

ST STITHIANS COLLEGE



INTERNAL EVALUATION TEAM REPORT

UNDER THE AUSPICES OF THE INDEPENDENT QUALITY ASSURANCE AGENCY

May 2013

REPORT: ST STITHIANS JUNIOR PREPARATORY SCHOOL



2) TABLE OF CONTENTS

INTRODUCTION.....	Page 2
DESCRIPTIVE BACKGROUND.....	Page 3
COMPLIANCE.....	Page 3
AREAS OF OPERATION EVALUATED.....	Page 4
MEANS AND METHODS USED TO FIND EVIDENCE.....	Page 4
OPINION SURVEYS.....	Page 4
TEAM'S FINDINGS.....	Page 6
KEY STRENGTHS.....	Page 13
AREAS OF CONCERN.....	Page 15
RECOMMENDATION FOR SCHOOL IMPROVEMENT.....	Page 16
CONTINUING EVALUATORY PRACTICES AND ATTITUDES.....	Page 18

2. INTRODUCTION:

CONTACT DETAILS:

Postal Address:

Private Bag 2
Randburg 2125
Gauteng

Physical Address:

St Stithians College
40 Peter Place
Lyme Park

Tel: 011 577 6400
Fax: 011 577 6490

EVALUATION TEAM:

Gayl Kennedy: Team Leader
Linda Glass
Carol Thomas
Jo Griffiths
Isla Walter
Christine De La Harpe
Liz Ntloko
Paula Stuckenberg
Norma Jack

MENTOR:

Cathy Ablett

DATE OF EVALUATION:

29th May, 2013

3. DESCRIPTIVE BACKGROUND: ST STITHIANS JUNIOR PREP

The Junior Preparatory moved to its current location in 2001. It caters for boys and girls, in a mixed gender environment, from Grade R to Grade 2. There are 19 classes of 23 – 26 children in each class. The school follows an integrated day and is structured to include sporting and cultural activities within the normal school hours.

The Junior Preparatory, although part of the greater College, has its own Head and Deputy Head. Academic Support forms part of the educational programme and is offered in each class every day. Qualified Speech Therapists and Occupational Therapists provide educational support for the children.

The focus learning skills include English, encompassing a whole language approach, and therefore a Reading Room supported by “Reading Grannies” forms the centre of the school. Mathematics is taught using a Constructivist approach to teaching. The Junior Preparatory offers a full specialist programme which includes Gross Motor and Physical Education, Music and Movement, Information Technology and a well-equipped Literacy Centre.

MISSION STATEMENT

“To fulfil our founders’ vision of providing a liberal education with Christian teaching in an effective school which achieves high academic and individual expectations based on international standards and relevant to the entire community of Southern Africa.”

The Junior Preparatory School aims to develop the child as a whole: educationally, physically, emotionally and spiritually. Our philosophy encompasses the essence of a holistic learning environment that is inclusive and multicultural. Each child's individual needs and talents are taken into consideration. We seek to implement lifelong values, a stable academic platform to work from and sound self-esteem.

An important part of the school's philosophy is to provide for the development of basic skills in key learning areas. From the outset, the children work through a natural process of experimentation and risk taking, in an environment where they have control, choice and support. They have the freedom to build on their prior experiences. The environment is structured to allow every child to experience success as a learner, to cope with diversity and to develop sensitivity to gender differences.

4. COMPLIANCE

St Stithians College is a confirmed Umalusi candidate. The school is compliant with the ISASA requirements for membership.

4.1 AREAS OF OPERATION EVALUATED

A core evaluation was undertaken in the Junior Preparatory so as to include the following areas of operation:

4.1.1 Teaching, Learning and Attainments

4.1.2 Functioning of the School

4.2 MEANS AND METHODS USED TO FIND EVIDENCE

4.2.1 IQAA Opinion Surveys: Parents, Teachers and Learners

4.2.2 Focus Groups

4.2.3 Additional Survey

4.2.4 Classroom observations

5. OPINION SURVEYS

Initial evidence for this report was obtained by using the standard IQAA opinion survey forms which were distributed to parents, learners and staff.

