



2019 School Improvement Plan

St Paul's College, Kempsey

CSO Mission

Enabling students to achieve the fullness of life

School Vision

To enable all members of the St Paul's College community to shine the light of God's kingdom on Earth

Values and Belief Statements

- St Paul's College staff and community values and believes strongly in:
 - Liturgy and prayer are essential elements of our College life
- The importance of Religious Education to our community
- The dignity and development of the whole person
- The pursuit of educational and personal excellence in all aspects of life
- High quality teaching and learning
- Collegial relationships between and among our staff
- Wearing the school uniform with pride
- Flexibility to cater for a wide range of needs
- Safety, peace and beauty of our environment
- Self Discipline and understanding of rights and responsibilities
- A positive attitude to life and development of self esteem
- A sense of school spirit
- The professionalism and commitment of staff to our students
- The importance of independent learning, goal setting for personal achievement
- Partnerships between Diocesan, Parish and school communities as well as parents and carers.
- The Catholic Christian environment in which the teachings of Christ and Gospel values are embedded

School Improvement Theme

Dream, Believe, Achieve

I can do all things through Christ, who strengthens me

PHILIPPIANS 4:13

Completed

23/04/2019 by Kevin Lewis

Approved

29/04/2019 by Jenny Triglone

Goal 1 Mission

To promote, strengthen and celebrate the strong Catholic identity and mission of the College to staff, students, parents and the wider community

Intended Outcome

Provide more opportunities to focus on the traditional Charisms of the College, namely the Christian Bros via EREA and the Mercy Sisters via AMSSA

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none"> The College Executive will engage with the two Charism via their Education networks 	<ul style="list-style-type: none"> College Executive Parish Priest Leader of School Evangelisation Leader of Catechesis YMO's SEACS team 	<ul style="list-style-type: none"> Students will have a greater understanding of our history and heritage <p>There are visible signs and symbols around the College promoting our heritage and history and connecting with Catholic Charisms of the Christian Brothers and Mercy Sisters for example: illuminated cross at night, Stations of the Cross visible outside</p> <p>Rename buildings following Charismatic traditions</p>
<ul style="list-style-type: none"> Immersion and formation opportunities will be undertaken by the Executive and College staff 	<ul style="list-style-type: none"> College Executive Parish Priest Leader of School Evangelisation Leader of Catechesis YMO's SEACS team 	<ul style="list-style-type: none"> Students will have a greater understanding of our history and heritage <p>There are visible signs and symbols around the College promoting our heritage and history and connecting with Catholic Charisms of the Christian Brothers and Mercy Sisters for example: illuminated cross at night, Stations of the Cross visible outside</p> <p>Rename buildings following Charismatic traditions</p>
<ul style="list-style-type: none"> Opportunities for the Charisms to visit and work with the College will be explored and acted on 	<ul style="list-style-type: none"> College Executive Parish Priest 	<ul style="list-style-type: none"> Students will have a greater understanding of our history and heritage

when possible

Leader of School Evangelisation
Leader of Catechesis
YMO's
SEACS team

There are visible signs and symbols around the College promoting our heritage and history and connecting with Catholic Charisms of the Christian Brothers and Mercy Sisters for example: illuminated cross at night, Stations of the Cross visible outside

Rename buildings following Charismatic traditions

- Immersion opportunities for student and student leaders will be explored

- College Executive
Parish Priest
Leader of School Evangelisation
Leader of Catechesis
YMO's
SEACS team

- Students will have a greater understanding of our history and heritage

There are visible signs and symbols around the College promoting our heritage and history and connecting with Catholic Charisms of the Christian Brothers and Mercy Sisters for example: illuminated cross at night, Stations of the Cross visible outside

Rename buildings following Charismatic traditions

- College Executive will work with Parish Priest to determine appropriate naming of buildings in line with College charisms

- College Executive
Parish Priest
Leader of School Evangelisation
Leader of Catechesis
YMO's
SEACS team

- Students will have a greater understanding of our history and heritage

There are visible signs and symbols around the College promoting our heritage and history and connecting with Catholic Charisms of the Christian Brothers and Mercy Sisters for example: illuminated cross at night, Stations of the Cross visible outside

