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Diocesan Policy in 2011.

### **Student Attendance**

<b>2011</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	92.6%	90.9%	92.6%	94.6%	96.8%	93.9%

### **Management of Student Non Attendance**

For non-attendance at school parents and carers are asked to ring the school on the day to inform them of the non-attendance. They are also required to send in a note explaining the absence and detailing the date and reason for absence. Unexplained absences are followed up with phone calls from an office staff member and letters from the principal, if needed.

## Staffing Profile

There are a total of 13 teachers and 5 support staff at St Joseph's Catholic Primary School. This number includes 7 full-time, 6 part-time teachers.

### Teacher Standards

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

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR*guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

*\*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention*

### Teacher Attendance and Retention

The average daily teacher attendance rate for 2011 was 96.82%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 97 %.

### Professional Learning

During 2011, St Joseph's personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

St Joseph's whole school development days which involved 16 staff:

- Spiritual Formation- A Spiritual Retreat Day;
- Lane Clark "The Think!nQ Process";
- Habits of Mind Expo – Adelaide;
- Mindful by Design Conference – Adelaide;
- Teachers Matter Conference Sydney;
- Guy Claxton's Powerful Learning Sydney;
- Reading and Comprehension;
- Mathematics in the Early Stages of Learning;
- Compliance and Programming;
- Personal Development, Health and Physical Education;

- National Assessment Program Literacy and Numeracy (NAPLAN) and Goal-setting for 2012 and beyond;
- Religious Literacy and Assessment;
- The Mind and Its Potential;
- Indigenous Education;
- International Conference on Thinking (held in Belfast);
- Australian Literacy Educators' Association's (ALEA) every term;
- SMART Board Technology Learning;
- Science and Technology;
- Anaphylaxis and First Aid Training; and
- Cyberbullying and CyberSafety.

The average expenditure by the school on professional learning per staff member was \$1,144. In addition, professional learning opportunities were provided by the Catholic Education Office, with an additional average expenditure per staff member of \$1,231.

## **Catholic Life & Religious Education**

St Joseph's Catholic Primary School is part of the parish community and as such shares the life of the parish. The school is part of the Diocese of Wollongong and one of the Catholic schools overseen by the Catholic Education Office (CEO) of Wollongong. The school plays an integral part in the evangelisation of the Catholic Faith. All students follow the 'To Know Worship and Love' program with the staff dedicated to working collaboratively to provide meaningful Religious Education programs and assessment procedures. The students are encouraged to have a love of God, self and others. School, parish and class masses highlight the importance of the Mass, thus providing the students the opportunity to live their faith to the full. Liturgies, feast days and Sacramental programs gave students the opportunity to come together and further develop their knowledge and understanding of the Church and Gospel Values. Links were established between Gospel Values and Habits of Mind.

Social Justice Programs including Mini Vinnies and Caritas Mission Week activities gave students opportunities to reach out to others through both words and actions. A total of over \$2,500 was raised throughout the year for various charitable organisations. The Christmas appeal was well supported by the school and the local St Vincent de Paul worked in collaboration with the school. The staff were given the opportunity to be part of the 'Light the Way' spirituality formation program. The Lenten program 'Rediscovering God' was undertaken as part of the school's faith formation program. Staff participated in a Retreat at Jamberoo during October. The Rosary was recited each morning during October.

The school was successful in the local 'Peace of Art' competition run by the Lion's Club and students were also represented in the 2011 finalists Christmas Story competition conducted by the CEO.

The 2011 Yearbook gave the school community an opportunity to reflect on life at St Joseph's Catholic Primary School Bulli and celebrate its role in the Catholic Church.

This year ANZAC Day and The Resurrection of Jesus were celebrated simultaneously with a moving liturgy.

Students were given opportunities to lead prayer and liturgies throughout the year and all students were encouraged to make prayer part of their daily life. Senior students attended the annual Year 6 Prayer and Conversation with the Bishop at St Columbkille's Corrimal during Term 3. As a Josephite school, established in 1862 the Feasts of St Joseph and Mary of the Cross were celebrated throughout the parish. The Sacramental program of Penance, First Communion and Confirmation were celebrated during the year with the teachers, parishioners, catechist and Parish Liturgy Committee working together in preparation and celebration of these sacraments.

Review of our Vision and Mission Statement was undertaken as part of the School Review and Improvement Plan. The vision statement 'to ignite a passion for learning in a Catholic ethos' exemplifies the culture of learning at the school.

### **Religious Literacy Assessment**

The Religious Literacy Assessment Program consisted of 28 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) in August 2011, and 28 completed Part B. The Extended Task was based on the Unit: *Mary, Mother of God: First Among the Saints* and was completed during the first half of Term 3.

