



**Westwood International School**

**A report on the Strategic Plan 2009-2013**

**Westwood International School**

**January 2009- December 2010**

## Introduction

This report documents the progress achieved by Westwood International School in 2009 and 2010. It is part of Westwood's annual Strategic Plan review and renewal process.

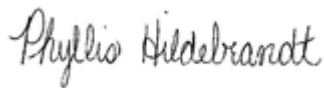
This report provides a qualitative and quantitative commentary on achievements and is keyed to individual strategies and actions. In addition, a number of graphs and charts are included to illustrate the progress of Westwood International School in 2009-2010.

The intent is to provide documentation of the committed and inspired work of faculty and staff in all areas of the school.

Westwood is committed to improving the learning environment. Continuous evaluation and measurement are essential for improvement.

This document is one of many activities that demonstrate our intent to measure our results, test our progress and initiate improvements.

Yours in education,

A handwritten signature in cursive script that reads "Phyllis Hildebrandt".

HEAD of School

	Objectives	Actions	Status Update
<b>1.0</b>	<b>PHILOSOPHY AND OBJECTIVES</b>		
	1.1 Ensure that the school's Mission and Beliefs is generally known, understood and the focus of school achievement	<ul style="list-style-type: none"> <li>• Incorporate the Westwood International School Mission in all official documentation print and electronic</li> </ul>	<p>The current Mission Statement reads: <i>Westwood International School provides students with a quality international education that enables them to meet future challenges confidently as socially-responsible, life-long learners.</i></p> <p>There has been an attempt to place the mission statement on outgoing communication</p>
		<ul style="list-style-type: none"> <li>• Elements of the School Mission</li> <li>➤ Quality -achievement and maintenance of International Accreditation</li> <li>➤ IBO ratification of school self-evaluation of IB programmes offered at the school</li> </ul>	<p>In line with policy and IBO requirements, a stakeholder engagement process to validate and adopt and/or revise the existing statement was conducted on May 22, 2010</p> <p>WIS was awarded NEASC accreditation in April 2009; CIS conducted a special visit in September 2009 and a follow-up report around governance was submitted to CIS in March 2010. Official notification of accreditation with CIS was given in October 2010 and representatives attended the AISA conference in Kenya to receive the plaque and certificate.</p> <p>We are accredited by IBO for the PYP and DP programmes. We are currently an interested school for the MYP programme.</p>

➤ Participation in and use of International Student Achievement Assessments (ISA) for longitudinal benchmarking purposes

-Results analysed, action plan developed and implementation underway

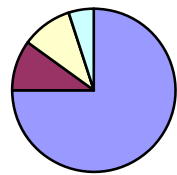
We are in our second year (2008/09) of participating in the ISA assessments for years 3, 5, 7, & 9.

Mean Scores	08 3	09 3	08 5	09 5	08 7	09 7	08 9	09 9
Math	<b>223</b>	293	<b>358</b>	<b>360</b>	<b>421</b>	<b>411</b>	<b>516</b>	<b>502</b>
Rdg	<b>175</b>	243	<b>310</b>	<b>312</b>	402	401	527	505
N Wr	342	341	447	<b>419</b>	536	496	583	548
E Wr	404	398	488	449	541	501	589	548

Note: Bold print indicates that there was a significant difference between the mean scores attained by Westwood students and all other schools that wrote the ISA.

Our results indicate that we are in need of improving mathematical literacy skills across all levels. We also need to examine the vertical and horizontal alignment of curriculum as results in grade 5 demonstrate that we are performing at a lower standard in mathematical literacy, reading, and narrative writing than other international schools that wrote the assessments.

The ISA is a good benchmark for the performance of our students. Areas in need of improvement will be addressed in the strategic plan for teaching and learning.

