# FIVE YEAR VISIT REPORT

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>CLEVELAND DISTRICT STATE HIGH SCHOOL</th>
</tr>
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<tbody>
<tr>
<td>COUNTRY</td>
<td>AUSTRALIA</td>
</tr>
<tr>
<td>VISIT DATES</td>
<td>18th October to 20th October 2011 inclusive</td>
</tr>
<tr>
<td>CIS VISITORS</td>
<td>PETER GITTINS</td>
</tr>
<tr>
<td></td>
<td>ROBYN KRONENBERG</td>
</tr>
<tr>
<td>ACCREDITATION GUIDE EDITION</td>
<td>7th</td>
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</table>
INTRODUCTION

Cleveland District State High School (CDSHS) is located in the Bayside District of Brisbane. The school serves the community of Cleveland and the rapidly growing urban areas stretching from Ormiston to Redland Bay, Mount Cotton and adjacent Bay Islands. CDSHS began in 1956 as a Secondary Department at the Cleveland Primary School site and moved to its present location in 1962.

The school runs classes across the range of the Secondary School - Year 8 to Year 12 - and is divided operationally into a Middle School across Years 8 and 9 and a Senior School across Years 10 through 12. An application to add a Year 7 cohort as a pilot project in 2013 is currently pending approval from the relevant authority and, if successful, will lead to an increase of 280 students. In any case, the school will add a Year 7 cohort in 2015.

The current enrolment stands at 1341 students. The school demographic boasts an almost equal number of male and female students and includes an Aboriginal and Torres Strait Islander population of 64 students and 29 fee paying international students. In 2011, Cleveland District State High School became an Enrolment Managed School which means that students outside of the catchment area must apply for enrolment based on enrolment criteria.

Cleveland District State High School was first accredited by the Council of International Schools in 2006 and is currently midway through its first accreditation cycle. The 5 Year Visit took place between the 18th and 20th October 2011 and was undertaken by two CIS Visitors. The 5 Year Report was submitted well in advance of the visit and more than adequately addressed the status of the recommendations arising from the 2006 Visiting Team Report.

There have been some significant developments at the school in the period between the initial Team Visit in 2006 and the Five Year Visit.

These include, but are not limited to the following:

- adoption of Dimensions of Learning as the pedagogical framework for the entire school and embedding the pedagogy into actual practice.

- redefining the roles of the Deputy Principals to include the positions of Deputy Principal Middle School, Deputy Principal Senior School and Deputy Principal Year 10.

- restructuring of the Head of Department framework.

- the development of a coherent, whole school, long range plan to guide the use and development of ICT's.
• the implementation of the Senior Schooling Framework which led to a redefinition and rethinking of the place of Year 10 in the total school fabric.

• facility improvements including the construction of a Language Centre, an Innovations Centre, a Living Skills Area and the upgrading of eighteen classrooms.

The Report which follows was written in standard format and contains the following:

• Comments relating to original recommendations of the Visiting Team and the School’s response to them.

• Observations including perceptions and comments on any significant developments in the school.

• Suggested Areas for Attention, these being areas of the school’s operation which warrant particular attention prior to the next Self-Study and Team Visit.

The Report closes with a set of conclusions, summarizing impressions of the school at this point in its development.

During the course of their time at the school, the Visitors met with the Principal, Senior Leadership Team, Heads of Department, the School Council, parents and students. The visit was exceptionally well organized and all at CDSHS were welcoming and fully supportive of the accreditation process.

The Visitors were impressed by the significant developments, across the range of operations in the period between the Team Visit and Five Year Visit. Indeed, CDSHS is to be commended on the progress it has made over the past five years and to its strong overall commitment to school improvement.
COMPONENT ONE

SECTION A - PHILOSOPHY and OBJECTIVES

<table>
<thead>
<tr>
<th>Visiting Team Recommendation</th>
<th>School's Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. The School Council establish a systematic process for periodic review of the School’s Philosophy and Objectives, to ensure that it remains aligned with the evolving nature of the School population and the greater school community.</td>
<td>In Progress</td>
</tr>
<tr>
<td>A2. The Administration further develops strategies for ensuring the broadest understanding and acceptance of the Philosophy and Objectives by all School community groups.</td>
<td>In Progress</td>
</tr>
<tr>
<td>A3. The Administration and Staff amplify their efforts to raise intercultural understanding by all students.</td>
<td>In Progress</td>
</tr>
<tr>
<td>A4. The School Council and Administration rethink the presentation of the Philosophy and Objectives document with a view toward clearly delineating the Philosophy Statement from the associated Objectives.</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

Observations:

Following a period of extensive consultation, the School Council recently approved a revised Statement of Philosophy which, although closely linked to the former document, contains some important changes.

The second paragraph of the Philosophy Statement now makes reference to, 'a teaching staff dedicated to the delivery of an engaging curriculum that ensures intellectual discipline and academic rigour,' and to a, 'culture of continuous improvement.'

CDSHS aims have been revised and the new document articulates a commitment to, 'developing life skills in communication, research, decision making, problem solving critical thinking and creative thinking, thinking and working collaboratively, 21st Century technologies and autonomous learning.'

Further, CDSHS aims articulate a commitment to, 'promoting respect for self, others and the environment, international mindedness, cultural understanding and respect for diversity, knowledge of and respect for Australia’s heritage, individuality, ethical behaviour, self discipline, personal integrity and independence.'

In relation to the School's ratings at the time of the Five Year Visit, the Visitors endorsed the ratings for A1, A2 and A3 and felt that with a revised philosophy approved, CDSHS was now presented with an ideal opportunity to develop tools that will enable it to measure the extent to which the new philosophy statement reflects actual practice in the classroom and the extent to which individual faculties are aligning their pedagogy to reflect same. Further, the
school will also need to ensure that the revised CDSHS philosophy is updated in all publications and school documentation.

The school has been active in its effort to raise intercultural awareness both formally through curriculum linkage and informally through specific initiatives including Multicultural Day, Indigenous Celebrations etc. In order to underpin further initiatives related to intercultural awareness, the school is encouraged to develop a contextually appropriate definition of internationalism / international mindedness and then prioritize initiatives in line with this understanding.

