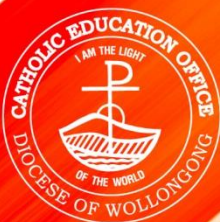


Annual School Report

2013



About This Report

St Michael's Catholic Primary School, Mittagong 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 Annual Action Plan.

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 NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2014.

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

St Michael's Catholic Primary School

PO Box 219,

Mittagong NSW 2576

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Email: info@smmdow.catholic.edu.au

Website: www.smmdow.catholic.edu.au

Parish Priest: Fr Sean Cullen

Principal: Mrs Mary-Lynn Lane

Date: 13 December, 2013

Vision Statement

Our Vision, inspired by St Mary of the Cross MacKillop, is that all children: have a positive sense of community; have an appreciation of, and respect for themselves as valuable people; have respect for other people and the world in which they live; have been given the opportunity to attain their academic potential; and, they are aware that learning is a life-long experience.

Message from Key School Bodies

Principal's Message

St Michael's Catholic School has followed the example of St Mary of the Cross MacKillop, with the Mission of the school community focused on a relationship with Jesus and how this is lived in our values and relationships with each other. These values have provided the basis for the many programs the school has provided throughout the year. The relationship with the wider Parish community and the Parish Priest has been further enhanced with the Liturgy Group having a more significant role and increased Mass celebrations in St Michael's Church. The National Partnership program provided additional support for students and staff that has led to improved outcomes in literacy and numeracy across the school. School-Wide Positive Behaviours For Learning (SPB₄L) has added to the relationship building in the school and has provided a clear framework for behaviour management and support. These major programs have been the focus throughout 2013 and have all added to the existing quality Catholic learning environment at St Michael's Mittagong.

Parent Involvement

The Parents and Friends Association (P&F) had another very successful year in 2013, and numerous initiatives were funded from monies raised over the past few years. The major area of focus was the funding of new Laptop Computers and iPads for the school to the value of \$17 000, which followed on from other significant investments over the past few years. Items that the P&F fund each year include: bus transport for Year Five to visit the Mary MacKillop Centre and Year 6 for their end of year camp, as well as \$4 000 for the Library to purchase books. This year the P & F organised a Walkathon, Mother & Father's Day stalls, Pie Drive, Discos and Grandparents Day raising just under \$10 000. The P & F were well supported by the class parent representatives which was an initiative introduced this year, as well as many parent volunteers at fundraising events. The P&F continue to work for the betterment of the student's education and will always welcome any new parents interested in being involved.

Parents and Friends Association, President

Student Leadership

Every student in Year 6 has been in a leadership role and has participated as a member of one of the leadership groups. The Mission Group, Social Group, Sport Group and Environment Group actively worked to provide the school with interesting and exciting initiatives, as well as looking after the gardens beds.

The students particularly enjoyed many of the social activities, including the Discos in Terms 2 and 4 and “St Michael’s Got Talent” which was completely organised by the Social Group. The fundraising by the Mission Group has supported the local St Vincent de Paul Society and CARITAS Australia.

The School Captains represented the students at many significant events, including the launch of project Compassion in Wollongong, the ANZAC Day March in Mittagong and Mass at Chevalier College. The Captains also organised and conducted the school assemblies each Friday. Everyone in Year 6 has enjoyed their time at St Michael’s and will remember such a wonderful school.

School Leaders

School Profile

School Context

St Michael’s Catholic Primary School was founded in 1891 by the Sisters of St Joseph of the Sacred Heart. The school was originally called St Joseph’s School but the name was changed in the mid 1970s to reflect the link with the local Parish. During its long history the school has catered for both primary and secondary education and at one stage included boarders. The Sisters of St Joseph withdrew from the school at the conclusion of the 2004 School Year.

The staff of St Michael’s, with the Parish Priest, Father Sean Cullen, and under the direction of the Catholic Education Office (CEO) Wollongong, today seeks to continue to meet the educational and spiritual needs of students from Mittagong and the surrounding villages. The welfare of each child and their family, as well as the development of a deep sense of community, is recognised as the shared responsibility of the Parish Priest, staff, students and parents of the school.

St Michael’s Catholic Primary School is a Catholic systemic co-educational school located in Mittagong. The school caters for students in Years K-6 and has a current enrolment of one hundred and ninety one students (191).

