

# St Michael's School Daylesford

## 2022 Annual Report to the School Community



Registered School Number: 715

## Table of Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Governing Authority Report.....	3
Vision and Mission.....	4
School Overview.....	5
Principal's Report .....	6
Catholic Identity and Mission.....	9
Learning and Teaching.....	11
Student Wellbeing .....	13
Child Safe Standards.....	16
Leadership.....	17
Community Engagement.....	20

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E NUMBER	E2076

## Minimum Standards Attestation

I, Tim Hogan, attest that St Michael's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

28/03/2023

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Governing Authority Report

The Diocese of Ballarat Catholic Education Limited (DOBCEL) is now in its second year of governance of schools. In 2022 two additional schools - Damascus College and St Francis Xavier transferred their governance to DOBCEL, a total 58 schools in the Diocese are governed by DOBCEL.

Across our diocese, schools governed by DOBCEL provide distinctive Catholic education from the Murray to the Sea. This support is operationalised by Catholic Education Ballarat and is responsible for the implementation of DOBCEL strategies, policies and procedures, and overseeing the day to day running of our schools.

The role of DOBCEL is to lead, provide service to, and partner with schools to enable every student to flourish and every student, staff member and family to experience the presence of the risen Christ in our schools.

We recognise the extraordinary servant leadership of all our school staff, leaders and Principals during 2022 as they supported their school communities through a myriad of challenges that included staff shortages, covid disruption, implications of widespread flooding and Enterprise Bargaining negotiations. We recognise the commitment and focus all school staff give to the students and families in their care in the spirit of the Gospels. Their commitment has been unwavering.

We thank families for their commitment to partnership with our schools in Catholic Education again in 2022 to support all our students to flourish.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

## Vision and Mission

Vision: Excellence, Nurture, Community

St. Michael's Catholic School is a welcoming and inclusive educational community based on the teachings of Jesus. We challenge and support children to achieve their potential in a safe and nurturing learning environment.

Mission: To transform lives through education.

## School Overview

St Michael's is a Catholic school with a great community spirit offering a contemporary approach to learning and teaching, as highlighted in our philosophy, and aspiring methodology, of pedagogy, curriculum and assessment. The school serves a large geographical area centred on Daylesford and Hepburn Springs but drawing enrolments from the surrounding towns and farms. For over 120 years St. Michael's has served the local community, from its Swiss Italian farming/saw milling beginnings to its current position as a premier tourist destination.

The school commenced in 1892 when the Presentation Sisters opened Holy Cross College as their second establishment in Victoria. In 1955, a new St. Michael's was built on the opposite side of Daly Street on what was known as the Police Paddock. The school remained there until 1980 at which time it moved back to the Holy Cross site after the Parish had purchased and converted Holy Cross to a primary school.

The years 1992 to 1994 saw further developments in the school's history with land being purchased in Smith Street and the present St Michael's school building opened in 1994 for the start of the academic year. The school is well-resourced and equipped and is currently in the process of final refurbishment, stage 2, following the completion of stage 1 in 2018 and the new multi-purpose facility, which was completed in 2010.

St Michael's Primary School, Daylesford, is a community that advocates and aspires to Excellence, Nurture and Community. We are endeavouring to create an agile learning community, reflective of the complex world we live in and contemporary in its approach to fostering active global citizens. St Michael's is committed to quality teaching and learning with a belief that the partnership between parents and staff improves the learning outcomes for each child. Teachers are involved in ongoing professional development in neuroscience and the functions of the brain, to better understand the science of learning. High quality teaching strategies are implemented in this context. Specialist classes include Italian, Visual and Performing Arts, Music and Physical Education with strong intervention support programs including Reading Recovery. St Michael's has modern buildings and facilities and up-to-date technology, while the school boasts a large oval area, basketball and netball courts and a shaded playground area and sandpit. Our low family fee structure makes quality, values-based education affordable for all. St Michael's is located in beautiful surrounds of Daylesford in the Hepburn Shire.