Effective from the beginning of the 2012 school year, CDSHS will be implementing the Australian Curriculum in English, Maths, Science and History. Once implemented, the school is encouraged to audit the Australian Curriculum documents in order to determine where international themes and links can be further developed.

**Suggested Areas for Attention**

- ensure that the revised statements of Purpose, Mission and Beliefs are updated in all publications and areas where they are currently displayed.

- formalize procedures and / or tools to enable the school to determine how effectively the philosophy reflects actual practice in the classrooms and how individual faculties are aligning their pedagogy to the new philosophy.

- once implemented, audit the Australian Curriculum documents in order to determine where international themes and links could be further developed.

- develop a contextually appropriate definition of internationalism / international mindedness as a precursor to further developing initiatives in this area.
SECTION B - CURRICULUM - MIDDLE SCHOOL

<table>
<thead>
<tr>
<th>Visiting Team Recommendation</th>
<th>School's Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. The Administration re-examine the curricular leadership roles in the School to improve teaching and learning.</td>
<td>Completed</td>
</tr>
<tr>
<td>B2. The Administration continues to develop a contemporary learning pedagogy and student management approach that is embraced by all Middle School teachers.</td>
<td>In Progress</td>
</tr>
<tr>
<td>B3. The Administration review the appraisal process for all Middle School staff to better link it to professional development, especially in ICT pedagogy and skills.</td>
<td>In Progress</td>
</tr>
<tr>
<td>B4. The Administration develops a coherent, whole school, long range plan to guide the use and development of ICT resources including the development of the School intranet and access from home.</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

Observations:

The School has re-examined curricular leadership in relation to the management of teaching and learning and implemented new roles and position descriptions for these roles in 2009. The Deputy Principal roles for Middle School, Senior School and Year 10 and the distribution of responsibility for overseeing Heads of Department has led to cohesive and consistent leadership of teaching and learning.

The development of the Dimension of Learning framework across the School and in particular in Middle School, through the Heads of Department, has facilitated a more consistent approach to teaching and learning. The School is commended on the progress made with this initiative and the way in which support has been given to Heads of Department to champion this change. It is obvious that this focus is well supported by the School Council as well as school leaders and the teaching staff.

The whole school focus on a particular dimension of learning (or two) each term has contributed to embedding this approach in Middle School.

The recognition of the need to emphasise pedagogy in future planning for the introduction of the Australian Curriculum is further testament to the commitment towards improved learning experiences for students and the development of the Dimension of Learning framework.

The Professional Development Plan, completed annually by all staff and discussed with the relevant Head of Faculty, has focused teaching staff on reviewing their practice and their professional actions in relation to whole school goals and to giving direction for further professional development. The information from these Professional Development Plans also provides feedback on the level of integration of whole school goals into teaching practice.
The school is commended on the steps taken to provide professional development for all teaching staff in the area of ICT, the budget support for this area of professional development and for the whole school support for this priority. The leadership by senior management and role of the Head of ICT have been significant contributors to this development.

The School is also commended on the management of ICT resourcing within tight budgetary restraints.

**Suggested Areas for Attention:**

- review feedback from the Professional Development Plans to inform professional learning in line with whole school goals.

- investigate additional strategies to embed the incorporation of Dimensions of Learning pedagogy into teaching and learning in the Middle School.

- develop a process for planning units of work within the Australian Curriculum that incorporate school focused pedagogy.

- investigate ways of furthering the integration of learning across department disciplines in the Middle School.
SECTION B - CURRICULUM - SENIOR SCHOOL

<table>
<thead>
<tr>
<th>Visiting Team Recommendation</th>
<th>School’s Rating</th>
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<tbody>
<tr>
<td>B1. The Administration considers developing a Senior Schooling framework with which to articulate a clear vision for the Senior School.</td>
<td>Completed</td>
</tr>
<tr>
<td>B2. The School Administration better use senior student achievement data to inform the curriculum review process and improve student learning outcomes.</td>
<td>In Progress</td>
</tr>
<tr>
<td>B3. The Senior School staff facilitate improved cross-curriculum links to foster greater student understanding of their world.</td>
<td>In Progress</td>
</tr>
<tr>
<td>B4. The Senior Schooling Faculty better uses the rich cultural diversity amongst the student population to enhance educational experiences.</td>
<td>In Progress</td>
</tr>
<tr>
<td>B5. The Senior School Staff develop strategies to help students identify their own learning styles and implement student centered pedagogies to improve teaching and learning outcomes.</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

Observations:

In the period from the receipt of the Visiting Team Report until mid 2008, the school administration devoted considerable time to addressing recommendation B1. After a process that included school visits, participation in forums, general research and discussion, the school gained the necessary approvals to develop a Senior Schooling Framework. Integral to the overall framework was the inclusion of Year 10 into the Senior School, the appointment of a Year 10 Deputy Principal and the introduction of a number of new Year 10 subjects. With Year 10 falling under the umbrella of a three year Senior School and a clear direction for the Senior School articulated, it will be now important for the school to review the effectiveness of the new structure and, if necessary, make appropriate adjustments.

The school is committed to analysing a variety of data - VET completion rates, NAPLAN, Torch and results in the Queensland Certificate of Education - to inform teaching, learning and curriculum development. Indeed, work in this regard has been considerable and remains, 'Ongoing' rather than, 'In Progress.'

Wherever possible, the school has endeavoured to facilitate improved cross curricular links but it should be noted that with the pending introduction of the Australian Australian Curriculum, efforts in this regard may be hindered. It was noted that the school is aware of the need to promote cross curricular links - especially in the Middle School - but at the time of the visit, this recommendation remained, 'In Progress.'

In relation to recommendation B4, the school has introduced a number of initiatives to enhance the educational experiences of the students by more effectively utilizing the rich cultural diversity of the student population. Clearly
more needs to be done but the suggested actions raised by the school -
compiling a multicultural calendar and exploring ways to celebrate the cultures
of international students will enhance the current undertakings. Identifying
areas where such experiences could be embedded into the formal curriculum
could also be beneficial.

With the adoption of the Dimensions of Learning as the pedagogical
framework and supporting its introduction through relevant professional
development, the school has addressed recommendation B5 and, as a
consequence, raised the overall level of awareness related to learning styles
and student centred teaching and learning.