5.1 IQAA PARENT OPINION SURVEYS:

The results from the parent's survey were extremely positive. There is overwhelming confidence in the leadership and management of the school. The parents indicated that their children were happy and well-cared for at school. There is a welcoming atmosphere of mutual respect and the discipline process is fair. Confidence in the school's academic standard was evident and parents are kept informed of their child's progress. The school's facilities were commended.

An area of concern was confusion with regards to the understanding of the role of the school's Parent Teachers Association and College Council. An additional survey was emailed to parents requiring clarification with regard to this issue.

The parents were not entirely confident that their child's sporting needs were being met. This concern had been previously raised in the 2007 IQAA process and addressed. A meeting between relevant sports coaches was held to discuss this concern and it was agreed that once again there appears to be a lack of understanding around the concept of an integrated day. Ongoing communication to parents is needed to address this concern.

5.2 IQAA LEARNER SURVEY

The result from the learners' survey was equally positive. Learners indicated that they were happy to come to school and that the atmosphere was caring and positive. They also felt safe and secure at school. They rated the academic standard and sporting activities highly.

Bullying was identified as an area of concern for the children as well as a perception that teachers were difficult to approach with their problems. This resulted in focus groups with

Grade Two learners. From the first focus group's findings, it was evident that bullying is taking place before school when teachers are not yet on duty.

The second focus group addressed the question of the children finding it difficult to approach their teachers. This appeared to have been misinterpreted based on how the question was formatted.

5.3 IQAA STAFF OPINION SURVEY

A similar positive thread was indicated in the staff opinion survey. They indicated confidence in the management team and high academic, cultural and sporting standards. They felt that discipline was fair and that the children were in a safe, caring environment. There are substantial opportunities for growth and development at the school in the form of workshops, conferences and talks.

Although some individual issues were raised by the staff in this survey, the focus group dismissed a number of them as not an accurate reflection of all staff. However, pertinent comments and suggestions were taken into consideration and discussed at an Executive level for future implementation.

5.4 TEACHER ADDITIONAL SURVEY

Teachers also evaluated themselves using an IQAA Quality criteria document on Teaching, Learning and Attainment. These results were collated and averaged giving an indication of our key strengths and concerns.

5.5 CLASSROOM OBSERVATIONS

During the course of the intensive classroom evaluation week, all teachers in the Junior Preparatory were observed by their colleagues and members of the IQAA team. An observation form pertaining to specific teaching and learning criteria was completed for all teaching staff and aftercare. The teachers shared that this was an extremely positive experience and that they gained valuable insight into teaching across the grades.

6. TEAM'S FINDINGS:

AREA OF OPERATION	SUMMARY OF FINDINGS
TEACHING, LEARNING and ATTAINMENTS	
Curriculum	<p>Sources of evidence:</p> <ol style="list-style-type: none"> 1. Classroom observations 2. Playground observations 3. Teachers questionnaire 4. Parents opinion survey 5. Evidence from minutes of meetings, directors and curriculum co-ordinators 6. Planning and preparation from each grade 7. Eco award certificate
	<p>Strengths:</p> <ol style="list-style-type: none"> 1. The curriculum is child-oriented, age-appropriate and stimulating, encouraging critical thinking. 2. A holistic approach is evident and various resources are used to offer individual and relevant learning experiences for the children. 3. The teachers are confident in the use of technology in order to enhance their teaching. 4. The environmental committee drives and promotes awareness of the environment. This is evident within the classroom and the playground and has contributed to the school receiving the International Eco Schools Award. 5. The integrated day, which includes the sport and cultural programme, offers the opportunity for Grade One and Two children to participate in a wide variety of sport and cultural activities within the school day. Every child is required to participate in each cultural and sporting module. 6. Children benefit from and are supported by a number of people within the classroom e.g. reading grandparents, academic support specialists, classroom assistants, interns and student teachers. 7. Teachers exhibit a thorough knowledge of the curriculum. Reflection, preparation and planning around the curriculum occur weekly in preparation sessions. Discussion and curriculum planning meetings take place with the Grade Directors in order to ensure continuous curriculum planning across the grades.