Student Enrolments

2013 Enrolments	
Boys	94
Girls	97
Total	191
Indigenous	5
LBOTE	1

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.smm dow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2013.

Student Attendance

2013 Attendance	Male	Female
Kinder	94.2	95.3
Year 1	91.0	91.7
Year 2	97.6	93.8
Year 3	93.5	95.0
Year 4	96.9	95.7
Year 5	96.9	94.4
Year 6	94.4	96.7
Whole school	94.9	94.6

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 part or whole day absences.

All class rolls are marked each day before 9.30 AM by the class teacher, using the Real Time Roll electronic system. This information is linked directly to the main database on the School Accounting System (SAS) system. If any absence is unexplained a request in writing is sent to families to notify them of the absence so that a note can be supplied.

Students who are to be absent for an extended period of time make an application to the principal for approval up to fifty days. Students requiring an absence from school over the fifty days make an application to the Diocese and the minister for approval.

Staffing Profile

There are a total of 14 teachers and 5 support staff at St Michael’s Catholic Primary School. This number includes 8 full-time, 6 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*	100%
Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications	0%
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0%

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2013 was 97.3%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 85.8 %.

Professional Learning

During 2013, St Michael’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 Michael’s Catholic Primary School whole school development days involving 19 staff.

These days focused on:

- Assisting students with Learning difficulties- Kim Larsen;
- Australian Curriculum; and,
- Staff Spirituality- Preparing For Advent.

- B. Other professional learning activities provided at school level including CEO run courses:
- School-wide Positive Behaviours for Learning (SPB₄L) (4 staff);
 - Catholic Care Course- Mind Up (2 staff);
 - Learning Technologies- Collaborative Classrooms (5 staff);
 - Effective Teaching by Lane Clark (5 staff);
 - Visible Learning – John Hattie (2 staff);
 - Leading the Australian Curriculum (3 staff);
 - Religious Literacy (1 staff);
 - Covey’s 7 Habits of Highly Effective People (2 staff);
 - Taking Off With Numeracy (8 staff);
 - Focus on Literacy (4 staff); and,
 - Focus on Numeracy (4 staff).

The average expenditure by the school on professional learning per staff member was \$350.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$2 590.

Catholic Life & Religious Education

St Michael’s has a very strong Catholic identity with prayer and liturgical celebrations a significant part of the life of the school community. The School Prayer was said at morning assembly each day and special feast days were highlighted. Class prayer and whole school liturgies acknowledged significant days and weeks throughout the year, particularly Holy Week and Catholic Schools Week. Whole school Masses were celebrated with the Parish and the school’s Liturgy Group has become a highlight of all these celebrations.

There were many significant events throughout the year with one of these being the Year 6 liturgy with Bishop Peter and other Diocesan students. This was particularly special for our school, as the St Michael’s and St Thomas Aquinas Liturgy Groups joined to lead the music. Another important celebration was the National Aborigines and Islanders Day Observance Committee (NAIDOC) Week Mass that the school hosted for all the local Highland Schools with elders and indigenous students from our secondary schools attending. The Grandparent’s Day celebrations with the whole school liturgy, was another highlight and is regarded as one of the very special events of the school’s calendar.

The staff were also offered many opportunities to pray and celebrate together in 2013. The school year commenced with a Mass celebrated by the Parish Priest Fr Sean Cullen. Throughout the year, the staff met each week for staff prayer, they participated in a spirituality day led by Br Bill Tarrant and many staff joined with the other schools in the area for evening spirituality sessions each term. The parents were also provided with the opportunity to attend a spirituality day at the Hermitage led by Fr Sean Cullen and Suz Marden from the Catholic Schools Office. This was a wonderful gathering with parents from

both schools in the Parish joining together to pray and reflect on Catholic Education. The Principals and Religious Education Co-ordinators (RECs) from both schools were also involved in the day.

The children participated in the Parish-based sacramental programs for the Sacraments of Penance, First Holy Communion and Confirmation. The school supported the sacramental programs with two teachers involved as Sacramental Associates and class programs supplemented the weekly classes.