**Suggested Areas for Attention:**

- review the effectiveness of the new school administrative structure and,
  if necessary, making appropriate adjustments.

- investigate what additional data, if any, could be added to the pool
  already used by the school to inform teaching, learning and curriculum
development.

- finalize the proposed initiatives e.g. compiling a multicultural calendar
  and exploring ways to celebrate the cultures of international students
  as a means of further addressing recommendation B4 above.
SECTION B - CURRICULUM - BUSINESS EDUCATION

<table>
<thead>
<tr>
<th>Visiting Team Recommendation</th>
<th>School’s Rating</th>
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</thead>
<tbody>
<tr>
<td>B1. Continue to develop culturally inclusive concepts and activities throughout the curriculum.</td>
<td>Completed</td>
</tr>
<tr>
<td>B2. Continue to develop the curriculum to further embed innovative learning activities.</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**Observations:**

In discussions with the Head of Business Education it was pleasing to note the comment that the CIS process had been a catalyst for school improvement. The positive impact of accreditation to teaching and learning at Cleveland District State High School was a common theme across the school and the overall commitment to school improvement a significant positive in itself.

The Business Education Department offers a range of courses - BCT, Accounting, Legal Studies, Tourism, Certificates in Business, Business Computing and Business Studies.

Two recommendations were highlighted in the Visiting Team Report and the Department has made a determined effort to address both.

In relation to Recommendation B1, the various programmes were reviewed in order to determine where practices, themes and activities existed that recognized and reflected the cultural diversity of the school community. As a consequence revisions to programme and associated activities were undertaken e.g. involvement in Multi-Cultural Day, investigation of various legal systems in Legal Studies, specific units in the Tourism course etc. In its response to the 5 Year Report the Business Education Faculty indicated their intention to discuss current global issues in all business subjects in the first week of the month and activities of this type are to be encouraged.

Given the whole school focus on the integration of ICT, faculty in the Business Education Department are incorporating innovative learning activities - especially technology and Dimensions of Learning pedagogy- into their classrooms. Work in this area remains ongoing and the faculty is aware of the need to continue in its efforts to ensure that there is further meaningful integration of ICT and DoL pedagogy in their classrooms.

**Suggested Areas for Attention:**

- continue to review the curriculum across all subjects in the Department in order to identify and implement units that could be added to the existing programme.
• implement the plan to introduce monthly discussion of global issues in all Business subjects.

• teachers in the Department continue in their efforts to ensure that there is further meaningful integration of ICT and DoL pedagogy in their classrooms.
SECTION B - CURRICULUM - CREATIVE ARTS and LOTE

<table>
<thead>
<tr>
<th>Visiting Team Recommendation</th>
<th>School’s Rating</th>
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</thead>
<tbody>
<tr>
<td>B1. The Creative Arts Department further develop cross curricular links.</td>
<td>In Progress</td>
</tr>
<tr>
<td>B2. The School Administration gives priority to improving the Visual Arts spaces.</td>
<td>In Progress</td>
</tr>
<tr>
<td>B3. The Language Faculty increases the profile of LOTE Communications within the School community.</td>
<td>In Progress</td>
</tr>
<tr>
<td>B4. The Language teachers make it a priority to access professional development on a regular basis, specifically in the areas of current pedagogical thinking and target language proficiency.</td>
<td>In Progress</td>
</tr>
<tr>
<td>B5. Teachers in the Language Faculty continue to support and encourage student participation in co-curricular activities, and to successfully celebrate these successes within the School through showcase, display and other means.</td>
<td>In Progress</td>
</tr>
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Observations:

Creative Arts
The School is commended for its highly respected Creative Arts Department. The engagement of students is obvious from the display of student art work and the student participation in public performances.

Since the One Year Report the school administration has improved the physical facilities to enable better use of rooms and resources.

The Creative Arts Department is commended for the development made in forming cross curricular links and the ongoing commitment to this.

Opportunities have been developed for extension in The Arts for talented students.

LOTE
The School is commended for the development of the outstanding Redlands District Community Language Centre facilities and for the programs that are now offered to both the students of CDSHS and the community.

The introduction of Mandarin and the range of languages offered in the after school LOTE program have expanded language learning opportunities.

The profile of LOTE in the school community has been increased through new initiatives and multicultural events.

The Administration is commended for the introduction of the HODs Day Out to provide targeted professional learning that has empowered the Heads of Departments lead pedagogical change.
The Head of The Arts and LOTE has encouraged the ongoing professional development of LOTE teachers in the Dimensions of Learning pedagogy and in the development of their use of ICT in the Language classroom.

**Suggested Areas for Attention:**

- continue to upgrade of physical facilities for The Arts.
- continue to initiate cross curricula tasks with other Faculties.
- review Year 8 curriculum in The Arts to improve consistency and align with whole school goals.
- implement the planned Confucius classroom initiative to add more resources for the teaching of Mandarin.
- continue professional development for LOTE teachers focused on the school goals for the employment of Dimension of Learning pedagogy and the incorporation of ICT in the learning program.
SECTION B - CURRICULUM - HEALTH and PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Visiting Team Recommendation</th>
<th>School’s Rating</th>
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<tbody>
<tr>
<td>B1. The HPE Faculty continues to investigate ways to incorporate the use of ICT throughout the curriculum area.</td>
<td>In Progress</td>
</tr>
<tr>
<td>B2. The HPE faculty consider further ways to highlight and display student work and achievements within the classroom and other achievements in the classroom.</td>
<td>In Progress</td>
</tr>
<tr>
<td>B3. The HPE faculty undertakes a cultural analysis of their client group and revise curriculum to reflect the cultures in the School Community.</td>
<td>In Progress</td>
</tr>
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Observations:

The Health and Physical Education Department has been active in its efforts to address Recommendation B1. In line with the school wide commitment to improving ICT and its integration throughout the curriculum, a number of faculty are undertaking their ICT Pedagogical Licence as part of a funded pilot programme, sports software has been integrated into the PE programme thus providing a platform for technical analysis, staff are using flip video cameras as part of their lessons and both PE classrooms have data projectors.