Rename buildings following Charismatic traditions

Intended Outcome

Build a deeper awareness of the works of community service occurring at the College

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none"> Leader of School Evangelisation will investigate opportunities to promote and celebrate the successes of good works around the College 	<ul style="list-style-type: none"> College Executive Parish Priest Leader of School Evangelisation Leader of Catechesis YMO's SEACS team 	<ul style="list-style-type: none"> Staff students and parents recognise acts of service as great representations of faith in action
<ul style="list-style-type: none"> Staff will provide details to publicise good works completed by College community 	<ul style="list-style-type: none"> College Executive Parish Priest Leader of School Evangelisation Leader of Catechesis YMO's SEACS team 	<ul style="list-style-type: none"> Staff students and parents recognise acts of service as great representations of faith in action

Intended Outcome

Engage in an annual reflection of the Foundational Values for Catholic Identity and Mission and the Catholic ethos presentation of the College

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none"> College Executive will create an opportunity to incorporate the FVCIM into the annual Staff Retreat and/or first day back 	<ul style="list-style-type: none"> College Executive Parish Priest Leader of School Evangelisation Leader of Catechesis YMO's SEACS team 	<ul style="list-style-type: none"> Staff can articulate the Foundational Beliefs and Practices along with College ethos and can readily align them to our daily work

Intended Outcome

To implement the Studies of Catholic Thought Religious Education program for Year 11 in 2020 to replace Catholic Studies

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none"> Provide teachers with relevant inservices, resources and programing opportunities to confidently deliver the Studies in Catholic Thought Program. 	<ul style="list-style-type: none"> CSO, Joan Lancaster, Leader of Catechesis, Identified staff - Patricia Green 	<ul style="list-style-type: none"> Successful implementation of the Studies in Catholic Thought Program to replace Catholic Studies for Year 11 in 2020 (or at the Bishop's discretion)

Goal 2

Learning and Teaching

To promote a dynamic curriculum and pedagogy that is designed with the learner as the central feature where high expectations are set around student's personal best

Intended Outcome

Student writing improves across all year groups

Action / Responsibilities

- Staff will use the Crush-Lit program process in their teaching and learning

Professional Learning / CSO Service Support

- Staff training in PEEL
Engagement with CSO Teacher Educators to see the 'who' and 'how' of success of the 7-Steps for Writing is used in primary and secondary schools

Agreed Measures for Success

- Students expected to show growth in Assessment Tasks
- Students more proficient in writing and reading
- Students' progress out of Writing Group and LLI Intervention group

- Staff will engage with the PEEL process as well as grammar and punctuation as a priority in marking and assessment

- Staff training in PEEL
Engagement with CSO Teacher Educators to see the 'who' and 'how' of success of the 7-Steps for Writing is used in primary and secondary schools

- Students expected to show growth in Assessment Tasks
- Students more proficient in writing and reading
- Students' progress out of Writing Group and LLI Intervention group

Intended Outcome

Students not making expected gains in LITERACY will have the opportunity to participate in an intervention and make substantial gains in literacy proficiency

Action / Responsibilities

- Staff become more aware of literacy levels of all students in their classes and are then more able to differentiate for learning

Professional Learning / CSO Service Support

- Literacy Coordinator
Inclusion team
Writing teacher
English LOL

Agreed Measures for Success

- Students expected to show growth in NAPLAN
- Students more proficient in writing and reading
- Students progress out of Writing Group and LLI Intervention group

- Intervention groups established for writing and Levelled Literacy Intervention.

