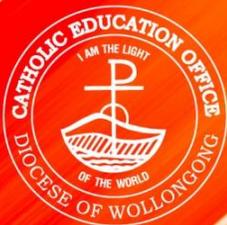


Annual School Report

2014



About This Report

St Paul's Catholic Primary School, Camden is registered by the Board of Studies NSW and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all Board of Studies, Teaching and Educational Standards (BOSTES) NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2015.

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

St Paul's Catholic Primary School
PO Box 589
Camden NSW 2570

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Email: info@spcdow.catholic.edu.au
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Parish Priest: Fr Michael Williams

Principal: Toni-Maree Sillis
Date: 12 December 2014

Vision Statement

Our Vision is that St Paul's Catholic Primary School will be:

- a community enlivened by Gospel values and the person of Jesus Christ and his teachings;
- an integral part of Parish life, and serve the evangelising mission of the Church;
- embodied in its school motto: Truth, Love, Faith.

Message from Key School Bodies

Principal's Message

It is with pleasure that I present the Annual School Report for St Paul's Catholic Primary School for 2014. This year has been a year of implementation of sustainable structures that will work towards supporting the learning and teaching across the school.

A key feature of these structures has been the focused concentration on the underlying social relationships across the school that impact upon student learning and achievement. The implementation of the School Wide Positive Behaviour 4 Learning (SPB₄L) framework has been instrumental in the success of this aspect of school life.

Throughout 2014, St Paul's has continued to enjoy a positive relationship with the Parish. The school is strongly supported by our Parish Priest and has enjoyed many opportunities to celebrate as a Catholic worshipping community.

St Paul's operated throughout 2014 with the continued support of the parent community. The parents of St Paul's have embraced the changes in structure and routines across the school recognising that these are all contributing to the overall improvement of the school and the learning outcomes of the children.

St Paul's Catholic Primary School is currently in a very strong position to be able to continue on a journey of improvement in order to ensure that all children have the opportunity to improve and succeed across the spiritual, academic, social and emotional areas of learning.

Parent Involvement

The support from the Parents' and Friends' (P&F) of St Paul's has continued in 2014. Assistance was provided for the sporting events throughout the year, Grandparents Day, Mothers & Fathers Day Stalls, two school Discos and the continued running of the Clothing Pool.

The main event for the year was the Fete that was held in May. A beautiful day aided its success. Funds raised by these events enabled the purchase of books and sporting equipment, play equipment, Prayer Garden and the gift of a Bible to the graduating Year 6 students.

Without the help and dedication of the parents and friends of the school who generously volunteer their time to making the school community the place it is the achievements of 2014 would not be possible. Thank you to all the people that organised and assisted with the various school and P&F events. Thank you to the Catholic Education Office, Wollongong for their continued support, our Parish Priest Father Michael Williams, the staff of St Paul's Camden for being there and continuing to support us.

Parents and Friends Association, President

Student Leadership

There is a saying that it takes a village to raise a child. If we apply this to our time at St Paul's community then it's taken all the staff, the Parish and the parents to raise our grade from Kindergarten to Year 6. On behalf of Year 6 we would like to thank everyone who was a part of the St Paul's village.

Year 6 has been an amazing year. We have had our Year 6 Camp, our Year 6 Mass, our farewell dinner and now it's almost time to leave. We have made amazing friends and have completed amazing achievements in our St. Paul's life. It has been a great year.

Of particular note is the fair day that Year 6 held for all students. This day was organised in response to the need we saw for Catholic Missions. Not only did the students of St Paul's enjoy the day but we also raised a significant amount of money for Catholic Missions.

St Paul's is our playground - the place where we come to learn new things, a place where we can talk to and play with friends, our school and our second home.

We have been honoured to be the School Captains of St Paul's Catholic Parish Primary School.

School Leaders

School Profile

School Context

St Paul's Catholic Primary School is a Catholic systemic co-educational school located in Camden. The school caters for students in years K-6 and has a current enrolment of 624. The school was founded in 1881 and came under the care and direction of the Sisters of St Joseph

in 1883. Following the Sisters' withdrawal in 1988, lay principals have administered the school.

St Paul's Catholic Primary School is now one of three Catholic primary schools that serve as an integral part of the Catholic Parish of Camden. With Christ as our model, we seek to educate each student in the Catholic Faith tradition. We strive to provide an educational environment that will foster sound learning and teaching, encouraging all students to develop to their full potential. The Vision of the school is that St Paul's Camden will be: a community enlivened by Gospel Values and the person of Jesus Christ and his teachings; an integral part of Parish life; and serve the evangelising mission of the Church; embodied in its school motto: Truth, Love and Faith.

