# 2014 School Reporting - Primary

## The Schools Story

<table>
<thead>
<tr>
<th>System:</th>
<th>School Name:</th>
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<tbody>
<tr>
<td>Diocesan Catholic Education Office - Rockhampton</td>
<td>MacKillop Catholic Primary School</td>
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<table>
<thead>
<tr>
<th>School Based Contact Person:</th>
<th>Address:</th>
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<tbody>
<tr>
<td>Principal’s Full Name:</td>
<td>20 Nadarmi Drive</td>
</tr>
<tr>
<td>Mrs Allison Blakey</td>
<td>Andergrove</td>
</tr>
<tr>
<td></td>
<td>MACKAY Q 4740</td>
</tr>
</tbody>
</table>

| Phone: 07 49553600            |                              |
| Fax: 07 49553611              |                              |
| Email: mnm@rok.catholic.edu.au|                              |
| Website: mnmrok.catholic.edu.au |                             |

<table>
<thead>
<tr>
<th>Total Enrolments: 246</th>
<th>Year Levels Offered: P-6</th>
<th>Type of School: Co-educational</th>
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Distinctive Curriculum Offerings

MacKillop Catholic Primary School is a two-stream school with classes from Prep to Year 6. We offer specialist teachers in the curriculum areas of The Arts and Physical Education. We also have a very successful RESCUE (Learning Support) program that operates in our school. Through a spirit of faith and service, we strive to provide each child with a quality education in a caring Catholic environment. We offer a broad curriculum that empowers children to be responsible, successful, life-long learners. At MacKillop, we prioritise daily Literacy and Numeracy Blocks across the school and we provide time for teachers to plan collaboratively and to work together to improve teaching and learning in our school.

Extra Curricula Activities

1. The Interschool Debating Competition is a focus for Year 6 students. We have been successful in this competition in past years.
2. Eisteddfod participation is catered for both with individuals and groups. We have a couple of classes entering verse speaking each year.
3. Instrumental music lessons are offered by Musicorp Australia (an outside organisation) to students during school hours for individual and/or small group tuition. Lessons are rostered at different time slots each week so students are able to maintain their personal learning of class work and thus not missing the same lesson each week in class. We also have a private piano teacher who teaches at the school 2 days a week.
4. Rock Pop Mime is a cultural event entered by Year 6 students. This provides a showcase of the creative talents of students for music, dance, drama and art.
5. Interschool sport is catered for in Years 4 – 6 across most of the major sports on offer. Our students excel in these activities with a high representation rate.
6. Students in Years 5 and 6 participate in a camping programme. Year 5 have a 2 night and 3 day leadership camp at Action Challenge and Year 6 students have 4 nights away in Canberra.
7. Whitsunday Voices has continued to give students, teachers and parents access to renowned children/teenager authors. This serves to promote joyful experiences of reading and writing within our community and the wider community.
8. Writing competition: We have continued to avail ourselves of the various community sponsored writing competitions that come our way: Whitsunday Voices, Write4Fun, Mackay Regional Council and any other sponsored writing opportunities. We participate in these so students have the opportunity of writing for a purpose and a specified audience. The students have often done well in these endeavours.
9. The University of NSW (ICAS) English, Mathematics, Computer Skills, Science, Writing and Spelling Competitions see children from Years 3 – 6 being given the opportunity to participate and test their knowledge in nuanced and novel situations under a time limit. Many children and parents find this a useful and worthwhile experience for the children. We often receive pleasing results.
10. NAIDOC Week celebrations represent an important event in the school’s calendar when the whole school, especially our Indigenous students, celebrate the importance of Indigenous culture within our national and local identity. We usually create displays and participate in liturgies for NAIDOC Week.
11. MacKillop proudly participates annually in the Mackay City’s ANZAC parade. With more than 50% of students represented, participation in the march has become a tradition within the school community.
12. MS Readathon and Premier’s Reading Challenge allow students to participate in the
worthwhile activity of reading for pleasure.