	<ol style="list-style-type: none"> 8. The curriculum is well-supported by extensive staff development and opportunities are available for staff to attend workshops and courses. 9. Indoor and outdoor activities are planned and linked to the curriculum. 10. Various philosophies and programmes are used to enhance the curriculum.
	<p>Concerns:</p> <ol style="list-style-type: none"> 1. A more effective gross motor programme is required to address the current needs of this generation of children. 2. Parental understanding of the integrated day is a concern.
Learning	<p>Sources of evidence:</p> <ol style="list-style-type: none"> 1. Children were observed in the learning environment by teachers across the grades. 2. Outdoor activities were observed. 3. Teachers IQAA questionnaire. 4. Teachers rated teaching, learning and attainments by completing the Foundation Phase quality criteria form. 5. Parent's opinion survey. 6. There is evidence of children's work both within the classrooms and on the external walls. 7. There is evidence of a values-driven curriculum, in the form of the Saints Leadership programme, both in the foyers and outside the classrooms. 8. Outreach commitment as reflected on the St Stithians' website. 9. Questionnaire completed by the Grade Two children. 10. Focus group with the Grade Two children.
	<p>Strengths:</p> <ol style="list-style-type: none"> 1. Children are encouraged and motivated to learn and achieve to the best of their abilities. 2. Collaborative learning is encouraged by implementing various teaching strategies, including group work, differentiated teaching and peer group interaction, with the emphasis on individual learning needs. 3. The teaching and classroom environment is conducive to learning. There is evidence of children's work and there are thematic displays throughout the school. There is further evidence of a value-driven school, critical thinking and appreciation of the environment. 4. Children are happy and have positive relationships with each other and their teachers.

	<ol style="list-style-type: none"> 5. The individual needs of each child are supported by the academic support team. Barriers to learning are identified and addressed. Private therapists in the form of remedial therapists, tutors, occupational therapists and speech therapists are available at the school. 6. There are individual outreach programmes in each grade (Animals in Distress, Meals on Wheels, St Vincent School for the Deaf, Vuleka and old aged homes) which make the children aware of diversity and transformation, creating social awareness. An annual collection of stationery is packaged by the Junior Preparatory children to be distributed to disadvantaged schools. 7. The children have the opportunity to join the Junior Preparatory choir. There are a hundred and twenty children who meet weekly to prepare for various strategic college events. They are also invited to perform at a number of external functions.
	<p>Concerns:</p> <ol style="list-style-type: none"> 1. The standard and implementation of academic support is not consistent in our school.
Resources and Support	<p>Sources of evidence:</p> <ol style="list-style-type: none"> 1. Observation of the facilities, both indoor and outdoor. 2. The use of technology within the lessons was observed during the classroom visits. 3. Monthly budget reconciliations are received from the Bursar's department to ensure fiscal financial management. 4. Aftercare was visited and the lunches were sampled. 5. Minutes of the various meetings are kept.
	<p>Strengths:</p> <ol style="list-style-type: none"> 1. The literacy centre was specifically designed as a multi-functional learning environment catering to the children's needs. It is a friendly, welcoming area that promotes and supports our cultural programme. 2. The variety of outdoor equipment that we currently have is up-to-date, well-maintained and designed to promote gross motor skills and physical development. 3. There is an abundance of indoor resources and every classroom is well-stocked. 4. Within the technology programme, children have access to mini laptops, Smartboards and Ipads. This technology supports the curriculum and allows children to access information beyond the classroom. Apple T.V, a Visualiser

