

***Mary Immaculate
Catholic Primary School
Eagle Vale***



***Annual School Report
2011***

About This Report

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

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

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

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2012.

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

Mary Immaculate Catholic Primary School
Emerald Drive
Eagle Vale NSW 2558

Ph: (02) 4626 7880
Fax: (02) 4625 6488
Email: info@mievdown.catholic.edu.au
Website: www.mievdown.catholic.edu.au

Parish Priest: Fr John McGinty

Principal: Mrs Luisa Tobin

Date: 16 December 2011

Vision Statement

Mary Immaculate School, Eagle Vale is a Catholic School, which provides quality education.

We are guided by our school motto – ‘CHRIST OUR WAY AND LIFE’.

Our aim is to develop knowledge, beliefs and practices of the Catholic Faith supporting the parish life of Mary Immaculate, Eagle Vale.

Message from Key School Bodies

Principal’s Message

Although this year did not involve extensive building projects it was still a very hectic year. All of the school facilities were utilised to maximum capacity, with the continued need to provide extra support for students.

The change over of school uniform took place this year. This necessitated some minor changes to some uniform items. The community took this opportunity to change the girls’ summer uniform. The change over period to new uniform will be two years.

Parent Involvement

The 2011 School Year was another very busy year for the Parents and Friends Association (P&F). The parents have been involved in various roles and activities supporting the school from sports to library and the canteen.

Fundraising has been very worthwhile. We have been able to purchase iPads, laptops and books. We have implemented some new initiatives that were very well received and supported by the parents. We have invited guest speakers throughout the year to address a variety of topics.

The P&F have been blessed with a great core group of volunteers who have continually supported the needs of the students and the school.

Parents and Friends Association, President

Student Leadership

The role of school captain can at times be a demanding and challenging role but at the same time very rewarding and enjoyable.

We had the privilege of representing Mary Immaculate at different events, such as masses at St Gregory’s and Our Lady Help of Christians, a Cyber Safety seminar in Wollongong and when visitors came to the school.

As captains, we have been role models to the younger students by following the three school rules of Being Safe, Respectful and Responsible. We have tried to display the school values of Faith, Respect, Justice, Doing your Best, Celebration and Compassion.

We have felt honoured to be chosen to represent the school community of Mary Immaculate and we wish the 2012 School Captains all the best.

School Leaders

School Profile

School Context

Mary Immaculate Catholic Primary School is a Catholic Systemic co-educational school located in Eagle Vale. The school caters for students in Years Kindergarten (K) to Year 6 (K-6), and has a current enrolment of 425. These students are predominantly drawn from the areas of Eagle Vale, Kearns, Claymore, Eschol Park, Raby and St Andrews. Many cultures are represented and welcomed within the school community, including Filipino, Hispanic, Samoan, Tongan, Indian, Sudanese and several European nationalities.

The school is an integral part of the parish community. The spiritual growth and welfare of each student, along with sound educational practices is a shared responsibility of the Parish Priest, Principal, staff and parents.

Student Enrolments

2011	Boys	Girls	Total	Indigenous	LBOTE
	222	203	425	8	111

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.mievdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2011.

Student Attendance

2011	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	89.5%	93.9%	91.1%	93.7%	93.7%	92.7%

Management of Student Non Attendance

The Principal regularly advises parents and caregivers of the importance of school attendance in the school newsletter. Parents are advised to notify the Principal in writing if a child has to miss school for any length of time. If a child is absent for any reason, a note explaining the

absence is required on their return to school. Reminder letters are sent to parents and caregivers if a note has not been received within seven days of the absence.

Staffing Profile

There are a total of 23 teachers and 10 support staff at Mary Immaculate Catholic Primary School. This number includes 17 full-time and 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 96.47%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2010 to 2011 was 100%.

Professional Learning

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

These included:

A. Mary Immaculate whole school development days involved 30 staff members.

These days focused on:

- Focus on Literacy – K-2;
- Positive Partnerships – Autism;
- Key Learning Area Scope and Sequences; and
- Australian Curriculum.