In relation to Recommendation B2, the Department has introduced a Sports Award Evening which highlights student achievement, highlights student achievements in the school newsletter and on the website and is planning to develop a specific Sports Newsletter which will further promote student achievements within the area of PE.

The Health and Physical Education Department has also been proactive in its efforts to address Recommendation B3 especially as it relates to its international and indigenous students.

Suggested Areas for Attention:

- finalize the publication of a Sports Newsletter as a means of highlighting student achievement.
- continue to source and fund staff involvement in professional development especially as it relates to the integration of ICT within the PE framework.
- continue to use technical analysis as a means of enhancing the PE program and overall student skill level.
SECTION B - CURRICULUM - HOME ECONOMICS

<table>
<thead>
<tr>
<th>Visiting Team Recommendation</th>
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<tbody>
<tr>
<td>B1. The Home Economics (HEC) Faculty continues to investigate ways to incorporate the use of ICT throughout the curriculum area.</td>
<td>In Progress</td>
</tr>
<tr>
<td>B2. The HEC faculty consider further ways to highlight and display student work and achievements within the classroom and other achievements in the classroom.</td>
<td>Completed</td>
</tr>
<tr>
<td>B3. The HEC faculty undertakes a cultural analysis of their client group and revise curriculum to reflect the cultures in the School Community.</td>
<td>Completed</td>
</tr>
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</table>

**Observations:**

It should be noted that in the period since the Team Visit, the Home Economics Department has been merged with the Industrial Design and Technology Department to form a Technology Department. For the purpose of this report, however, Home Economics and Industrial Design and Technology will be treated as individual reports.

In line with the whole school focus on more effectively integrating ICT through the curriculum, the Home Economics program has been enhanced by the installation of data protection panels and screens in the Dining Room and Textiles Unit, through the extension of the wireless network, the use of appropriate teaching software and making laptops available for use in the classroom. Further impetus to the integration of ICT will come with the introduction of a 1:1 laptop program and by the ongoing commitment to providing technology based resources to enhance the curriculum.

In line with Recommendation B2, student work is displayed around the classroom, student achievements are highlighted in the newsletter and in presentation night reports. There are also plans in train to provide themed noticeboards for student display.

In response to Recommendation B3 the Home Economics teachers are actively involved in the school's Multi-cultural Day, have reviewed certain aspects of their curriculum to incorporate knowledge from different cultures and incorporated units of work related to relevant aspects of indigenous cultures. Work in this regard remains ongoing.

**Suggested Areas for Attention :**

- upgrade the notice boards in the Home Economics teaching areas in line with the action plans specified in the 5 Year Report.
• continue to identify ways in which student achievements can be acknowledged and brought to the attention of the wider school community.

• as part of the curriculum review process, identify areas in the curriculum where greater emphasis can be given to international themes and/or units of study.
**SECTION B - CURRICULUM - HUMANITIES**

<table>
<thead>
<tr>
<th>Visiting Team Recommendation</th>
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<tbody>
<tr>
<td><strong>English</strong></td>
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</tr>
<tr>
<td>B1. The Humanities Faculty continue to explore ways to acquire further resources e.g. modern textbooks and greater access to technology.</td>
<td>Completed</td>
</tr>
<tr>
<td>B2. The Humanities Faculty increase the profile of English Communication within the school community.</td>
<td>Completed - ongoing</td>
</tr>
<tr>
<td>B3. The Humanities teachers make it a priority to access professional development on a regular basis specifically in the areas of current pedagogical thinking.</td>
<td>Completed - ongoing</td>
</tr>
<tr>
<td>B4. Teachers in the Humanities Faculty continue to support and encourage student participation in co-curricular activities, and to successfully within the School through showcase, display and other means.</td>
<td>Completed</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td></td>
</tr>
<tr>
<td>B1. The Humanities continue to explore ways to access additional technology to enhance teaching and learning opportunities.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>B2. Humanities adapt course outlines to include reference to students’ individual learning styles.</td>
<td>In Progress</td>
</tr>
<tr>
<td>B3. The Humanities explores additional strategies to ensure that more able students are appropriately challenged.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>B4. The department further develops the links between staff appraisal and professional development.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

**Observations:**

In the period since the Team Visit, the Humanities Department has sourced funds and acquired new texts for Year 8, English Communications and English Extension as well as revamping the Year 10 and Year 11 courses with indigenous texts where applicable. Greater access to technology, for teachers and students, has occurred in a number of ways including the acquisition of a set of 28 laptops, the purchase of three flip cameras, three video cameras and the equipping of classrooms with either an interactive whiteboard or data projector.

The Head of Department is committed to acquiring new texts when funds become available but, with the introduction of the Australian Curriculum in 2012, the Humanities teachers will need to review the curriculum and, by so doing, determine what new texts will be needed. Noting the expense of such an undertaking, the school may wish to consider reviewing its overall policy as it relates to supplying text books to students.
In order to increase the profile of English Communication within the Year 11 and 12 Program, the Humanities Head and teachers have been working hard to raise the profile of the subject and highlighting its importance as a valid alternative pathway. This work has involved a closer monitoring of student subject selection and direct communication with parents and students where applicable and is ongoing in nature.

The Humanities Head of Department allocates 10% of her budget to professional development in line with overall school guidelines. Professional development activities include conference attendance where possible, work related to Dimensions of Learning, ITC integration and work related to obtaining a Pedagogical Licence. In the period since the Team Visit, the school has worked hard to provide professional development in the areas of current pedagogical thinking and, through its appraisal system, better link teacher needs to professional development.

It was evident to the Visitors that the school is now making much better use of data to inform educational decision making. Such analysis has led to the introduction of core and extended courses, modified assessments for students if required and better matching students subject selection to their needs. The adoption of Dimensions of Learning as a pedagogical framework has enhanced teacher understanding of contemporary approaches to teaching and learning and these understandings are supported by relevant professional development. Once the Dimensions of Learning framework is fully embedded, the school may wish to review its professional development offerings and, by so doing, prioritize offerings related to differentiated instruction and learning styles, for example.

In relation to recommendation B3 - Social Studies - teachers in the Humanities Department use a variety of data to analyse student performance and to better provide for the needs of academically able students. This work is ongoing and the need is fully recognized by the Department Head and faculty.