- Literacy Coordinator
Inclusion team

- Students expected to show growth in NAPLAN

	Writing teacher English LOL	Students more proficient in writing and reading Students progress out of Writing Group and LLI Intervention group
<ul style="list-style-type: none"> Students withdrawn from some classes and/or during English lessons in the intervention program 	<ul style="list-style-type: none"> Literacy Coordinator Inclusion team Writing teacher English LOL 	<ul style="list-style-type: none"> Students expected to show growth in NAPLAN Students more proficient in writing and reading Students progress out of Writing Group and LLI Intervention group

Intended Outcome

Students not making expected gains in NUMERACY will have the opportunity to participate in an intervention and make substantial gains in numeracy proficiency

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none"> Staff become more aware of numeracy levels of all students in their classes and are then more able to differentiate for learning 	<ul style="list-style-type: none"> Numeracy Coordinator Inclusion team Quicksmart teacher assistant Mathematics LOL to search for an effective numeracy program similar to current writing programs Teacher Educator to support this 	<ul style="list-style-type: none"> Students expected to show growth in NAPLAN Students more proficient in numeracy and mathematical understanding Students progress out of Quicksmart intervention group
<ul style="list-style-type: none"> Students targeted for intervention in Quicksmart program 	<ul style="list-style-type: none"> Numeracy Coordinator Inclusion team Quicksmart teacher assistant Mathematics LOL to search for an effective numeracy program similar to current writing programs Teacher Educator to support this 	<ul style="list-style-type: none"> Students expected to show growth in NAPLAN Students more proficient in numeracy and mathematical understanding Students progress out of Quicksmart intervention group
<ul style="list-style-type: none"> Students participate in Quicksmart during Mathematics and other lessons 	<ul style="list-style-type: none"> Numeracy Coordinator Inclusion team Quicksmart teacher assistant Mathematics LOL to search for an effective numeracy program similar to current writing 	<ul style="list-style-type: none"> Students expected to show growth in NAPLAN Students more proficient in numeracy and mathematical understanding

programs
Teacher Educator to support this

Students progress out of Quicksmart intervention group

Intended Outcome

Strengthen coherence between Stage 3 and Stage 4 Mathematics

Action / Responsibilities

- Leader of Mathematics develops a transition program in cooperation with Stage 3 teachers at St Joseph's

Professional Learning / CSO Service Support

- Mathematics LOL
Inclusion team
Stage 4 Maths teachers
PLT Coaching
Teacher Educator – Bruce Smith

Agreed Measures for Success

- Students arriving at the College from Stage 3 have a greater understanding of requirements of secondary school maths
- Staff involved in the program work collaboratively to enhance their understanding of Stage 3 and Stage 4 requirements
- Outcomes for students in Yr. 7 achieved more effectively and in shorter timeframe

Intended Outcome

Professional learning opportunities are based on the AITSL Standards and are more purposeful and meaningful

Action / Responsibilities

- Staff implement formative assessment in their teaching and learning

Professional Learning / CSO Service Support

- College Executive
Leader of Pedagogy
Creation of Observation Team

Agreed Measures for Success

- College Professional Learning time and budget is better targeted to meet the needs of staff
- Staff goals are achieved and supported in a collaborative manner
- Staff achieve greater satisfaction from COI process
- Student outcomes more effectively supported

- Staff implement feedback in their teaching and learning

- College Professional Learning time and budget is better targeted to meet the needs of staff

Professional Learning in Classroom Observation
LOL Team

Staff goals are achieved and supported in a collaborative manner

Staff achieve greater satisfaction from COI process

Student outcomes more effectively supported

-
- Staff implement differentiated pedagogy in their teaching and learning

- College Executive
Leader of Pedagogy
Creation of Observation Team
Professional Learning in Classroom Observation
LOL Team
What is successfully used in secondary schools with agile learning spaces and 21st century pedagogy?

- College Professional Learning time and budget is better targeted to meet the needs of staff

Staff goals are achieved and supported in a collaborative manner

Staff achieve greater satisfaction from COI process

Student outcomes more effectively supported

-
- Staff implement PBL (Project Based Learning) in their teaching and learning

- College Executive
Leader of Pedagogy
Creation of Observation Team
Professional Learning in Classroom Observation
LOL Team
What is successfully used in secondary schools with agile learning spaces and 21st century pedagogy?