A group of students in Year 6 led the Mission work of the school in organising many fundraising initiatives and Year 5 held a Fete in Term 4. All money raised went to support Catholic charitable organisations, including Caritas and St Vincent de Paul, with money raised totalling \$600. The children were also very involved in social justice awareness of issues during the year and offered prayers for many throughout the world who endured war and devastation through disasters and climatic events. The children were encouraged in their classes to focus on others less fortunate and think of practical ways of helping. The Year 6 students visited The Abbey Nursing Home each month to spend time with elderly residents and Year 1 visited to sing Christmas Carols.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2013. The school cohort in 2013 consisted of twenty nine Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and twenty nine completed the Extended Task (Part B). The Extended Task was based on the Unit: *One with God's Creation* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- Knowledge of the Sacraments;
- Knowledge of the Commandments;
- Understanding of Holy Week; and
- Knowledge of the lives of the saints.

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

- Demonstrate understanding of the Old Testament; and,
- Sequence the parts of the liturgy of the Eucharist.

For Part A, 21.40% of students were placed in the developing level, 64.30% in the achieving level and 14.30% were in the extending level.

For Part B, 10.30% of students were placed in the developing level, 79.30% in the achieving level and 10.30% were in the extending level.

Combining Parts A and B, 21.40% of students were placed in the developing level, 67.90% in the achieving level and 10.70% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement (SRI) 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 2013:

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

- 1.1 Vision and Mission

- For the school to be proactive in ensuring that Catholic faith, tradition and culture are actively fostered and celebrated.

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

- 2.4 Integration of Information and Communication Technology

- All students engage in a wide range of learning experiences, which utilise ICT to improve their learning outcomes.

- 2.5 Pastoral Care

- St Michael's will have a just and consistent approach to student learning, support and management.

- **Key Area 3: Pedagogy**

- 3.3 Teaching Practices

- To establish effective classroom practice that is focused on student learning.

- 3.5 Assessment

- Develop a proactive whole-school approach to using data effectively to inform the teaching and learning process.

- 3.7 Professional Learning

- Focus professional learning on key school priorities.

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

- 4.2 Professional development of staff

- For the staff to focus on PD experiences linked to the school's implementation of the Australian Curriculum and improved teaching practices that will raise educational outcomes for all students.

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

- 5.1 ICT Resources

- To develop an effective approach to ICT which addresses the pedagogical needs of the school and the learning needs of students.

School Review and Improvement components to be reviewed and rated in 2014:

A major focus for 2014 will be to continue implementing the National Partnership initiatives commenced this year. Many of the components will be ongoing for three years, ensuring there is time given for teachers to embed the new learning and practice. Components continuing will be:

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

- 2.4 Integration of Information and Communication Technology

- **Key Area 3: Pedagogy**

- 3.3 Teaching Practices

- 3.5 Assessment

- 3.7 Professional Learning

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

- 4.2 Professional development of staff

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

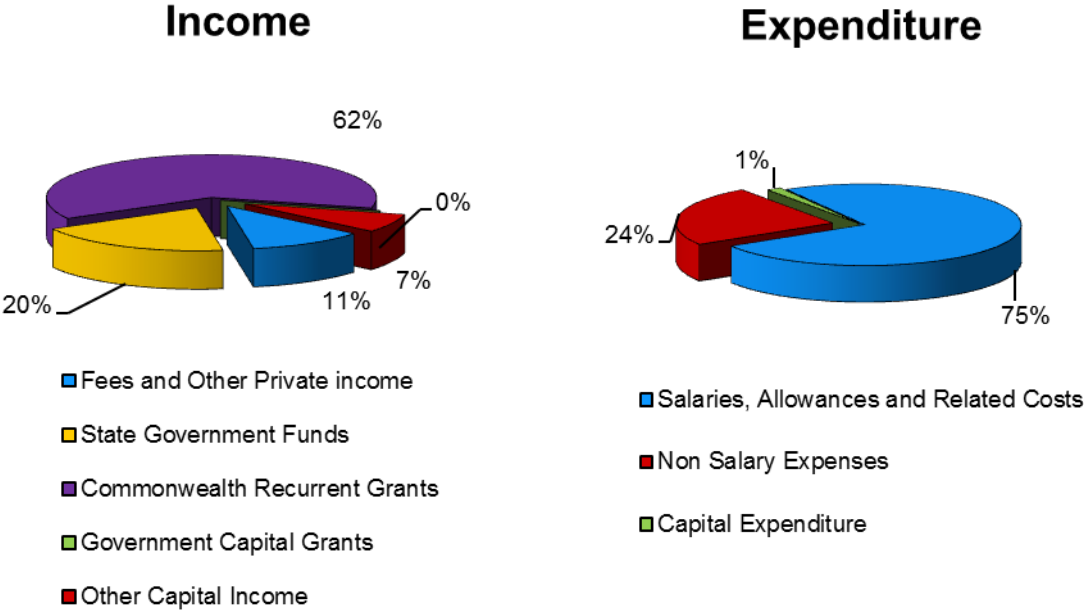
- 5.1 ICT Resources

Financial Summary

St Michael’s has continued to improve the facilities using the School Enhancement and Debt Servicing Obligation (SEDSO). The facilities in the school hall were upgraded and areas in the administration were enhanced.