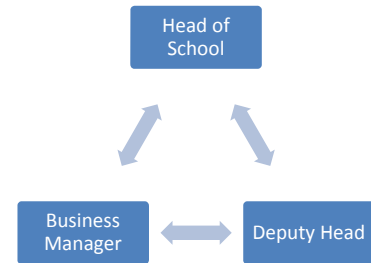
		<ul style="list-style-type: none"> <li>➤ Participation in and use of Electronic Benchmarking in Education (EBIE) to benchmark school practice and achievement in student, parent and teacher satisfaction surveys, comparison of student achievement data and of resource utilization across like-schools</li>   <li>➤ Conduct of International Programmes in line with the school’s Mission and Philosophy</li>   <li>➤ Provision of comprehensive and ongoing teacher professional development to ensure growth and maintenance of quality learning and teaching practices</li> </ul>	<p>Geoff Noble visited the school in December 2009 to update and train senior admin on component pieces of the programme.</p> <p>Westwood participated in the pilot phase of this programme. This ended in April 2010. Few schools were involved in the pilot. Consideration will be given to enrolment (based on cost) in the programme if more like international school join so as to provide a good comparison for WIS.</p> <hr/> <p>Implementation plan on the introduction of the IB MYP programme proposed to council in October 2009.</p> <hr/> <p><u>Ref Staff Handbook</u>-Professional Development The Professional Development committee at Westwood recommends that the funds allocated for professional development address the following</p> <div style="text-align: right;">  <table border="1" data-bbox="1591 1130 1808 1369"> <tr> <td><span style="color: blue;">■</span></td> <td>In-Service 75%</td> </tr> <tr> <td><span style="color: maroon;">■</span></td> <td>Visitations 10%</td> </tr> <tr> <td><span style="color: yellow;">■</span></td> <td>Whole School 10%</td> </tr> <tr> <td><span style="color: cyan;">■</span></td> <td>PGP 5%</td> </tr> </table> </div>	<span style="color: blue;">■</span>	In-Service 75%	<span style="color: maroon;">■</span>	Visitations 10%	<span style="color: yellow;">■</span>	Whole School 10%	<span style="color: cyan;">■</span>	PGP 5%
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		<p>➤ Cooperative exploration and “creation” of common language and explicit understandings by teaching staff of what constitutes quality learning and teaching drawing on the research-base and the International Baccalaureate Learner Profile</p>	<p>A Professional Development Matrix tracks the types of activities staff are engaged in. Below is an example of a monthly plan:</p> <table border="1" data-bbox="1262 483 1900 797"> <thead> <tr> <th>Plan</th> <th>Whole School</th> <th>Year Level</th> <th>Visitations</th> <th>In-Service</th> <th>C &amp; M</th> <th>PGP</th> </tr> </thead> <tbody> <tr> <td>01/10</td> <td>14/01 29/01</td> <td>25/01 Sec. 26/01 Prim.</td> <td>Class Walk-throughs</td> <td>PYP induction for new teachers</td> <td>PYP Plans Units of inquiry  27/01 New staff</td> <td>Goal-setting</td> </tr> </tbody> </table> <hr/> <p>There are two aspects of the creation of a common language:</p> <ul style="list-style-type: none"> <li>• Creating an understanding of how to provide feedback to students in terms of the learner profile</li> <li>• Creating an understanding of how teachers can model characteristics of the learner profile</li> </ul> <p>Recognition Awards for students now include aspects of the learner profile Staff considers aspects of the learner profile in their PGP.</p> <hr/>	Plan	Whole School	Year Level	Visitations	In-Service	C & M	PGP	01/10	14/01 29/01	25/01 Sec. 26/01 Prim.	Class Walk-throughs	PYP induction for new teachers	PYP Plans Units of inquiry  27/01 New staff	Goal-setting
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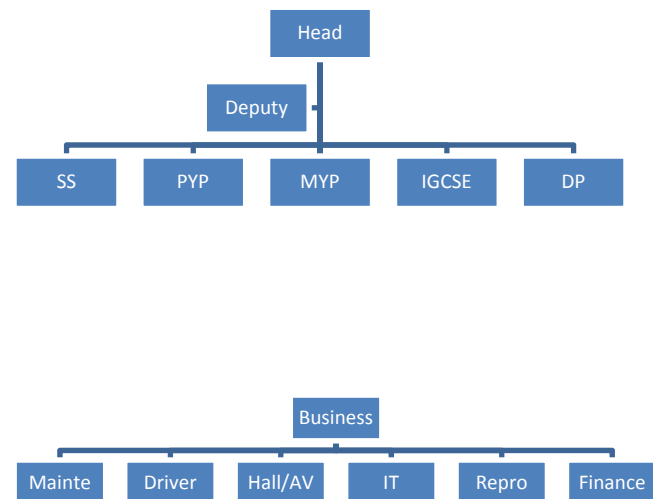
		<ul style="list-style-type: none"> <li>➤ Building parental understanding and “buy in” into what constitutes quality learning and teaching practice</li>   <li>➤ Regular appraisal of all teaching staff directly linked to agreed understandings of learning and teaching</li> </ul>	<p>Information meetings on programmes on offer at the school occur once per term.</p> <p>Two “Open Houses” were scheduled in 2010 to showcase regular classes.</p> <p>Reports to the community include achievement results and targets. Open parent forums provide opportunity for discussion</p> <hr/> <p><u>Ref- Policy 5.500.</u> <u>Ref: Staff Handbook:</u> Staff Supervision &amp; Evaluation In light of WIS policy and in accordance with current research in effective staff supervision and evaluation, a framework for Evaluation and Professional Growth that meets the requirements of the policy for evaluation and encourages a move beyond teachers’ current level of performance by focusing on student growth, self-reflection and areas for teachers’ own and school improvement.</p> <p>Staff supervision and evaluation is comprised of:</p> <ul style="list-style-type: none"> <li>• Ongoing supervision for everyone (using the Walk-Through Approach)</li> <li>• Teacher Professional Growth Plan for All</li> <li>• Teacher Evaluation for some</li> </ul> <p>The Professional Growth Plan (PGP) is designed to foster personal, professional growth and development of teachers, to enhance their teaching effectiveness and the effectiveness of students’ learning. Each teacher will develop, implement, and complete annually an individualized PGP. The plan will be developed in collaboration with the Deputy Head or a representative group of teachers. A copy of the PGP will be retained by the Deputy Head in a school-based file for the year it is in implementation.</p>
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		<p>➤ Alignment of management structures and job descriptions to the achievement of these goals</p>	<p>Observing Classroom practices- ongoing supervision for everyone. Ongoing supervision of teachers by the Deputy Head includes:</p> <ul style="list-style-type: none"> <li>• Providing support and guidance to teachers</li> <li>• Observing and receiving information from any source about the quality of teaching a teacher provides to students; and</li> <li>• Identifying the behaviors or practices of a teacher that for any reason may require an evaluation</li> </ul> <p>This is usually carried out by conducting a structured walk-through.</p> <p>Staff Evaluation can be conducted when:</p> <ul style="list-style-type: none"> <li>• A teacher is new to the school</li> <li>• The teacher requests in writing an evaluation</li> <li>• The Deputy Head, as a result of supervision, identifies the need for change in behaviors or practices</li> <li>• An employment decision is to be made</li> <li>• A teacher does not complete an annual PGP</li> </ul> <p>An appraisal system for support and admin staff is in progress.</p> <hr/> <p>A revised organizational structure for the school was adopted by council in 2009 and further refined by administration in 2010.</p>
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The organizational structure for Senior Leadership is as follows:



The organizational structure was refined into the academic structure under the Deputy Head of School and operational structure under the Business Manager of the School as follows:



		<ul style="list-style-type: none"> <li>➤ Implementation of a competitive teacher package and benefits to enable the school to retain and recruit teachers with the skills and experience necessary to deliver the programmes school’s Mission, Beliefs and programmes</li>   <li>• International Education <ul style="list-style-type: none"> <li>➤ Students supported to consider “rich” topics which enable them to explore the world from different perspectives whilst simultaneously assisting them to develop and apply a values framework</li> </ul> </li> </ul>	<p>Lines of communication are further refined under the above categories.</p> <p>Job descriptions are completed for academic and support staff. These are being translated into job models.</p> <hr/> <p>Due to financial constraints, salary reviews will be conducted in the first three months of 2011.</p> <p>Benchmarking is to take place in the first term of 2011.</p> <hr/> <p>Information meetings are held once per term for parents informing them of topics of inquiry.</p> <p>Westwood Web is also used as a means of informing parents of topics.</p> <p>Classroom newsletters are used on a regular basis for primary staff.</p> <p>There is recognition that more communication methods could be utilized.</p> <hr/>
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		<ul style="list-style-type: none"> <li>➤ Links established internationally between like-minded schools to support IB facilitation, teacher professional development, and student activities (academic, sporting, cultural and artistic)</li>   <li>➤ Adoption of a northern hemisphere school year to maximize opportunities for linkages investigated and report presented to Council</li>   <li>➤ Participation in international recognized and valued curriculum articulated from Reception to Year 13 that will allow a seamless transition to other international schools and/or school in home country.</li>   <li>➤ Appropriate preparation for students to access tertiary institutions and work worldwide</li> </ul>	<p>Connections have been made with professional staff of International School Lusaka, Tanganika in Dr es Salaam and here in Gaborone, Northside.</p> <p>Job-alike sessions have been established for Northside Primary staff and Primary staff at Westwood. The first one occurred in November 2010.</p> <p>Preliminary talks have begun around sharing of IBO PD for the primary schools.</p> <p>The adoption of a northern calendar was rescinded in 2009.</p> <hr/> <p>The IB work-related certificate from IBO was investigated. It is now coming out of pilot and in the first term in 2011, we will investigate the readiness for implementing it in Gaborone.</p> <p>Phasing in of MYP is ongoing.</p> <hr/> <p>Release time for the Careers and Colleges Coordinator was enhanced in 2009. A variety of events took place that involved parents and students that related to tertiary education.</p> <p>Summaries were printed in the WEB.</p>
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		<ul style="list-style-type: none"> <li>• Meet future challenges as socially responsible life-long learners</li> <li>➤ Emphasis on promoting the skills, qualities and attributes enshrined in the IBO learner profile</li> <li>➤ Sustainability as a unifying curriculum theme</li> <li>➤ ICT as an integral part of learning at all levels of the school</li> </ul>	<p>Student reflections have become a standard for programmes. The evidence exists in portfolios and online for DP students.</p> <p>Sustainability is embedded in units of inquiry at the primary years level; is embedded in MYP topics and forms part of CAS at the DP level.</p> <p>A committee was set up to put in place a strategic plan to enhance technology access and programming at the school. An outside resource person helped develop the plan.</p> <p>The infra-structure for the school was enhanced in 2010 through the budget. The secondary lab was equipped with 30 new computers. The primary lab is scheduled for January 2011 for refurbishment. Two mobile labs will also be purchased.</p> <p>A curriculum resource that is in line with the IBO philosophy was adopted by staff. The purpose of the resource is to help teachers and coordinators to understand the role of information and communication technology (ICT) in classroom learning, teaching and assessment. The document is organized into the following six sections:</p> <ul style="list-style-type: none"> <li>• Introducing Literacy with ICT Across the Curriculum</li> <li>• Supporting principles</li> <li>• Reading the developmental continuum for literacy with ICT</li> <li>• Assessing, evaluating, and reporting on student progress</li> <li>• Developing the continuum</li> <li>• Implementing literacy with ICT across the Curriculum</li> </ul>
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		<ul style="list-style-type: none"> <li>➤ Creation of a school environment where learning experiences are authentic and take account of different learning styles, interests and talents; where they consistently encourage students (and staff) to actively question (inquiry); seek and apply solutions to all aspects of their work and life; and encourage increasing levels of ownership and personal responsibility</li>   <li>➤ Creation of an environment where students (and staff) feel safe and secure and are willing to take risks with their learning and teaching</li> </ul>	<p>In-servicing will commence in the new year to support the integration of technology into the curriculum.</p> <p>We have advertised an administrative position in the area of ICT that would support teachers with the curriculum implementation and with the Entimex system. This is a level 2 support person. We currently have a level 1 support person that looks after the infra-structure.</p> <hr/> <p>No documented evidence; this is to become a focus for 2011.</p> <p>A climate survey was conducted by council in 2009 for academic staff. A follow-up was conducted by SLT in 2010 for all staff. The open parent/staff forums helped to commence the “healing process” at the school. This will continue to be a focus for 2011.</p>
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		<ul style="list-style-type: none"> <li>➤ Creation of an environment where, irrespective of natural ability students are encouraged and challenged to achieve their best</li> </ul>	No documented evidence; this will become a focus for 2011.
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	Objectives	Actions	Status Update
<b>2.0</b>	<b>CURRICULUM</b>		
	<p>2.1 Develop and align the curriculum, learning and teaching practices, school structures and organization to support the realization of the school Mission and Beliefs, and actualization of the IB Learner Profile</p>	<ul style="list-style-type: none"> <li>• Develop a whole-school language policy to: <ul style="list-style-type: none"> <li>➤ Support linguistic diversity</li> </ul> </li> </ul>	<p>Policy is in beginning stages. This is the draft statement of philosophy: <i>Language is fundamental to who we are as human beings and is a means of thought, communication and identification. Therefore, at WIS, we value and support language diversity, and recognize that language learning involves learning language, learning through language and learning about language. As such, all teachers are viewed as language teachers, whose responsibilities are to promote intercultural awareness and to prepare our students to be tolerant understanding citizens of the world, as well as lifelong learners.</i></p>

		<ul style="list-style-type: none"> <li>➤ Promote international mindedness by encouraging and sustaining inclusivity and intercultural awareness in learning and teaching, and in activities supported by the school</li>   <li>➤ Support students and their communities in mother tongue maintenance</li>   <li>➤ Review and enhance the provision of Setswana in the school</li> </ul>	<p>This has been conducted through the programme of inquiry</p> <p>In July 2009 a document called “Mother Tongue Support” was developed following a language survey. 35 languages are spoken as a Mother Tongue at WIS. At this point in time, WIS does not offer any additional mother tongue support for languages not being taught at the school.</p> <p>In progress at management level. The school faces challenges in maintaining Setswana as a mother tongue language. Setswana is offered as Language A at IGCSE level. However, most native speakers find it a challenge to cope with the rigor of this first language course. Moreover, results from the survey indicate that most Setswana speaking students prefer communicating in English to their peers.</p>
		<ul style="list-style-type: none"> <li>● Establish the implementation plan for the introduction of the International Baccalaureate Middle Years Programme, the phasing out of the Cambridge International General Certificate of Education, and investigate the introduction of the International Baccalaureate Work Related Certificate (IB WRC)</li> </ul>	<p><b>MYP- 2009:</b> In 2009, the “consideration phase” (including feasibility study and familiarization with the programme) was put in place.</p> <p><u>Preparation:</u></p> <p><b>Communication:</b> <span style="color: green;">√</span></p> <p>Discussions with all stakeholders regarding the possible consequence of implementing the programme- support to be obtained from teachers, administration, board, and parents</p>

