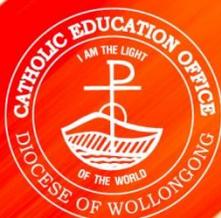


Annual School Report

2013



About This Report

St Justin's Catholic Primary School, Oran Park 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 Justin's Catholic Primary School
PO Box 899
NARELLAN NSW 2567
Ph: (02) 4631 5200
Fax: (02) 4631 5205
Email: info@sjop.dow.catholic.edu.au
Website: www.sjopdow.catholic.edu.au

Parish Priest: Fr Michael Williams

Principal: John Milgate

Date: 13 December 2013

Vision Statement

Founded and enlivened by the person of Jesus Christ, St Justin's school community strives to pursue a quality Catholic education for all, through "faith, reason and harmony".

Message from Key School Bodies

Principal's Message

St Justin's Catholic Primary School, Oran Park takes pleasure in presenting its Annual School Report. This opportunity to report on the school community allows for recognition and acknowledgement of the work done by the Parish Priest, the school community, the teaching and administrative staff, the parents and students in establishing the school on the new site at Oran Park.

Our school also acknowledges the significant support of the Catholic Education Office in guiding the planning process for the establishment of the school. This year the school was relocated to its new site.

Our school is blessed to have a dedicated staff that are committed to providing many opportunities for students to be engaged in academic, social and spiritual formation to help develop the whole child.

The school has seen rapid expansion in student numbers in 2013 growing from eight class cohorts to fourteen class cohorts.

Parent Involvement

The 2013 School Year was the inaugural year as a complete Parents and Friends Association (P&F) Committee with the election of an Executive team and the implementation of our constitution.

On behalf of the P&F Committee I offer my humble thanks to our school Principal John Milgate and all of his staff including the Administration Team. From creating, building and running a new school, with all the unique challenges that come with it, the School leadership Team has always offered their knowledge, experience, support and guidance.

The P & F Executive Team decided that this year would be focused on setting the foundations of our charter to build the school community spirit and create relationships with the wider community. The P&F also focused on running events to generate funds that could be used for the enhancement of our children's education at St Justin's. With the ongoing construction of

the school and the planned student population there has not been any significant investment identified or required from the P&F.

I am honoured to have been the inaugural President. The Executive are proud of what P&F have achieved. Despite the challenges we genuinely have had a lot of fun throughout the entire year.

Finally, the biggest thank you is to every single parent, sibling, friend, and family member who has been involved with the school this year. You may not have come to meetings or run a committee, but being involved no matter how small has made this year worthwhile and a pleasurable experience.

Parents and Friends Association, President

Student Leadership

The student leadership team was comprised of two School Captains and four House Captains. This was the first year that there was a Year 6 class and it was an honour to be the inaugural Student Leaders of St Justin's Catholic Primary School.

The student leadership team have had continuous support from the Principal and teachers and have contributed in many ways to the life of the school. Throughout the year there were many opportunities for the team to share the responsibilities as leaders, including; swimming carnival; athletic carnival; gala days; leading school assemblies; handing out awards; welcoming guests to the school; attending the Campbelltown Catholic Club Mass; the conversation with the Bishop; and Mini Vinnies.

Being school leaders has meant we have been able to be role models for other students and hope that they will become good leaders when they have the opportunity.

School Leaders

School Profile

School Context

St Justin's Catholic Primary School is a Catholic systemic co-educational school located in Oran Park. The school caters for students in Years Kindergarten (K) to Year 6 (K-6) and has a current enrolment of 381. Established in 2012, St Justin's Catholic Primary School is the newest primary school in the Diocese of Wollongong and is one of three Catholic primary schools that serve as an integral part of the Catholic Parish of Camden. The school relocated to its permanent site at the beginning of 2013. Currently the students are accommodated in a mixture of permanent and demountable classrooms as Stage 3 of the building project continues.

Student Enrolments

2013 Enrolments	
Boys	209
Girls	172
Total	381
Indigenous	11
LBOTE	43

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.sjopdow.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	94.4	93.7
Year 1	94.5	94.6
Year 2	95.0	94.7
Year 3	95.6	94.3
Year 4	94.4	95.2
Year 5	95.7	94.0
Year 6	92.4	93.4
Whole school	94.6	94.3

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.

