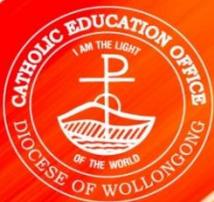


Annual School Report

2012



About This Report

St Thomas Aquinas Catholic Primary School, Bowral 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 (SRI) 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 Action Plans.

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 2013.

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

St Thomas Aquinas Catholic Primary School

Bundaroo St

Bowral NSW 2576

Ph: (02) 4861 1768

Fax: (02) 4862 1941

Email: info@stabdow.catholic.edu.au

Website: www.stabdow.catholic.edu.au

Parish Priest: Fr Sean Cullen

Principal: Mr Gary Norris

Date: 28 November 2012

Vision Statement

St Thomas Aquinas will be an authentically Catholic Parish primary school, a learning community where every individual is valued and encouraged to achieve their greatest potential in every aspect of life.

Message from Key School Bodies

Principal's Message

I am pleased to be able to offer this annual report for the 2012 Academic Year at St Thomas Aquinas Catholic Parish Primary School.

As always it has been an extremely busy year both within and outside the classroom and the achievements of our students are to be commended. St Thomas Aquinas school is an energetic, vibrant learning community with an enviable reputation within the local community.

I take this opportunity to thank all those who have helped to make St Thomas Aquinas what it is today. I thank our Parish Priest for his wonderful support and guidance, the staff for their expertise and generosity of spirit, the Parents and Friends Association (P & F) and the general parent community for their continued support and encouragement, and our students who have work so hard to achieve their personal best in all areas.

The school appreciates the generous support the wider community which we serve.

Parent Involvement

The Parents and Friends Association (P & F) is a highly valued part of our school community and have worked tirelessly to support the school in many areas. In 2012 the main area of focus has been on providing for the technology needs of the school and to this end the Association has been able to provide over \$20 000 worth of new computers to supplement what is already available in the school.

Another major area of focus during the past year has been to extend and develop our community through providing social events where parents can meet and socialise with other parents in an informal atmosphere away from the pressures of continually needing to raise funds.

The Association has endeavoured to be available and supportive to the needs of the school wherever possible and we thank the committee for the time and effort they have contributed to achieving the goals for 2012.

Parents and Friends Association

Student Leadership

It has been a year that we will long remember and we have been proud to represent St Thomas Aquinas as school captains during 2012.

This year has been the first Year 6 to experience a different leadership model which saw each member of Year 6 in different leadership roles. These groups have worked effectively and it has helped to 'share the load' more equitably among the whole year group.

We have been lucky to have been a part of the school community of St Thomas Aquinas and will take with us many memories, as well as a wonderful education.

School Leaders

School Profile

School Context

St Thomas Aquinas Catholic Primary School is a Catholic Systemic co-educational school located in Bowral. The school caters for students in Years Kindergarten to Year 6 (K-6), and has a current enrolment of 412 students. St Thomas Aquinas is part of the Wollongong Diocese system of schools.

The school was originally established by the Daughters of Our Lady of the Sacred Heart in 1903 and is an integral part of the Bowral Parish and the wider community. The school is located adjacent to the church and enjoys the full support of the Parish Priest.

St Thomas Aquinas is a full two stream school which draws enrolments predominantly from the Bowral Parish. Facilities have been continually upgraded and the school grounds are spacious and appealing.

Student Enrolments

2012 Enrolments	
Boys	229
Girls	183
Total	412
Indigenous	5
LBOTE	0

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.stabdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2012.

Student Attendance

2012 Attendance (%)	Male	Female
Year 1	93.7	94.6
Year 2	95.4	94.1
Year 3	94.5	91.7
Year 4	95.3	95.9
Year 5	94.1	95.0
Year 6	96.3	94.8

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

All class roles are marked each day at 9.30am by the class teacher and then sent to the office to be recorded on the SAS system. If any absence is unexplained a request in writing is sent to families to notify them of the absence so that a note can be supplied.

Each family is supplied with an absence booklet at the beginning of the year which they simply need to fill out and sign as a record of non-attendance. These booklets are also available from the school office.