			<p>Consultation with other relevant authorities, i.e. Ministry of Education</p> <p><b>Administration:</b> ✓ - March 2010  Register as an interested school. Obtain all MYP curriculum guides and publications. Draft Action Plan for implementation of programme.</p> <p><b>Curriculum:</b> ✓  Map operational curriculum. ✓  Look for gaps, repetitions, etc. Identification of interdisciplinary activities.  Is what is being taught relevant, engaging, challenging, etc? Focus on assessment <i>as</i> and <i>for</i> learning.- In progress</p> <p><b>Professional Development:</b> ✓  Introductory workshops/school visits.  Online workshops- Course Work</p> <p><b>Resources:</b> ✓  Identification of resources, including identifying cohort of teachers for Years 7 and 8.</p> <p><b>MYP- 2010:</b> In 2010 the goal was to become an “Interested School”.</p> <p><u>Preparation:</u>  <b>Structures:</b> ✓  Appoint MP Coordinator  Formation of steering committee and year level team</p>
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			<p><b>Communication:</b> ✓ Parent information sessions- 7 &amp; 8</p> <p><b>Administration:</b> Send Application A to IBO- to be sent 1<sup>st</sup> term- before March 2011</p> <p><b>Curriculum:</b> ✓ Study of school's curriculum in relation to MYP subject group objectives. Development of areas of interaction.</p> <p>Development of assessment material using MYP criteria.- MYP Reports aligned to IB Philosophy</p> <p><b>Professional Development:</b> ✓ Intensive preparation for staff assigned to teach Years 7 and 8. At least one teacher per subject group.- except for PE &amp; Language A MYP Coordinator Online workshops- course work</p> <p><b>Resources:</b> ✓ Identification of resources, including identifying cohort of teachers for Years 8 &amp; 9.- identified through vertical alignment</p> <p><u>Implementation</u> Years 7 &amp; 8- Horizontal planning time built into school's schedule.</p> <p>The phasing out of IGCSE was put on hold by council</p>
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			<p>in 2010. This is to be revisited when the MYP is fully implemented and is to be considered in a full collaborative process (e.g., consulting parents, staff and students as well as investigating the concept of IGCSE running parallel to MYP in other like International Schools).</p> <p>IB work-related certificate was in pilot stage. Feasibility of implementing it in Botswana is scheduled for first term 2011.</p>
		<ul style="list-style-type: none"> <li>• Develop and implement a plan for the updating and the complete documentation, both vertically and horizontally, of the curriculum from Reception to Year 13. Such documentation to be aligned with the IB programmes adopted by the school as appropriate, and to include timelines, overview, scope and sequence for teach subject area, assessment and review cycle.</li> </ul>	<p>The time line and curriculum review cycle for the completion of horizontally and vertically articulated R-13 curriculum documents have been developed through the following ways:</p> <ul style="list-style-type: none"> <li>• consultation with teachers, programme and subject coordinators</li> <li>• discussion at School Council (relating to the change of programmes)</li> <li>• careful review of the curriculum review schedules as set out by the IBO</li> </ul> <p>2009: Teaching/Learning Principles- translate the school's mission into overall learning targets, then into day-to-day practice by defining Teaching/Learning Principles</p> <ul style="list-style-type: none"> <li>• establish essential agreements/expectations</li> </ul> <p>Curriculum mapping- mapping to capture what is actually happening</p> <ul style="list-style-type: none"> <li>• collecting data</li> </ul>

			<ul style="list-style-type: none"> <li>• skills within and across disciplines</li> <li>• assessment- products/performance, criteria</li> </ul> <p>Define standards and benchmarks and align to assessment</p> <ul style="list-style-type: none"> <li>• review standards, benchmarks and assessments using IB documentation as a guide</li> <li>• develop scope and sequence of standards, knowledge/skills, attitudes</li> </ul> <p>2010 review cycle</p> <table border="1"> <thead> <tr> <th>Cycle</th> <th>2010</th> </tr> </thead> <tbody> <tr> <td>Sensitize staff to IB framework</td> <td>Languages/Group 1 and 2/Arts/PE</td> </tr> <tr> <td>Review and revise</td> <td>Mathematics/Group 5 TOK</td> </tr> <tr> <td>Implement</td> <td></td> </tr> <tr> <td>Reflect and revise</td> <td></td> </tr> </tbody> </table> <p>In order for staff to meet at and across levels and programmes, curriculum review meetings will be built into the weekly professional development sessions which take place every Monday, for secondary, Tuesday for primary and Friday for whole staff.</p>	Cycle	2010	Sensitize staff to IB framework	Languages/Group 1 and 2/Arts/PE	Review and revise	Mathematics/Group 5 TOK	Implement		Reflect and revise	
Cycle	2010												
Sensitize staff to IB framework	Languages/Group 1 and 2/Arts/PE												
Review and revise	Mathematics/Group 5 TOK												
Implement													
Reflect and revise													

		<ul style="list-style-type: none"> <li>Integrate Creativity, Action, Service (IB Diploma), Community and Service (IB MYP), and Action (IB PYP) across the school and link with school functions, student forums, sport, cultural and artistic activities to maximize opportunities for students to exercise responsibility and leadership and to build identity and belonging in students</li> </ul>	<p>In progress. Implementation of the MYP has enhanced school-wide knowledge of and acceptance for the integration of creativity, action, and service.</p> <p>The CAS coordinator oversees.</p>
		<ul style="list-style-type: none"> <li>Incorporate sustainability as a unifying curriculum theme</li> </ul>	In progress
		<ul style="list-style-type: none"> <li>Adopt a high profile community service project</li> </ul>	Gamodobu was adopted by the MYP students. It is in its first year of support. PTA is interested in supporting and this is a focus of the Development committee.
		<ul style="list-style-type: none"> <li>Upgrade/introduce opportunities for art, music, drama, and dance in the school and a wider range of practical activities</li> </ul>	In 2010 Drama was introduced in the Middle Years. Dance has been incorporated in extra-curricular activity. In 2010, secondary students put on a production that included song and dance.
		<ul style="list-style-type: none"> <li>Integrate ICT into all aspects of the curriculum</li> </ul>	This is a major focus for 2011- as reported elsewhere.
		<ul style="list-style-type: none"> <li>Review language offerings at the school</li> </ul>	In progress
		<ul style="list-style-type: none"> <li>Build both the understanding and use of assessment and reporting <i>for</i>, <i>of</i>, and <i>as</i> in learning and teaching and in the community to promote educational outcomes</li> </ul>	<p>Assessment <i>as</i> and <i>for</i> learning has been a major focus of Professional Development for staff in 2009 and 2010. It will continue to become a focus for 2011.</p> <p>Building parental understanding is ongoing</p>

			through class newsletters and student-led conferencing which was extended to secondary in 2010.
		<ul style="list-style-type: none"> <li>Record keeping and result analysis practices improved</li> </ul>	<p>Teachers in secondary conduct reflection of assessment; an analysis of ISA has been conducted and through coaching at the middle management level and through in-servicing with teachers, it is anticipated that the results of formative assessments will inform instruction.</p> <p>The focus for 2011 is for teachers to become more proficient with the Entimex system that will allow them to capture student achievements that are non academic related.</p>
	<b>Objectives/Strategies</b>	<b>Actions</b>	<b>Status Update</b>
<b>3.0</b>	<b>GOVERNANCE AND MANAGEMENT</b>		
	<p>3.1 Ensure effectiveness and integrity in the governance and management of the School</p>	<ul style="list-style-type: none"> <li>Replace the existing School Council Memorandum and Articles of Association with a Constitution, and review the electoral entitlements and processes associated with the nomination and election of Founder Member Representatives and Parent Members of School Council</li> <li>Create and maintain a register of potential Westwood International School Councilors both in respect of Parent Members and Founder Member Representatives, or other</li> </ul>	<p>A task force was set up to create a draft of a new constitution for school council. The task force is comprised of the Head of School, Council Advisor James Honold, Council Member Chris Du Plessis and parent representative Mike Lewis. We are currently in our second draft in the development of a new constitution that will be in line with the new companies act.</p> <hr/> <p>Our Entimex System (admin package) allows us to establish a listing of parents and their profession/qualifications. In 2010 we advertised for parent representatives and undertook a process to</p>

