

**St. John’s Primary School**

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| **2 YEAR IMPROVEMENT PLAN: 2024-2025** |





GREEN – Cluster

BLUE – PEF

**Article 28:** Every child has the right to an education.

**Article 3:** The best interests of the child must be a top priority in all things that affect children.

**VISION**

***Children are at the heart of all our efforts, celebrating achievements and reflecting through prayer. Our mission is to work together to ensure a safe, respectful and inclusive environment. We ensure that pupils receive rich learning experiences that encourage them to become creative, independent, and ambitious learners.***

* At St. John’s we value partnership working and work very closely with many agencies. Through these partnership links we can fully support and challenge each child to aim high and to be the best that they can be.
* We aim for every child to have a safe, happy, active, and creative primary education in an environment that is caring and supporting. We encourage our children to be independent and successful learners, developing into confident individuals, effective contributors, and responsible citizens.
* We are proud of our Catholic ethos and promote a broad and balanced curriculum, including preparation for Sacraments, which is delivered by competent and caring staff.
* We pride ourselves on our achievements and continually strive to improve our high levels of attainment.
* We work closely with our Parent Council who meet regularly throughout the year, and we support an active Fundraising group who organise wonderful events which allow plenty of opportunities for everyone to contribute to the life of the school.
* Our team consists of highly dedicated and committed individuals, all of whom work to help your child/children achieve success both in and out with the classroom.

**Article 2:** The Convention applies to everyone: whatever their race, religion, or abilities, whatever they think or say, whatever type of family they come from.

**VALUES**

***We aim to deliver our school vision through our core values: Compassion, Ambition, Respect, Equality.***

***Compassion***

* Cultivate empathy and kindness within the school community.
* Support pupils in developing strong interpersonal relationships.

***Ambition***

* Inspire pupils to set high goals and strive for excellence.
* Provide opportunities for pupils to explore their interests and talents.

**Respect**

* Inspire pupils to set high goals and strive for excellence.
* Provide opportunities for pupils to explore their interests and talents.

***Equality***

* Inspire students to set high goals and strive for excellence.
* Provide opportunities for pupils to explore their interests and talents.
* As a Catholic school, our Christian Faith permeates all aspects of our school life. Therefore, as a school, we ensure pupils are Faith Filled, promoting Compassion, Respect and Equality.
* As a community of faith and learning, we strive to provide the highest quality of education through the promotion of Gospel values, celebrations, worship and service to others.
* We value the contribution and support of our parents and local community.
* We encourage the active involvement of parents in their child’s education and learning.

**AIMS**

***Place children at the centre of all our efforts:***

* Focus on the individual needs and potential of each child.
* Prioritise children’s well-being and development in all decisions and actions.

***Celebrate children’s achievements and encourage reflection through prayer:***

* Recognise and celebrate academic, personal and extra-curricular successes.
* Integrate opportunities for reflection and spiritual growth into daily routines.

***Collaborate to create and safe, respectful and inclusive environment:***

* Foster a culture of mutual respect and safety for all children and staff.
* Implement policies and practices which promote inclusivity and equity.

***Provide rich learning experiences that foster creativity, independence, and ambition.***

* Design and deliver a diverse and engaging curriculum that inspires children.
* Encourage critical thinking and problem-solving, and love for lifelong learning.
* Be a Catholic Community of Faith and Learning by fostering a school ethos in which our Faith is regularly celebrated and where equality of opportunity is offered to all pupils.
* Enable all children to become successful and enthusiastic learners through a creative curriculum which is relevant and challenging, and delivered by effective, quality teaching and learning.
* Empower children to become confident individuals, which will be shown in the way they relate to others, in being truthful and in the way they manage themselves.
* Develop pupils in becoming responsible, respectful citizens, who are proud of their own and others heritage.
* Become effective contributors, where adults and pupils work confidently in partnership to create, build, motivate and take initiative.
* Create a positive school ethos where learning is exciting and stimulating, where all are encouraged to “Aim High”.

**Article 14:** Every child has the right to their own religion. **Article 29:** Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their

parents, their own and other cultures, and the environment**. Article 21:** Your right to live in the best place for you if you can’t live with your parents. **Article 25:** Children who are not living with their families should be checked on regularly to make sure they are ok.

**Article 23:** Your right to special care and support if you are disabled. **Article 27:** Your right to a good standard of living. **Article 28:** Your right to learn and to go to school. **Article 31:** Your right to relax and play.