The Religious Literacy Assessment reflected the knowledge, skills and understanding of the Religious Education curriculum for Stages 1 and 2.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- knowledge of the Sacraments; and
- identification of Jesus' example of service to others.

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

- demonstrate an awareness of the Church's Liturgical Year.

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

In Part A, 7.7% of students were placed in the developing level, 53.89% in the achieving level and 38.5% were in the extending level.

In Part B, 0.09% of students were placed in the developing level, 75% in the achieving level and 25% were in the extending level.

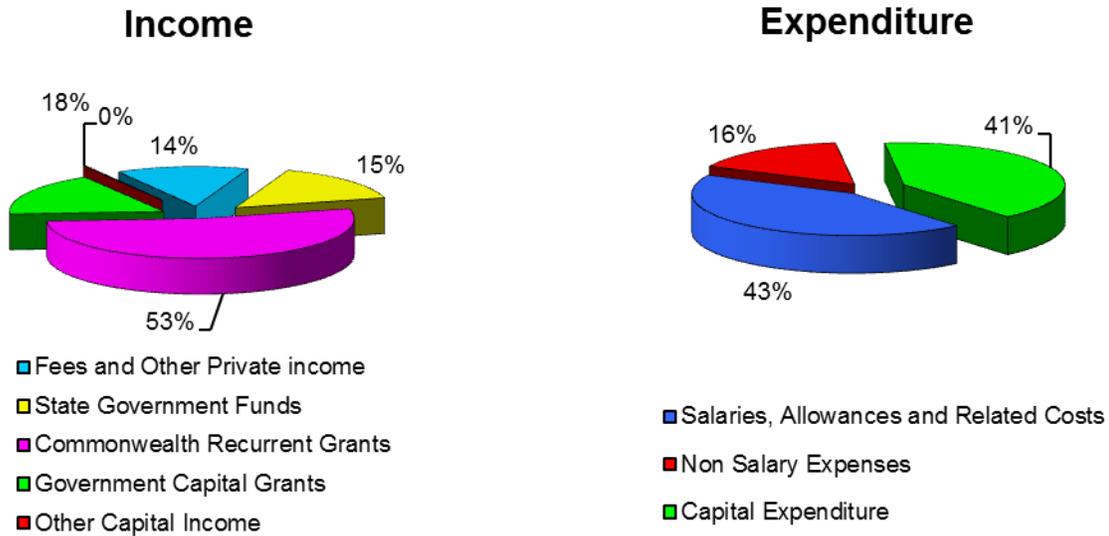
Combining Parts A and B, 7.7% of students were placed in the developing level, 76.9% in the achieving level and 15.4% were in the extending level for Religious Literacy.

## Financial Summary

The building project was completed in July with the Government initiative 'Building the Education Revolution' (BER) being used to construct the new hall and refurbish three classrooms. This project was supplemented with a grant from Catholic Block Grant Authority (CBGA) to build the new administration block and renovate 4 classrooms and the library. The grant accounted for 70% of the total costs. The parish provided 30% of the final cost with further financial support from the Diocesan Finance Committee to re-roof the Mindful Centre and construct a new floor in the library.

The P&F committee supported literacy, numeracy and Religious Education initiatives with financial grants for resources. The major fundraiser was the bi-annual fete held in September with funds being dedicated to future playground improvements including a sheltered walkway to connect the administration block with the Mindful Centre.

The following graphs reflect the aggregated income and expenditure for St Joseph's Catholic Primary School, Bulli 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.



# Student Welfare

## Introduction

Pastoral Care is an integral part of the school community with Christ as a model of justice and compassion. The main focus for the school is the development of the whole child.

## Pastoral Care

The School Review & Improvement process, conducted in March lent itself to reviewing Pastoral Care policies and procedures and to implement the Diocesan Plan.

The school worked collaboratively to support initiatives and actions emerging from the Diocesan Pastoral Plan. As a “Habits of Mind” school, a peer support program based on positive relationships was designed by the Year 6 students in collaboration with the Year 6 teacher. This successful program ran for five weeks and included Year 6 leaders and classroom teachers designing activities to make students aware of the importance and impact of building positive relationships in their lives.

The focus on Habits of Mind provided a learning framework for students to feel valued, purposeful and successful in their learning. The Managing Student Pastoral and Education Concerns Program (MSPEC) allowed the school to provide a clear approach to the response and management of student development. The school worked in collaboration with CatholicCare providing a school counselling service for students. The school also implemented the Let’s Play Program for students in Stage 1 to improve social skills of students in the classroom and playground.