**Suggested Areas for Attention:**

- review the content of the Australian Curriculum as it relates to English and History and, by so doing, determine what texts will need to be purchased and prioritize the acquisition of same.

- given the possible expense that will be incurred when the Australian Curriculum is introduced, the school may wish to review its overall policy as it relates to supplying text books to students.

- continue to source and provide relevant professional development that is linked to Dimensions of Learning in general and to identified teacher needs in particular.

- continue to adopt strategies to effectively challenge the more academically able students.
### Observations:

Following the receipt of the Visiting Team Report, the school immediately addressed all matters raised in Recommendation B1. Through a process of direct consultation with the District of Health and Safety Workplace Officer which involved a comprehensive audit of the equipment and machinery in the Department, significant changes were made in the area of workplace safety.

In the period since the Team Visit, the existing program for students has been enhanced through the addition of Construction Certificate 1, the introduction of Technology Studies in Year 9 in 2009 and eventually into Year 12 and changes to the approach used to the teaching of Year 11 and 12 Graphics. The Department is committed to aligning its subject offerings vertically so that they represent a sequential program for the students and, in this regard, is currently working on better aligning the Graphics Program across Years 9 through 12.

Professional development needs are determined through a process which involves the completion of an individual Professional Development Plan and discussion with the Head of Department. The process of prioritizing professional development is formalized and linked to identified whole school goals and individual needs. In reviewing the professional development activities undertaken by the ID & T teachers it was evident that there is a strong commitment to professional development and to upgrading skills which are related to the actual course/s being taught.
ID & T teachers are aware of the need to better provide for the range of Special Needs students and constantly modify programmes to cater for such needs.

In response to the recommendations in the Visiting Team Report, the ID & T teachers designed a number of planned actions, a number of which have already been implemented. Prioritizing all remaining suggested actions and articulating a specific timeframe for completion could be advantageous as the school moves forward in the accreditation cycle. With the introduction of the Australian Curriculum in certain subjects in 2012 and a new Technology Curriculum at some time in the future, it will also be important that any new initiatives are synchronized with the requirements of the new Technology Curriculum.

**Suggested Areas for Attention:**

- continue the work already undertaken to vertically align and sequentially develop the program of studies for students across the range of subjects offered in the Department.

- prioritize all suggested action items that related to ID & T and articulate a specific time-frame for completion.
SECTION B - CURRICULUM - MATHEMATICS

<table>
<thead>
<tr>
<th>Visiting Team Recommendation</th>
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</thead>
<tbody>
<tr>
<td>B1. Investigate and implement teaching and student centred learning strategies that improve student engagement especially in the Middle Years.</td>
<td>In Progress</td>
</tr>
<tr>
<td>B2. Develop teaching and learning strategies that will allow teachers and students the opportunity to increase the meaningful integration of ICT and graphic calculators in the classroom.</td>
<td>In Progress</td>
</tr>
<tr>
<td>B3. Complete the documentation of the curriculum.</td>
<td>Completed</td>
</tr>
<tr>
<td>B4. Find ways to make better use of existing resources to provide a greater range of learning experiences for students.</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

Observations:

There has been a genuine effort made to make Mathematics in the Middle School more engaging for students. The ongoing review of Middle School Mathematics curriculum and the incorporation of student centred learning strategies are assisting with this development. The auditing of CDSHS curriculum against the Australian Curriculum has provided opportunities to work with feeder schools to develop a Years 1 to 10 continuous curriculum. The development of units of work within the Australian Curriculum will provide further opportunities for the incorporation of student centred learning.

The use of ICT in mathematics learning has grown over the past five years with the introduction of interactive whiteboards and data projectors into mathematics classrooms, the provision of graphics calculators and other digital resources, the establishment of the digital resource centre and the allocation of laptops to staff. The use of web based resources would be further facilitated with improved access to computers in the classroom.

The incorporation of ICT into mathematics learning is also facilitated by teacher professional development as indicated by the Professional Development Plans and discussion with the Head of Faculty.

Making use of mathematics teaching resources has been assisted by the central storage of equipment and the sharing of ideas amongst teachers.

With the review of the schools Statement of Philosophy and Objectives completed in 2011 there is the opportunity to review the incorporation of school goals in the mathematics curriculum.
Suggested Areas for Attention:

- seek further ways to include the school’s philosophy of incorporating *International Mindedness* and *Cultural Inclusion* into the curriculum across all year levels.

- through the introduction of the Australian Curriculum and the development of units of work, increased focus be given to student centred learning in the mathematics curriculum.

- conduct a review of the mathematics program for extension students in the Middle School.

- investigate ways of increasing the access to computers for mathematics classes.

- investigate appropriate professional development in the use of ICT and the Dimensions of Learning pedagogy in the mathematics teaching and learning program.
## SECTION B - CURRICULUM - SCIENCE

<table>
<thead>
<tr>
<th>Visiting Team Recommendation</th>
<th>School’s Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. The Science Faculty develop more learning opportunities involving real life situations by relevant integration across disciplines and through greater use of the broader community.</td>
<td>Completed</td>
</tr>
<tr>
<td>B2. The Administration investigates time given to Science Officers in light of the increased use in Science of student centred methodology.</td>
<td>Completed</td>
</tr>
<tr>
<td>B3. The Science Faculty continue to expand the use of student centred learning methodologies across all subjects.</td>
<td>Completed</td>
</tr>
<tr>
<td>B4. The Science Faculty include further international and intercultural perspectives into their curriculum.</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

### Observations:

The Science Department is commended for the way it is working towards making science learning more relevant to real life situations and for the ongoing commitment to this.

The incorporation of Agricultural Science within this department offers diverse ways of achieving relevance and increases the opportunity for student centred learning.

In Science, improvement has been made in incorporating student centred learning methodologies through the continued use of practical work and field work and through increased ICT facilities to support the use of virtual classrooms. The increase in Science Operations Officer hours has also provided more support for student centred learning activities.

The introduction of the Australian Curriculum will provide impetus to audit current Years 8, 9 and 10 Science programmes against the Australian Curriculum and to incorporate Dimensions of Learning pedagogies and student centred learning in future unit planning.