It is the mission of all members of the school community to work together to maintain and provide a Catholic environment which: is characterised by inclusiveness and cooperation; is committed to the development of the whole person; demonstrates a continuity with the Catholic story, life and culture; is safe, happy and stimulating; promotes quality learning by every individual student through the provision of quality teaching and effective programs; involves students, teachers, parents and pastors in a genuine and effective partnership.

The local community of Camden takes great pride in the heritage, tradition and history attached to the school and is also very proud of the students who have graduated from the school in previous years. The school staff continue to transform approaches to learning and teaching to improve the learning outcomes for all students. The recent construction of new classrooms and facilities that have allowed a more flexible approach to learning and the grouping of students have worked towards assisting this.

Student Enrolments

2014 enrolments	
Boys	304
Girls	320
Total	624
Indigenous	15
LBOTE	60

The Diocesan Primary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website www.spcdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2014.

Student Attendance

2014 Attendance	Male	Female
Kinder	96.5%	96.0%
Year 1	93.2%	94.3%
Year 2	95.6%	95.8%
Year 3	94.8%	94.7%
Year 4	94.5%	95.0%
Year 5	94.6%	94.3%
Year 6	94.9%	93.2%
Whole school	94.8%	94.7%

Management of Student Non Attendance

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

As a systemic primary school within the Wollongong Diocese, St Paul's adheres to the School Attendance Guidelines and Procedures of the Catholic Education Office, Wollongong. As such the process for monitoring school attendance includes phone calls to parents/carers, letters to parents/carers and, where necessary, meetings with parents/carers are convened and an action plan put into place to maintain consistent school attendance.

Staffing Profile

There are a total of 36 teachers and 10 support staff at St Paul's Catholic Primary School. This number includes 23 full-time, 14 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

*Australian Education Institution – National Office of Overseas Skills Recognition Staff

Teacher Attendance and Retention

The average daily teacher attendance rate for 2014 was 96.8%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 91%.

Professional Learning

During 2014 St Paul's Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. St Paul's Catholic Primary School whole school development days involving 46 staff.

These days focused on:

- Orientation to the new school year, including professional development on the policies and procedures relating to the school and CEO Wollongong (46 staff);
- Understanding by Design Planning and Programming tool (35 staff); and
- 'Living Presence' Staff Spirituality day (40 staff).

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

- Educational Leadership Conference Wollongong University (4 staff);
- Learning for Leadership (3 staff);
- Masters/Graduate Diploma Theology (4 staff);
- Middle Leaders Network Meetings (4 staff);
- Assistant Principal/Religious Education Coordinator Network Meetings (2 staff);
- Assistant Principals' Retreat (1 staff);
- Teacher Librarian Professional Development days (1 staff);

- Reading Recovery Training (1 staff);
- Principal Meetings/Network Meetings (1 staff);
- Principal/Clergy Network Days (1 staff);
- Lamplighters Spiritual Formation (5 staff);
- Shining Lights Spiritual Formation (3 staff);
- Call to Life Retreat (1 staff);
- Positive Partnership Training (3 staff);
- Sentral training (2 staff);
- Australian Curriculum Mathematics Meeting (2 staff);
- Australian Curriculum English Meeting (2 staff);
- Lynne Sharrat 'Putting Faces on the Data' Workshop (1 staff);
- Tony Attwood & Sue Larkey ASD workshop (2 staff);
- National Consistent Collection of Data workshops (22 staff);
- System Focus Day (1 staff);
- School Wide Positive Behaviour for Learning Team Days (5 staff); and
- Spotlight on Technology Diocesan Conference (4 staff).

The average expenditure by the school on professional learning per staff member was \$120.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of \$751.

Catholic Life & Religious Education

At St Paul's the celebration of the Eucharist, along with Liturgies of the Word are important times where the community gathers as a whole or as grades. Throughout 2013 Masses were held to open and close the school year, to farewell Year 6 students and to celebrate Feast Days particularly recognising St Mary MacKillop of the Cross. Each week at the school assembly classes would plan and lead the school community in prayer. These prayers related particularly to what the students were learning in class or to particular times within the Church calendar eg: Advent, Lent.

In addition, St Paul's hosted the annual Year 6 Prayer and Conversation with the Bishop. This event helped to reinforce, for the students, the sacrament of Confirmation.