The friendly school community comprises families from different socio-economic backgrounds, religious beliefs, spiritualities and family structures. Whilst there is a cohort of 'traditional' Catholic families, the school contains families with many structures and varied beliefs – a reflection of the diverse Daylesford community itself.

## Principal's Report

Our school year commenced with a virtual Visible Learning PD alongside staff from St. Alipius Ballarat and St. Brigid's Ballan. The second year of our three-year partnership with Corwin Australia, teachers have been using the foci of these days to more carefully consider the impact they have on improving outcomes for all students. The goal is always 12 months academic growth for all students, each year. As educators, this is our starting point and we are constantly exploring ways in which we can exceed this expectation.

We welcomed Fr. Justin to Daylesford this year and have benefited by his warm, welcoming and caring approach. Leading Masses such as our Ash Wednesday liturgical celebration, Fr Justin speaks to the children in an invitational way that is accessible to all – regardless of individual faiths and beliefs. We thank Justin for the wonderful contribution he made towards our school community this year.

With strict limitations on social gatherings over the past 2 years, our formal welcoming night was well attended and enjoyed by all. We acknowledge the work done by many families to organise this event and volunteer their time to cook dinner for students, staff, siblings, parents and carers. It was terrific to have Kelly Sports available to coordinate activities for the many children in attendance.

Our camp to Sovereign Hill was a great success as we continued our partnership with St. Mary's Clarke's Hill and St. Brendan's Dunnstown. We look forward to this relationship continuing into next year and beyond. Many thanks to the staff who gave up time to be away from their own families for the benefit of our students.

A change made to our Athletics Carnival was to not distribute individual ribbons for events over the course of the day. Instead, children were encouraged to achieve their personal best and this will continue next year with baseline data being recorded for all students during PE lessons. Students will be made aware of their own individual data and tasked with the challenge of jumping or throwing further and running faster than this baseline data, during our 2023 Athletics Carnival.

On Anzac Day, Ian Tinetti spoke with great pride about the number of young people present at the Daylesford War Memorial. Again, many St. Michael's students were present for this event and represented our school with great pride.



Year 6 students continued their 'Little Feet Big Footprint' days in conjunction with St. Augustine's Creswick, St. Brigid's Ballan, St. Mary's Clarke's Hill, St. Brendan's Dunnstown and St. Patrick's Gordon. These days are designed for students to interact with each other through a range of problem solving, team orientated activities. Students are able to build connections with each other over the course of the year and have a larger number of 'familiar faces' available to them when they enter secondary school. This proved to be a successful program and in many cases, helped to reduce the anxiety experienced by Year Six students at smaller primary schools.

Mother's Day and Father's Day celebrations were both significant events at our school. Many thanks to Sarah Mooney for her tireless efforts in making these occasions memorable for the entire school community. Again, we thank our wonderful family volunteers without whom these events would not be possible.

Our clubs program continued to flourish during Terms Two and Three, providing students with a variety of activities they may encounter less frequently in their regular day to day learning. Textiles, dance, cooking and chess were some of the activities on offer and all students managed to complete most, if not all activities by the end of Term Three.

We continued to explore ways in which we could actively contribute within the community and enter into greater dialogue with others. Examples of this included our visit to Hepburn House where Innovation students led the residents in prayer and shared some of their own musical or artistic talents. We also engaged in regular visits to the 'Good Grub Club' each Tuesday where a small number of Innovation students would help out for an hour each week, packing boxes or cutting up vegetables ready to be distributed to those in need.

It was great to have Winter Sports back on our calendar and schools from surrounding areas enjoyed a great day. Again, days like this can't go ahead without the support of volunteers. Many thanks to the students of Daylesford Secondary College for officiating in the games and the parents and carers who volunteered their time to ensure that everyone was fed over the course of the day.