B. Other professional learning activities provided at school level including CEO run courses:

- Lamplighters – Spiritual Development for Leaders (5 staff);
- Technologies for Learning (2 staff members);
- Alight for the World – Spiritual Development for Beginning Teachers (2 staff);
- School-wide Positive Behaviour for Learning (SPB4L), (1 staff member);
- Lane Clark – Where Thinking and Learning Meet (8 staff);
- DIBELS – reading assessment (11 staff);
- Shining Lights – Spiritual Development for Experienced Teachers (2 staff);
- Mental Health and Wellbeing of Young People (3 staff);
- Principals Association Conference (3 staff);
- Artists Retreat - Spirituality (1 staff member);
- Path to Life – Pastoral Care Framework (4 staff);
- Quiet Overnight Retreat – Spirituality (2 staff);
- Learning for Leadership (1 staff member);
- Let’s Play Games – Social Skills Program (3 staff);
- Non-Violent Crisis Intervention Training (7 staff);
- Learning Technologies (2 staff);
- Berekah – Spirituality (2 staff);
- Certificate III – School Support Qualification (3 staff);
- Gifted and Talented (1 staff member);
- Journey – Spirituality (1 staff member);and
- Best Start – Assessment Tool for Kindergarten (3 staff).

The average expenditure by the school on professional learning per staff member was \$350. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$1,120.

Catholic Life & Religious Education

The School motto ‘Christ Our Way and Life’ underpins the school’s approach to the Catholic culture of the school. At all times the school strives to promote this motto among the students, staff, parents and parish. The tradition of Marist and Good Samaritan devotion has continued. The Marian spirituality of the Oblate priests also enhances this tradition.

The Parish Priest, Father John McGinty OMI and Assistant Priest, Father Vin McGillicuddy OMI were involved in school enrolment interviews, staffing interviews, classroom visits, excursions and social functions. They celebrated school liturgies, the reception of the sacraments and showed support for the school community by their attendance at Diocesan Liturgical events and meetings.

Morning whole school prayer, class prayer and staff prayer reflected the school's culture of prayer and celebration. Liturgical celebrations were held to commemorate the feast of St Eugene de Mazenod, the feast of St Mary of the Cross, the feast of the Sacred Heart, the reception of Sacraments, Anzac Day, Catholic Schools Week, Mothers' Day, Fathers' Day and Grandparents' Day. The feast of the Immaculate Conception was celebrated with Mass, where the School Captains for 2012 were announced.

In June this year, Mary Immaculate hosted the Year 6 Gathering and Prayer with the Bishop for the Macarthur schools. The Director of Schools, Mr Peter Turner, visited the school at the end of Term 3 and celebrated Mass with our school community.

Each year the school promotes social justice by supporting Catholic charitable initiatives. The school raised and donated a total of \$2,550 for Mission Partners and St Vincent De Paul. In December, food items were donated by the students and presented to St Vincent De Paul to be used for Christmas hampers. Two mission speakers from Caritas Australia visited the school and spoke to the students.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2011. The school cohort in 2011 consisted of 59 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August and also completed the Extended Task (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 performance of each student was described as developing, achieving or extending.

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

- knowledge of the events of the Resurrection, Pentecost and the Annunciation;
- understanding of Scripture images and their ability to describe images of God; and
- understanding of the Emmaus story.

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

- understand the significance of Lenten preparations for Easter; and
- identify the Sacraments of Initiation.

For Part A, 9% of students were placed in the developing level, 57% in the achieving level and 34% were in the extending level.

For Part B, 12% of students were placed in the developing level, 67% in the achieving level and 21% were in the extending level.

Combining Parts A and B, 9% of students were placed in the developing level, 69% in the achieving level and 22% were in the extending level for Religious Literacy.