Children are required to supply notification as to the reason for their non-attendance on the day that they return to school. The school administration staff issue reminder notices to families who fail to comply. The school administration staff periodically reviews any student who has significant non-attendance and report to the principal. When a student has a significant period of non-attendance the parents are contacted for an interview or a registered letter is sent to the home address. Parents must apply for an exemption from school for any absence that is related to anything other than illness.

Staffing Profile

There are a total of 19 teachers and 9 support staff at St Justin's Catholic Primary School. This number includes 17 full-time, 2 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 97.8%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 100 %.

Professional Learning

During 2013, St Justin's Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

A. St Justin's Catholic Primary School whole school development days involving 25 staff.

These days focused on:

- Australian Curriculum – Mathematics and English;
- Inquiry Learning Model; and
- Staff Spirituality – The Year of Grace.

- B. Other professional learning activities provided at school level including CEO run courses:
- School-wide Positive Behaviours for Learning (SPB₄L) (5 staff);
 - Diocesan Learning and Teaching Framework (DLTF) (16 staff);
 - Learning For Leadership (1 staff);
 - Speech and Language (19 staff);
 - Autism (21 staff);
 - Gifted and Talented Education (17 staff);
 - Professional Standards for Teachers and Professional Development Planning and Review (PDPR (19 staff);
 - Analysis of National Assessment Plan for Literacy and Numeracy (NAPLAN) (17 staff); and,
 - Cardiopulmonary Resuscitation (26 staff).

The average expenditure by the school on professional learning per staff member was \$381.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of \$1 411.

Catholic Life & Religious Education

St Justin's vision and mission statement implicitly connects the school's intent to the charism of St Justin. Significant emphasis was placed on Catholic Identity in the school as the school continued to expand in student numbers. Catholic Identity was clearly visible through the celebration of important feast days, school participation in liturgies and in the displays of sacred spaces around the school and within classrooms.

Liturgical celebrations were planned in consultation with the Parish Priest to ensure they were meaningful and appropriate for the students. Major feast day celebrations were held to commemorate the feast of St Justin, St Mary of the Cross MacKillop, and the Assumption. Liturgies were held to celebrate beginning and ending of the school year, Ash Wednesday, Easter, Advent and honouring grandparents.

A culture of prayer and celebration existed which was evidenced by Friday morning school prayer at assemblies and class prayer. Staff participated in fortnightly prayer and the Religious Education Coordinator (REC) provided the staff with spiritual direction.

Year 6 students attended their first Year 6 Mass and gathering with the Bishop Ingham and other Year 6 students from across the Diocese of Wollongong.

All classroom teachers taught Religious Education (RE) based on the current Diocesan Curriculum and Year 4 students participated in the Diocesan Religious Literacy Assessment. The results of this assessment were distributed to the parents of the students as well as being analysed by the staff to influence future learning experiences for the students. Significant

funds were spent on resources to support the implementation of Religious Education.

Staff continued to be heavily involved in supporting students as Parish Sacramental Associates.

The school planned and promoted social justice by supporting several charitable initiatives. The school raised and donated \$680 to Caritas, \$761 to Catholic Missions and donated \$200 to St Vincent de Paul Winter appeal as well as food hampers to the St Vincent de Paul Christmas appeal and \$100 to Mary's Rosary Chain for rosary beads.

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 Thirty Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2013 and thirty students 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 Hail Mary;
- The Creation Story;
- The qualities of saints who are models of love and service; and
- Jesus and His teachings.

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

- Recall the events of Easter;
- Recall and sequence the parts of the Liturgy of the Eucharist
- Identify and match items in the Church; and
- Recall and sequence the events of Advent and Christmas.

In Part B students displayed an ability to work with and apply their religious knowledge.

For Part A, 62.1% of students were placed in the developing level, 34.5% in the achieving level and 3.4% were in the extending level.

For Part B, 16.7% of students were placed in the developing level, 80% in the achieving level and 3.3% were in the extending level.