If students are to be absent for an extended period of time an application must be submitted to the principal for approval of up to 50 days. Any application for leave beyond this time should be submitted to the Diocese and the Minister for approval.

Staffing Profile

There are a total of 25 teachers and 9 support staff at St Thomas Aquinas Catholic Primary School. This number include 16 full-time, 9 part-time teachers. The composition of the workforce is as follows:

- 30 female teachers and support staff
- 4 male 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 2012 was 97.34%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 100%.

Professional Learning

During 2012, St Thomas Aquinas personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- A. St Thomas Aquinas whole school development days involving (34) staff. These days focused on:
 - Staff Spirituality
 - Lane Clark inquiry learning

B. Professional learning activities provided at school level including CEO run courses provided Professional Development:

- *Lane Clark Inquiry* approach to learning (all staff)
- Formative Assessment ALEA presentation (all staff)
- Community Learning Project - Using student data to drive teaching and Learning
- ICLT (all staff)
- Lamplighters (5 staff)
- Shining Lights (3 staff)

The average expenditure by the school on professional learning per staff member was \$585.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$543.

Catholic Life & Religious Education

Catholic Life & Religious Education

St Thomas Aquinas Catholic Parish Primary School is proud to proclaim its Catholic identity to the community and the Catholic culture of the school has continued to grow. The spiritual and prayer life of the school has brought staff, students and parents together with the Catholic Parish of Bowral to share and celebrate on many occasions. These experiences have included the celebration of the Eucharist, with the students preparing Parish Masses for the wider Parish community, their parents and friends, as well as a fortnightly prayer gathering at assemblies. Participation in whole school Liturgies and reflection days have added to the Catholic life of the school. The school has been fortunate to have a highly talented Liturgy group, who provided beautiful music and singing, with children from Years 3-6 given the opportunity to join this group.

Twice a week, teachers gathered to pray together and reflect. The school staff participated in a Spirituality Day in Term 3 focusing on the Year of Grace. The staff also gathered with the other Catholic schools in the Highlands. At these gatherings, Br Bill Tarrant has led staff in prayer and reflection. These meetings were an authentic way of showing our commitment as Catholic school educators to the mission of the Catholic Church. Five staff members participated in the Lamplighters program that has developed confidence and capacity in the area of spiritual formation.

School support of the Parish Sacramental Program continued. Many teachers from the school worked as Sacramental Associates to implement the three Sacramental Programs for Penance, Eucharist and Confirmation.

During the year the students in Year 6 participated in the Prayer and Gathering with Bishop Peter. This was held at Moss Vale, and it gave the students the opportunity to celebrate together as well as meet with, and speak to, our Bishop Peter in an informal situation.

Parents were invited to a Lenten reflection day facilitated by Fr Sean Cullen. The morning focused on images and practices of Lent, with the afternoon session exploring the Religious Education Curriculum.

St Thomas Aquinas School, through the leadership of the Year 6 Social Justice team, continued to support Catholic charitable organisations. The children raised funds for Caritas, DOLSH Overseas Aid Fund, Kiribati, Catholic Missions and St Vincent de Paul, and donated to many needy families within our own school community. The Social Justice team visited local nursing homes and invited the residents to the Catholic School's Week celebration.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2012. The school cohort in 2012 consisted of 56 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 56 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 very high performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- Knowledge of images of God from Scripture;
- Knowledge of the Commandments; and,
- Knowledge of the presence of God in creation.

The student responses showed a need for them to develop their capacity to work with, and apply, the religious traditions especially:

- The symbols on the Paschal Candle; and,
- The Liturgy of the Eucharist.

For Part A, 27.30% of students were placed in the developing level, 52.7% in the achieving level and 20 % were in the extending level.

For Part B, 14.00% of students were placed in the developing level, 59.6% in the achieving level and 26.3% were in the extending level.

Combining Parts A and B, 23.6% of students were placed in the developing level, 61.8% in the achieving level and 14.5% were in the extending level for Religious Literacy.