- College Professional Learning time and budget is better targeted to meet the needs of staff

Staff goals are achieved and supported in a collaborative manner

Staff achieve greater satisfaction from COI process

Student outcomes more effectively supported

-
- Staff identify more clearly their own professional learning needs

- College Executive
Leader of Pedagogy
Creation of Observation Team
Professional Learning in Classroom Observation
LOL Team
What is successfully used in secondary schools with agile learning spaces and 21st century

- College Professional Learning time and budget is better targeted to meet the needs of staff

Staff goals are achieved and supported in a collaborative manner

Staff achieve greater satisfaction from COI

Intended Outcome

Develop strategies ensuring the four critical questions of learning are embedded in the PLT process to inform teaching and learning

Action / Responsibilities

- Leaders of Learning specifically target these question in PLT's

Professional Learning / CSO Service Support

- LOL Team
College Executive
Teacher Educator
Colin Sloper training for all staff
Teacher Educator – Nadine Slingsby

Agreed Measures for Success

- Staff professional conversations identify these areas on a regular basis

PLT's are better able to identify and work effectively with the four critical questions

Students are engaged and working effectively in the classroom

Staff are using and adopting classroom pedagogy strategies that are dynamic, engaging and formative in their implementation

- Staff develop structures within timetabled PLT times to ensure these questions are addressed

- LOL Team
College Executive
Teacher Educator
Colin Sloper training for all staff
Teacher Educator – Nadine Slingsby

- Staff professional conversations identify these areas on a regular basis

PLT's are better able to identify and work effectively with the four critical questions

Students are engaged and working effectively in the classroom

Staff are using and adopting classroom pedagogy strategies that are dynamic, engaging and formative in their implementation

Intended Outcome

Explicit teaching of identified skills across each of the year levels

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none"> Teachers of each year group will ensure the following: <p>Year 7 are taught about plagiarism, how to revise, writing homework and assessments in diary and relevant verbs by each subject</p> <p>Year 8 are taught to take notes, summarise, writing homework and assessments in diary and relevant verbs by each subject</p> <p>Year 9 are taught how to do a bibliography, research skills, writing homework and assessments in diary and relevant verbs by each subject</p> <p>Year 10 are taught how to develop a study plan, about in-text referencing, writing homework and assessments in diary and relevant verbs by each subject.</p> 	<ul style="list-style-type: none"> LOL Team <ul style="list-style-type: none"> College Executive Teacher Educator PLT Coaching Year 7 PC team Classroom teachers 	<ul style="list-style-type: none"> Students can feel more confident as independent learners and achieve mastery of these intended skills Students are able to implement their own effective learning and study plan and use this in their daily study patterns

Goal 3

Pastoral Care

To develop holistic policies and procedures to address well-being, pastoral care, discipline, rewards and student support, taking into account 'Positive Behaviour for Learning Process'

Intended Outcome

A school wide plan exists for Pastoral care

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none">Staff identify concerning actions and behaviours and are informed of strategies to support all students within the College in a caring manner	<ul style="list-style-type: none">College ExecutiveLeader of Pastoral Care and WelfarePastoral Care Year LeadersPastoral Care TeachersCatholic Schools Office Pastoral Care Domain	<ul style="list-style-type: none">Staff will have a common language around Pastoral Care with positive wellbeing. Developed the college 'Continuum of Care' approaches which contributes to all students being respected, valued and cared for.

Intended Outcome

Pastoral Care to permeate the development of a holistic policy to addressing positive wellbeing outcomes, discipline (positive behaviour expectations?), rewards and student support taking into account the 'Positive Behaviour for Learning' approach.

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none">Staff engage in Pastoral Care through the school's plan for wellbeing outcomes and support for positive behaviour through analysing school data to inform decision making in order to effectively respond to the changing needs of students	<ul style="list-style-type: none">Staff attend a Positive Behaviour for Learning ConferenceCatholic Schools Office Pastoral Care Domain	<ul style="list-style-type: none">Students Pastoral Care Home Group will be evidence of fostering and maintaining positive caring student-peer, student-teacher, teacher-parent and teacher - teacher relationships.
<ul style="list-style-type: none">Rewards system is reviewed to ensure opportunities for reward across all facets of College life	<ul style="list-style-type: none">Catholic Schools Office Pastoral Care trained staff through the 'Healthy Minds Secondary School Project'Pastoral Care Team engaged in Professional Learning for student wellbeing	<ul style="list-style-type: none">Schoolworx indicates student behavioural disruptions reduced and engagement in learning is increased. <p>Students in Pastoral Care Home Groups will be surveyed through conversations</p> <p>Students mental health, positive behaviour and</p>

wellbeing outcomes are evident through the data in the Continuum of Care approaches.