The P & F donated \$17 000 for the purchase of additional laptop computers and ipads that are used across the school. They also provided \$4 000 for the Library, which is an annual donation for the purchase of books and resources.

The following graphs reflect the aggregated income and expenditure for St Michael’s Catholic Primary School, Mittagong for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

Catholic Schools are places of belonging, respect, justice, hope, celebration and quality learning and teaching. They are based on the dignity of the whole person and provide witness to the Gospel Values as a means of living out daily life. These values are captured in the Diocesan and School's Pastoral Care Policy. The school-based policy provides information on programs to support students and families, approaches to discipline, creating a safe school environment, codes of conduct and suspension/expulsion guidelines.

St Michael's has been implementing the School-wide Positive Behaviours for Learning (SPB₄L) Framework and this has provided a consistent approach to behaviour management and support. In previous years the focus had been on playground behaviour, and in 2013 the whole school approach was introduced into every classroom. This has created a very positive school climate with students, staff and families all having clear expectations.

A number of other initiatives were introduced including an Anti-Bullying Program *Fix Me* for Year 6, offered by the CEO; a CatholicCare Program *Free To Be Me* for Year 6 on body esteem; and the *Mindfulness Program* was provided for Years 5 and 6, as well as two teachers trained in *Mind Up*. All of the Pastoral Care programs have fostered a positive, nurturing environment for the whole school.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** and ***Safe Work Environment*** are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2013.

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 Michael's is committed to providing a quality teaching and learning environment catering for the needs of all students. Ongoing professional dialogue and reflection of quality teaching practices with the use of the Diocesan Learning and Teaching Framework (DLTF) has been a continued focus throughout the year in conjunction with the National Partnerships Agreement.

National Partnerships

St Michael's Catholic Primary School participated in the National Partnership Agreement. This provided the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. As a participating school the focus in 2013 was to strengthen successful practices and develop innovative responses to meet the needs of all students, especially those most in need of additional support. The partnership built teaching skills and focused on literacy and numeracy outcomes for all students.

The National Partnership aimed to achieve this through better use of data, strengthening school leadership, and partnership arrangements between school and parents and the local community.

St Michael's Catholic Primary School has implemented the following initiatives under the National Partnership Agreement:

- The Taking Off With Numeracy (TOWN) in Stages 2 & 3;
- The Best Start Program for Kindergarten; and
- Smarter Schools Literacy and Numeracy in Early Stage 1 & Stage 1.

Curriculum and Pedagogy

The school teaches the Key Learning Areas (KLA) as required by the NSW Board of Studies. In 2013 the staff undertook professional development in preparation for the introduction of the Australian Curriculum for English and Mathematics next year. The teaching and learning focus throughout the school was student-centred and individual student achievements were mapped on a learning continuum for literacy and numeracy.

Assessment of the student's knowledge, skills and understanding was an integral part of the cycle of learning. Teachers used the data to plan their programs and regularly adjusted their planning to cater for the student's needs. A consistent approach of formal assessment from Kindergarten to Year 6 provided ongoing information regarding each student's progress. Assessment folders were passed from year to year, so that ongoing records could be maintained. Parent/Teacher interviews were conducted at the end of Term 1, followed by a Semester 1 report at the end of Term 2. Parents were invited to meet with teachers at any stage throughout the year to discuss their child's progress or to raise any concerns. A

Semester 2 report was sent to parents at the end of Term 4. The parents of Year 3 and 5 students also received the National Assessment Plan for Literacy and Numeracy (NAPLAN) results in Term 3 and the Year 4 Religious Literacy Assessment results during Term 4.

There was additional resourcing for Information Learning Technologies (ICLT) in 2013 with the P&F financing new laptop computers and iPads to support learning in all classrooms. Most classrooms have Interactive Whiteboards as well, so that technology was very much a part of the student's everyday life. All students from K to 6 participated in a Digital Citizenship course in Term 2 and guest speakers provided input on Cyber bullying and responsible use of ICLT. Gifted and Talented students in Stages 2 and 3 participated in an online enrichment program and classes began to use Google Docs for the sharing of their work.