	<p>and twenty eight desktops are accessible to staff and children within the computer room.</p> <ol style="list-style-type: none"> 5. Each grade has a generous budget which is used to purchase equipment and resources for the teachers and classrooms. Additional funds are allocated from the P.T.A (Parent Teachers Association) fundraising budget for specific items needed within the grade. 6. Aftercare plays a large role in the Junior Preparatory and there has been constant improvement of the facilities, staffing and management. Aftercare lunches are nutritious and delicious. The menu rotates over a four week period and it caters for individual preferences. 7. The Junior Preparatory has access to state-of-the-art modern facilities like swimming pools, tennis courts, fields and Astro turfs as well as to the general campus facilities. 8. The recycling depot plays a central role in our environmental awareness programme. Children visit the depot and are educated on how it is run. Children are encouraged to recycle on a daily basis and have access to recycling bins within the Junior Preparatory and across the greater campus. 9. St Stithians College is privileged to be situated on 105 hectares of land which includes indigenous vegetation and a dam with abundant bird and animal life. The nature walk offers the community the opportunity to walk through the last remaining grassland in the Sandton/Randburg area. There is also a wetlands trail which includes a bird hide and “creature tag” signage. All of this is available to our children. 10. The Junior Preparatory has various sub-committees on which the teachers serve. One of these committees is our Health and Safety forum which meets twice a term to ensure that health and safety compliances are met. Monthly checklists of the facilities are completed and regular fire drills are carried out.
	<p>Concerns:</p> <ol style="list-style-type: none"> 1. The size of the playground is too small for the number of children, particularly in Grade One and Two. 2. The Junior Preparatory hall is a shared facility and as such we experience substantial difficulties. These include access to the facilities, extra-mural conflict of interest and responsibility for cleaning and maintaining the hall. 3. There are inadequate storage rooms for cleaning equipment, garden implements and gross motor equipment. There is a shortage of storage cupboards in some offices. Outsourced cleaners do not have an adequate designated facility in which to change and store their personal items.

	<ol style="list-style-type: none"> 4. Aftercare needs a covered area outside their room in order to extend the facilities. 5. More effective use made of Grade 2 hubs.
Ethos	<p>Sources of evidence:</p> <ol style="list-style-type: none"> 1. The Chapel is at the core of the campus and the children have weekly chapel services. 2. The co-ordinate model is well-documented on the Saints website. 3. Functions, meetings and events are recorded on the school calendar which is available on the website. 4. Children's IQAA survey and follow up focus group.
	<p>Strengths:</p> <ol style="list-style-type: none"> 1. The college is a Methodist Church School where boys and girls of all faiths are welcomed and respected. Each school has a resident chaplain who ministers to the children, staff and wider Saints community. 2. St Stithians is made up of a village of five schools and offers an alternative educational model, the co-ordinate model. This model addresses gender equality in an exceptional way. 3. The environment is welcoming and conducive to positive interaction between teachers and parents. 4. All parents are included in a number of events such as Special Person's Day, Celebrate Parents Chapel service, Thank You Chapel service, Welcome days, Grade-specific functions and Founders' Day, which contribute towards a sense of collegiality between the parents and the school. 5. As part of the co-ordinate model, the children from the Junior Preparatory are exposed to the schools across the campus. 6. Curriculum information evenings, P.T.A (Parent Teachers Association) parent-connect initiatives, Head and Deputy coffee mornings/evenings and Directors Q & A sessions are held on a regular basis. These provide an opportunity to inform our parents of the latest trends in education and to keep communication lines open between the school and the parents.
	<p>Concerns:</p> <ol style="list-style-type: none"> 1. There is parental concern that our ethos does not encourage competitive sport. 2. The children indicated in their IQAA opinion survey that bullying occurred on the playground.

FUNCTIONING OF THE SCHOOL	
Policies	<ol style="list-style-type: none"> 1. Campus policies are available on the Internet for parents and on the Intranet for staff. These are constantly reviewed and adopted by the College Executive. They are easily accessible and cover a wide range of topics pertaining to the efficient running of the College. 2. The Junior Preparatory has school-specific guidelines to support the smooth functioning of the school.
Finance	<ol style="list-style-type: none"> 1. An excellent annual budget is drawn up and approved by Council and the College Executive. Each department in the College is responsible for their own budget. The Bursar's department manages all aspects of the school's finance efficiently. 2. Within the Junior Preparatory, each department and grade manages their own budget under the guidance of the Head. 3. More information needs to be communicated to the staff with regards to insurance claims.
Facilities	<ol style="list-style-type: none"> 1. The campus facilities are well-maintained. There is a facilities plan that spans a period of five years and is reviewed annually by Council and the College Executive. The Remuneration Committee ensures that decisions made fall within the Campus budget. 2. The gardens of St Stithians are attractive and fall under the auspices of the Environmental Committee. There is a drive to ensure that alien flora is replaced by indigenous plants. 3. All outdoor and indoor equipment is constantly maintained and reviewed. 4. Currently the size of the Junior Preparatory play area (specifically for the Grade One and Two children) is inadequate. 5. Although there is wheelchair accessibility into the Junior Preparatory via some entrances, there is concern that this is limited within the school grounds.
Conduct	<ol style="list-style-type: none"> 1. There is a general campus discipline policy for both staff and children. 2. Within the Junior Preparatory punctuality, attendance and behaviour is carefully monitored and recorded.