There has been an emphasis on the awareness of cyberbullying and its impact on student’s lives. Through collaboration with the CEO, parents, students and teachers were given the opportunity to learn more about cyberbullying. Families were inserviced and asked to sign a ‘Family Internet Safety Contract’. A help button was added to the school’s webpage and a parent information website was made available through the school library information technology program. The website allowed parents to access information regarding many aspects of school life and child development with helpful information on a range of topics. The school worked with other community agencies in order to promote the welfare and pastoral care of all students. Positive behaviour was acknowledged throughout the year with special assemblies organised to recognise achievement of the school’s 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 school communities. These documents can be found on the CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). 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.

# Learning and Teaching

## Introduction

A whole school approach to student improvement was used through the implementation of a thinking curriculum.

## Curriculum & Pedagogy

This year was devoted to developing a framework for the explicit teaching of thinking skills across all grades. Students have been engaged in more complex thinking, problem solving and using technology to facilitate thinking. Students have been taught explicit information about the brain, the mind and thinking and learning with a focus on developing learning and teaching in twenty-first century classrooms.

The environment has been used as a stimulus for productive thinking. Curriculum, pedagogy and school organisation have been adjusted to reflect Lane Clark's Thinking Frameworks.

Cooperative learning, Lane Clark's methodology and the Habits of Mind have assisted the students with their understanding of how they think and how they learn.

## Cross Curriculum

Learning skills are encouraged beyond the classroom and into everyday life. Instruction and practice was provided in managing, organising and recording thinking through the integration of the Habits of Mind across all areas of school life.

Students are empowered with language, tools and strategies to engage in successful habits for living in today's world. Opportunities to practise, refine and improve the Habits of Mind are continually planned and students are engaged daily in "mindfulness" for learning and living. A language of thinking is used constantly. Students are taught about tools and strategies for various forms of thinking. Part of the ongoing dialogue with students occurs at assemblies, in classrooms and on the playground. There are visible signs of the learning framework throughout the school. An important outcome for students is the ability to articulate their own thinking and learning.

Students and teachers use Kagan's Cooperative Learning Structures in order to infuse thinking into everyday learning activities. These structures allow students to engage in a range of subject areas that cut across traditional curriculum boundaries.

The Peer Support Programme, 'Building Positive Relationships now and in the future' is an example of students using their thinking ability to design and implement activities for all students.

Another initiative that incorporated learning life skills was the School JRock. It involved Indigenous perspectives, links to Australian history, culture and the environment. Combined with the Habits of Mind it enabled learning to be extended across social and cultural

perspectives. Indigenous Day strengthened our understandings of aboriginal culture. Special events such as World Environment Day, Harmony Day, ANZAC and Remembrance Day, established links with our past, present and future.

### **Meeting the needs of all students**

Special programs of learning and responsibility were offered through opportunities such as the Peer Support Program, University of New South Wales competitions, Illawarra Regional Science Fair, Music Corp, Visual Arts, J-Rock, language courses and various competitions, which address the various needs of students. Stage 3 students attended the Northern Illawarra Catholic Schools Mathematics and Science Day held at Holy Spirit College.

This year, a School Review Committee reviewed and monitored specific learning needs of individual students in the school. A teacher with experience in Reading Recovery undertook specific programs in Years 2, 3 and 4. The aim of this intensive program was to monitor and maintain good reading practices with ex-Reading Recovery students and students identified from NAPLAN assessments as having below average scores in Reading, Writing and Spelling.

As part of the school's Assessment and Reporting Plan, student records and work-samples were collected, analysed and discussed by teachers and supervisors, to ensure learning outcomes and targets were achieved and reflected upon. Stage 3 students undertook three-way conferences at the end of Semester One, to share and celebrate learning. In addition to in-school measures, outside agencies and CEO personnel were often involved in the planning, implementation and evaluation of specific plans and procedures for learners with diverse academic, social, emotional and physical needs.

### **Expanding Learning Opportunities**

A variety of learning opportunities were provided for all students. The local community was accessed on numerous occasions to bring real life learning to the classrooms. Academic competitions, sporting events and visiting performers enriched the lives of students on a regular basis. A Royal Society for the Prevention and Cruelty to Animals (RSPCA) representative attended to the needs of our Kindergarten and Stage 1 students with a pet awareness program. A representative from the Commonwealth Bank advised all students on making their money grow with a special program titled SmartCents.

The Student Council planned many events and enabled an extensive calendar of opportunities throughout the year.

Students were offered opportunities in Indonesian, Spanish, Mandarin and Italian. Beginner courses and cultural experiences were provided from Kindergarten to Year 6. Stage 3 extended their course by visiting the Nan Tien Temple for a cultural day.

The senior boys basketball team won the NSW Catholic Primary School Basketball Championship. To celebrate this achievement the Wollongong Hawks visited the school for an exhibition match against the Senior Boys team.