		<p>categories of Council Members as specified from time to time in the school's statutory company documentation</p> <ul style="list-style-type: none"> <li>• Develop an induction programme for newly elected or appointed Westwood International School Councillors and continuing in-service orientation on the roles and responsibilities of Councillors as trustees of international schools</li> <li>• Ensure stability in school leadership by: <ul style="list-style-type: none"> <li>➤ Establishing an agreed appraisal process of the Director that has clear timelines and is linked to the realization of the school's Mission, Statement of Beliefs and Strategic Plan</li> <li>➤ Establishing an agreed appraisal process with the Principal and Business Manager that has clear timelines and is linked to the realization of the school's Mission, Statement of Beliefs and Strategic Plan</li> </ul> </li> </ul>	<p>interview and induct them to committees. TOR for parent representatives was developed in 2010 through the work of the Development Committee.</p> <p>The new constitution will address the issue of parent representative and founder member representatives.</p> <p>Several induction meetings were held for:</p> <ul style="list-style-type: none"> <li>➤ Interested council or consultative representative committee members</li> <li>➤ New council members co-opted to council</li> </ul> <p>In January 2011, a representative from CIS will in-service the current council on the new handbook on governance from CIS.</p> <p>Key Performance Indicators (KPIs) are in the process of being developed for the Senior Management of the School.</p> <p>See above for KPIs. In addition, the Head of School will coach and mentor the new SLT members (Deputy Head and Business Manager) on an ongoing basis.</p>
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		<ul style="list-style-type: none"> <li>➤ Conducting market-based benchmarking of the salary and benefits of members of the school leadership team (Director, Principal and Business Manager)</li> <li>• Update and integrate school data management and information systems</li> <li>• Benchmark information on key school performance indicators including fees, staffing levels, resources, results, and satisfaction levels from student, teacher and parent groups in comparison with other international schools and use data for reporting purposes and school improvement</li> </ul>	<p>This was conducted using the ECIS survey of International Schools in the SA region. There is a challenge to obtain the information from like schools in Gaborone.</p> <p>We are currently on the ENTIMEX administrative package. Several in-service sessions were held over the course of 2010 for admin staff and academic staff to learn more about the modules. Additional modules have been purchased. We anticipate that the new recruit for ICT will coach staff to use the system.</p> <p>2010 marked the onset of benchmarking in the following areas:</p> <p><u>School Fee Comparisons:</u></p> <p>Updated school fee comparisons for like primary school programmes and with like secondary programmes were obtained in October 2010 .</p> <p style="text-align: center;"><b>School Fee Comparisons</b></p> <table border="1" data-bbox="1266 1084 1906 1287"> <thead> <tr> <th></th> <th>R</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> </tr> </thead> <tbody> <tr> <td>Westwood</td> <td>13 900.00</td> <td>13 900.00</td> <td>13 900.00</td> <td>14 700.00</td> </tr> <tr> <td>Northside</td> <td>11 150.00</td> <td>11 150.00</td> <td>11 150.00</td> <td>11 150.00</td> </tr> <tr> <td>Broadhurst</td> <td>10 640.00</td> <td>10 640.00</td> <td>10 640.00</td> <td>10 640.00</td> </tr> <tr> <td>Thornhill</td> <td>10 050.00</td> <td>10, 050.00</td> <td>10 050.00</td> <td>10 050.00</td> </tr> </tbody> </table>		R	Y1	Y2	Y3	Westwood	13 900.00	13 900.00	13 900.00	14 700.00	Northside	11 150.00	11 150.00	11 150.00	11 150.00	Broadhurst	10 640.00	10 640.00	10 640.00	10 640.00	Thornhill	10 050.00	10, 050.00	10 050.00	10 050.00
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	Y 7	Y8/Form 1	Y9/Form 2
Westwood	17 900.00	21 400	21 400.00
Maru a Pula		15 670	15 670.00

Y10/Form 3	Y 11/Form 4	Form 5	IB1/AL1	IB2/AL2
23 500.00	23 500.00		24 100.00	24 100.00
15 670.00	15 670.00	15 670.00	15 900.00	15 900.00

**Schooling for Staff Children- Comparison Table**

<b>Broadhurst 3188482</b>	<p>Admin and Academic Staff get 100% schooling (no limit on number of children) up to Primary level. If classes are full and there is no place for a staff child, they will pay the equivalent of their fees for the child/ren to attend another school.</p> <p>For secondary school – they have P30 000.00 per year which will be shared amongst staff who have children at secondary level.</p>
<b>Northside 3952440</b>	<p>Admin and Academic Staff get 100% schooling for upto 2 children at Northside. Has not had a case where the staff have had more than 2 children – if ever that should happen then it would be referred to Council.</p> <p>Do not offer secondary schooling – staffs responsibility.</p>
<b>Maru A Pula 3912953</b>	<p>All Academic staff and only Senior Admin staff get:            @ Primary level - 2/3<sup>rd</sup>s paid for            @ Secondary level - 100%, but have to attend Maru-A-Pula</p>

			<p>There is more work that will need to be completed in this area in 2011, particularly with like international schools.</p> <p>A target for 2011 will be to conduct baseline survey on satisfaction from stakeholder representatives.</p>
	<p>3.2 Provide clear direction and reflection on action</p>	<ul style="list-style-type: none"> <li>• Establish a rolling 5 year Strategic Planning Process to include consultation and reporting process and timelines</li> </ul>	<p>This report is in response to the 5 year rolling strategic plan that was developed in 2009.</p> <p>There has been significant change that has taken place at the school. In response to the change, a new strategic planning process was implemented in 2010: There was a conscious decision to invite and include stakeholders in realizing the path forward for WIS. Our stakeholders include parents, staff, students, ministry of education representatives and other external stakeholders that are linked to the school. There was also a conscious effort to hold school management accountable for moving the vision forward.</p> <p>In order to separate governance from management, two separate documents were developed: The “Strategic Plan” and the “Operational Plan”. Numerous sessions were held with the stakeholder groups to lay the foundation for strategic priorities and intents for the school. For example, we have set in place a cycle of review for our mission statement. We have revisited the values of the school. We consulted with stakeholders to develop the key stakeholder map and conducted a current reality assessment for the school (SWOT). From the various</p>

