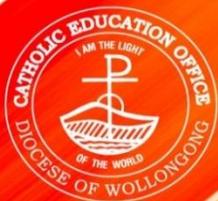


Annual School Report

2012



About This Report

St Francis of Assisi Catholic Primary School, Warrawong 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 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 Francis of Assisi Catholic Primary School
95 Flagstaff Road
Warrawong NSW 2502
Ph: (02) 4274 3386
Fax: (02) 4276 2937
Email: info@sfawdow.catholic.edu.au
Website: www.sfawdow.catholic.edu.au

Parish Priest: Fr Emanuel Gatt, OFM Conv.

Principal: Mr Michael Connelly

Date: 30 November, 2012

Vision Statement

St. Francis of Assisi Catholic Primary School is an engaged Catholic community, inspired by the Franciscan spirit, empowering all learners to reach their full potential.

Message from Key School Bodies

Principal's Message

The largely multicultural Parish and community of Warrawong has been served by St. Francis of Assisi Catholic Primary School for over 50 years. For all of those years the Principal, staffs, Franciscan Friars and the Franciscan Sisters of the Heart of Jesus have endeavoured to live the charism of St Francis of Assisi as they minister to the spiritual, educational and pastoral needs of families. Central to this ministry is the provision of quality Catholic education to children in our primary school. This year there are 9 class groupings from Kindergarten to Year 6 with an enrolment of 208 children. Again, this year teachers and school support officers have been involved in the National Partnerships "Focus on Reading" initiative which has revolutionised learning and teaching of literacy across all grades resulting in extremely positive outcomes.

On 9th March, 2012 Bishop Peter Ingham, during a gathering of many dignitaries and members of the Parish and school community, blessed and opened our new hall and canteen funded by the Federal Government's Building the Education Revolution.

Parent Involvement

In acknowledging the wonderful support of parents, I particularly thank the Parents and Friends Leadership Team and committees for their teamwork and dedicated involvement throughout the year. The Principal and staff of our school are also to be congratulated on the engagement of parents in the many facets of school life. Fund raising enabled valuable educational resources to be purchased for the children of our school in the areas of literacy, numeracy and technology. Our Association has enabled parents to have a greater voice on issues which affect the education and welfare of our children and become more actively involved in school life. A highlight of this year was our Food Fiesta which was not only an extremely successful fundraiser but provided a positive social focus for the families of our school, Parish and wider community.

Parents and Friends Association, President

Student Leadership

This year has been a busy and invigorating year for the students of our school. We have participated in many events during 2012. In the sporting arena our activities have included basketball, soccer, netball, athletics, cross country, swimming and AFL. Stage 3 went on an overnight excursion to Mogo Zoo and Gold Rush Colony. The children in Year 3 received the Sacraments of Penance and First Holy Communion while the children in Year 6 received the Sacrament of Confirmation celebrated by Bishop Peter Ingham. The Year 6 children also

joined other children from Catholic schools in the Region at St. Therese Parish, West Wollongong for Prayer and Conversation with the Bishop. Our teaching and support staff have worked tirelessly with the children of our school to ensure a high standard of learning and teaching with particular focus on literacy. We will be sad to leave our Primary school but look forward to the next stage of our education.

School Leaders

School Profile

St Francis of Assisi Catholic Primary School, founded in 1960, is a Catholic Systemic co-educational school located in Warrawong. The school caters for students in Years K-6 and has a current enrolment of 208 children who come from Warrawong, Lake Heights, Cringila and Berkeley.

There is a large diversity of needs within the school requiring individual learning plans.

Teachers, school support staff and the work of our teacher educator provide quality learning and teaching through our National Partnerships Focus on Reading program.

A Cyclic Review culminating 5 years of the School Review and Improvement process was the focus for Term 3. The Review Team recommendations focused on the setting of clear goals within a specific time frame; the sustainability of professional learning, gains in learning and teaching and improved student performance when the National Partnerships funding ceases in 2015; and in the light of current enrolment policies, the need to examine projected enrolment trends in the light of facilities, student learning priorities and identified needs of the community.