The incorporation of intercultural perspectives into Science programs has taken place in some units but this is an area for further growth.

Science classrooms have been renovated to include separate work spaces and practical spaces which facilitate a variety of teaching approaches. There is room to further enhance the science learning spaces with displays of student work and other curriculum displays.

### Suggested Areas for Attention:

- consideration be given to providing more hands on learning experiences for the extension students in the Middle School.
• build on initial progress to further embed student centred learning in the Middle School and Year 10.

• prioritize, through the process of introducing the Australian Curriculum, Dimensions of Learning pedagogies and student centred learning.

• the Head of Department works with all Science teachers to seek further ways to include the school’s philosophy of incorporating *International Mindedness* into the curriculum across all subjects and year levels.

• enhance the science learning spaces through the use of displays of student work and curriculum stimulus material
### Visiting Team Recommendation

<table>
<thead>
<tr>
<th>Visiting Team Recommendation</th>
<th>School's Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. The School Council compiles all policies into a single manual and establishes a review cycle to ensure they remain effective.</td>
<td>In Progress</td>
</tr>
<tr>
<td>C2. The School Council establishes a formal training and induction program for its members.</td>
<td>In Progress</td>
</tr>
<tr>
<td>C3. The School Council formalises its self-evaluation system so that it can appraise its own performance against its duties and goals.</td>
<td>In Progress</td>
</tr>
<tr>
<td>C4. The Administration audits its management structure with a view to ensuring role clarity and the most effective support for all School Programs.</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

### Observations:

The school has a number of policies which are located on the school website under relevant headings rather than in the form a concise policy manual which can be used by School Council Members. Whilst noting that many policy issues exist in the form of Education Queensland directives, it may be advantageous for the school to develop a specific policy manual that is based on a standardized format that separates policy from procedures.

The School Council is formulated in line with specific Education Queensland guidelines and includes parents, teachers, administrators, students and appointed members. The School Council meets monthly and its meetings are based on an agenda which is circulated in advance. Discussions are minuted, action items highlighted and the responsibility for same designated. It was clear to the Visitors that the School Council is deeply committed to the school and to its ongoing development. It members were highly supportive and aware of their respective roles and responsibilities.

The School Council has developed a timeline of Annual Duties and Goals which articulates both the nature of the business to be conducted and a specific timeframe. Included in this timeframe is an allocated time for an evaluation of Council performance which is conducted in November. It was noted that the evaluation process was rather informal in nature as was the induction process for new School Council members. In line with recommendation C2, the Visitors were of the opinion that the School Council should formalize its induction process for new members and develop a more formal process to evaluate its own performance in line with recommendation C3.

In relation to recommendation C4, the school's senior leadership team initiated a process that resulted in a re-definition of the management structure and associated roles. As a result, the new structure consists of a Principal and Deputy Principals for Middle schooling, Senior Schooling, Inclusion and
Creative Arts. As identified by the school in its Five Year Report, the management structure will need to be reviewed prior to the addition of Year 7 in either 2013 or 2015.

The school leadership team is committed to forward planning and works on the basis of an Annual Operational Plan. With a number of significant strategic issues on the horizon - introduction of the Australian Curriculum, introduction of Year 7 etc. - the school may well benefit from the development of a broader Strategic Plan which addresses, prioritizes and costs major strategic issues over the medium to long term.

**Suggested Areas for Attention:**

- develop a formal induction process for members new to the School Council.

- develop a formal tool/s to be used by the School Council to evaluate its own performance.

- review the effectiveness of the new school administrative structure and, if necessary, make appropriate adjustments, especially when Year 7 join the school in 2013 or 2015.

- consider developing a Strategic Plan which identifies, addresses, prioritizes and costs strategic initiatives over the medium to long term.
### SECTION D - STAFF

<table>
<thead>
<tr>
<th>Visiting Team Recommendation</th>
<th>School’s Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1. The Administration clarifies and further develops links between staff appraisal, professional development and the school’s Annual Operational Plan (AOP) to facilitate enhanced teacher pedagogy and student learning opportunities.</td>
<td>Completed</td>
</tr>
<tr>
<td>D2. The Administration ensures that the School’s Philosophy underpins classroom practice consistently across the school.</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

**Observations:**

The school has worked hard to further develop the links between appraisal and professional development. Heads of Department are now more involved in appraisal especially as it relates to individual personal reflections and professional development plans. Further, Education Queensland has a number of mandated requirements which relate to professional standards for teachers and the appraisal of Principals and Deputies. The school has also identified key professional development priorities for 2011 - Dimensions of Learning, ICT, Australian Curriculum, embedding indigenous perspectives - and these will most probably remain as priorities for 2012.

Noting the above the Visitors were happy to endorse the rating of, 'Completed,' for recommendation D1.

In relation to recommendation D2, the school is aware of the need to ensure that the revised Philosophy underpins classroom practice consistently across the school and this essentially remains as, 'In Progress.'

Although not a specific focus of the 5 Year Report, with the recent changes to the administrative and Heads of Department structure, the school is encouraged to ensure that relevant position descriptions exist for the new roles and that these are communicated to all faculty and staff.

**Suggested Areas for Attention:**

- continue the efforts already underway to ensure that the revised Philosophy is widely understood by all members of the school community.

- devise suitable feedback mechanisms that will enable heads of Department to articulate how their programs reflect the underlying school philosophy.

- ensure that relevant position descriptions exist for the new roles and that these are communicated to all faculty and staff.
SECTION E - STUDENT SUPPORT SERVICES

<table>
<thead>
<tr>
<th>Visiting Team Recommendation</th>
<th>School’s Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1. The administration continues its efforts to ensure access to those with physical disabilities.</td>
<td>In Progress</td>
</tr>
<tr>
<td>E2. The school adopts a more formal system by which teachers are able to refer students experiencing academic difficulty for diagnostic testing and remediation.</td>
<td>In Progress</td>
</tr>
<tr>
<td>E3. The administration arranges for targeted professional development for the Student Support Staff.</td>
<td>Completed</td>
</tr>
<tr>
<td>E4. The Administration arranges for appropriate training to improve ESL Support.</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

Observations:

It is obvious that inclusion is a priority at Cleveland District State High School. There is a real sense in the school that there is respect for diversity and purposeful intent to cater for all student needs. The School is commended for its actions to achieve a real sense of inclusion in the School.