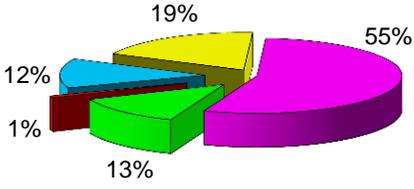
Financial Summary

A major component of school expenditure for 2011 was on providing teaching resources and materials, professional development and Information Communication Learning Technology (ICLT) equipment. The Parents and Friends Association (P&F) assisted the school by purchasing literacy resources, Smartboards, iPads and laptops.

Significant funds are held in the School Enhancement and Debt Servicing Obligation (SEDSO) accounts and the School Building Fund for future developments.

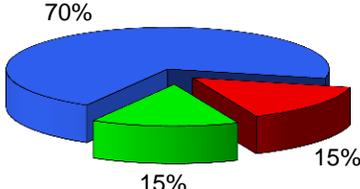
The following graphs reflect the aggregated income and expenditure for Mary Immaculate Catholic Primary School, Eagle Vale for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Income



- Fees and Other Private income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

Expenditure



- Salaries, Allowances and Related Costs
- Non Salary Expenses
- Capital Expenditure

Student Welfare

Introduction

Mary Immaculate recognises that learning occurs most effectively within a supportive school environment. The wellbeing of students and staff is underpinned by a set of agreed core school values- Faith, Respect, Compassion, Doing your Best, Justice and Celebration.

Pastoral Care

The SPB4L Program is a whole school initiative to improve student behaviour that is preventative, proactive and positive, thus improving focus and engagement in classrooms and playgrounds. The SPB4L framework also allowed students to recognise that there is a set of expectations that are based on the school rules - Be Safe, Be Respectful, Be Responsible. Data was collected to facilitate student support, thus driving school initiatives that complement SPB4L. The Staff was involved in the collection of data from playgrounds and classrooms. A small team of staff and a parent representative met to discuss current trends and present new directions to the school community.

This year, the Let's Play Games program was introduced to Year 2 students. This program targets typical mainstream classroom and playground environments and aims to develop knowledge, skills and understanding of positive relationships, minor games, spatial awareness, fair play and co-operation. It assisted them in knowing and understanding the rules and procedures for games on the playground, through explicit teaching sessions.

Handball was the target game. These lessons were aligned with the Personal Development, Health and Physical Education (PDHPE) syllabus and taught weekly. Three class teachers and two School Support Officers (SSOs) were involved in planning and implementing the program. All children were very engaged in the learning and staff noted the great benefits from this program.

Peer support was again implemented this year across the school. This program –'Together We Can Work It Out' focused on roles and responsibilities in relationships, the importance of communication and positive ways to deal with conflict.

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 Catholic Education Office website: 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

Quality Catholic Learning and Teaching is a fundamental priority at Mary Immaculate. Our aim is to continually seek and implement ways in which quality learning and teaching is achieved and enhanced. As such, priorities have been identified and time allocated to ensure the effective delivery of curriculum in all Key Learning Areas (KLAs).

Curriculum & Pedagogy

At Mary Immaculate, all Board of Studies Syllabus documents in each of the six Key Learning Areas (KLAs) are implemented. Religious Education is taught using the Diocese of Wollongong Religious Education Syllabus in conjunction with the To Know, Worship and Love Series.

Assessment and Reporting is an integral part of our teaching and learning process. The A-E report format for Years 1 – 6 has been used again this year. Parent Teacher Interviews were held after the Semester 1 Reports were sent home. Students were invited to participate in the interview process. In Semester 1, the achievements of students in K were reported through a checklist and parent teacher Interviews followed. A formal Kindergarten Report was sent home in Semester 2. Throughout the year, there have been a number of opportunities for parents to visit classrooms and observe their children's work within various KLAs. Student-Led Conferences were held in Terms 1 and 3, where students shared their learning with their parents.

The Schedule for Early Numeracy Assessment (SENA 1 and 2) continued to be used for the assessment of K students at the start of the year. The SENA 1 and SENA 2 are implemented to monitor the numeracy progress of all students from K to Year 4.

Literacy progress was monitored using the Early Literacy Assessment tools in Kindergarten. The Dynamic Indicators for Basic Literacy Strategies (DIBELS) Assessment Tool was also implemented. Long-term monitoring of discontinued Reading Recovery students continued to be a priority in Years 2 and 3.