This year over 140 second year students from the Australian Catholic University in Sydney visited our school on three occasions. These students undertook specific professional learning centred on our school learning framework of and for learning using Habits of Mind, Co-

operative Learning Structures and Real Learning for the 21<sup>st</sup> Century (Lane Clark processes). These occasions enabled our students to talk to the university students about their learning power and their understandings of quality thinking. These areas are significant elements within the Diocesan Learning and Teaching Framework. Our students and teachers impressed the visitors and lecturers with their powerful knowledge and behaviours for learning.

## Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

### NAPLAN

The NAPLAN was introduced for students in Years 3 and 5 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.

No students in Year 3 and Year 5 were below the National Minimum Standard (NMS). No students were exempted from the testing regime. No students in Year 5 were in the lowest band for Reading and 3% of students in Year 5 were in Band 4 in Reading or achieving at the National Minimum Standard (NMS). All other students were above the NMS or above Band 4. All Year 5 students were above the NMS in Writing, Grammar and Punctuation. There were no students in Year 5 in the lowest band for spelling, 10% were at the NMS of Band 4 with all other Year 5 students above this standard band. In Numeracy, 3% of Year 5 students were at the NMS, with all other Year 5 students achieving above the NMS. As a result of this information, special targets were set to improve standards in Spelling and Numeracy (Measurement, Space and Geometry) for Stage 2 and 3 in 2012.

All students in Year 3 achieved above the NMS in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy, while 4% of Year 3 students achieved the NMS in Data, Measurement, Space and Geometry with all other Year 3 students achieving above the NMS.

### Student Achievement in Bands

NAPLAN assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. 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 2011: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	0%	21%	79%	3%	62%	36%
	National	15%	39%	45%	21%	49%	29%
Writing	School	0%	12%	88%	0%	55%	45%
	National	8%	44%	46%	18%	57%	23%
Spelling	School	0%	17%	84%	10%	55%	36%
	National	15%	42%	41%	20%	53%	26%
Grammar & Punctuation	School	0%	16%	83%	3%	51%	45%
	National	14%	36%	48%	17%	46%	35%
Numeracy	School	0%	37%	62%	3%	61%	35%
	National	14%	51%	33%	17%	56%	25%

### Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) 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 3	YEAR 5
Reading	School	100%	100%
	National	94%	92%
Writing	School	100%	100%
	National	95%	92%
Spelling	School	100%	100%
	National	93%	91%
Grammar & Punctuation	School	100%	100%
	National	93%	92%
Numeracy	School	100%	100%
	National	96%	94%

## Parent, Student and Staff Satisfaction

St Joseph's had a School Review and Improvement (SRI) Cyclic Review in March with a number of parents, students and staff involved in the review process. There was high level of satisfaction with the school from all stakeholders in terms of the direction of the learning to the extra curriculum opportunities on offer.

Staff are highly engaged in their work and find the commitment to the Habits of Mind framework very effective as it gives a universal language for all students to articulate their learning. Staff were engaged in professional development centred on Lane Clark's work, which supports the Diocesan Learning & Teaching Framework (DLTF). Understanding the nature of the learner and the nature of learning is central to our learning methodology.

Parents have expressed satisfaction in the direction of the school and the pastoral care that is extended to all families. Parents are happy with their level of engagement in the learning process with professional development opportunities offered by Lane Clark. A closer link and understanding of the SRI process is an area for the leadership team to build on in the future.

Students feel safe and secure in their learning environment. They particularly appreciate the new learning spaces since the completion of the building program. Opportunities for various sports and creative arts are recognised by the students. Students appreciate the cooperative learning framework because it allows all students to have a voice and be included in all aspects of class learning.

## School Review and Improvement

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

### **School Review and Improvement components reviewed and rated in 2011:**

- **Key Area 2: Students & their Learning**
  - 2.2 Rights & Responsibilities
- **Key Area 3: Pedagogy**
  - 3.6 School climate, learning environment and relationships
  - 3.7 Professional learning

- **Key Area 4: Human Resources Leadership & Management**
  - 4.1 Recruitment, selection & retention of staff
  - 4.3 An ethical workplace
- **Key Area 6: Parents, Partnership, Consultation and Communication**
  - 6.1 Parent involvement

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

- **Key Area 3: Pedagogy**
  - 3.2 Provision for the diverse needs of learners
- **Key Area 4: Human Resources Leadership & Management**
  - 4.4 Succession planning
  - 4.5 Overall compliance with legislation and other requirements
- **Key Area 6: Parents, Partnership, Consultation and Communication**
  - 6.2 Reporting to the community
  - 6.3 Linkages with the wider community
- **Key Area 7: Strategic Leadership and Management**
  - 7.2 Innovation, development and change.