Towards the end of Term Three, we said farewell to Ethan. During his 6 years at St. Michael's, Ethan was responsible for Stage 1 of the Master Plan and shifting our learning spaces towards being more open and connected. Ethan led the staff in professional development opportunities such as the science of learning and visible learning where the child being at the centre of all decisions made is the primary theme. We wish Ethan all the best in his new role as Principal at Emmaus and thank him for the valuable contribution he made at St. Michael's.



During Term Four, our school fete was held and was well supported by local businesses as well as the Daylesford community. Almost \$18 000 was raised for our school. This is an extraordinary effort for a school of 70 students. In addition, plenty of positive feedback was received about the day with specific reference made to the community engagement that was clearly evident. Many families gave up their own time to ensure this day was a success. A number of families also worked tirelessly in the weeks and months leading up to the event. A big thank you to Kim Sims who sacrificed many weekends and time with her own family to organise this day.

After months of hard work by students and staff, we also celebrated our whole school production of the Lorax. This was a concept that initially began with Abbie Matthews earlier in the year. Our preparations 'ramped up' during Semester Two and weekly timetables were adjusted so that adequate time towards rehearsals could be accommodated. The event itself saw our Presentation Centre filled with families which was a wonderful sight. A special mention to Paul Martin who was responsible for transforming our Presentation Centre into a theatre worthy of the excellent performance the students were able to deliver.

At the end of the year, we said farewell to our Year Six students at their Graduation Ceremony. Each of these students made valuable contributions as leaders of our school and set an extremely high standard in regards to their social and academic endeavours. Thank you to Kylie O'Brien, Leah Monaghan and their team of helpers who worked hard in order to make this night a memorable one for our departing students.

With sadness we farewelled Lorelle Griffin who is commencing full-time study in 2023. Lorelle has been a respected and highly regarded member of staff and made a significant impact on the students she taught during her time at St. Michael's. We hope to welcome Lorelle back at some stage in the not too distant future.

Many thanks to all of the students, staff and families who worked together collaboratively in order to make the 2022 school year a successful one. 2023 promises to be an exciting year with Stage 2 of our Master Plan due to commence towards the end of the year.

## Catholic Identity and Mission

### Goals & Intended Outcomes

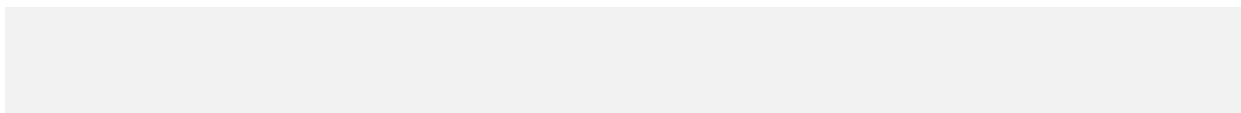
- Recontextualising the Catholic story/tradition for students: how does the Catholic story have meaning for their (our) world and life today?
- Develop social justice opportunities for staff and students in our community, with explicit connections to our Catholic story
- Reflect on how we pray in a recontextualised framework

### Achievements

- All students in Year 6 had the opportunity to volunteer at the 'Daylesford Good Grub Club' - an organisation that distributes food to those in need.
- Students in Years 5 & 6 led the residents at Hepburn House in a liturgy and took the opportunity to share some of their gifts and talents with the residents.
- Staff engaged in professional learning facilitated by CEO personnel around the Awakenings curriculum and how to engage students with their own real life context.
- Teachers implemented a planned yearly sequence of Religious Education units with an emphasis on using the Composite Model to examine scripture effectively in the classroom.
- St. Michael's assumed responsibility for conducting the Sacramental Program. The Program is parent-run, school-conducted and parish supported with Reconciliation, Confirmation and Eucharist available.
- We continued our support of Catholic Mission by promoting and participating in Caritas fundraising during Lent, as well as October Mission month.
- The whole school participated in the celebration of the Eucharist for the Opening of the School Year and the Close of the School Year.
- A special liturgy was held to celebrate the important events of Holy Week and Easter.