Combining Parts A and B, 51.7% of students were placed in the developing level, 44.8% in the achieving level and 3.4% 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 2: Students and Their Learning**

- 2.2 Rights and Responsibilities

- the students know and understand their rights and responsibilities as citizens and learners.

- 2.4 Integration of Information and Communication Technology (ICT)

- Integration of ICT is paramount in the pedagogical approach of the school. Students are aware of their responsibilities in the usage of technology.

- 2.5 Pastoral Care

- The school has established procedures and practices that support the pastoral care and welfare of students, staff and parents.

- **Key Area 3: Pedagogy**

- 3.1 Curriculum Provision

- The school develops a well-resourced educational plan which provides a dynamic, relevant, challenging and engaging curriculum.

- 3.3 Teaching Practices

- To build effective and contemporary teaching practice.

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

- 5.1 ICT Resources

- Students will engage in a wide range of learning experiences that utilise ICT to improve their learning across the curriculum.

- 5.2 Use of resources and space

- to utilise resources and space according to the learning brief established for St Justin's.

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

The following School Review and Improvement components have been chosen to be reviewed in 2014. Due to the developing nature of the school and the continued growth in staff and student numbers some components will be rolled over from 2013 and will continue to be reviewed for some time so that processes are well imbedded.

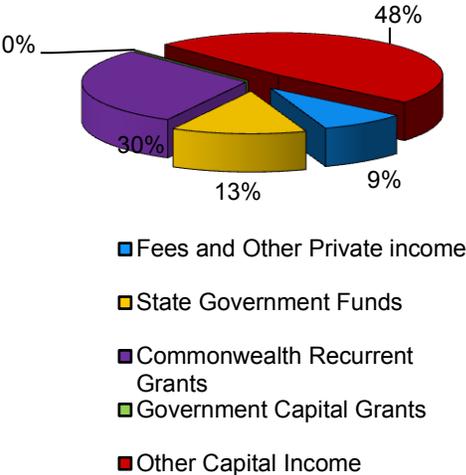
- **Key Area 2: Students and Their Learning**
 - 2.2 Rights and Responsibilities
 - 2.4 Integration of Information and Communication Technology (ICT)
 - 2.5 Pastoral Care
- **Key Area 3: Pedagogy**
 - 3.1 Curriculum Provision
 - 3.3 Teaching Practices
- **Key Area 5: Resources, Finance and Facilities**
 - 5.1 ICT Resources
 - 5.2 Use of resources and space

Financial Summary

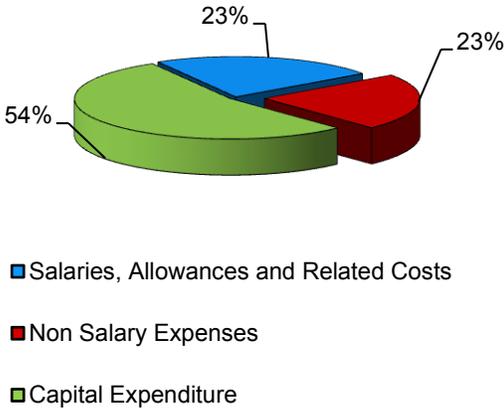
Significant funds have been expended on providing resources across Key Learning Areas and developing a library collection. The Catholic Education Office provided funds to purchase student and staff furniture and equipment and technology resources. Funds held at the end of the financial year were allocated to the purchase of further furniture, equipment and resources for the continued expansion and growth of the school.

The following graphs reflect the aggregated income and expenditure for St Justin’s Catholic Primary School, Oran Park 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.

Income



Expenditure



Student Welfare

Introduction

At St Justin's it is recognised that learning occurs most effectively within a supportive school environment. The wellbeing of students and staff operates within the Safe Schools Framework and is underpinned by core school values. The school's motto 'Faith, Reason and Harmony' is a constant reference point for encouraging positive behaviour.

Pastoral Care

In 2013, St Justin's implemented a range of programs and initiatives to care for the welfare of students, staff and parents. The school awards scheme is an example of the school's commitment to recognising the good behaviour of the students. Good behaviour is recognised daily through the accumulation of merit stickers and blue awards. The accumulation of five blue awards leads to the presentation of a white merit award. Subsequently five white awards leads to the presentation of a Principal's Award at the weekly assembly.