The Administration has made a concerted effort to improve physical facilities for those with physical disabilities. The Administration is commended for the development of the Independent Living Skills Unit facilities.

More formal school processes have been developed for the referral of students experiencing academic difficulty to gain further support. The use of case managers ensures ongoing support for students with individual needs.

There are sound processes for communicating to staff the learning needs of identified students through the work of the Learning Support Coordinator and the team of student support staff.

The cooperation and communication with feeder schools enables students with particular needs to be identified and assisted academically, socially and or emotionally in their transition to High School.

The integration of ESL students into the School and associated support services have been enhanced by the work of the International Student Coordinator. Professional development for classroom teachers regarding ways of supporting international students in their classes has been facilitated by the ESL teachers.

Suggested Areas for Attention:

- continue the focus on upgrading disabled access to all buildings.
• make available, through the school intranet, the formal system developed for the referral of students with special needs.

• prioritize professional development for all student support services staff.

• review the admissions/enrolment policy to ensure it articulates the school’s philosophy on inclusion.
SECTION F - RESOURCES

<table>
<thead>
<tr>
<th>Visiting Team Recommendation</th>
<th>School’s Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1. The School as a matter of urgency improves staff understanding of the need to ensure a</td>
<td>Completed</td>
</tr>
<tr>
<td>safe learning space for students. Particular attention needs to be paid to the practical</td>
<td></td>
</tr>
<tr>
<td>areas (e.g ID&amp;T, Science and Home Economics, Prep Rooms, Textiles) and potential hazards in</td>
<td></td>
</tr>
<tr>
<td>the grounds.</td>
<td></td>
</tr>
<tr>
<td>F2. The School audits its signage around the campus, especially in regard to emergency</td>
<td>Completed</td>
</tr>
<tr>
<td>procedures.</td>
<td></td>
</tr>
<tr>
<td>F3. The School reviews the Canteen menu to add a wider range of healthy options.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>F4. The Administration engenders further pride in the presentation of the indoor and</td>
<td>Completed and</td>
</tr>
<tr>
<td>outdoor facilities to ensure they are presented as clean, stimulating, learning</td>
<td>Ongoing</td>
</tr>
<tr>
<td>environments.</td>
<td></td>
</tr>
<tr>
<td>F5. The Administration audits the resources in the Library to ensure that students are</td>
<td>Completed and</td>
</tr>
<tr>
<td>provided with adequate resources to support research in all subject areas.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Observations:

The Visitors endorse the school ratings to recommendation F1 through F5 above.

Following the receipt of the Visiting Team Report, the school took immediate steps to address the issues raised in recommendation F1. New equipment for the Industrial Design and Technology classrooms has been purchased, documentation has been developed to cover safety contingencies, issues in the Home Economics classrooms have been addressed and in the textiles area the overhead power points have been lowered.

Signage around the campus, especially as it relates to emergency evacuation has been updated but, although not a major issue in itself, the school may wish to improve the signage on classroom doors and work spaces.

The food service provision at the school is underpinned by a set of mandated government requirements including the need for CDSHS to be compliant with the Smart Choices Policy. The most recent feedback received from the authorities indicated that the overall food provision including healthy food options was of a high standard. One area that could be investigated is the need, or not, for canteen staff to wear gloves when preparing food.

Despite the limited funding available for maintenance and the associated need to prioritize expenditure, the school administration has been active in its efforts to update the overall facility when funds become available. In the period since the Team Visit a number of important facility development
projects have been undertaken thus enhancing the outside and inside facilities and the overall presentation thereof. In terms of the general appearance of the school, the Visitors noted that there were areas which could be enhanced aesthetically through minor repairs such as painting. The school is therefore encouraged to develop a rolling maintenance plan which prioritizes areas requiring maintenance and allocates funds to same.

The school is aware of the need to provide adequate resources in the Library to support research in all subject areas and additional funding for the library has been provided by the P and C.

**Suggested Areas for Attention:**

- consider initiating a cycle of regular school safety audits as a means of monitoring whole school health and safety needs.
- improve the signage on classroom doors and work spaces.
- continue the efforts to source additional funding to enhance the Library collection.
- consider making it a requirement for those involved in preparing food to wear gloves, where practical.
- develop a rolling maintenance plan which prioritizes areas requiring maintenance and allocate funds to same.
SECTION G - STUDENT and COMMUNITY LIFE

<table>
<thead>
<tr>
<th>Visiting Team Recommendation</th>
<th>School’s Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1. The International Student Coordinator considers strategies to further support the participation of international students in co-curricula and social activities.</td>
<td>Completed</td>
</tr>
<tr>
<td>G2. The Administration and School Council develop an ethos in the School where internationalism and inclusive intercultural relationships are understood and embedded in school practice.</td>
<td>In Progress</td>
</tr>
<tr>
<td>G3. The Administration explores ways to make better use of the email and intranet systems to further enhance communication between school, home and community.</td>
<td>Completed</td>
</tr>
<tr>
<td>G4. The School Administration continues to seek ways to celebrate and enhance understanding of the indigenous culture, both in the curriculum and community life.</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

Observations:

The incorporation of internationalism and inclusive intercultural relationships into practice has been a focus of all Departments over the past five years. The review of the school’s philosophy and objectives in 2011 led to the inclusion of *international mindedness* as a key quality to be promoted by the School and there is a genuine intent to achieve this.

Staff, students and School Council members willingly articulate their commitment to this.

The participation of international students in co-curricular and social activities has been a focus of the work of the International Student Coordinator. In particular the Multicultural Festival is a significant event on the school’s calendar.

The development of the Redlands District Community Language Centre and programs that are offered to both the students of CDSHS and the local community exemplify the work of the Administration and School Council to further the ethos of internationalism and intercultural relationships in the school community.

Further opportunities for students to travel overseas, celebration of international festivals, incorporation of an international focus in many subject areas and whole school events are some of the ways that the School is working to embed internationalism into school practice.