### VALUE ADDED

- St. Michael's is a Catholic school which actively promotes the traditions and practices of the Catholic Church.
- The school strives to be demonstrably Catholic through the provision of a structured Religious Education program, celebrating regular school Masses and liturgies and participation in the life of St. Peter's Parish. Jesus Christ is our model for how we act as individuals and the teachings of the Church are central to our school's Vision and Mission.
- The Ballarat Diocese Religious Education Program, Awakenings, continues to be implemented in the school. Religious Education is a lifelong process to which Catholic schooling contributes.



## Learning and Teaching

### Goals & Intended Outcomes

- Establish Visible Learning processes and protocols to embed
- Embed GV numeracy curriculum
- Complete curriculum mapping of literacy and numeracy
- Explore/review intervention practices following data analysis to inform teaching

### Achievements

- We entered into the second year of our three-year arrangement with Corwin Australia - implementing visible learning approaches throughout the school.
- Staff used our newly developed curriculum templates to document their implementation of the Victorian Curriculum.
- Teachers implemented the St. Michael's Inquiry Learning Scope and Sequence cycle modified to reflect the Victorian Curriculum. Towards the end of the year, a new Cycle of Units was developed to cater better for our school structure.
- Scope and Sequence documentation for English and Mathematics was completed early in the year and work has begun on developing a refined Scope and Sequence for other curriculum areas.
- SIME (Spelling Intentions Made Easy) continued throughout the school, a spelling approach used to help with the analysis of children's spelling.
- Having implemented OLSEL (Oral Language Supporting Early Literacy) during 2014, the school continued to implement this approach to literacy learning and continued to access professional development in this area.
- Literacy and Numeracy tests were conducted to inform teacher planning and to assess student progress.

### STUDENT LEARNING OUTCOMES

The school used Pat testing (ACER) along with other KLA specific assessment tools to monitor growth and progress of student achievement.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	71.4	-28.6
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	85.7	-14.3
YR 03 Spelling	-	100.0	-	71.4	-28.6
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	87.5	-	100.0	12.5
YR 05 Spelling	-	62.5	-	88.9	26.4
YR 05 Writing	-	87.5	-	100.0	12.5

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

- Continue mindfulness practices across the school
- Create and implement students wellbeing practices
- Create and implement staff wellbeing practices

### Achievements

- A daily student check in system was established for students to acknowledge and express how they were feeling in a safe way.
- Art Expression continued: a small group program where students could acknowledge and express their emotions through art.
- Clubs were established: mixed Year Level groups focussing on real life activities such as cooking, dancing, gardening by which social and emotional strategies could be introduced and practised.
- MacqLit, Multi-Lit and Speech intervention programs were implemented to try to meet the learning needs of targeted students. The aim of these programs is to enable students to develop self-sustaining strategies for their learning.
- Various supervision and operational procedures were revised and modified to better ensure the wellbeing and safety of all students.
- Staff professional development saw staff undergoing training around Autism Spectrum Disorder and the Disability Discrimination Act as well as CPR and Anaphylaxis training.
- Program Support Group meetings were held for all children on the integration program. Teachers developed Individual Learning Plans as part of the PSG process.
- Individual Learning Plans were developed for all children requiring intervention or specialised support regardless of whether they were funded or not.
- Student Leadership emphasised the role of Grade 6 students as significant leaders in the school community.

### VALUE ADDED

- Students With Disabilities applications for children who receive system support for disability were successfully completed for the 2022 school year. These submissions included an extensive learning program for each child.
- We followed the NCCD funding model which required teachers to identify and document students receiving support at varying levels.
- The Transition Program for new Preps consisted of 3 transition sessions aimed at giving experiences of different parts of the day.
- Continuation of private music tuition was available during school hours.