The results of National Assessment Plan for Literacy and Numeracy (NAPLAN) were analysed by staff and used for planning future learning experiences for students in literacy and numeracy.

At Mary Immaculate, integration across a variety of KLAs has been encouraged in order to effectively achieve student outcomes. Whenever possible, activities were planned to enhance classroom learning e.g. excursions, guest speakers, visits by experts.

The use of Information, Communication and Learning Technologies (ICLT) was embedded within classroom practice from K-6. The school continued to use 'Ziptales', Skwirk, Hot Maths and Study Ladder interactive programs to support literacy and numeracy learning.

Cross Curriculum

The importance of literacy learning continued to be highly valued. The elements of the daily English Block provided the framework for literacy development from K to Year 6. The literacy needs of students were met in the classroom through a variety of strategies. Class teachers and SSOs worked together to support student learning. Many students were involved in the Premiers Reading Challenge promoting the importance of reading. New reading materials were purchased for a number of classes throughout the school. During Terms 3 and 4, students in Year 3 were targeted through small group intervention. Four teachers provided this extra assistance in reading and writing.

Numeracy continued to be a high priority. The school continued to develop the skills of mathematical thinking, understanding, competence and confidence of all students. The daily Mathematics Block provided opportunities to encourage student engagement and enjoyment in the development of numeracy skills. Maintaining and improving classroom resources was a priority.

Indigenous Education was integrated within the teaching of Human Society and Its Environment (HSIE) throughout the school. To promote the appreciation of different cultures within our Australian society, Italian was taught in Years 1, 3 and 6.

Staff attended professional development on Cyber Safety. Information on this topic was presented by Gail Tarrant from the Catholic Education Office at a P&F meeting. Years 5 and 6 students were involved in forums and presentations about the effects of Cyber Safety.

Meeting the needs of all students

As part of the School Review and Improvement (SRI) Process, pedagogy has been prioritised. Staff continued to develop a better understanding of student learning needs. Teachers collaboratively planned their learning and teaching programs to ensure maximum benefit for students.

Teachers implemented a range of strategies and technologies in order to cater for the individual learning styles of students. Staff used visual cues, social stories and schedules to help provide scaffolding for students.

The focus for SPB4L this year, was on classroom areas. In order to enhance learning throughout the school, teachers explicitly taught expected behaviours.

A third teacher was allocated to Years 1 and 2 to facilitate smaller learning groups. The groups operated in the morning block each day and intensified the learning in English and Mathematics. Year 1 students identified as needing support with reading and writing participated in Reading Recovery.

Class teachers implemented a range of teaching and learning strategies in order to challenge gifted students. At present, targeted students have the opportunity of participating in 'Individual Plans' (IP) facilitated by the classroom teacher.

In Term 3, a Learning Support Teacher was employed for 2.5 days per week, to assist class teachers in providing support for students who have specific learning needs that attract extra funding. Individual Plans were designed and maintained for these students. These plans are developmental and involve setting individualised goals and learning targets to meet the needs of the student. Each semester, parents met with the class teacher and Learning Support Teacher to develop goals and outcomes, which met the specific needs of each student. The SSOs assisted in implementing activities to achieve the planned goals and outcomes.

The Transition to School Programme was provided for K students commencing school in 2012. Students participated in a five-week program to help them become familiar with the demands and routines of school life.

Parent Network Meetings have continued to support parents and their children within the school. Meetings took place in Terms 1, 2 and 3. These meetings provided opportunities for parents to share ideas on current issues, in order to enhance school and home life.

Expanded Learning Opportunities

The following opportunities were offered to students: Premier's Reading Challenge, Diocesan 'Christmas Story' Art Exhibition and Competition, University of New South Wales International Competitions and Assessments for Schools in English, Writing, Spelling, Mathematics, Computer Skills and Science, excursions, Zumba, Book Week Parade and Show, Life Education, World of Maths, Quilling, Quilting and Recorder.