The School is commended on the action taken to improve electronic communication through the upgrading of the school intranet and the use of email by staff and students. This has been underpinned by a strong focus on professional learning for teachers and training for the Pedagogical Licence.
The modular roll out of the One School website will further enhance the use of technology by staff as they use it to plan their teaching and learning, report on student learning and track student progress.

There has also been deliberate action to enhance the understanding of indigenous culture in both the curriculum and community life. The proximity to North Stradbroke Island and the school links with local indigenous elders will enable the School to work on further developments to include indigenous cultural understanding in the curriculum.

The appointment of an indigenous support teacher and teacher aide has increased focus in this area and the support for the indigenous students in the school.

The Humanities Department has included aboriginal studies in its history program.

**Suggested Areas for Attention:**

- provide professional development for teachers that will give further understanding of intercultural relationships.
- continue to work on ways to embed the school philosophy, and in particular, international mindedness, into school practice.
- Heads of Department further develop the inclusion of indigenous programs across all areas of the curriculum.
- continue to research programs that can be implemented to link CDSHS to local indigenous communities.
- the increasing use of *One School* in the development of learning units should include the incorporation of internationalism and indigenous and intercultural relationships.
COMPONENT TWO

Cleveland District State High School (CDSHS) has made considerable progress in the period from 2006 through 2011 and due credit must be given to the work of the faculty for their strong commitment to school improvement and to the school administration for its determination to make the resources available - educational and financial - to improve both the educational offerings and facility.

In its Five Year Report, CDSHS has undertaken a comprehensive and detailed review of its entire operation. The school is to be commended on the thoroughness and excellence of the Report.

1. MAJOR SCHOOL STRENGTHS

The school’s current strengths include the following:

- the demonstrated and ongoing commitment of all who constitute the CDSHS community - faculty, staff, Council members, Student Council and administrators - to whole school improvement and the collective desire to embrace change that is in the best interests of improving teaching and learning.

- the revised school leadership structure, including Heads of Department, that provides a solid framework for supporting and developing teaching and learning.

- the strong commitment to ongoing professional development across all Departments of the school.

- an operational structure that includes a clearly defined Middle School and Senior School and is supported by a well delineated leadership and support structure.

- the improved ICT platform and supporting hardware underpinned by a commitment to relevant professional development.

- the broad programme of studies which provides students with the opportunity to engage in courses that are suited to their talents and future career paths.

- the empowering of Heads of Department with professional development in the Dimension of Learning pedagogy which enables them to lead pedagogical change within their respective departments.

- the opening in 2011 of the Redlands District Community Language Centre which has provided enriched language experiences for CDHS students and members of the wider community.
2. MAJOR FEATURES NEEDING IMPROVEMENT

During the next few years, until the time of the Preparatory Visit at the close of this accreditation cycle, the school will need to focus on several areas.

Some of the key tasks facing the school include.

- formalizing procedures and/or tools to enable the school to determine how effectively the philosophy reflects actual practice in the classrooms and how individual departments are aligning their pedagogy to the new philosophy.

- developing a contextually appropriate definition of internationalism/international mindedness as a precursor to further developing initiatives in this area.

- investigating additional strategies to embed the incorporation of Dimensions of Learning pedagogy into teaching and learning in the Middle School.

- developing a process for planning units of work within the Australian Curriculum that incorporate school focused pedagogy and philosophy.

- investigating ways of furthering the integration of learning across department disciplines in the Middle School.

- reviewing the effectiveness of the new school administrative structure and, if necessary, making appropriate adjustments, especially when Year 7 join the school in 2013 or 2015.

- developing a Strategic Plan which identifies, addresses, prioritizes and costs strategic initiatives over the medium to long term.

- as part of the curriculum review process, identifying areas in the curriculum where greater emphasis can be given to international themes and/or units of study.

- investigating what additional data, if any, could be added to the pool already used by the school to better inform teaching, learning and curriculum development.

3. COMMENTS ON ACTION PLANS

The Action Plans to endorse the school's key findings in the Five Year Report and detailed and well formulated. The Visitors believe that these plans provide a sound framework for the future and therefore endorse those plans that relate to the identified areas for improvement listed above.
Whilst noting the above, the school may wish to consider condensing the Action Plans that relate to each section of the 5 Year Report into a single document that prioritizes actions on a whole school basis.

CONCLUSION

Cleveland District State High School has achieved a great deal over the course of the current accreditation cycle and the strong commitment to improvement demonstrated by all who constitute the CDSHS community impressed both Visitors.

The positive changes that have resulted as a consequence of the school's involvement in the accreditation process were obvious and it was exceptionally pleasing to meet with such enthusiastic and motivated teachers, administrators, students and Council Members.

Noting the above, the Visitors have no hesitation in recommending to the Council of International Schools that Cleveland District State High School be granted continued accreditation subject to routine follow-up.

Whilst not specifically mentioned in the body of this report, the Visitors were of the opinion that five specific areas needed to be highlighted in this conclusion as each will require a significant amount of attention over the course of the next few years.

(i) The ongoing development of the Middle School concept to include a sense of identity, an age appropriate curriculum and a focus on integrated and student centred learning.

(ii) The introduction of the Australian Curriculum which will provide CDSHS with an opportunity to re-evaluate its curriculum, pedagogy and the opportunity to further embed its philosophy into the classroom.

(iii) The introduction of Year 7 in either 2013 and 2015 which will require systematic and strategic analysis in the medium to long term so that the implications of the change are fully understood by the school community.

(iv) Aligning actual practice in the school to better reflect the school's commitment to, 'respect for the environment,' within a framework that is underpinned by a fundamental commitment to sustainability.

(v) Mobilizing the alumni network as a means to gather support - financial and other - to support the ongoing development of CHSHS.

Each of the above are large issues in themselves but, when viewed collectively, will provide the school with a number of additional challenges in the period between now and the Preparatory Visit.
In closing the Visitors would like to thank the Principal, Paul Bancroft and Deputy for Middle School, Tracey Hooper for all their efforts in facilitating and organizing the visit. Further we would like to extend our every best wish to the school as it develops into the future and look forward to hearing of its continued success in the period between now and the Preparatory Visit.

Respectfully submitted to CIS,

Peter Gittins
CIS

Robyn Kronenberg
CIS