- Grade 5 & 6 children attended a transition and secondary experience day at the Daylesford Secondary College which they enjoyed.
- School support staff have been given increased responsibility for working with the general class, enabling teachers to engage in direct instruction with targeted students.
- The school camp experience for Grade 3 – 6 helped to build resilience amongst the students.
- Hepburn Health Service was engaged to deliver a sexuality program to the Grade 5 and 6 students.

## STUDENT SATISFACTION

Staff, students and parents completed the Insight SRC School Improvement Survey. There are aggregate indicators that can be used to provide a high level picture of a school's effectiveness. These indicators measure the different aspects of a school's functioning.

- The Student Wellbeing aggregate indicator for 2021 was 72.6, similar to the 2018 score of 72.2.

When compared to all other Victorian Primary schools, the Insight SRC Survey indicates that students scored St. Michael's at the lower end of the middle 50% of Victorian schools on the indicators for Emotional Wellbeing. Students scored St. Michael's in the middle 50% of Victorian schools for the area of Teacher Relationships and Student Behaviour. In the area of Engagement in Learning students scored St. Michael's in the middle 25% of Victorian schools in the components of Learning Confidence and Student Motivation.

## STUDENT ATTENDANCE

Attendance records are kept for all students, with attendance being checked and marked twice daily. Parents are expected to notify the school of a child's absence and to give reasons for that absence. If parents do not notify the school, they are contacted and asked to give a reason for their child's non-attendance.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.9%
Y02	77.4%
Y03	91.6%
Y04	79.0%
Y05	88.8%
Y06	90.2%
Overall average attendance	86.0%

## Child Safe Standards

### Goals & Intended Outcomes

Create and establish a child safe culture using the Child Safe Standards to implement best practice.

The ongoing implementation of the Child Safe standards continued to be a focus school wide as we strive to create a child safe culture. A lot of work was done with parents in promoting the standards as a response to the Ministerial Order. Staff were also inducted through professional learning of the standards, as well as items such as mandatory reporting. We dedicated staff and professional learning time to consider policy to reflect a child safe environment, as well as social emotional curriculum and pedagogy to include student voice and empowerment.

### Achievements

- All staff have received and signed a code of conduct.
- Staff were inducted into the Ministerial Order and Child Safe Standards.
- All volunteers to the school have received and signed a code of conduct.
- All volunteers provide a WWCC which is kept on file at school.
- All staff receive a copy of our Child Safe Policy for their own records.
- The Community Team Executive were inducted into the child safe standards.
- Policy implementations recognised and accommodated the standards and were reviewed by the SAC before being ratified. These included pastoral care, safe school, enrolment, electronic media, behaviour management, school discipline, critical incident and privacy policies.
- Visual displays are placed around the school expressing a child safe environment.
- Child safe recognition and compliance was written into interview procedures for the hiring of new staff.
- Student voice initiatives were undertaken to allow students the opportunities to identify and respond to occasions where they may not feel safe. These included establishing class norms, Mindfulness programs, Social Emotional programs and buddy systems.
- Staff completed Mandatory Reporting training.
- A standing item was included into staff meeting agendas on student safety.
- Regular information on the Child safe standards was shared with the community via newsletters, flyers and emails.
- A risk management register established to identify areas for further attention.

## Leadership

### Goals & Intended Outcomes

- Develop a shared definition and understanding of 'leadership' (staff and students)
- Develop more thorough feedback protocols and practices for/with staff and students
- Develop protocols and processes for stewardship of our environment

### Achievements

- Ensured regular opportunities for teachers to plan together to examine and interpret student data.
- A staff Professional Learning Team meeting schedule was devised for each term in order to address the various curriculum and school operational priorities. Priorities included Child Safety, Literacy, Numeracy, Special Needs, Health and Wellbeing, Curriculum Documentation and our Scope and Sequence.
- Staff spent time at staff meetings reviewing the implementation of the school's Annual Action Plan, which helped to ensure that, in the busyness of school life, our priorities were being addressed and met.
- The SIMON reporting package continues to be used by staff to complete student achievement reports at the end of term 2 and 4. Teachers find this program very accessible and, for the first time, SIMON was used to complete Religious Education reports.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