Student Voice will occur

Intended Outcome

Explore opportunities for students to take more pride in their school environment and physical appearance of the College

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none"> Teaching and support staff actively implement the precepts of Pope Francis' Laudato Si into their daily actions 	<ul style="list-style-type: none"> College Executive Leader of Welfare and Pastoral Care Pastoral Care Team PC Teachers Laudato Si embedded into College policies 	<ul style="list-style-type: none"> College grounds are presented in a proud manner by staff and students <p>Cleaning of spaces becomes a habit rather than a chore to be demanded</p>
<ul style="list-style-type: none"> Students are proactive in ensuring a clean and presentable environment. 	<ul style="list-style-type: none"> Laudato Si embedded into College policies 	<ul style="list-style-type: none"> College grounds are presented in a proud manner by staff and students <p>Cleaning of spaces becomes a habit rather than a chore to be demanded</p>

Goal 4 Leadership

Continue to promote, foster & build strong leadership capacity within and among staff at all levels of College life

Intended Outcome

Staff take a greater role in PLT & other meetings

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none"> • LOL's ensure that processes are in place to support staff in PLT meetings where they are not present 	<ul style="list-style-type: none"> • College Executive openly support and encourage this Leader of Curriculum LOL's Teaching staff • LOLs negotiate within teams for suitable person 	<ul style="list-style-type: none"> • Staff feel empowered in all decisions Staff are confident that they are fully part of the process

Intended Outcome

LOL's designate a replacement for LOL meetings in their absence

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none"> • LOL's ensure that processes are in place to support staff in LOL meetings where they are not present 	<ul style="list-style-type: none"> • College Executive openly support and encourage this Leader of Curriculum LOL's Teaching staff 	<ul style="list-style-type: none"> • Staff feel empowered in all decisions Staff are confident that they are fully part of the process

Intended Outcome

Registering of staff led Professional Learning sessions after school

Action / Responsibilities	Professional Learning / CSO Service Support	Agreed Measures for Success
<ul style="list-style-type: none"> • Staff members invited to create 1 hr PL sessions for staff 	<ul style="list-style-type: none"> • Teacher Educator to support LOL in the process College Executive to support LOL and staff in this process 	<ul style="list-style-type: none"> • Staff feel empowered in their own Professional Learning Staff take on greater responsibility for developing

PL and supporting teamwork

Staff are more effective in their reflection of their practice

- LOP to collate these and register with NESAC/CSO for accreditation purposes

- Teacher Educator to support LOL in the process
College Executive to support LOL and staff in this process

- Staff feel empowered in their own Professional Learning

Staff take on greater responsibility for developing PL and supporting teamwork

Staff are more effective in their reflection of their practice

Intended Outcome

Develop and implement an effective and supportive observation team

Action / Responsibilities

Professional Learning / CSO Service Support

Agreed Measures for Success

- LOLs negotiate within teams for suitable person

- Peer-to-Peer training curriculum
Classroom learning environment training
facilitated by Teacher Educator – Nadine Slingsby

- Staff are more effective in their reflection of their practice

COI goals are more targeted and specific for staff

Executive are more able to target PL for individual and collective staff groups

- Observations and reflective questions provided to support staff in their professional learning

- Peer-to-Peer training curriculum
Classroom learning environment training
facilitated by Teacher Educator – Nadine Slingsby

- Staff are more effective in their reflection of their practice

COI goals are more targeted and specific for staff

Executive are more able to target PL for individual and collective staff groups

- Training of staff to be effective observers

- Peer-to-Peer training curriculum
Classroom learning environment training
facilitated by Teacher Educator – Nadine Slingsby

- Staff are more effective in their reflection of their practice

COI goals are more targeted and specific for staff

Executive are more able to target PL for individual and collective staff groups

Goal 5

Family School Partnership

Stewardship

Continue to promote and foster strong relationships between staff, students and parents