13. MacKillop Rugby League and Netball teams participate in ‘Challenge Cup’ at Yeppoon. This has become an annual event. In 2014 we only had a Netball Team enter the competition and they came 6th place overall and enjoyed their involvement.

14. MacDonald’s Maths Competition is a local competition between primary schools that we enter each year. The children work in teams of 5 to answer a whole range of questions and problem solving tasks on a range of mathematical concepts. We submit two teams in the competition made up of Year 5 and 6 students.

15. DanceFever – each year we participate in DanceFever lessons in Term 3 with a company from Brisbane. The children are taught a number of traditional dances e.g. fox trot, tango etc. and they showcase the dances they have learnt at the end of the term to their parents.

How Information and Communication Technologies are used to assist learning

In 2014, we have continued to review our school’s technology plan and have set targets for the next 5 years. We are currently working toward the 1:1 use of a device in the upper school with targeted implementation in 2016/2017. In 2013, Microsoft RT Tablets were purchased for all teaching staff on a trial basis for future consideration as a device for students. These devices have also provided teachers with access to new digital learning opportunities and tools. In our school we have a computer lab with 28 desktop computers. In addition to this we also have at least two desktop computers in every classroom. Each classroom has access to 2 laptops (including the teacher’s laptop) and interactive data projectors and inbuilt sound system. All classrooms also have a wireless mouse, to allow for easier student interaction. We have 7 portable tablet devices in Learning Support (3 iPads and 4 Microsoft RTs), an iPad in each Prep classroom and 2 iPads are allocated to ‘The ARTS’. There is shared access to an interactive touch screen whiteboard, a class set of 30 ActivExpressions and an activew document camera in the library, all of which may be accessed by teachers to facilitate student access to digital and online learning. Every year level has a digital camera and access to a set of flipcam video devices and audio splitting devices. In 2014, our teaching staff worked collaboratively to implement our whole school ICTS Overview. This plan was informed by documents from ACARA such as: the ‘Information and Communication Technology (ICT) capability’ and the ICTs Continuum. MacKillop’s Whole School ICTs Plan was designed around two main areas: Operating / Investigating, and Creating / Communicating. Learning activities have been planned for all year levels (P-6) under each of these areas. Where possible, all ICT skills and processes have been linked to other Learning Areas and real life situations and contexts. The sequence of planning (P-6) builds upon the skills and processes learning in the previous years. Teachers are encouraged to use digital pedagogies for more than mere substitution. Digital pedagogies and technologies, when used effectively, engage students, deepen learning and provide access to new ways of learning. In our school’s public ‘Curriculum Support and Resources Folder’, teachers have access to a bank of programs, software and resources to support this. Teachers also have access to Scootle, Promethean Planet and an extensive range of online learning resources.

Social Climate

Each week, the school introduces a “Manner of the Week”. This is highlighted at the week’s assembly, discussed in each class and then observed and awarded the following week. Our community celebrates Mass on the first Friday of each month. The school also celebrates many other significant liturgies.

Religious Education is at the core of our school and we continue to enjoy a very good relationship with our parish having our Parish Priest visit a class each Thursday.
Each class has a Class Coordinator who provides a pastoral link for families with social gatherings being organised regularly.

We have buddy classes operating a Mackillop. Classes are buddied at the beginning of the year with a lower and upper class combined. They travel to Mass together and often do buddy reading together.

Classes are also rostered on to ‘showcase’ their work in class and/or religion classes to the rest of the community via an assembly each week (1 per term for each class). Classes also take responsibility once a term for the School Office Display in our Administration Foyer.

Mackillop has a number of strategies that work in unison to provide a safe and happy learning environment for our students. The issue of ‘Bullying’ is taken very seriously and there is a “Zero Tolerance” to reported bullying behaviour. Manifestations such as physical violence, verbal, cyber and other types of bullying and any unwarranted victimisation of one child at the hands of another are not tolerated. Mackillop has a system of behaviour management that involves a coloured card system (Yellow- minor; Purple – severe) that requires the perpetrator of misbehaviour/bullying and/or rule infringement to undertake ‘time out’, which is supervised by the Leadership Team members of the school. During this timeout the child is required to complete a ‘Responsible Thinking’ sheet, as well as miss out on play. We have a number of environmental posters as part of our Stamp Out Bullying Programme, and teachers also have a number of online resources – support documents and school procedures that reinforce the teaching of skills such as: resilience and effective coping strategies which are designed to help children cope with bullying in the playground.