* + Spaces and Places
  + Live, Work, Learn
  + Civic and Community Pride

South Ayrshire Council Plan

* + **The Promise:** Our commitment to Keeping the Promise
  + **Family:** Promoting whole family wellbeing
  + **Included:** Early help for children with diagnosed or undiagnosed additional support needs
  + **Healthy:** Improving physical and mental health for children and young people
  + **Voice:** Involving children and young people in local decision making
  + **People:** Collaborative learning and reflection opportunities for the workforce

Children's Services Plan

* + Engaged and Included
  + Outstanding learning, teaching and assessment
  + Developing our curriculum
  + Self Improving Service

Education Services Priorities

* + Placing the human rights of every child and young person at the centre of education
  + Improvement in children and young people's health and wellbeing
  + Closing the attainment gap between the most and least disadvantaged children and young people
  + Improvement in employability skills and sustained positive school leaver destinations for all young people
  + Improvement in attainment, particularly in literacy and numeracy

National Improvement Framework Priorities



*All staff within the school will develop an awareness and understanding of The Promise and all that is included within the national guidance and local authority initiatives, this will be enhanced by completing The Promise Education Award by June 2025. All staff will support learners with experience of care to provide improved wellbeing and in turn work towards improved educational outcomes. Aim is that 85% of Care experienced young people are achieving expected, stage appropriate CfE level.*