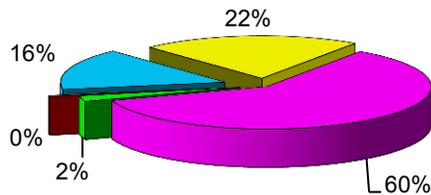
Financial Summary

During 2012 St Thomas Aquinas has continued to build on the achievements of the past years particularly in relation to the 'Building the Education Revolution' grant which has seen great improvements to school facilities. Final plans are well underway to complete the grant money with the installation of a lift in the main building of the school.

St Thomas Aquinas is always grateful to the P & F who have continued to support the school financially and have contributed over \$20 000 in 2012 toward the purchase of technology. Our future goal is to introduce a family technology levy in the next few years, which will assist in helping the school keep up to date with technological advances and purchases.

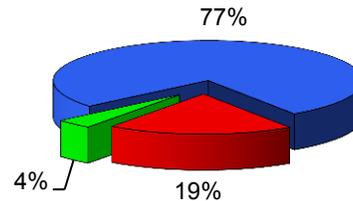
The following graphs reflect the aggregated income and expenditure for St Thomas Aquinas Catholic Primary School, Bowral for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

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

Student welfare at St Thomas Aquinas is based on Gospel values and therefore respects the rights and responsibilities of all students, staff, parents and community members.

Pastoral Care

Pastoral Care at St Thomas Aquinas has continued to result in a majority of positive behaviours in the playground. This was evident from the data gathered during the year by the playground behaviour survey completed by the students and the daily playground books used by the teachers on duty. Highlighted negative behaviours were referred to the Pastoral Care Co-ordinator.

Behaviour Analysis & Reporting Tool (BART) data collection was commenced during the year to aid in pinpointing areas of need.

All classes were required to have a positive behaviour system operating in their classroom and this was further supported by Principal and Class Awards at school assemblies.

The school counsellor has been working both with individuals and small social skills groups. Year 6 students nominated themselves for groups which were involved in activities such as visiting nursing homes, welcoming guests to the school and assisting staff in organising student activities. Year 6 and Kindergarten continued to be involved in the very rewarding Buddies Program.

During the year all members of the school community have been involved in the support of parents in need, due to illness or extenuating circumstances.

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 2012.

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

St Thomas Aquinas continued the development of a whole school approach to teaching and learning. David Langford's Quality Learning strategies have been implemented across the school with students challenged to be active participants and fully engaged in their own learning. This year the staff participated in the first professional development day with Lane Clark. This allowed for further development of the Inquiry Model introduced a number of years ago.

Curriculum & Pedagogy

The school demonstrated a professional learning culture throughout the year, which included team learning and shared practice. The Lane Clark staff development day created enthusiasm and encouraged many staff members to work together on developing new pedagogies. This provided teachers with scaffolds and processes to assist students in their learning. All teachers were engaged in the implementation of the NSW syllabus documents, with many tools and scaffolds introduced to break down the learning and thinking process.

Assessment has been an ongoing strategy for planning and programming units of work. Teachers provided assessment tasks in their classrooms to identify the areas requiring explicit teaching and also at the end of a unit of work to ascertain the knowledge, skill and understanding after the teaching. Teachers provided reports at the end of Term 2 and Term 4 with interviews as required. There were formal interviews at the end of Term 1 for a mutual sharing of information relating to the student. Parents and teachers contacted each other throughout the year, whenever there was a concern or issue that needed addressing.

This year a new numeracy assessment tool was implemented across the whole school. Every child was interviewed by a teacher to assess their level of competency in the basic skills in the number strand of the syllabus. This information directed the teaching and learning and ensured that all concepts were consolidated. All data gathered has been documented for the teachers next year for ongoing revision and consolidation. This K - 6 approach has also been introduced using the Writing Analysis Continuum.

Technology has been a great highlight for St Thomas Aquinas this year. The purchase of pods of iPads and laptops, as well as a very generous donation by the P & F increased our technology resources. The development of our new school website has provided a useful communication tool between school and the wider community. Teachers have implemented these new resources in a variety of ways with many focusing on the pedagogical changes inspired by Lane Clark and David Langford.