Cross Curriculum

Literacy and numeracy were a major focus in 2013 as part of the National Partnership Agreement. Teachers were very committed to a two-hour English Block in the morning and Mathematics daily for an hour after the first break. There was a consistent approach to the teaching of English and Mathematics across the school with many of the strategies implemented from the extensive professional development provided. Teachers planned a wide variety of cross curriculum strategies so that the students had many opportunities to improve their literacy and numeracy skills across all KLAs.

Indigenous Education was highlighted this year with classes completing units of work that created greater awareness of the rich history and culture of the first Australians. The CEO Indigenous Education Officer, Karan Taylor provided additional resources and supported the school, and a team of indigenous support staff worked with the whole school and the indigenous students in activities and presentations.

Meeting the needs of all students

The school received additional funding to support nineteen students who qualified for the Students with Disability Funding from the CEO. As part of this funding and with the support of outside agencies, as well as specialist staff from the CEO, programs were devised and implemented to ensure these children received support with their learning. Other students were well catered for with a differentiated curriculum, and School Support Officers (SSOs) supported particular learning needs of some students in classes.

Expanding Learning Opportunities

The school has been involved in a wide range of activities with guest speakers and incursions, supplementing the children's experiences. These included, Life Education which provided personal development input; *World of Maths*; *Musica Viva* and the excellent Music program; Public Speaking and Book Week celebrations were also some of the 2013 experiences.

There were a wide variety of opportunities for students to participate in sporting activities. Students took part in various Gala Sport Days, swimming carnivals, athletics days, cross country, football and basketball competitions were some examples of the many sporting events undertaken. Students were able to compete at school, local, Diocesan and State level, so that those with sporting talent had numerous opportunities to be involved.

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.

The 2013 NAPLAN results highlighted significant strength in the areas of reading, grammar and punctuation, and writing in the Year 3 and Year 5 cohorts. There was a high percentage of students who were above the expected learning gain in reading, writing, and grammar and punctuation in Year 5. A high percentage of students were above the expected learning growth in Years 5 to 7. The results showed that very few students were below the National Minimum standard.

The areas requiring priority and improvement at St Michael's, as highlighted by the analysis of the NAPLAN data, were numeracy and spelling across the school.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of literacy and numeracy in Years 3 and 5. It provides valuable information about student achievements in literacy and numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2013: % 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	0%	46%	54%	13%	39%	48%
	National	12%	41%	46%	12%	53%	33%
Writing	School	0%	23%	77%	13%	61%	26%
	National	8%	43%	47%	18%	60%	20%
Spelling	School	0%	54%	46%	9%	61%	30%
	National	13%	42%	43%	17%	51%	30%
Grammar & Punctuation	School	4%	35%	62%	13%	30%	57%
	National	10%	37%	51%	14%	51%	32%
Numeracy	School	4%	65%	31%	17%	65%	17%
	National	12%	54%	32%	20%	53%	25%

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 2013: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	100%	100%
	National	95%	96%
Writing	School	100%	96%
	National	95%	92%
Spelling	School	100%	96%
	National	94%	93%
Grammar & Punctuation	School	100%	96%
	National	95%	95%
Numeracy	School	100%	96%
	National	96%	93%

Parent, Student and Staff Satisfaction

The students from Years 3 to 6, the parent community and the staff, were all provided with the opportunity to complete a survey at the end of the year. These people were provided with statements and asked to indicate if they strongly agreed, agreed, disagreed or strongly disagreed with each of them.

Most students indicated they were proud of their school; that the school helped them with understanding the Catholic faith; their teacher encouraged them to learn to the best of their ability and they understood their rights and responsibilities. Some students indicated they would like to have more sporting and other activities.

The majority of parents who returned the surveys were satisfied that the school helped their child develop a knowledge and understanding of the Catholic Faith; offered a range of co-curricular activities; provided a safe and supportive environment and effectively communicated information about activities and events.

Most staff responded to the survey and indicated they believed the school: helped students develop a knowledge and understanding of the Catholic tradition; the school provided a safe and supportive environment; all students understood their rights and responsibilities and the school strived to meet the individual learning needs of students.