In 2013, we launched ‘Making Jesus Real’ (MJR) with our students when Peter Mitchell the creator of MJR visited to work with both the students and the staff. We have continued to utilise MJR during 2014.

**Cyber Safety and Anti-Bullying Strategies**

Our school has implemented Diocesan policies on Acceptable Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety issues. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has a number of social/emotional learning programs in place to assist students in guarding against bullying at school. The school community is kept up to date about developments in this area. All Diocesan and school policies are reviewed on a regular basis. We also ask our Adopt-a-cop or other police officers to speak to the children about Cyber-bullying on an annual basis. Our school behaviour management plan and bullying policies were updated in 2013 - 2014 and are communicated with the school community on a regular basis. At Mackillop, safe use practices and cyber safety are a focus of our whole school ICTs overview, and throughout the year, explicit teaching occurs on these topics during Child Protection Week and during Media Arts lessons. Where possible, we also access outside performances and educational opportunities from School Performance Tours, local police, child protection agencies, The Daniel Morcombe Foundation, 'National Say No To Bullying Day' and the Safety Circus visit to Year 3 students each year.

**Strategies used for involving parents in their child’s education**

1. Mackillop has an exceptionally strong and passionate P&F Association which continues to offer support to the school through fundraising, community building and parental participation. All parents are welcome to attend the monthly meetings.
2. The School Board continues to provide leadership with policy development, financial management, visioning, maintenance and capital works.
3. Parent – teacher interviews are conducted in Terms One and Three. These are always well attended and appreciated by staff and parents alike. Parents may arrange an interview at any other stage during the year.
4. Guest speakers and workshops have been conducted for parents. These have included a variety of parent-initiated topics.
5. School camps, excursions, working bees, athletics and swimming carnivals, tuckshop and classroom assistance all provide other practical ways parents can be part of their child’s education.
6. Parents of children with learning or other difficulties are directly involved in their child’s education through support meetings, IEP meetings and review meetings which are held regularly.
7. Communication with parents is encouraged and supported by a weekly school newsletter. Administration and teaching staff are available to speak with parents as requested.
8. The School website is another means of communication - providing information about coming events, news and calendars to parents and the wider community.
9. Open door policy - parents are welcome and invited to volunteer their time in classrooms to support hands-on learning and to help with reading etc.

Reducing the school’s environmental footprint

There are a number of ways we aim to reduce our environmental footprint at MacKillop. We ask teachers to turn off air-conditioners in Terms 2 & 3. During other terms the air-conditioners are to be set at an efficient temperature of 25 degrees. Wherever possible, paper is reused to reduce waste and the school has recycling wheelie bins. Classes are also encouraged to turn off lights, fans, data projectors/IWBs when leaving their rooms for lengthy periods of time or when not in use. We ensure that any water leaks are fixed by a plumber as soon as they are reported. We regularly plant and maintain our own school gardens and grounds. We have received several grants for our MacKillop Wetland Learning Area to assist with the eradication of weeds to make this area available to be utilised by the students. We commenced emailing newsletters and school fee accounts to families in 2014 to reduce our paper usage and photocopying costs. Each year we participate in the MacKillop Unplugged Day where we turn off everything we can for at least a couple of hours (in conjunction with Earth Hour). This incorporates class lessons such as paper making, recycling etc. In accordance with ACARA’s Cross Curricular Priority: Sustainability, teachers are required to integrate learning opportunities and real-life situations that focus on sustainable futures.