Improvement Planning 2024-25

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| **Priority 1:** Improvement in attainment, particularly in numeracy and literacy **Article 28: Your right to learn and to go to school** | | | | | | | | | | | | |  |
| NIF  **Improvement in attainment, particularly in literacy and numeracy.**  **Closing the attainment gap between the most and least disadvantaged children** | | | | | **HGIOS 4 QIs**  **1.2 Leadership of Learning**  **1.3 Leadership of Change**  **2.2 Curriculum**  **2.3 Learning, Teaching and Assessment**  **2.4 Personalised Support**  **2.5 Family Learning**  **3.1 Ensuring Wellbeing, Equality and Inclusion**  **3.2 Raising attainment and achievement** | | | | | | | |  |
| **What Outcomes Do We Want To Achieve?** | **How Will We Achieve This?**  **(Intervention Strategies)** | | | | **Lead**  **Person** | **Start and Finish Dates** | | | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** | | | |  |
| Increase the attainment in Numeracy by 10%.  Increased confidence in children in applying CPA and Bar modelling.  Increased no of questions answered in GL and SNSA assessments. | **1a) NUMERACY**   * Training on Concrete Pictorial Abstract – refresher for some staff and initial training for new staff. * L Mullan attending model lessons led by Numeracy Development officer. Lessons to be shared and modelled by L.Mullan * L Kirkpatrick SA training * Training on Bar Modelling - refresher for some staff and initial training for new staff. * Support for school assistants around mathematical concepts – how to support children. * Training on Problem solving skills in real-life contexts. * Parent and Pupil workshops around anxieties in maths supported by development officer. * Engage more with SNSA data – what are the gaps being identified at stages – look at what can be addressed within the classroom around common themes. * Staff refresher on data analysis - Use of GL reports for Stage intervention targets and all staff should continue to analyse their results for next steps for learners. * Greater use by Pupil Support co-ordinator and Pupil Support Teacher with SNSA Assessments (Full profiles) used with targeted groups of children to: identify next steps in learning for pupils; track pupil progress; monitor and evaluate the impact of interventions. * Establish / implement Numeracy Events Calendar to enhance children’s enjoyment of maths and encourage pupil and parental engagement in maths and numeracy across the school. | | | | J Wining – cluster Meta-skills Group.  PSC  PSC  PSC + PST | Aug’24 to June’25  August  In-service LK with  S Morrow  Staff Meeting September – LM to lead.  Staff meeting September and October In-service | | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | **CFE Levels** | |  |  |  |  |  | |  |  | Maths/Numeracy | |  |  |  |  |  | |  | May 18 | May  19 | May  20 | May  21 | May 22 | May  23 | May 24 | May  25 | | P1 | 94 | 74 | 83 | 93 | 88 | 79 | 94 |  | | P4 | 89 | 85 | 87 | 85 | 75 | 80 | 93 |  | | P7 | 88 | 84 | 85 | 84 | 84 | 84 | 86 |  |  * Children’s questionnaires at the start of the year and end of the year linked to CPA and Bar modelling (Confidence levels in using) * Staff Questionnaires at the start of the year and end of the year linked to CPA and Bar modelling (confidence levels in teaching) * Questionnaires/evaluations to focus on children and parents views of the impact of appropriate interventions on their learning (Children on staged Intervention) * Classroom and peer observations and feedbacks linked to the teaching of maths and use of manipulatives to enhances children’s learning experiences. * Pupil consultation linked to teaching of maths.  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **Confidence**  **(Questions attempted)** | |  |  |  |  | |  | May 21 | Oct 21 | May 22 | May 23 | May 24 | May 25 | | P3 |  | 97.3% | 93.5% |  |  |  | | P4 | 84.32% | 88% | 85% | 94.1% |  |  | | P5 | 77.9% | 95.6% | 95.9% | 94.2% |  |  | | P6 | 77.8% | 95.6% | 96.7% | 97.2% |  |  | | P7 | 88.2% | 93.6% | 96.7% | 97.1% |  |  |   *\*May 24 data still to be calculated and inputted.* | | | |  |
| To review our approach to the teaching of writing which meets the needs of all learners across the school leading to an increase in attainment of 5%. | **1 B) CLUSTER WORKING- Writing**   * Cluster planning and observations in writing- all staff and some support staff. * Support staff to engage in observations where possible. * CLPL reminder of LI/SC continued focus on AIFL strategies and providing feedback. * Children will experience a progressive and structured writing programme linked to South Ayrshire pathways. * Children’s confidence will improve in all organisers of writing. * The quality and quantity of writing across the school will continue to increase at all stages. | | | | HB  RP | August’24  Inservice  Oct’24 to April’25 | | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | **CFE Levels** | |  |  |  |  | |  |  | Writing (%) | |  |  |  |  | |  | May 18 | May 19 | May 20 | May 21 | May 22 | May 23 | May  24 | | P1 | 87 | 78 | 83 | 87 | 88 | 73 | 84 | | P4 | 82 | 83 | 85 | 85 | 71 | 75 | 89 | | P7 | 93 | 84 | 85 | 80 | 82 | 76 | 90 |  * Feedback from teacher observations * Examples of planning demonstrating high level L.I. and S.C * Develop a consistent approach to short and long-term planning for Talk for Writing, including whole school overview, to ensure progress and coverage of outcomes and skills. * Align Reading and writing planning to ensure teaching of skills. * Continue to use spelling planner linked to SAR. * Links to SAR to promote reading for enjoyment. * Cold and hot tasks/assessments for writing. * Accelerated reading data/SAR data. * GL assessment feedback literacy-writing * Use of Talk for Writing reading spine and photograph Friday to ensure effective moderation across the cluster. Cluster blog to be created to share writing between schools. | | | |  |
|  | **1 C) Digital technologies + Analysing data (Data literate teachers)**   * Continued CLPL on the use of assistive technologies to support learners with additional support needs. The importance of all children from Primary 1 being able to access laptops/iPads etc. * P4 + P7 SNSA data to be administered in Nov and analysed at cluster level to determine next steps. P7 teachers to meet and discuss findings. Links with QMA PT of English and Maths. * GL assessments diagnostic info. * Accelerated reader diagnostic info. * Reading Wise diagnostic info. | | | | RP + PSC + Digital Lead (AT) |  | | | * Staff Questionnaires at the start of the year and end of the year linked to data analysis. * Increased staff confidence in target setting based on assessment data. * Evaluations from Reading Schools, * Accelerated reader assessments and evaluations. * Pre and post assessments. * Pre and post questionnaires following analysing data inputs to staff. * Intervention tracking data. * Whole school tracker showing individual progress of children. | | | |  |