	<ol style="list-style-type: none"> 3. Timetables are drawn up at the beginning of the year, accommodating specialist periods. These timetables are strictly adhered to and ensure that children are never left unattended. 4. All Junior Preparatory staff are included in social functions, however only academic staff are required to attend compulsory meetings. Cleaning and ground staff are outsourced. 5. Although class sizes appear to be a concern, as indicated in the staff survey, it was felt that our support staff (in the form of academic support staff, therapists, remedial therapists, tutors, assistants, interns, students and reading grandparents) contribute to a positive ratio.
Security and Safety	<ol style="list-style-type: none"> 1. The College has an OHS (Occupational Health and Safety) committee comprising of members from various departments on campus. The Junior Preparatory representative attends these meetings, where issues concerning the security and safety of the children are discussed and recorded. The safety of the children is of paramount importance and structures which are presently in place are constantly reviewed and upgraded. 2. The Junior Preparatory Health and Safety committee meets twice a term and ensures that health and safety compliances are met. Monthly checklists of the facilities are completed and regular fire drills are carried out. 3. First Aid training is offered once a year for staff and is renewed annually when appropriate. First Aid boxes are placed at strategic points throughout the school. Each classroom has its own supply of equipment in order to attend to minor bruises, cuts and scrapes. There is a portable First Aid box which is taken to functions and events outside the school premises. 4. A termly playground duty list is drawn up at the beginning of each term, allocating staff to supervise various areas of the playground. This is strictly adhered to.
Health Care	<ol style="list-style-type: none"> 1. The Junior Preparatory has a Pastoral Committee which supports families, staff and children in need. 2. The resident Chaplain is available to all staff, children and families for emotional support and guidance. 3. A Discipline policy and a Bullying policy, pertaining to the Junior Preparatory, are in place outlining specific procedures to be followed when incidents occur.

<p>ADDITIONAL FINDINGS: ADD-ON SERVICES</p>	<ol style="list-style-type: none"> 1. The children indicated in the IQAA survey that they found it difficult to approach their teachers with problems. However, based on the results of the focus group with the children, it is evident that the question was misread and there was an assurance that the children found the teachers extremely approachable. 2. In our last IQAA evaluation, communication was identified as an area of concern. As a result we appointed a staff member, designated to communication, to take responsibility for this portfolio. There has been a substantial improvement in our communication within the school, across campus and to our parents. However, it was identified in our parent opinion survey that there was a lack of understanding of the “Governing body’s role”. An additional survey to parents identified that there is confusion between the role of our P.T.A (Parent Teachers Association) and the function of the St Stithians College Council. 3. After a lengthy process involving representatives across campus, the College appraisal system was implemented in January 2011. It is a generic document which can be applied to all schools on the campus. Although the Junior Preparatory has committed fully to this process, it continues to be an ongoing area of concern. 4. The results of the IQAA staff and parent survey indicate an extremely positive result for the leadership of the Head and management team.
--	---

7.1 KEY STRENGTHS

7.1.1 Methodist Church School: The College is a Methodist Church School where boys and girls of all faiths are welcomed and respected. The Chapel is at the core of the campus and the children have weekly chapel services. Each school has a resident chaplain who ministers to the children, staff and wider Saints community. There are individual outreach programmes in each grade (Animals in Distress, Meals on Wheels, St Vincent School for the Deaf, Vuleka and old-age homes) which make the children aware of diversity and transformation, creating social awareness. An annual collection of stationery is packaged by the Junior Preparatory children to be distributed to disadvantaged schools. The Junior Preparatory has a Pastoral committee which supports families, staff and children in need. Values in the form of “The fruits of the Spirit” are included in the Saints Leadership curriculum. A philosophy of servant leadership is a strategic goal of the College.