			<p>sessions we held, the strategic priorities for the school were developed. This work was facilitated by council reps and senior administration of the School. These priorities are communicated to the WIS community. The Strategic Plan sets the framework for the Operational Plan.</p> <p>The Operational Plan is developed by the internal stakeholders (staff and students in conjunction with management). It is directly related to administration and curriculum, teaching and learning. This is a document that guides us toward the vision and mission of the school. The operational plan ensures ownership by the internal stakeholder. As the focus is on curriculum, teaching and learning, the operational plan allows for distributed leadership which means that department heads, coordinators and teachers are involved in articulating goals, reviewing goals and adjusting timelines to fit the changing needs of the school.</p> <p>The operational plan feeds into the strategic plan.</p> <p>There is also the budget input that must take place in order to realize the strategic priorities for staff. Budget input also comes at the Committee level of Council. Staff and sometimes parent reps sit on the various committees of council (Policy, Development, HR, Facilities and Finance).</p> <p>This is the report on progress of the 5 year rolling plan that is completed every year. A summary version is to be printed for the WIS community that enhances the report given to the community at our</p>
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		<ul style="list-style-type: none"> <li>Establish a formal evaluation process to assess the effectiveness of School Council</li> </ul>	<p>AGM in October 2010.</p> <hr/> <p>In November, School Council conducted a self-evaluation based on current policy that contains statements in council’s realization of the mission statement.</p> <p style="text-align: center;"><b>Mission Statement</b></p> <p><i>Westwood International School provides students with a quality international education that enables them to meet future challenges confidently as socially responsible, life-long learners.</i></p> <p>Councillors were to provide a reflection of accomplishment as a council. The numbers represent accomplishment by majority of council.</p> <table border="1" data-bbox="1268 743 1854 1416"> <thead> <tr> <th colspan="2" style="background-color: #cccccc;">Westwood International School Council shall:</th> </tr> </thead> <tbody> <tr> <td>Review at intervals not to exceed two (2) years the School’s Mission Statement and Statement of Belief to coincide with the revision of the Strategic Plan</td> <td style="text-align: center;">7/9</td> </tr> <tr> <td>Articulate a clear, internationally-oriented vision and direction</td> <td></td> </tr> <tr> <td>Develop and maintain a five (5) year rolling Strategic and Financial Plan</td> <td style="text-align: center;">5/9</td> </tr> <tr> <td>Approve, monitor, and strengthen the school’s programmes and services</td> <td style="text-align: center;">5/9</td> </tr> <tr> <td>Effectively resource the school’s educational programmes and facilities</td> <td></td> </tr> <tr> <td>Ensure the school is able to recruit, develop and retain quality international and local teachers</td> <td></td> </tr> <tr> <td>Encourage partnerships between WIS and other schools both nationally and internationally which share a similar ethos</td> <td></td> </tr> </tbody> </table>	Westwood International School Council shall:		Review at intervals not to exceed two (2) years the School’s Mission Statement and Statement of Belief to coincide with the revision of the Strategic Plan	7/9	Articulate a clear, internationally-oriented vision and direction		Develop and maintain a five (5) year rolling Strategic and Financial Plan	5/9	Approve, monitor, and strengthen the school’s programmes and services	5/9	Effectively resource the school’s educational programmes and facilities		Ensure the school is able to recruit, develop and retain quality international and local teachers		Encourage partnerships between WIS and other schools both nationally and internationally which share a similar ethos	
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	<p>3.3 Nurture effective channels of communication with and beyond the school community through active support for effective public relations, marketing, and development.</p>	<ul style="list-style-type: none"> <li>• School Council members identified on website and on photo board in school foyer</li> <li>• Include a regular School council meeting information report in the Westwood Web</li> <li>• Formalise links with business and government, especially the Ministry of Education, to build understanding and support for the school and its Mission, and to increase career opportunities for WIS graduates and appoint a School Development Officer to facilitate such relationships</li> </ul>	<p>Web-site completed.</p> <p>Executive summaries are included after meetings in the WEB.</p> <p>This is a Development Committee focus for 2011. Contact has been made with the Tertiary Education Council and the Ministry of Education. A representative from the Ministry sits on Council.</p> <p>WIS is now a member of Boccim and links to access interns will begin in 2011.</p>									

		<ul style="list-style-type: none"> <li>• Develop a promotional strategy for the school to attract prospective families and staff</li>   <li>• Establish a scholarship scheme with Good Corporate Citizens to assist outstanding Batswana to attend Westwood International School to demonstrate the school's commitment to national development</li>   <li>• Develop an implementation plan and timeline for the introduction of a northern hemisphere school year</li>   <li>• Report annually to the school community on achievement against indicators set out in the school's Strategic and Financial Plan. Provide milestone achievement reports to school community as targets achieved</li> </ul>	<p>Through the Development Committee a Marketing Strategy has been developed. This will be a major focus for 2011.</p> <p>The Chris Garland and James Honold Scholarship have been launched at the 25 November 2010 Graduation Ceremonies. The Ministry will advertise the scholarships on their web-site and send short-listed applicants to the IB Coordinator. We anticipate that the promotion by the Ministry will potentially attract new enrolments to the programme.</p> <p>This was put on hold by Council in 2009.</p> <p>The following was achieved through the:</p> <ul style="list-style-type: none"> <li>➤ Financial Report at the EGM in August 2010</li> <li>➤ HOS School report at the AGM in October 2010</li> <li>➤ Chair of Council Report at AGM in October 2010</li> <li>➤ Through this progress report and in an upcoming summary</li> <li>➤ Through open parent and staff forums</li> </ul>
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	Objectives/Strategies	Actions	Status Update
<b>4.0</b>	<b>STAFF</b>		
	4.1 Ensure that the staff is operating to implement the school's Mission and Beliefs	<ul style="list-style-type: none"> <li>•</li> </ul>	This is ongoing through staff meetings, department level meetings and through the PGP.
	4.2 Ensure that staff has the preparation, experience and attitudes necessary for them to carry out their assignments effectively and efficiently.	<ul style="list-style-type: none"> <li>• Maintain market-based salaries for staff to maximize the school's ability to recruit and retain excellent leaders and teachers qualified and skilled to lead and teach the programmes offered by the school</li> <li>• Recruit "Lead Teachers" to model, support, mentor in, lead and document the development of best practice at the school</li> <li>• Recruit a Library and Media/ICT Coordinator to promote the central role of the Library in the school and to promote and document the integration of ICT across the curriculum both vertically and horizontally</li> </ul>	<p>Target for 2011</p> <p>There was a conscious decision to develop current staff into lead teachers through coaching and mentoring and to consider leadership qualities in the recruitment of new staff in line with areas of need.</p> <p>The position was not renewed. The focus for the Librarian for 2011 has changed to better service our MYP and DP programmes.</p> <p>ICT- target phase-in for 2011-2013.</p>