All 6 of the National Partnership educational reforms are now in a process of ongoing implementation. Much focus in 2012 has been invested into Community Engagement with professional learning and various partnerships involving our partnership brokers, The Smith Family and the National Partnerships team from the Catholic Education Office.

Student Enrolments

2012 Enrolments	
Boys	115
Girls	93
Total	208
Indigenous	0
LBOTE	120

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.sfawdow.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	90.0	92.9
Year 2	89.8	90.6
Year 3	88.9	90.0
Year 4	92.5	88.6
Year 5	93.6	94.0
Year 6	92.5	85.4

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, monitors part or whole day absences.

Non-attendance is managed in the first instance by the class teacher. Notes from parents are required explaining daily and partial absences. Depending on circumstances, the teacher liaises with parents and students in terms of adverse effects of repeated absences, typically learning and social implications. Trends of absenteeism or that of a prolific nature is additionally addressed by the Principal. The office keeps a daily record as part of a Diocesan system of online daily and partial absence entry.

Staffing Profile

There are a total of 16 teachers and 8 support staff at St Francis of Assisi Catholic Primary School. This number includes 8 full-time, 8 part-time teachers with a high percentage of teachers with more than 25 years' experience in teaching.

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 98.12%. 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 Francis personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Francis whole school development days involved 25 staff.

These days focused on:

- Developing the Charism of St. Francis of Assisi in our school;
- National Partnerships Program with particular emphasis on planning, English as A Second Language (ESL) and ESL Scales;
- Engaging our Community involving links with other schools and community groups;
- First Aid.

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

- Literacy/Numeracy Leaders Days (4 staff attended);

- Focus on Literacy – Writing (16 staff attended);
- SRI/Cyclic Review (16 staff attended)
- Vision and Mission (16 staff attended).

The average expenditure by the school on professional learning per staff member was \$250. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$2 585.

Catholic Life & Religious Education

St Francis of Assisi Catholic Primary School together with the Franciscan Friars and the Franciscan Sisters of the Heart of Jesus continue to promote and provide opportunities for the school community to actively participate in the life of the Parish and the wider Church.

There are opportunities for celebration of Mass on a weekly basis with Parishioners as well as celebrations of Feasts and other important events in the Church year. Each Term the Friars visit classes to speak to the children about their learning and further support their faith development. The school day begins each day with prayer. On Monday we pray the School Prayer, acknowledge country and sing the National Anthem. On Wednesday we pray the Angelus and on Thursday we pray the Prayer of St Francis. The school continues to support the Parish in the formation of children in the reception of the Sacraments of Baptism, Penance, Eucharist and Confirmation through the Parish-based Sacramental Programs.

The Staff continued their faith formation with a staff development day at Berry on Franciscan Spirituality. This lead into staff meetings to develop our new Vision Statement as part of the school SRI (Key Area 1: Catholic Life and Religious Education 1:1 Vision and Mission).

This year the students were involved in liturgies and celebrations for Catholic Schools' Week, Opening and Blessing of the School Hall, an Easter Liturgy, Grandparents' Day, Year 6 Gathering with the Bishop and a full day of activities to celebrate our patron St Francis of Assisi as well as many other feasts and special occasions.

At St Francis of Assisi School, we have supported several social justice initiatives throughout the year. Our Mini Vinnies grew this year with 30 children involved from Years 3 to 6. They held cake days and various mufti type days to raise money, as well as knitting squares for blankets and making beanies for the needy. Each class continued to collect money and a total of \$800 was shared among Catholic Missions, Caritas and the Franciscan Mission in the Philippines.

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 32 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 32 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 their:

- Understanding and explanation of scripture stories.
- Ability to describe and understand an image of God from scripture.
- Knowledge of key symbols, signs and rituals of Catholic tradition.
- Understanding of the Commandments and relating to own life.
- Knowledge of saints and their qualities.

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

- Recall key aspects of some scripture stories.
- Identify lessons from the parables.
- Recall the events of the Resurrection.
- Demonstrate an understanding and recall the key events of Pentecost.

For Part A, 9.4% of students were placed in the developing level, 65.6% in the achieving level and 25% were in the extending level.