7.1.2 The curriculum: The curriculum is child-oriented, age-appropriate and stimulating, encouraging critical thinking. Children are encouraged and motivated to learn and achieve to the best of their abilities. Collaborative learning is evident in the implementation of various teaching strategies, including group work, differentiated teaching and peer group interaction, with the emphasis on individual learning needs. Various philosophies and programmes are used to enhance the curriculum. The curriculum is well-supported by extensive staff development and opportunities are available for staff to attend workshops, courses and conferences.

7.1.3 Technology: The teachers are confident in the use of technology in order to enhance their teaching. Within the technology programme, children have access to mini laptops, Smart boards and Ipads. This technology supports the curriculum and allows children to access information beyond the classroom. Apple T.V, a Visualiser and twenty eight desktops are accessible to staff and children within the computer room.

7.1.4 Integrated day: The integrated day, which includes the sport and cultural programmes, offers the opportunity for Grade One and Two children to participate in a wide variety of sport and cultural activities within the school day. Every child is required to participate in each cultural and sporting module on a rotational basis. Children have use of a wide range of sporting facilities across campus.

7.1.5 Environmental awareness: St Stithians College is privileged to be situated on 105 hectares of land which includes indigenous vegetation and a dam with abundant bird and animal life. The Environmental Committee drives and promotes awareness of this environment. This is evident within the classrooms and on the playground and has contributed to the school receiving the International Eco Schools Award. The recycling depot plays a central role in our environmental awareness programme. Children visit the depot and are educated on how it is run. Children are encouraged to recycle on a daily basis and have access to recycling bins within the Junior Preparatory and across the greater campus. The Grade One children grow seasonal plants and vegetables outside their classrooms. They are responsible for the care thereof.

7.1.6 Support within the classroom: Children benefit from and are supported by a number of people within the classroom e.g. reading grandparents, academic support specialists, classroom assistants, interns and student teachers. The individual needs of each child are supported by the academic support team. Barriers to learning are identified and addressed. Private therapists in the form of remedial therapists, tutors, occupational therapists and speech therapists are available at the school.

7.1.7 Resources: Each grade has a generous budget which is used to purchase equipment and resources for the teachers and classrooms. Additional funds are allocated from the P.T.A (Parent Teachers Association) fundraising budget for specific items needed within the grade. There are an abundance of indoor resources and every classroom is well-stocked. The variety of outdoor equipment that we currently have is up-to-date, well-maintained and designed to promote gross motor skills and physical development. The Junior Preparatory has access to state-

of-the-art modern facilities like swimming pools, tennis courts, fields and Astro turfs as well as to the general campus facilities.

7.1.8 Parental involvement: The Junior Preparatory environment is welcoming and conducive to positive interaction between teachers and parents. All parents are included in a number of events such as Special Person's Day, Celebrate Parents Chapel service, Thank You Chapel service, Welcome days, Grade-specific functions and Founders' Day which contribute towards a sense of collegiality between the parents and the school. Curriculum information evenings, P.T.A (Parent Teachers Association) parent-connect initiatives, Head and Deputy coffee mornings/evenings and Directors Q & A sessions are held on a regular basis. These provide an opportunity to inform our parents of the latest trends in education and to keep lines of communication open between the school and the parents. Weekly newsletters are e-mailed to all parents to keep them up to date with the events and activities in the Junior Preparatory. Any changes to the calendar are sent by sms.

7.2 AREAS OF CONCERN

- 7.2.1** A more effective gross motor programme is required to address the current needs of this generation of children.
- 7.2.2** The standard and implementation of academic support is not consistent in our school.
- 7.2.3** The size of the playground is too small. The Junior Prep hall is a shared facility and there are inadequate storage rooms.
- 7.2.4** Aftercare needs a covered area outside their room in order to extend the facilities.
- 7.2.5** The children indicated in their IQAA opinion survey that bullying occurred on the playground in the early morning.
- 7.2.6** The role and function of the JP PTA and College Council needs to be clarified.

8.1 REFLECTION ON RECOMMENDATIONS IN THE CYCLE 1 2007 REPORT

In 2007 the Junior Preparatory school underwent an IQAA evaluation. Various strengths and weaknesses were identified and a school improvement plan was put in place. There was ongoing referral to the development plan, so as to monitor the school's progress. This proved to be hugely beneficial after the 2007 IQAA evaluation, in that it became tangible evidence of our progress. All areas identified as concerns in this development plan have been resolved.