Cross Curriculum

Literacy development has been an area of focus over many years with students achieving excellent results. The National Assessment Plan for Literacy and Numeracy (NAPLAN) data, long term monitoring and literacy support data demonstrated significant levels of achievement. Classroom teaching strategies, through an uninterrupted Literacy Block, provided students with a wide variety of independent, guided and modelled reading and writing. Spelling has been an area of concern, and teachers have implemented a Draft Spelling Policy focusing on explicit teaching of spelling strategies. This will continue to be an area of focus.

The Numeracy Assessment provided clear data for the teaching and learning across the school. Teaching of concepts has been followed up with regular revision, practice and drill so that students have been provided with ongoing opportunities for learning concepts.

In their studies student from K to Year 6 aligned indigenous culture and heritage where it was linked to curriculum areas. Many units of work provided this indigenous perspective and included resources that developed many important insights for students.

Meeting the needs of all students

The Enrichment Team have continued the monitoring and support of students with special needs in close partnership with parents and the class teachers. The Individual Plans (IPs) for students with disability were developed in the first weeks of Term 1. These meetings planned the outcomes and strategies that assisted each of these students. The IPs then formed the basis for the areas that have been worked on throughout the year with a final meeting in Term 4 that evaluated the child's progress.

Review meetings were held each term with the grade teachers and the school's Enrichment Team. Students that were a concern to the class teacher or the parents were discussed and strategies were developed. Documentation was gathered for any students that needed to be referred to the Catholic Education Office for further testing.

Throughout Terms 2 and 3 the gifted and talented students identified by the Australian Council for Educational Research (ACER) General Ability Test (AGAT) testing procedures, participated in the Stretching Potential through Interactive Learning Challenging Environments (SPLICED) online program. This provided extension activities in an interactive discussion forum. This was a very effective and successful program that extended the gifted students.

Expanding Learning Opportunities

Students were offered a wide variety of opportunities throughout the year. The musical groups throughout the school allowed students from Kindergarten to Year 6 to participate and perform. The school ensemble, boys' choir, girls' choir and different instrumental groups, as well as the new infants' choir, provided an opportunity for everyone.

Sporting gala days, athletics events, swimming carnivals, super skippers, cross country and the possibility of representation at varying levels across the Diocese and State ensured that sport is very well catered for at St Thomas Aquinas.

The school offered a wide range of extra curricula opportunities including Liturgy Group, public speaking, writing competition, chess competition, art competitions, gymnastics, swimming as well as many other events. Students also have the opportunity to participate in the University of NSW competitions in English and Mathematics.

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 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.

The 2012 NAPLAN results highlighted significant strength in the areas of numeracy, and grammar & punctuation in the Year 3 cohort. The Year 5 cohort displayed strength in the areas of writing, and grammar & punctuation. The results show that very few students are below the National Minimum Standard.

The areas requiring some priority at St Thomas Aquinas School (STA), as highlighted by the analysis of NAPLAN data were:

- Learning gains of students from Year 3 to Year 5;
- Spelling across the whole school;
- Differences in results based on gender in numeracy, with the boys achieving significantly higher results than the girls; and,
- Writing (K - 3).

In order to address the above priorities the following areas of focus will be explored so as to further develop and enhance the learning processes at STA:

- The development of a whole school approach to spelling;
- Continuation of assessment informed learning through the use of NAPLAN data and school-based numeracy assessment;
- Catering for gender differences in numeracy;
- Using the NAPLAN marking guide and other resources to inform explicit teaching of persuasive writing in Years 1 to 3; and,
- Refine guided reading and comprehension practices in line with associated literacy outcomes.