Intended Outcome

Greater engagement of parents in the College

Action / Responsibilities

Professional Learning / CSO Service Support

Agreed Measures for Success

<ul style="list-style-type: none"> • Invitations to parents for Information Nights is more personal and direct 	<ul style="list-style-type: none"> • Parent Assembly rep and P&F President engage with parents <p>College Executive creates opportunities for parent learning</p>	<ul style="list-style-type: none"> • Parent attendance at events such as open nights, information nights and P/T nights is greatly increased <p>Increased parental involvement in daily classroom life</p>
<ul style="list-style-type: none"> • College Executive will promote the Parent Assembly and P&F more explicitly 	<ul style="list-style-type: none"> • Parent Assembly rep and P&F President engage with parents <p>College Executive creates opportunities for parent learning</p>	<ul style="list-style-type: none"> • Parent attendance at events such as open nights, information nights and P/T nights is greatly increased <p>Increased parental involvement in daily classroom life</p>
<ul style="list-style-type: none"> • College promotional streams such as Facebook, Web Page, Skoolbag etc. are more effectively used to contact and engage parents 	<ul style="list-style-type: none"> • Parent Assembly rep and P&F President engage with parents <p>College Executive creates opportunities for parent learning</p>	<ul style="list-style-type: none"> • Parent attendance at events such as open nights, information nights and P/T nights is greatly increased <p>Increased parental involvement in daily classroom life</p>
<ul style="list-style-type: none"> • Engaging with parents in the afternoon at the exit gates 	<ul style="list-style-type: none"> • Parent Assembly rep and P&F President engage with parents <p>College Executive creates opportunities for parent learning</p>	<ul style="list-style-type: none"> • Parent attendance at events such as open nights, information nights and P/T nights is greatly increased <p>Increased parental involvement in daily classroom life</p>

<ul style="list-style-type: none"> Classroom invitations are regular and welcomed 	<ul style="list-style-type: none"> Parent Assembly rep and P&F President engage with parents College Executive creates opportunities for parent learning 	<ul style="list-style-type: none"> Parent attendance at events such as open nights, information nights and P/T nights is greatly increased Increased parental involvement in daily classroom life
<ul style="list-style-type: none"> Involvement of parents in goals process for students 	<ul style="list-style-type: none"> Parent Assembly rep and P&F President engage with parents College Executive creates opportunities for parent learning 	<ul style="list-style-type: none"> Parent attendance at events such as open nights, information nights and P/T nights is greatly increased Increased parental involvement in daily classroom life
<ul style="list-style-type: none"> Explicit use of parental expertise and gifts in the classroom 	<ul style="list-style-type: none"> Parent Assembly rep and P&F President engage with parents College Executive creates opportunities for parent learning 	<ul style="list-style-type: none"> Parent attendance at events such as open nights, information nights and P/T nights is greatly increased Increased parental involvement in daily classroom life

Intended Outcome

Parent use of student diary as a means of communication is normalised and seen as one of the most effective methods for working with staff

Action / Responsibilities

Professional Learning / CSO Service Support

Agreed Measures for Success

<ul style="list-style-type: none"> College Executive supports staff via the 'Diaries on Desks' initiative 	<ul style="list-style-type: none"> All staff seek opportunities to support this 	<ul style="list-style-type: none"> Diary use and communication becomes a regular event
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Intended Outcome

Parents engage more with College-based activities such as carnivals, feast days, special events and so on

Action / Responsibilities

Professional Learning / CSO Service Support

Agreed Measures for Success

<ul style="list-style-type: none"> Principals to survey new families to seek names and provide detailed lists of events where parents can become more involved 	<ul style="list-style-type: none"> College Executive P&F President PA rep 	<ul style="list-style-type: none"> Parents feel welcome and invited to engage in the College more readily
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- Principal to disseminate names to groups within the College such as Leaders of Sport, RE, Canteen, P&F etc.
 - College Executive
P&F President
PA rep
Relevant KLA's
 - Parents feel welcome and invited to engage in the College more readily
-