8.2 RECOMMENDATIONS FOR SCHOOL IMPROVEMENT 2013

AREAS FOR IMPROVEMENT	RECOMMENDATIONS	PERSON RESPONSIBLE	TIME FRAME
Teaching and Learning			
Gross motor	<ol style="list-style-type: none"> 1. Meetings between Physical Education teachers and Directors to identify specific areas of concern. 2. Plan programme to address areas of concern for implementation in January 2014 	<ol style="list-style-type: none"> 1. Head, Directors and Physical Education teachers. 2. Directors and Physical Education teachers. 	<ol style="list-style-type: none"> 1. Term 3 2013 2. January 2014
Implementation and standard of academic support	<ol style="list-style-type: none"> 1. To appoint Directors as head of curriculum and academic support in the grade. 2. Creative restructuring of staff to accommodate Academic support needs in each Grade. 3. To hold Grade-specific focus groups to discuss the role of academic support in the school. 4. Continual staff development and discussion around 	<ol style="list-style-type: none"> 1. Head and Executive team 2. Head and Executive 3. Head, Deputy, Grade groups, Academic support teachers 4. Head and academic support team 	<ol style="list-style-type: none"> 1. As posts become available. 2. Ongoing 3. Term 3 (2013) 4. Ongoing

	effective implementation of academic support.		
Resources and Support			
Size of the playground, shared Junior Prep hall and inadequate storage.	<ol style="list-style-type: none"> 1. Playground to be increased to incorporate the road. 2. Renovate hall to satisfy identified needs for the Junior Preparatory. 3. Room allocated for gardening and cleaning equipment. 4. Extra storage cupboards in offices. 	<ol style="list-style-type: none"> 1. Operations department. 2. Operations department. 3. Head and Operations department 4. Head and Operations Department 	<ol style="list-style-type: none"> 1. End 2014 2. End 2014 3. End 2014 4. End 2014
Aftercare facilities	<ol style="list-style-type: none"> 1. Covered area outside the aftercare room. 	<ol style="list-style-type: none"> 1. Head and Operations Department 	<ol style="list-style-type: none"> 1. End 2014
Ethos			
Bullying on the playground	<ol style="list-style-type: none"> 1. Communication to parents re concerns around children being left unattended in the early morning. 	<ol style="list-style-type: none"> 1. Director and Communication 	<ol style="list-style-type: none"> 1. Ongoing
Functioning of the School			
Role of the PTA and Council	<ol style="list-style-type: none"> 1. Communication to parents re the role of the Junior Preparatory PTA (Parent Teachers Association) and the function of the College Council. 2. Introduction of the chair of the College Council at the Grade R Welcome evening. 	<ol style="list-style-type: none"> 1. Head and Communications 2. Head and Calendar planning 	<ol style="list-style-type: none"> 1. Ongoing 2. January 2014 and ongoing

9. CONTINUING EVALUATORY PRACTICES AND ATTITUDES

The Junior Preparatory felt that the evaluation process was a positive experience. The IQAA evaluation team benefited enormously from being involved. The classroom observations were successful and as a result of the positive feedback, it was decided that it would be a worthwhile exercise to implement classroom observation across the grades on a bi-annual basis.

All staff evaluated “teaching and learning” by using the IQAA criteria, resulting in the identification of areas requiring development. Each grade intends to discuss these results further, in order to reflect and review.

The Saints Leadership programme and the philosophies of Critical thinking have become an integral part of our College’s Strategic goals. The Junior Preparatory has embraced this Strategic intent and will include the “Thinking Schools’ dispositions” as a central point when planning our curriculum in future. The Values of the “Fruits of the Spirit” underpin our Leadership programme.

The Junior Preparatory will continue to remain informed and experiment with new technology for use in the classrooms. We are aware that there is a need to keep up with computer technology, realising the importance it can play in education, especially in its contribution towards varying the activities and catering for the children’s different learning styles.

In conclusion the Junior Preparatory School remains committed to ongoing self-reflection so as to continue to provide an education that is progressive, stimulating and appropriate to all the children.

“A school should not be a preparation for life. A school should be life.” Elbert Hubbard.