Characteristics of the Student Body

MacKillop is situated in the northern suburb of Andergrove in Mackay. It is an integral part of the parish of North Mackay. It is some distance from any of the three churches in the parish. MacKillop is one of four Primary Catholic Schools and one Secondary Catholic College within the parish. Our current enrolment is 246 students – with the student population being drawn from across North Mackay but predominantly from the areas of Andergrove and Beaconsfield. Other areas include: Slade Point, Blacks Beach, Eimeo, Bucasia, Shoal Point, Northview, Rural View, Habana and Central North Mackay. MacKillop has a student enrolment from a wide cross-section of the community. The school caters for a mix of socio-economic groups, single, married and separated families. We have a number of Aboriginal and Torres Strait Islander students at MacKillop.

English is the predominant first language spoken by students. A mix of other languages is spoken by a few parents and students at home. As there is a dependence on the mining industry there is a mobility of families both in and out of the school. Despite the generally homogenous cultural make-
up, the school still celebrates culturally rich opportunities throughout the year, such as: NAIDOC Week, Sorry Day – Reconciliation Week and Harmony Day to name just a few.

**Staffing composition, including Indigenous staff**

**Workforce Composition of all teachers**

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>20</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>18.7</td>
<td>6.3</td>
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</tr>
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**Qualifications of all teachers**

<table>
<thead>
<tr>
<th>Qualification – highest level of attainment</th>
<th>Percentage of staff with this Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td>%</td>
</tr>
<tr>
<td>Masters</td>
<td>5%</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>95%</td>
</tr>
<tr>
<td>Diploma</td>
<td>%</td>
</tr>
<tr>
<td>Certificate</td>
<td>%</td>
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**Expenditure on and teacher participation in professional development**

**TOTAL FUNDS** expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

$58,700
MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

Other: Bishop’s Inservice Day, Australian Professional Standards Inservice, Reading Inservices and Improving Literacy Workshops (P-3), Tony Attwood and Sue Larky Autism Workshop (1 staff), Prep Teachers Inservices, Student Protection Conference, Godly Play training (4 teachers).

The percentage of the TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT

100%

Average staff attendance

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days

99.04%

Percentage of teaching staff retained from the previous school year

91.11%

School Income

(The School information below is available on the My School web site).

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at http://www.myschool.edu.au/.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Key Student Outcomes

Analysis of our school's 2014 NAPLAN data ...

READING:
Year 3 - Year 3 was considerably above the national mean in reading. In 2014, MacKillop's mean score was 438. This score is the highest received between 2008 and 2014.
Year 5 - Whilst there was strong growth in the school's mean scores from 2011-2013 - our highest mean score yet at 499 in 2013 (above state mean), 2014 saw a slight decline in the mean score (497) putting MacKillop below the national mean in this area.
*Year 7 - In 2014, MacKillop was below the state average in reading, scoring 501. This was a slight decline from 2013 (504).

WRITING:
Year 3 - Year 3 was considerably above the national mean in writing. In 2014, MacKillop's mean score was 441. This score is the highest received between 2008 and 2014.
Year 5 - Although there was a decline in the mean score between 2013 and 2014 in the area of writing, MacKillop's mean score was on par with the state mean of 457.
*Year 7 - In 2014, MacKillop received the highest mean score between 2008 and 2014 (496). This score remained below the state average, however showed continued growth and improvement at the school level in this area.

SPELLING:
Year 3 - Year 3 was considerably above the national mean in spelling. In 2014, MacKillop's mean score was 424. This score is the highest received between 2008 and 2014.
Year 5 - In 2014, MacKillop scored 477 in the area of spelling. This result was slightly below the state mean.
* Year 7 - There was a marked increase in the spelling data in 2014 (531). Although this figure is below the state average, growth and improvement at the school level should be noted.

GRAMMAR AND PUNCTUATION:
Year 3 - Year 3 was considerably above the national mean in grammar and punctuation. In 2014, MacKillop's mean score was 440. This score is the highest received between 2008 and 2014.
Year 5 - In 2014, year 5 were below the state average in grammar and punctuation with a mean score of 475. Despite being above the national average in 2013 (507), this 2014 mean score is consistent with scores between 2009 and 2012.
*Year 7 - In 2014, year 7 were below the state average in grammar and punctuation with a mean score of 525.