Student Achievement in Bands

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 2012: % 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	7%	25%	68%	7%	55%	38%
	National	14%	37%	47%	18%	49%	31%
Writing	School	5%	39%	56%	5%	55%	40%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	9%	44%	47%	7%	66%	28%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	9%	24%	68%	14%	40%	47%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	5%	44%	51%	10%	52%	38%
	National	16%	49%	33%	18%	53%	27%

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) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2012: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	97%
	National	94%	92%
Writing	School	100%	100%
	National	95%	92%
Spelling	School	98%	100%
	National	94%	93%
Grammar & Punctuation	School	98%	97%
	National	93%	90%
Numeracy	School	100%	98%
	National	94%	93%

Parent, Student and Staff Satisfaction

Parents, staff and students are invited annually to provide feedback to the school regarding how satisfied they are with the school and how well they feel we have achieved our goals for the year. This is achieved through a variety of ways including surveys, meetings, parent forums and general anecdotal observation.

Of the 284 families in the school over 100 responded to a short survey that was sent home which indicates that families are satisfied with the way that the school is operating in relation to quality learning and teaching.

There has been overwhelming support received from both the staff and the student body who acknowledged the effort that was put into creating an educational atmosphere that is conducive to achieving high quality educational results. Data received from NAPLAN and university testing indicates that our students are achieving to a high degree.

Students have again indicated that they are proud of their school and they feel they have all the resources necessary to achieve quality learning gains.

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 2012:

The core purpose of School Review and Improvement (SRI) is to ensure that students are achieving their academic and personal potential in a learning environment underpinned by a clear Vision and Mission. SRI is a shared responsibility of both school and system.

- **Key Area 2: Students and their learning**

- 2.2 Rights and Responsibilities

- The School has ensured that quality teaching and learning time is protected from outside disruptions.

- Rights and responsibilities are clearly articulated in a whole school policy

- School policies are consistently implemented by all staff.

- 2.5 Pastoral Care

- Students at risk are identified and supported

- Students experience a student centred differentiated curriculum

- Parents are supported in the pastoral care of students.

- **Key Area 3: Pedagogy**

- 3.6 School Climate, learning environment and Relationships

- Implementation of Langford Quality Learning approach

- Development of gospel based relationships throughout the school by focussing on school Merit system, Catholic Schools Week activities and staff development through 'Lamplighters' program.

- 3.7 Professional Learning

- Developed a Professional Learning culture Lane Clark/David Langford

- Developed effective networking across Highland schools.

- Provided Professional Learning opportunities for all staff

- **Key Area 4: Human Resources, Leadership and Management**

- 4.2 Professional Development of Staff

- Developed a whole school approach to pedagogy through Lane Clark/ David Langford

- Focussed all Professional Development on improving learning outcomes.

4.5 Overall compliance with legislation and other requirements

Provided all information regarding legislative requirements to staff.

Documented, reported and regularly reviewed and updated compliance requirements.

- **Key Area 6: Parent, Partnership, Consultation and Communication**

6.3 Linkages with the wider community

Actively involved the school in Parish life.

Actively involved the school in community events.

- **Key area 7- Strategic leadership and Management**

7.2 Innovation, Development and Change

Increased professional dialogue between teachers and all members of staff so that there is a focus on continual improvement.

School Review and Improvement components to be reviewed and rated in 2013:

- **Key Area 1: Catholic Life and Religious Education**

1.1 Vision and Mission

With a number of new staff at St Thomas Aquinas it is timely to look at our vision and Mission statement so that it reflects what we believe.

- **Key Area 2: Students and their Learning**

2.5 Pastoral Care

Continued from 2012 to develop a Pastoral Care Policy with consistency of implementation across all staff.

- **Key Area 3: Pedagogy**

3.3 Teaching Practices

Develop a coherent, highly effective approach to delivering effective and engaging pedagogy.

3.4 Planning, Programming and Evaluation

Establish effective processes which facilitate and promote collaborative planning.
Promote teaching programs which are dynamic working documents.

- **Key Area 5- Resources Finance and Facilities**

5.2 Use of resources and space

Develop a school plan for future development.

- **Key Area 6: Parents, Partnerships, Consultation and Communication**

- 6.1 Parent Involvement

- Encourage involvement of the parent body in School Parents and Friends Association activities by providing a range of guest speakers on topics of interest to the parent body

- **Key Area 7: Strategic Leadership and Management**

- 7.1 Planning for improvement

- Develop a school Improvement plan which reflects the new school Vision and Mission statement.

- Set priorities for professional development of staff.