In 2011, The Bishop's Award was introduced at the Christmas Art Exhibition and was won by a Year 6 student from this school.

The school conducted three major sports carnivals during the school year. These were for swimming, cross-country and athletics. Students, staff and parents were actively involved in these carnivals. Student representation was achieved at Diocesan, MacKillop, State and National levels. At the Diocesan Awards Ceremony, two students were recognised for their special sporting achievements and received a Primary Red Award and a Primary Medallion. A Year 6 student from Mary Immaculate was awarded the Most Outstanding Sportsperson in the Primary Girls Division. Many students eagerly participated in Gala Days and Knockout Competitions in rugby league, netball and soccer. Children also participated in the 'Mark Taylor Shield' in cricket.

Students participated in weekly class sport and fitness activities. Active After School Communities Program gave students from both primary and infants the opportunity to develop skills in sports such as Golf, Karate, Cricket and Rugby League.

Many students participated in class Public Speaking competitions. Stage 3 students competed to represent the school at the Diocese of Wollongong Public Speaking Competition. An external adjudicator selected the school's representatives and provided feedback and improvement tips to all competitors.

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. The 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.

Overall students performed better in literacy than numeracy. Year 5 students performed well in reading, spelling, grammar and punctuation. Year 3 students performed well in spelling and writing. Students from Mary Immaculate performed at or above the National Minimum Standards (NMS) in all areas.

The small percentage of students who were identified as not meeting the NMS had already been identified by the school and are being targeted for extra support.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (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	11%	46%	43%	17%	44%	39%
	National	15%	39%	45%	21%	49%	29%
Writing	School	2%	40%	58%	5%	74%	21%
	National	8%	44%	46%	18%	57%	23%
Spelling	School	9%	44%	48%	9%	49%	42%
	National	15%	42%	41%	20%	53%	26%
Grammar & Punctuation	School	13%	62%	26%	12%	41%	47%
	National	14%	36%	48%	17%	46%	35%
Numeracy	School	14%	57%	30%	18%	65%	18%
	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%	95%
	National	94%	92%
Writing	School	98%	100%
	National	95%	92%
Spelling	School	98%	93%
	National	93%	91%
Grammar & Punctuation	School	98%	93%
	National	93%	92%
Numeracy	School	95%	93%
	National	96%	94%

Parent, Student and Staff Satisfaction

Parents, students and staff were given the opportunity to complete surveys regarding their satisfaction with general organisation, management and education within the school. The information from all respondents was overwhelmingly positive in all surveyed areas.

This year parents, students and staff were unanimous in recognising the school's ability to develop the students' knowledge and understanding about Catholic Tradition. The parents also indicated that the school provides many opportunities for parent involvement. Feedback from staff and students' indicated that the students' had a good understanding of their rights and responsibilities at school.

The students' responses indicated that they were proud of their school, that they felt they were encouraged by their teachers to learn to the best of their ability and that there were many sporting and other activities in which they can become involved.

Staff survey results indicated that the school provided appropriate information to parents about student progress. An area for future development identified was for the school to take steps to provide further opportunities to maximise the learning outcomes for students.

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 and their Learning**
 - 2.3 Reporting Student Achievement
 - 2.4 Integration of Information and Communication Technology
- **Key Area 3: Pedagogy**
 - 3.3 Teaching Practices
- **Key Area 4: Human Resources, Leadership and Management**
 - 4.3 An Ethical Workplace Culture
- **Key Area 7: Strategic Leadership and Management**
 - 7.2 Innovation, Development and Change

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

- **Key Area 1: Catholic Life and Religious Education**
 - 1.3 Catholic Life and Culture
- **Key Area 2: Students and their Learning**
 - 2.5 Pastoral Care
- **Key Area 3: Pedagogy**
 - 3.5 Assessment
 - 3.6 School climate, learning environment and relationships
- **Key Area 5: Resources, Finance and Facilities**
 - 5.2 Use of Resources and Space
- **Key Area 6: Parents, Partnership, Consultation and Communication**
 - 6.2 Reporting to the Community