		<ul style="list-style-type: none"> <li>Recruit a School Development Officer to support school government and business relations and to assist the Director in the marketing of the school.</li> </ul>	<p>An advertisement for Admissions, Communications &amp; Marketing was placed at the end of 2010. A new job description was developed to meet this need.</p>
	<p>4.3 Ensure that staff members have clearly defined roles and contracts which respect local and international good practice</p>	<ul style="list-style-type: none"> <li>Put in place a management structure that is clear and transparent to the whole community and is appropriate for support of the programmes offered by the school. The management structure shall include a well-developed organisational chart, job descriptions and line responsibilities</li> <li>Review and revise as necessary Technical, Administrative and Support Staff structures, terms of employment, career paths and salary</li> <li>Formalize the existing induction system for new teachers to facilitate their orientation to the school, its philosophy, process and practices. Survey new teachers as to effectiveness of induction programme</li> </ul>	<p>This was a major emphasis for 2010. The organizational chart has been revised and developed. Job descriptions for academic staff were revised. Job descriptions were developed for admin/support staff. These will be translated into Job Models for 2011.</p> <p>This was a major focus for 2010 and will continue to be addressed by HR and Finance Committees during the 2011 academic year.</p> <p>An induction process was revised in 2010. The induction includes the following:</p> <ul style="list-style-type: none"> <li>Employee information</li> <li>Administrative procedures</li> <li>Introduction and tours</li> <li>Computers</li> <li>Overview of programmes</li> <li>Student support services</li> <li>Cultural presentation</li> <li>Position information</li> <li>Documentation requirements</li> </ul>

	<p>4.4 Ensure that an effective appraisal process is in place linked to a professional development programme</p>	<ul style="list-style-type: none"> <li>• Implement a formal appraisal system for all staff reflecting the school's Principles of Learning and Teaching and IB Learner Profile. Link to the realization of the school's Mission, Beliefs and Strategic Plan</li> <li>• Include provision for differentiation, the language needs of students from non English speaking backgrounds and ICT understanding and use as explicit criteria in the teacher appraisal process for all teachers</li> <li>• Link staff appraisal and professional development</li> </ul>	<p>Reported on in section 1: Formative supervision through walk-throughs; summative evaluation through formal appraisals; and Professional Growth Plans occur on a yearly basis.</p> <hr/> <p>Some work in the area of language offerings, as well as how teachers manage classes with a wide array of proficiency levels has begun:</p> <ul style="list-style-type: none"> <li>-The Modern Languages Head of Department has been working with a tutor from the Dutch School in order to ensure that Dutch will be an examinable subject at IGCSE level as from 2011</li> <li>-Through the implementation of the MYP, WIS is reviewing its language offerings, particularly with regards to mother tongue offerings.</li> </ul> <p>5% of the PD budget is allocated to support Personal Growth Plans. In 2010 4% of PD budget was spent on PGP.</p> <p>Research suggests that the top 7 models of professional development include:</p> <ul style="list-style-type: none"> <li>-Training</li> <li>-Observation/assessment</li> <li>-Involvement in a development/improvement plan</li> <li>-Study groups</li> <li>-Inquiry/action research</li> <li>-Individually guided activities</li> <li>-Mentoring</li> </ul>
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		<ul style="list-style-type: none"> <li>• Appropriately fund regular Professional Development opportunities, internal, external and online, for all consistent with the school’s IB curriculum programmes run by the school; the development of learning and teaching skills and strategies; action-based research and the employment of “Lead teachers” to support these initiatives</li>   <li>• Encourage staff to present at conferences and to run in-house professional development</li>   <li>• Include observation, team teaching and mentoring time in the timetable</li> </ul>	<p>We have attempted to include all of these in staff supervision.</p> <hr/> <p>75% of the PD budget is allocated to In-Service Training. In 2010, 90% of the budget was spent on in-servicing training due to the compulsory MYP training.</p> <p>Several staff attended courses at their own expense. We paid for substitute cover.</p> <p>Whole school training was conducted in-house on assessment- minimal costs were incurred.</p> <hr/> <p>WIS PD:</p> <ul style="list-style-type: none"> <li>○ Assessment focus was covered by HOS for primary and secondary</li> <li>○ Ms Dokokis attended workshops in critical thinking skills and presented to staff</li> <li>○ Staff that attended IBO training presented to their relevant groups</li> </ul> <hr/> <p>Part of the supervision and evaluation model includes coaching and mentoring as well as “shadowing” and reflective questioning”.</p> <p>Teachers have been encouraged to observe other classes.</p> <hr/>
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		<ul style="list-style-type: none"> <li>• Use the weekly whole teaching staff professional development sessions built in to the timetable to:</li> <li>➤ Explore Principles of Learning and Teaching, including modeling different teaching strategies and inquiry-based pedagogy</li> <li>➤ Run explicit ICT professional development for teachers to improve existing understanding and practice</li> <li>➤ Run “ESL in the Mainstream” professional development at WIS to ensure teachers understand how to support such students effectively</li> </ul>	<p>This has been ongoing through the year.</p> <p>This is occurring through the weekly meetings.</p> <p>Mini-sessions, based on need, were held over the course of year. The integration of technology into the curriculum (ICT) is a major focus over the course of the next two years</p> <p>Target for 2011</p>
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	Objectives/Strategies	Actions	Status Update
5.0	STUDENT SUPPORT SERVICES	<ul style="list-style-type: none"> <li>• Upgrade the level of support for career/tertiary education advice for secondary students</li>   <li>• Ensure in-service is provided for all teachers on differentiation and ESL in the Mainstream as part of the school's in house professional development programme</li>   <li>• Ensure that the needs of students of exceptionally high ability, achievement and/or talent as well as those who needs some support, are met</li> </ul>	<p>A Position of Responsibility with release time was created in 2009 to address college and careers.</p> <hr/> <p>This has been a focus for whole-school in-servicing. An outside resource person was contracted to conduct in-service training. The training was postponed to 2011. It has also been a focus of primary and secondary meetings.</p> <hr/> <p>Ref: Policy 7.115  <u>Students requiring additional support:</u>  A policy document was revised by the Learning Support team in 2010. A portion reads:  The Director has an obligation to ensure that students admitted to the school are able to access and benefit from the programmes offered.</p> <p>WIS shall maintain student support services programmes within the school for those students requiring moderate levels of additional support. The student support services provided are designed to enable a student with such additional needs to function effectively and independently within his or her class...</p> <p>In-class learning support is offered as needed. Withdrawal of students needing additional support, for one-on-one or small groups sessions, is offered on a limited basis.</p> <hr/>