For Part B, 15.6% of students were placed in the developing level, 65.6% in the achieving level and 18.8% were in the extending level.

Combining Parts A and B, 15.6% of students were placed in the developing level, 71.9% in the achieving level and 12.5% were in the extending level for Religious Literacy.

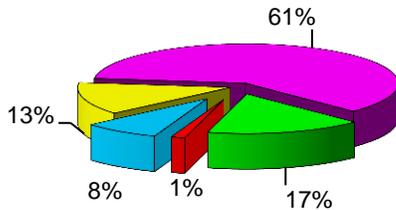
Financial Summary

The school received \$54 996 from the Department of Climate Change and Energy Efficiency under the National Schools Solar Program. This enabled the installation of a solar system with a capacity of 12160 watts.

SEDSO and school funding of \$29 785 enabled the refurbishment of Administration and conversion of the old canteen for secure storage of files as well as \$27 694 to refurbish the School Library.

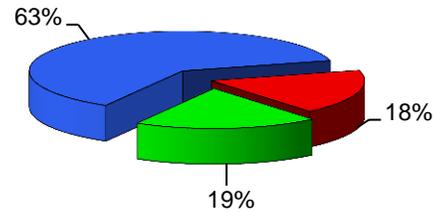
The following graphs reflect the aggregated income and expenditure for St Francis of Assisi Catholic Primary School, Warrawong for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

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

Behaviour Management was again a priority for 2012 as we moved into our fifth year of implementation of our School Wide Positive Behaviours for Learning (SPB4L) project. Our Committee and staff continue to trial new initiatives and evaluate data collected and collated as evidence of our progress. A revised Behaviour Management Policy (incorporating Anti-Bullying procedures) was formulated this year.

Using the Effective Behaviour Support Survey (EBS) staff have rated implementation of school-wide and non-classroom practices highly where achievement has reached over 80%; attention needs to be given to classroom and individual student (secondary interventions) student focus of SPB4L. The use of activity centres in playgrounds has also assisted socially acceptable play.

A CatholicCare counsellor also works closely with students, staff and families in implementing strategies associated with behaviour management.

Pastoral Care

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 Francis of Assisi Catholic Primary School is a Catholic educational community, which is committed to providing a quality learning and teaching environment catering for the needs of all students. The existing Professional Learning Community at St Francis of Assisi promotes a collaborative learning environment supporting all students and staff in their ongoing learning. Ongoing professional dialogue and reflection of quality teaching practices with the use of the Diocesan Learning and Teaching Framework (DLTF) has been a continued focus throughout the year in conjunction with the National Partnerships.

National Partnerships

St Francis of Assisi participates in the National Partnership Agreement. This provides the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. As a participating school we are strengthening successful practices and developing innovative responses to meet the needs of all students especially those most in need of additional support. Our partnership will build teaching skills and focus on literacy and numeracy outcomes for all students.

The National Partnership will achieve this through better use of data, strengthening school leadership and partnership arrangements between school and parents, local communities and the higher education sector.

St Francis of Assisi has implemented the following initiatives under the National Partnership Agreement:

- Ongoing whole school professional learning opportunities leading to improved student outcomes in reading comprehension;
- Professional development of teachers in ESL pedagogy and practice has assisted in the identification and targeting of specific student needs;
- Identification, planning and implementing intervention programs for the individual needs of students;
- Promoting dialogue to further engage and involve parents, community members and community organisations to fully participate in school experiences.

Curriculum & Pedagogy

The learning and teaching programs undertaken at St Francis of Assisi school fulfil Federal Government initiatives, NSW Board of Studies (BOS) and Diocese of Wollongong requirements. The Key Learning Areas (KLAs) of English, Mathematics, Science and Technology, Human Society and its Environment (HSIE), Creative Arts and Personal Development, Health and Physical Education (PDHPE) were used to guide learning, teaching and assessment experiences. All classes followed the Diocese of Wollongong Religious Education Syllabus. Teachers collaboratively planned and programmed varied and differentiated learning experiences to engage all students across all KLAs. Information and Communication Learning Technologies (ICLT) have been integrated across all Key Learning Areas in all Stages of Learning. In 2012 specialist teachers were employed to deliver instruction in Physical Education (PE) and in Music.