The students in Year 3 made their Reconciliation, followed by the celebration of the First Eucharist. These sacraments are Parish based yet fully supported by classroom programs. Several teachers led the students of St Paul's, the surrounding Catholic and State schools through the preparation required for the sacraments.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2014. The school cohort in 2014 consisted of 79 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 86 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary Mother of God: First Among the Saints* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

Students showed a high level of performance in their knowledge of:

- St Mary of the Cross MacKillop;
- the Church's Liturgical year, particularly Ordinary Time, Lent, Holy Week and Easter;
- applying the religious tradition, especially in their ability to demonstrate an awareness of how they might follow the commandments in their own lives.

The students' responses showed a need for them to develop their capacity to sequence the events of the birth of Jesus.

For Part A, 11.4% of students were placed in the developing level, 67.1% in the achieving level and 21.5% were in the extending level.

For Part B, 8.1% of students were placed in the developing level, 61.6% in the achieving level and 30.2% were in the extending level.

Combining Parts A and B, 16.5% of students were placed in the developing level, 59.5% in the achieving level and 24.1% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2014:

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

- 1.1 Vision and Mission

- Goal: for the school to strive towards its Vision and Mission by ensuring that it permeates all aspects of school policy, planning and action.

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

- 2.1 Educational Potential

- Goal: for the school to review current structures, programs and practices which support students in their learning and implement comprehensive processes and structures which allow for students to become successful learners.

- **Key Area 3: Pedagogy**

- 3.2 Provision for the Diverse Needs of Learners

- Goal: for the school to implement highly effective whole school procedures and processes where student learning needs are identified and appropriate intervention is executed.

- 3.3 Teaching Practices

- Goal: for the school to develop a comprehensive whole school approach to the learning process and addressing syllabus outcomes and content.

- 3.6 School Climate, Learning Environment and Relationships

- Goal: for the school to build positive and transparent relationships across the school to include all stakeholders and to build and maintain stable learning and teaching environments.

- 3.7 Professional Learning

- Goal: for the school to work to establish a standard of professional learning that ensures student needs are met through knowledge and understanding of the key learning areas of the NSW Board of Studies Australian Curriculum.

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

- 4.2 Professional Development of Staff

- Goal: for the school to provide school-level professional development in a systematic manner in order to improve student outcomes.

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

5.1 ICT Resources

Goal: for the school staff and students to have access to a range of ICT systems and resources to further their independent learning and research skills.

School Review and Improvement components to be reviewed and rated in 2015:

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

2.5 Pastoral Care

Goal: Ongoing implementation of SPB₄L including the monitoring and ongoing follow up of student social/behavioural concerns.

- **Key Area 3: Pedagogy**

3.2 Provision for the Diverse Needs of Learners

Goal: Continued implementation of Individual Plans (IP) for students with learning needs identifying and tracking student achievement. Ensuring that the student voice forms part of the planning process and work to include differentiation in programming.

3.4 Planning, Programming and Evaluation

Goal: Ensure compliance in programming/school Scope and Sequences. Work with concept based programming in English.

3.5 Assessment

Goal: Ensuring consistent teacher judgement in grading and reporting of student achievement. Further professional learning about the impact of Understanding by Design framework on construction of rich, quality assessment tasks.

3.7 Professional Learning

Goal: 'Focus on Reading' course in Stages 2 and 3. Rigorous Professional Development Planning and Review (PDPR) for all teachers.

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

5.2 Use of Resources and Space

Goal: Conduct a noise audit of learning areas and implement appropriate remediation.

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

6.1 Parental Involvement

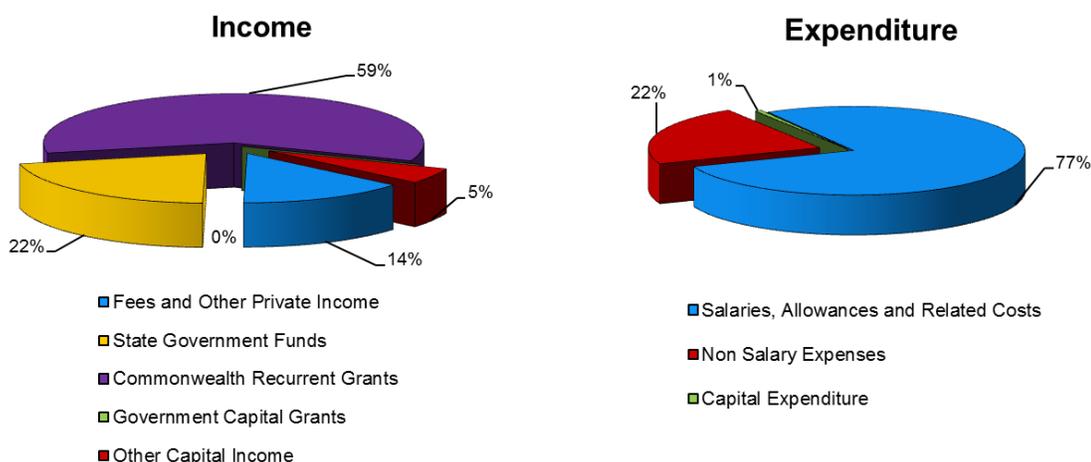
Goal: Active participation of P&F in financially sponsoring English across the school. Participation of parents in classrooms which include Literacy and Numeracy sessions for parent education and involvement in student learning.