- Visible Learning
- Science of Learning
- School visits
- Primary Principals Professional Learning Program
- Awakenings Religious Education curriculum
- Information and Communication Technology
- Leadership
- Victorian Curriculum
- Catholic Identity
- Catholic Social teaching
- Mandatory Reporting
- Special Education

- Autism Spectrum Disorder
- Disability Discrimination Act
- Curriculum Documentation
- Languages
- Individual Learning Programs

Number of teachers who participated in PL in 2022

9

Average expenditure per teacher for PL

\$6450

## TEACHER SATISFACTION

Staff, students and parents completed the Insight SRC School Improvement Survey. There are aggregate indicators that can be used to provide a high level picture of a school's effectiveness. These indicators measure the different aspects of a school's functioning.

- The Organisational Climate aggregate indicator for 2021 was 73.0, an increase on the 2018 score of 62.
- The Teaching Climate aggregate indicator was 79.1, an increase on the 2018 result of 76.4.

When compared to all other Victorian Primary schools, the Insight SRC Survey indicates that teachers scored St. Michael's in the middle 50% of Victorian schools on the indicators for Staff Wellbeing (2 components), Empathy, Clarity, Engagement, Learning, Outcomes, Team Based Practices, Improvement Focus and Teaching and Learning.

Teachers scored St. Michael's in the top 25% of Victorian schools for the area of Student Behaviour. Teachers scored St. Michael's in the middle 25% of Victorian schools in the Individual Morale and Individual Distress components of Staff Wellbeing.

## TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

86.8%

## ALL STAFF RETENTION RATE

Staff Retention Rate	83.3%
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## TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	66.7%
Advanced Diploma	16.7%
No Qualifications Listed	16.7%

## STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	8.0
Teaching Staff (FTE)	5.5
Non-Teaching Staff (Headcount)	6.0
Non-Teaching Staff (FTE)	3.6
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

- Seek valid opportunities to engage parents in their child's learning.

### Achievements

- We continued to use Seesaw, a platform for school and home to communicate in real time to better engage parents in their child's learning.
- Our school fete was held in Term 4. This was extremely well supported by members of the wider community.
- Three-way chats were held virtually during Term 1 and Term 3 to promote good communication between home and school and to provide information about student progress.
- Regular school newsletters keep the school, parish and wider community informed as to school happenings.
- The Community Team with 4 ARMS: Learning and Teaching, Wellbeing, Sustainability and Community Engagement continued to support the school. The parent reps continue to provide leadership across many areas of school life.
- The annual Book Fair was held in the library and all monies raised went towards purchasing new resources for the library.
- The school 'Casserole Bank' which is provided by parents is an invaluable support to families in times of need.

### PARENT SATISFACTION

There are three aggregate indicators that can be used to provide a high level picture of a school's effectiveness. These indicators measure the different aspects of a school's functioning.

When compared to all other Victorian Primary schools, the Insight SRC Survey indicates that parents scored St. Michael's in the middle 50% of Victorian schools on the indicators for Community Engagement, Learning Opportunity, Staff Engagement, Student Engagement and Peer Relations. Parents scored St. Michael's in the middle 25% of Victorian schools for the area of Student Behaviour.

The following activities would strongly suggest there is a high level of satisfaction among staff, parents and students on the operation of the school:

- involvement in the parish sacramental program

- attendance at school liturgies
- regular and productive School Board meetings
- support for the Parents Association
- excellent attendance and engagement in Parent-Teacher interviews
- regular parent attendance at school assemblies and special celebrations
- willingness of parents to openly discuss issues with the principal and staff