Student progress is formally presented to parents twice a year in the form of a written A to E graded report with parent/teacher meetings following the distribution of reports. Kindergarten parents were provided with a verbal report in Term 2 and a written report based on indicators of competency in Term 4. Throughout the year teachers and/or parents requested interviews on a needs basis to discuss student needs and progress.

Data collected through National Partnerships Focus on Reading program, combined with data from ongoing Reading Recovery monitoring, BEST Start and NAPLAN results has provided valuable insights into student learning gains and needs.

Year 3 and year 5 students participated in National Assessment Program Literacy and Numeracy (NAPLAN) and Year 4 students participated in the Diocesan Religious Assessment Part A and Part B. Results of these assessments were provided to parents as a written Report.

Cross Curriculum

During 2012 the implementation of the whole school approach to Focus on Reading has been further embedded and consolidated. Teachers have participated in mentoring sessions with colleagues both within the school setting and at other Diocesan schools. As part of the professional learning community that has been established teachers have regularly evaluated and reflected on their practice as well as developed units of work during Grade and Stage planning days. As part of their daily practice, teachers have continued to transfer the integration of the six comprehension strategies across all Key Learning Areas.

Indigenous culture and perspectives have been integrated throughout Human Society and Its Environment (HSIE), Creative Arts, Religious Education and English. Morning Prayer and assemblies acknowledge the Indigenous people as the traditional owners of the land.

Meeting the needs of all students

As a Catholic school community, we seek to provide optimum opportunities for all learners to reach their fullest potential. Individual Plans have been developed with reference to data to identify students requiring additional support or extension. Individual plans were developed and evaluated each Term as part of ongoing student monitoring. Teachers planned specific learning experiences that are implemented by teachers and School Support Officers to meet the individual needs of students and achieve learning outcomes. Additionally, students identified with special needs receive government funding and formal meetings to discuss students' Individual Plans are scheduled twice a year, with additional meetings as required.

There were 10 students who participated in Reading Recovery in 2012. Reading Recovery provides early literacy intervention from a specialist teacher to assist children to accelerate their literacy learning with daily one-to-one individually designed lessons.

This year our school has focused on the staff developing a better understanding of Gifted Education. Teachers have engaged in Professional Development facilitated by an Education Officer from the Catholic Education Office and have become more familiar with the new Diocesan Model for Gifted Education and its accompanying Support Documents. Part of this process included teacher identification of students from Kinder to Year 6 and as well, Year 2-Year 5 students have undertaken a formal assessment from the ACER General Ability Test (AGAT) which is a test of general intellectual ability. Gifted and Talented Education will be further pursued in 2013.

Expanding Learning Opportunities

Students were provided with opportunities to participate in a range of extra-curricula activities. These included participation in Regional Gala Days for AFL, netball, soccer and basketball as well as representing the school in Regional and Diocesan Carnivals for Athletics, Cross Country and Swimming. Students were given the opportunity to participate in Public Speaking at a school and Diocesan level as well as the University of New South Wales competitions for English, Writing, Spelling, Computer skills, Mathematics and Science. The specialist music teacher provided opportunities for students in primary classes to join the school choir.

Student Achievement

NAPLAN

Year 3

Literacy: The strongest performances were in Spelling with 44% of students in Bands 5 and 6 and in Reading where 41% of students were in Bands 5 and 6. In Writing, the majority of students were in Bands 3 and 4. In Grammar and Punctuation, the majority of students were in Bands 5 and 6.

Numeracy: In Numeracy, the majority of students were in Band 4. In Data, Measurement, Space and Geometry 35% were in Band 4. In Number, Patterns and Algebra, 27% were in Band 5.

Year 5

Literacy: The strongest performances were in Spelling with 43% of students in Bands 7 and 8 and in Reading with 38% of students in Bands 7 and 8. In Reading, and in Grammar and Punctuation, the majority of students were in Band 6. In Spelling and Writing, the majority of students were placed in Band 5.