Financial Summary

St Paul's has had many improvements throughout the 2014 school year. Fr Michael provided \$46,766 from the School Enhancement and Debt Servicing Obligation (SEDSO) towards the cost of the Moduplay equipment, renovation to the boy's toilets, upgrade to the shade sails and building of a new Kindergarten classroom area housed with the School Library. The St Paul's P&F Association gave \$54,000 towards the cost of the Moduplay equipment, the prayer and meditation garden, Year 6 Bibles, Books for the school library and school literacy program, the Indigenous flag pole and iPads for Year 1 and Kindergarten learning. The school received a grant of from the Campbelltown Catholic Club of \$14,000 towards the costs of the new school sign.

The school contributed \$13,500 to the upgrade of the shade sails and \$21,000 to the new school sign. Under an initiative to make improvements to the school \$13,700 of school funds was spent to purchase new library furniture, storage units for the school hall and tinting of classroom windows. The annual spend of \$16,500 of school funds to the upkeep of the school with painting, gardens, pest control and carpet cleaning took place over the Christmas/January holiday period.

The following graphs reflect the aggregated income and expenditure for St Paul's Catholic Primary School, Camden for the year ended 31 December 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

St Paul's has a strong culture of Pastoral Care. This is reflected in the partnership with CatholicCare and the services available through the school counsellor and the Pastoral Support worker. The staff at St Paul's is committed to ensuring that the pastoral needs of the students and their families are met with the resources available.

Of significant note was the implementation of the School Wide Positive Behaviour for Learning (SPB4L) framework at St Paul's. Using the framework three school rules were developed and their associated expectations. Staff were invited to form a team for the implementation of the framework. The SPB4L team met fortnightly and have been instrumental in the success of the first year of implantation.

A significant aim of the school was to ensure consistency with the practice of school rules and expectations. Each class focused on implementing the rules and expectations through the Personal Development strand of Personal Development Health and Physical Education (PDHPE).

Students in Years 5 and 6 attended an in-school workshop that highlighted the need for positive relationships with peers. This was conducted by a local Martial Arts Sensei. The focus for this workshop included changes in student relationships, bullying, cybersafety and changes students will experience moving into adolescence.

In addition, the school hosted a free parent presentation conducted by renowned psychologist and speaker, Dr Michael Carr-Gregg. This presentation was targeted towards increasing parental knowledge and understanding of online safety and key issues regarding the welfare and development of their children.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2014.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Introduction

St Paul's Catholic Primary School continues to transform approaches to learning and teaching that will help to improve learning outcomes for all students. During 2014, the teaching and learning at St Paul's was developed through the staff collaboration and with the utilisation of the School Review and Improvement process.

Curriculum and Pedagogy

Throughout the school year considerable focus has been given to the implementation of the English and Mathematics syllabus of the Australian Curriculum. This has enabled the redevelopment and implementation of the school's scope and sequence for both of these Key Learning Areas.

Cross Curriculum

The implementation and use of Information Technology within the school continued to play a critical role throughout 2014. This included the continued implementation of the 1:1 iPad program "*iPads 4 Learning*" in Year 5 and the extension of this program into Year 6.

Once again, students participated in the University of NSW academic competitions. This is a voluntary entry and students were recognised for their involvement at school assemblies throughout the year. Students also participated in The Premier's Reading Challenge with 3 students achieving the silver award for four years of participation.

Students had the opportunity to participate in the voluntary Learn to Swim program, gala days, school, region and Diocesan carnivals throughout the year. In addition, Stage 3 students participated in the North West Cluster Public Speaking Challenge of the Diocese. A St Paul's student went on to participate in the wider Diocesan challenge.

Students of St Paul's had the opportunity to participate in Diocesan sports gala days as well as representing the school at Diocesan and MacKillop levels.