		<ul style="list-style-type: none"> <li>• Move from a withdrawal model of student support to a collaborative/consultative model</li> <li>• Review the space allocation and location of Student Support Service personnel in the development of the school's Facilities Plan</li> </ul>	<p>Ref: IBO: <i>Teaching students with particular special educational and learning needs- a resource for schools</i> (2004); <i>Special education needs within the International Baccalaureate programmes</i> (2010).</p> <p>This is ongoing</p> <p>A partial move took place; this is ongoing</p>
	<b>Objectives/Strategies</b>	<b>Actions</b>	<b>Status Update</b>
<b>6.0</b>	<b>RESOURCES AND FACILITIES</b>		
	<p>6.1 Provide international standard resources and facilities which promote the delivery of rich, holistic educational opportunities in line with the school's Mission and Beliefs</p>	<ul style="list-style-type: none"> <li>• Develop the central role of the Library Media Centre by providing an increased budget for print materials, increased ICT provision, electronic management and security systems for the school Library and electronic stocktaking equipment</li> <li>• Provide computer and printing access to IB Diploma students for preparation of work</li> <li>• Commit increased financial investment to the provision of ICT in the classroom</li> </ul>	<p>The library is in the process of being computerized; the technology plan includes provision for additional computers in the library;</p> <p>An IB Diploma common room was developed in 2009.</p> <p>This was a major focus for the 2010 budget and will be a focus for 2011. A target for 2012 is to have all classes equipped with whiteboards/interactive boards.</p> <p>A committee, including an outside resource person developed a 3-5 year vision for technology. The secondary lab was refurbished in 2010. The primary lab will be refurbished in 2011. The existing computers will be moved to classrooms. In</p>

		<ul style="list-style-type: none"> <li>• Develop and implement a Technology Plan to identify and facilitate the purchase, replacement and integration of ICT of all aspects of the operation of the school</li>   <li>• Urgently address Health and Safety issues around the school including the provision of lockable cabinets, chemical storage, ventilation, fire extinguishers and a safety shower in the Science department, cover open drains and provide for adequate covered space (or gymnasium) for indoor sporting or PE activities</li> </ul>	<p>addition, two mobile labs will be available for booking.</p> <p>Science Storage was completed in 2009.</p> <p>2011 is a focus for covered sports area.</p> <p>Health and Safety issues are ongoing.</p> <p>The upgrade of fire bell and PA system is a focus for 2011.</p> <p>Put on hold due to financial constraints in 2010.</p> <p>Music and D/T is moved to the Pre-Fab section for onset of 2011. The space is contained within two classrooms- with Health &amp; Safety concerns addressed.</p> <p>On hold</p>
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		<ul style="list-style-type: none"> <li>• Plan for the timely provision of required facilities including: <ul style="list-style-type: none"> <li>➤ Library/Media and secondary Science, Arts, Design and Technology centers to support the curriculum programme</li> <li>➤ Refurbish vacated building to provide amongst other things a social staffroom, suitably equipped and of sufficient size for all staff</li> <li>➤ Provide dedicated secure storage space sufficient for school equipment, furniture and other materials. To be managed by a store man</li> <li>➤ Apply environmental sustainability principles to the construction of new facilities at the school</li> </ul> </li> </ul>	<p>Teachers were given access in 2009. The allocation of workspace has been revisited for the onset of 2011.</p> <p>In progress- not yet complete</p> <p>On hold</p>
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		<ul style="list-style-type: none"> <li>➤ ensure that all teachers have access to a personal work space</li> <li>➤ rationalize reprographic spaces around the school to minimize replication of resources and maximize access and security</li> <li>➤ rationalize space in school to provide drama changing facilities</li> <li>➤ put in place a comprehensive Facilities Cyclic Maintenance Programme</li> <li>➤ install solar heating at the swimming pool to create an all-year round teaching space</li> </ul>	<p>The issue is being looked at in the Facilities Committee</p> <p>On hold</p> <p>Continues to be a priority for 2011</p> <p>On hold</p> <p>In progress</p>
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		<ul style="list-style-type: none"> <li>➤ provide safer drop-off zone for students in the car park</li> <li>➤ air condition the school hall</li> <li>➤ provide adequate heating and cooling in staff accommodation to improve teacher retention</li> <li>➤ brighten up the existing facilities</li> </ul>	<p>Reminders to parents were placed in the WEB. The Head of School supervises the front year dirt he morning</p> <p>Target for 2011</p> <p>On hold</p> <p>In progress</p>
	<b>Objectives/Strategies</b>	<b>Actions</b>	<b>Status Update</b>
<b>7.0</b>	<b>STUDENT AND COMMUNITY LIFE</b>		
	Provide services to support school programmes and to enhance opportunities for learning	<ul style="list-style-type: none"> <li>• integrate Creativity, Action, Service (IB Diploma), Community and Service (IB MYP) and Action (IB PYP) across the school and link with school functions, student forums, sport, cultural and artistic activities to maximize opportunities for students to be active and to exercise responsibility and leadership and to build identity and</li> </ul>	<p>A CAS coordinator was appointed in 2009 to oversee this. The coordinator works closely with the PYP and MYP Coordinators.</p> <p>This is a continuing target for 2011.</p> <p>The SRC is to be responsible for the student forums in 2011.</p>

		<p>belonging in students</p> <ul style="list-style-type: none"> <li>• establish clarity about and consistency in approach/expectations of student behavior</li> <li>• establish opportunities, structure and processes to facilitate communication and consultation with the school community in a timely manner, including: A secure interactive school web site based information system that includes school information/news, policies, student information and reports and discussion boards (Digital notice boards and informal discussion meetings)</li> <li>• facilitate communication for members of the school community who do not have English as a first language by providing access to interpreters and translators</li> </ul>	<p>New student Code of Conduct prepared by student council in 2010.</p> <p>Policy/Procedure for student behavior will be enhanced and revised at the onset of 2011.</p> <p>Entimex module of sending SMS messages purchased and is in use.</p> <p>Regular information goes out in the bi-weekly WEB WEB-site is regularly updated</p> <p>Target for 2011.</p>
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