NUMERACY:
Year 3 - Year 3 was considerably above the national mean in numeracy. In 2014, MacKillop's mean score was 414. This score was the highest received between 2008 and 2014.
Year 5 - In 2014, MacKillop scored 408 in the area of numeracy. This score was only marginally below the state average.
* Year 7 - In 2014, MacKillop scored 533 in the area of numeracy. This score was below the state average.
Student Attendance

Average student attendance rate (%)

92.4%

Describe how non-attendance is managed by the school

According to our Handbook, parents are required to send a written note explaining why a child has been absent from school, or for planned absences. Parents are also encouraged to phone the school office on the morning of an unplanned absent day or when a child is sick and teachers and/or Leadership are then informed. Prolonged or unexplained absences would involve the teacher phoning the parent, or notifying the Principal so that an interview and/or an explanation can be obtained from the parent/caregiver. If warranted, DCEO and outside Care/Family Service Authorities would be notified immediately if preliminary investigations proved unsatisfactory or truancy suspected. Children that arrive late or leave early need to be signed in and out at the office.

Value Added

The story of distance travelled

Anecdotal and statistical data indicates that MacKillop is excelling in the overall academic performance of students in the Early Years (P-3). 2014 NAPLAN data and school means indicate outstanding results in Year 3 across all areas. When comparing NAPLAN data for each cohort, there is steady progress being made from Years 3 to 5 and Years 5 to 7. Although some of this data is below the state mean, stability of results at the school level should be noted. It should also be noted that average band movement in the areas of spelling, grammar, punctuation and numeracy has been consistently achieved from years 3 -7 between 2010 and 2014.

Summary of NAPLAN results for 2014

YEAR 3

** Considerably above the National mean in all areas.**
NUMERACY – 100% of students at/or above National Minimum Standard
READING - 100% of students above National Minimum Standard
WRITING – 100% of students at/or above National Minimum Standard
SPELLING - 100% of students at/or above National Minimum Standard
GRAMMAR & PUNCTUATION - 100% of students at/or above National Minimum Standard

YEAR 5

NUMERACY – 97% of students above National Minimum Standard
READING – 93% of students above National Minimum Standard
WRITING – 90% of students above National Minimum Standard
SPELLING – 90% of students above National Minimum Standard
GRAMMAR & PUNCTUATION – 100% of students at/or above National Minimum Standard

YEAR 7 * this is a total cohort of 16 students and there were a couple of extreme outliers representing students who performed very well and others who performed poorly.
NUMERACY - 100% of students at/or above National Minimum Standard
READING - 87% of students above National Minimum Standard
WRITING- 80% of students above National Minimum Standard
SPELLING- 93% of students above National Minimum Standard
GRAMMAR & PUNCTUATION- 93% of students above National Minimum Standard
Overall, when comparing the same cohort to previous results, the NAPLAN data shows consistent growth in most areas.

At MacKillop, we value the development of each student as a unique individual. We believe that every student's learning will improve within a safe and nurturing environment, where there is a climate of shared responsibility, high expectations and differentiated teaching and learning. In 2014, we had 6 verified students with a disability, 1 student receiving Level C ESL funding, and a number of other students identified and undergoing the ascertainment process in 2014-2015. In addition to this, we have a significant number of students with learning difficulties that do not qualify for ascertainment e.g., Dyslexia, Central Auditory Processing Disorder and ADHD.

At MacKillop, we encourage all students to participate in NAPLAN testing. Our school uses NAPLAN data, in conjunction with school based assessment data (formative, summative and diagnostic), in order to make informed decisions about the learning needs of individual students and cohorts of students. This data also informs school programs and planning and helps identify areas for future improvement.