The school has policies and procedures in place that support the National Safe Schools Framework. During 2013 the school commenced School Wide Positive Behaviours for Learning initiative (SPB₄L). The focus of this initiative was to look at the rules and procedures in place that affected the learning and behaviour outside the classroom environment. As a consequence the school rules were reviewed and made simpler. Classroom lessons were used to explicitly teach these rules. The school will continue this initiative for the next four years.

Catholic Care provided family counselling support to the school on a weekly basis and a program called 'Everyday Peacemakers' was implemented in Year 2 to target conflict and bullying issues.

Community links were created through the establishment of a Mini Vinnies group to support the work of the local St Vincent de Paul Society. The school also supported Multiple Sclerosis (MS) Readathon with a donation of \$147 and cancer research with a donation of \$310 through the footy colours day.

The school hosted a visit from the Australian Communication and Media Authority (ACMA). The focus of this initiative was to raise awareness about cyber safety in Year 3-6. Professional development was provided for staff and a parent session was provided for parents.

The school is committed to providing a safe and supportive environment, characterised by fairness, mutual trust, respect and reconciliation. The school utilises the restorative justice approach when dealing with matters of discipline. Any parent, student or community member who has a grievance has the right to have the matter addressed.

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 Justin's is committed to establishing quality Catholic Learning and Teaching. All Board of Studies requirements are being met as the school seeks to implement a contemporary curriculum to meet the needs of students.

In addition to the Key Learning Area (KLA's) prescribed by the Board of Studies, the students have been provided with courses of study in Religious Education in accordance with Diocesan policy.

Curriculum and Pedagogy

In each classroom, teachers timetable across Key Learning Areas (KLA's) according to the minimum time requirements of the Board of studies and Diocesan Policy.

Syllabus implementation

Throughout 2013 teachers attended extended professional development opportunities to prepare for the implementation of the National Curriculum in the areas of English and Mathematics.

Assessment and reporting

Teachers continued considerable work on rich assessment tasks across all Key Learning Areas. In both literacy and numeracy, assessment data from the National Assessment Program Literacy and Numeracy (NAPLAN) in Year 3 and 5, and Best Start in Kindergarten drive learning programs. The results were used to inform learning and teaching and identify students at risk.

Integration

Teachers attempted, where possible to integrate learning experiences from across KLA's. They utilised an inquiry based model which made learning experiences more relevant and allowed for more than one outcome to be achieved through the learning experience.

Technology supporting learning

The school's Information Communication and Learning Technology (ICLT) Plan enabled the school to continue to establish significant levels of technology to support learning. All learning areas are well resourced in technological hardware. This level of technology supports the inquiry based learning model and in individual learning projects.

Cross Curriculum

Indigenous Education

During 2012 a School Support Officer worked with Indigenous students in the classrooms. Aboriginal Education Assistants visited the school throughout Term 3 to introduce all students to various aspects of Aboriginal culture. Indigenous Education perspectives were integrated across all Key Learning Areas. Resources were purchased to support this initiative. Indigenous Education Plans were devised for all students identified as aboriginal.

Meeting the needs of all students

Diversifying learning

Teachers undertook professional development on how to diversify learning to meet individual needs. This often involved open-ended tasks to allow for learning to occur at the developmental need of the students.

Gifted Education

During 2013 the school developed procedures to identify and support gifted and talented students. The process involved all students in Year 3 to 6 undertaking an Australian Council for Educational Research (ACER) General Ability Test (AGAT). A number of students in Year 1 and 2 were also identified and assessed. Those students who were identified as high achievers underwent further testing using the Slossen Intelligence Test. As a result a number of students were selected to participate in the Diocesan project "Stretching Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong" (SPLICED) or undertake acceleration in their area of expertise.

Special Education needs

In addressing the individual needs of the students, a variety of individual support structures were provided. These included School Support Officer intervention across the school.