Meeting the needs of all students

Within each classroom, teachers continued to diversify the curriculum to meet the individual needs of students. In English, guided reading and guided writing enabled the curriculum to be differentiated. Whilst in Mathematics, the use of small groups assisted by school support officers fostered a differentiated approach to this aspect of the curriculum.

A review of the facilitation of the process Individual Education Program (IEP) tracking and reporting occurred throughout the year. This review led to the implementation of a tracking process for all students across the school. Student needs were identified through

standardised tests that included the English and Mathematics tests from the Australian Council for Educational Research (ACER). Teachers met regularly each term to ensure that students' needs were being met through the implementation of appropriate classroom strategies and the timely reporting and communication with parents. Where necessary, support teachers took small groups of students for intensive work periods to address needs. This included the identification of students who required the 'MultiLit' program in Years 4-6.

St Paul's implemented a new reporting format throughout 2014 in conjunction with the Diocese standards and processes. This format allowed for the review of the A-E grading process within the school. This opened further assessment opportunities to identify and monitor student growth. The reports demonstrated a more rigorous reflection of student work at the end of each semester.

School Support Officers supported students with special Literacy needs on an individual or small group basis. Reading Recovery continued throughout 2014, enabling those students in Year One, presenting with reading difficulties, the opportunity to increase their reading skills through an individualised program of work. Those students who had successfully completed Reading Recovery continued to be monitored in Stages 1 and 2.

Expanding Learning Opportunities

At every opportunity the school endeavours to offer rich learning opportunities for the students. This included a Book Week parade to highlight the reading that the students enjoy across the school.

In 2014 visits to Fairfield City Farm, The Powerhouse Museum, Sydney Aquarium Darling Harbour, IMAX theatre and Powerhouse Museum and Science and Planetarium formed learning opportunities beyond the regular classroom instruction. Year 5 attended the annual camp at Teen Ranch whilst Year 6 enjoyed travelling to Canberra and the Snowy Mountains for their camp.

Each year the school welcomes visitors for Grandparents' Day. This year the day was celebrated with a Liturgy, morning tea and open classrooms. Having open classrooms was an opportunity for grandparents, parents and friends to view the students' work within the classrooms.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

St Paul's continues to work towards achieving consistent results in NAPLAN. Students in Year 5 demonstrated growth in their learning. St Paul's recognises the need to use the overall school results in future planning strategic planning focusing on improvement of student outcomes.

Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2014: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	4%	43%	52%	7%	62%	31%
	National	15%	39%	46%	15%	39%	46%
Writing	School	5%	55%	41%	9%	69%	21%
	National	13%	48%	39%	13%	48%	39%
Spelling	School	6%	48%	47%	11%	55%	35%
	National	17%	40%	44%	17%	40%	44%
Grammar & Punctuation	School	7%	39%	55%	15%	48%	38%
	National	14%	36%	50%	14%	36%	50%
Numeracy	School	10%	54%	35%	16%	63%	22%
	National	15%	48%	37%	20%	54%	26%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2014: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	98%
	National	94%	93%
Writing	School	100%	98%
	National	94%	90%
Spelling	School	98%	98%
	National	93%	93%
Grammar & Punctuation	School	98%	99%
	National	94%	93%
Numeracy	School	100%	98%
	National	95%	93%

Parent, Student and Staff Satisfaction

Throughout the school year feedback is sought from staff, student and parents in formal ways, through the use of surveys, and through anecdotal evidence coming from discussions, workshops and classrooms.

A parent survey was distributed online for two weeks. The aim of the survey was to encourage responses about the School Improvement Plan (SIP). This information will be used to establish priorities and inform the further development and improvement of the school.

Thirty three responses were received. The results of the survey have been organised to show the strengths of the various components of school improvement and the challenges the school faces in improving.

Of the responses collected concerning Catholic Life and Religious Education, over half of parents agreed that they felt there was a strong commitment across the school community to its Vision and Mission. In addition, 88% agreed that the school is proactive in ensuring that Catholic faith, tradition and culture are actively fostered and celebrated.

The survey conducted sought to gain information regarding Students and their Learning. Over 60% of responses felt that the community is maximising learning outcomes and life opportunities for students. Whilst over 70% agreed that the implementation of the three school rules reflected a whole school approach to behaviour management. Overall, parents feel at ease in approaching the school regarding the learning, behavioural or social needs of their children.

The survey also reinforced the areas of improvement that the school had already identified including a more concentrated focus on the areas of English and Mathematics.