Numeracy: In Numeracy, the majority of students were in Band 5. In Data, Measurement, Space and Geometry as well as Number, Patterns and Algebra the majority of students were in Bands 5 and 6.

Analysis of this data has enabled the school to set targets in both Literacy and Numeracy for 2012.

Learning gains have been exceptional.

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 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	15%	44%	41%	5%	57%	38%
	National	14%	37%	47%	18%	49%	31%
Writing	School	18%	53%	29%	5%	76%	19%
	National	8%	44%	47%	18%	60%	19%
Spelling	School	18%	38%	44%	10%	48%	43%
	National	13%	41%	44%	17%	50%	32%
Grammar & Punctuation	School	32%	32%	35%	14%	57%	29%
	National	13%	36%	50%	20%	47%	31%
Numeracy	School	18%	62%	21%	14%	57%	29%
	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	97%	100%
	National	94%	92%
Writing	School	97%	100%
	National	95%	92%
Spelling	School	100%	100%
	National	94%	93%
Grammar & Punctuation	School	91%	100%
	National	93%	90%
Numeracy	School	97%	100%
	National	94%	93%

Parent, Student and Staff Satisfaction

Parents

Each family at St Francis of Assisi Catholic Primary School was invited to participate in an anonymous Parent Survey. The survey provided parents with an opportunity to offer feedback on areas affecting the education of their children and the general functioning of the school.

From the total of 143 families at the school, 46% returned completed surveys.

All parents surveyed agreed with the statement: The school helps my child to develop a knowledge and understanding about Catholic tradition.

An extensive majority of parents surveyed agreed with the statements: The school provides various opportunities for me to become involved; My child is challenged to maximize his/her learning outcomes; The school strives to meet my child's individual learning needs; The school provides appropriate information about my child's progress; The school offers a range of co-curricular activities; The teachers are genuinely interested in the welfare of my child; The

school provides a safe and supportive environment; The school effectively communicates information about activities and events.

Areas for further development: Although the vast majority of parents surveyed agreed with the above statements, a small number disagreed with some. As a result of this, the following areas have been identified as requiring further development: The school provides appropriate information about my child's progress; the school strives to meet my child's individual needs.

Student

Each student in Stages 2 and 3 was provided with an opportunity to participate in an anonymous Student Survey. Of the total number of students in these two Stages, 90% of these completed the survey.

The vast majority of students agreed with the following statements: I am proud of my school; The school helps me in understanding of the Catholic faith; My teacher encourages me to learn to the best of my ability; I understand my rights and responsibilities at school; I feel safe at school; If I had a problem, there are people who I could approach for help; There are sporting and other activities in which I can become involved.

A small number of students disagreed with some of the above statements and therefore a focus for the school will be to further develop student interaction through the SPB4L program.

Staff

All staff members were given an opportunity to participate in the Staff Survey. Of the 27 staff members 63% responded to the survey.

All staff members surveyed agreed with all of the statements in the survey. Based on the results of all three surveys, a focus for the school is to develop a Gifted Education Program to cater more specifically for individual student needs.

School Review and Improvement

School Review and Improvement is an on-going 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:

- **Key Area 1: Catholic Life and Religious Education:**
 - 1.4 Parents, Parishes and the Broader Church
- **Key Area 3: Pedagogy**
 - 3.4 Planning, Programming and Evaluation
 - 3.6 School Climate, Learning Environment
- **Key Area 4: Human resources, Leadership and Management**
 - 4.3 An Ethical Workplace Cultural
 - 4.5 Overall Compliance with legislation and other Requirements

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
- **Key Area 2: Students and their Learning**
 - 2.1 Educational Potential
- **Key Area 3: Pedagogy**
 - 3.3 Teaching Practices
 - 3.7 Professional Learning
- **Key Area 4: Human Resources, Leadership and Management**
 - 4.2 Professional Development of Staff
- **Key Area 6: Parents, Partnership, Consultation and Communication**
 - 6.1 Parent Involvement
 - 6.3 Linkages with the Wider Community