Students with specific learning needs were supported through the School Review Committee. The committee is comprised of the class teacher, Principal and Assistant Principal, who acts as

the Review Committee Manager. The committee met with parents twice a year to set individual learning outcomes for students and to review progress. These students were supported in class by School Support Officers who worked in partnership with the teaching staff.

In addition, the school had sixteen students who received additional funding for special education needs. Transition meetings were held each term with parents and teachers of these students, to evaluate and plan achievable short term learning goals. Individual Education Plans were developed for these students. Staff undertook professional development in the area of autism to support those students enrolled in the school that had a diagnosis of autism.

Expanding Learning Opportunities

Excursions

All classes were provided with opportunities to enhance learning through excursions and visiting workshops. Excursions included visits to Canberra, Featherdale Wildlife Park, Waradah Aboriginal Centre, The Rocks and Sydney Walking Tour, Camden Park Environmental Education Centre. Visiting workshops were provided by Reptile Show, Author visit and Camp Quality.

Sport

Opportunities to participate in sport and fitness were well catered for through weekly Physical Education and sport.

In addition, students participated in school swimming, athletics, and cross country carnivals. Primary aged students had the opportunity to trial and participate in soccer, netball, rugby league and basketball gala days. Clinics were run by the National Rugby League.

Music

Opportunities were provided for students to participate in music tuition, by the music bus in: keyboard, guitar, drums, vocals and rock band.

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 school's results in the National Assessment Program Literacy and Numeracy (NAPLAN) were stronger in Year 3 than in Year 5. Overall the students performed better in literacy than numeracy. All students in Year 3 achieved above the national minimum standard in reading, and numeracy. All students in Year 5 achieved above the national minimum standard in reading, writing and numeracy. The school experienced significant learning gains in writing, and grammar and punctuation. Those students who did not meet national minimum standards had already been identified by the school and currently receive additional learning support.

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	4%	62%	35%	16%	62%	22%
	National	12%	41%	46%	12%	53%	33%
Writing	School	6%	24%	71%	5%	78%	16%
	National	8%	43%	47%	18%	60%	20%
Spelling	School	4%	46%	50%	24%	51%	24%
	National	13%	42%	43%	17%	51%	30%
Grammar & Punctuation	School	8%	46%	46%	16%	59%	24%
	National	10%	37%	51%	14%	51%	32%
Numeracy	School	10%	58%	33%	22%	70%	8%
	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	98%	100%
	National	95%	92%
Spelling	School	98%	92%
	National	94%	93%
Grammar & Punctuation	School	98%	97%
	National	95%	95%
Numeracy	School	100%	100%
	National	96%	93%

Parent, Student and Staff Satisfaction

A survey was distributed to all parents to gauge areas of satisfaction. Parents indicated that they were satisfied that the school helped to develop a knowledge and understanding about Catholic tradition with 100% agreeing. The parents also indicated that the school provided opportunities for parents to become involved in the life of the school, with 100% agreeing. Other areas of high satisfaction were: that the school provides a safe and supportive environment (98%); that the school challenges students to maximise their learning (94%); that the school strives to meet the students individual learning needs (94%); that the teachers are genuinely interested in the welfare of the students and promotes student success and achievement through the rewards system (98%); that the school effectively communicates information about activities and events (94%). This last area would warrant some further investigation as to how the school can further meet parental expectations in this area.

A survey was conducted of primary aged students in Year 4-6 in 2013. The students indicated high degrees of satisfaction. The highest indicator being that 99% of students agreed that teachers encouraged them to learn to the best of their ability and that they understood their rights and responsibilities. Other areas of high satisfaction were: pride in school (95%); the school helps students to understand the Catholic faith (93%); feeling safe at school (91%); knowing who to approach if they have a problem (93%); and that there are sporting and other activities to become involved in (93%).

A survey was distributed to staff to gauge areas of satisfaction. Staff indicated that they were satisfied that the school helped to develop a knowledge and understanding about Catholic tradition with 100% agreeing. Other areas of 100% satisfaction were: that the school provides a safe and supportive environment; that the school challenges students to maximise their learning; that the school strives to meet the students individual learning needs; that the school provides appropriate information to parents about student progress. One area that the felt required additional work was on students understanding their rights and responsibilities.