In 2013, MacKillop nominated to be included in DCEO’s National Partnerships – Reading initiative and we worked together as a team to build a professional learning community, with clear goals and shared beliefs. Supported by DCEO, we focussed on providing staff with professional learning opportunities in the area of reading, prioritising Yrs P-3. We have adopted consistent whole school approaches through the implementation of the use of the DRA2 and Words Their Way Spelling Inventories in Yrs P-7, and the OLA in Yrs P-2, in an endeavour to improve teaching and learning outcomes for students in reading and spelling. Also, as a school, we prioritise daily uninterrupted Literacy Blocks that focus on oral language, reading, writing and word study. Significant purchases have been made, and planned for the future, to build teacher resource materials (including professional reading material), and resources for students, including the purchasing of new and engaging readers, e-books and audio books for students. In 2015 we will again have a strong focus on reading and spelling to further improve these results. We are using 'Daily Five' and 'Reading Café' as a whole school approach to reading and we are writing a new whole school spelling program this year.

We also have implemented a numeracy block which has had an impact on our numeracy results over the past two years.

In 2014, our AC: Arts Learning Area Overview was accredited and units were written in preparation for implementation in 2014. Continuing professional development and opportunities for collaborative planning are two areas of major focus. All planning is reviewed annually against Australian Curriculum documents, and QSA Essential Learnings, in order to evaluate and improve teaching and learning outcomes.

The story of where you are going

At MacKillop, we strive to collaborate with parents in order to improve student learning outcomes. We keep parents informed via regular communication in the weekly school newsletter, class newsletters and notes, our school website, sms messages and reminders, Monday and Friday Assembly, the school P&F and board, and through the formal reporting process. NAPLAN reports are sent home to parents with a letter from the school and parents are invited to speak to their child’s teacher if they have any queries. Each year our Leadership Team, supported by the APC, analyses the school’s NAPLAN data and the results are then further analysed with our teaching staff. As a staff,
we are looking to celebrate areas of growth and to identify areas for improvement. The SunLANDA program and the NAPLAN Reporting Handbook are used to analyse the data relating to specific individuals and cohorts and then the Leadership Team works with teachers and the Learning Support Teacher, to put procedures in place to target areas of need. There is a shared responsibility and interest in the NAPLAN data from teachers in years P-6, and staff work together to improve the learning outcomes for all students and to prepare them for the requirements of the test format. In 2014, we introduced whole school data walls for reading using the DRA2 in order to track student learning, set targets for improvement, and to identify students who require intervention or additional support.

As a National Partnerships School, MacKillop is committed to improving student outcomes in the area of Reading and this was our major curriculum focus for 2013/2014 and will continue into 2015. We are also working to improve teacher collaboration and professional sharing and aim to develop consistent whole school approaches in the areas of Literacy and Numeracy. In 2015 we will be writing a whole school spelling program to be implemented in order to further enhance and develop the students' spelling skills and strategies at MacKillop. We are striving as a school to improve student learning outcomes for all learners. New Australian Curriculum learning areas and staff professional learning in effective teaching pedagogies are the priority for staff meetings and pupil free days. Regular planning meetings between the Principal, APC and teachers, ensure that standards are met in regards to planning for and improving teaching and learning in our classrooms.

**Parent, Teacher and Student Satisfaction**

Every five years the school undergoes the examination phase of School Review and Improvement Process where as a school community we reflect on current school policies and practices. The external team meets with staff, students and parents to determine commendations and recommendations for the school which then in turn impacts on our School Development Plan for the next five years. We went through our examination phase in 2009 so have continued to base our community goal setting for 2010 - 2014 upon the recommendations made in that review as well as other initiatives and goals that have become priorities. We will go through our next validation phase this year.

We have a very dedicated Board and P&F Association who are very supportive of the school and through these meetings are able to express their thoughts, ideas and any concerns they have where appropriate in these forums.

We have staff meetings each week with the teachers as well as fortnightly Support Staff meetings with ancillary staff which allows staff to have input into school policies, practices and the general running of the school.

We also have a meeting once a term with representatives from each area of the school: Leadership team members, lower, middle and an upper school teacher and a support staff member. We discuss commendations and recommendations that each staff member gives to their area representative under the headings- Communication, Relationships, Administration, Culture, Kids and Safety. This provides an opportunity each term to reflect on aspects we are doing well and any areas we need to improve upon.

We have a Student Representative Council that meet once per fortnight with the Principal. The SRC interviews classes for suggestions on ways to make the school better and uses this forum to discuss any suggestions other children might bring to them.