|  | **1D) Listening and Talking**   * Pupil groups will create an action plan with clear links to talking and listening skills supported by theme 2 Our Learning and Teaching (HGIOURS) * Pupil groups linked to Meta skill development and evaluated using theme 5 - Our Successes and Achievements (HGIOS) – continuation from maths skills. * Tracking wider achievement skills initially through electives + Pupil Voice and then afterschool/lunchtime clubs. * Pupil voice groups to take a lead role in consulting with peers, staff, Parent Council and parents and feedback through school newsletter and Twitter linked to theme 4 Our Health and Wellbeing. * Cluster collaboration of pupil groups sharing good practice linked to HGIOURS themes 2 Our learning and Teaching and theme 5 Our Successes and Achievements. Roadshows to learn from one another – St. Ninian’s to host. | | | | JW | Aug’24 to May’25 | | | * HGIOURS/HGIOS self-evaluation document – themes 2 and 5 – Pupils and staff. * META skills progression frameworks * Feedback from pupil Roadshow – pupils and cluster staff * Feedback from teachers – Termly evaluations linked to META skills. * Feedback/evaluations from children regarding their knowledge and understanding of skills for the world of work which are linked to their learning in Pupil Voice. | | | |  |
|  | **1E) SAR**   * Form a collaborative working group with Kincaidston, Dalmilling and Braehead to embed a consistent approach to South Ayrshire Reads. * Continue to take part in SAR bespoke sessions through the working time agreement on embedding practice, adaptive teaching, morphology, and partnership vocabulary. * Reading leader to attend 3 half day sessions and lead parent sessions and partnership school workshops. * Continue to strive towards Reading Schools Accreditation. * Embed communication friendly environment. * Implement South Ayrshire Reads Phonics progression across the school and adapt to fit our context. * Invest in Catch Up (Dandelion Readers) for upper school children. * Track improvements through SAR assessments in September/June. * Continue to uplevel school assistants on the importance of the SAR strategies. | | | | TR  RP | Aug’24 to May’25 | | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | **CFE Levels** | |  |  |  |  | |  |  | Reading (%) | |  |  |  |  | |  | May 18 | May 19 | May 20 | May 21 | May 22 | May 23 | May  24 | | P1 | 87 | 78 | 83 | 81 | 85 | 74 | 87 | | P4 | 82 | 83 | 92 | 85 | 78 | 81 | 85 | | P7 | 93 | 84 | 85 | n/a | 83 | 87 | 95 |  * Children’s questionnaires at the start of the year and end of the year linked to Phonics and Reading (Understanding, confidence, and enjoyment) * Staff Questionnaires at the start of the year and end of the year linked to Phonics and Reading (confidence levels in teaching/next steps). * Questionnaires/evaluations to focus on children and parents’ views of the impact of appropriate Phonics/Reading interventions on their learning (Children on Staged Intervention). * Classroom and peer observations and feedbacks linked to the teaching of reading. * SAR reading assessments administered and analysed twice yearly. * Literacy interventions linked to SAR. * Phonological awareness, phonics, and fluency school vision. * Staff to engage with professional learning. | | | |  |
| Children have increased ownership of aspects of learning and teaching leading to increased motivation, engagement and confidence. | **1F) Play pedagogy approaches across the school.**   * Continue to develop the creative stations at 2nd level – look to develop further provocations that are completely open to pupil interpretation. * Pupils lead the planning for provocation areas within the classroom as part of the pupil evaluations. * Introduce a loose parts provision in the upper area/ consider use of spare classroom. * EYPs provided opportunities to be involved in planning and pupil recording and assessments. * Learning journals introduced to support children to increase independent learning through developing in skills such as recording, digital skills, and time management. To support staff in ensuring that child-initiated learning is captured and fed in to planning cycle. * Block play transition activity with Wallacetown. | | | | TR + JW  MK | Aug’24 to June’25 | | | * Staff pre and post questionnaires. * Pupil focus groups – part of classroom observation discussions. * Provide training for support staff. * Evaluations from online learning journals. | | | |  |
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| **Priority 2** Improvement**:** in children and young people’s health and wellbeing  **Article 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.  **Article 12:** Every child has the right to have a say in all matters affecting them, and to have their views taken seriously. | | | | | | | | | | | |  |  |
| |  |  | | --- | --- | | NIF  **Closing the attainment gap between the most and least disadvantaged children**  **Improvement in children and young people’s health and wellbeing** | **HGIOS 4 QIs**  **1.2 Leadership of Learning**  **1.3 Leadership of Change**  **2.2 Curriculum**  **2.3 Learning, Teaching and Assessment**  **2.4 Personalised Support**  **2.5 Family Learning**  **3.1 Ensuring Wellbeing, Equality and Inclusion**  **3.2 Raising attainment and achievement** | | | | | | | | | | | | |  |  |
| **What Outcomes Do We Want To Achieve?** | | **How Will We Achieve This?**  **(Intervention Strategies)** | | | **Lead Person** | | | **Start and Finish Dates** | | | **How Will We Measure Impact On Children and Young People?**  **(Include Where Possible Current Measure and Target)** |  |  |
| Building Mental Health and resilience – Identified cohort will report a 10% increase in wellbeing linked to Boxalls.  Improved and sustained attendance of PEF cohort. 75% of our PEF cohort will have an attendance of over 90%. 94% of our PEF cohort will have over 80%. | | **2A) Zones of regulation**   * Whole school approach to supporting children. * Training for all staff including where possible catering, clerical and janitorial. * Displays in all classrooms. * Classroom audit. * Linked to communication friendly award.   **2B) Interventions**   * Pupils will have access to Seasons for Growth. * Pupils will have access to Drawing and Talking. * Pupils will have access to LIAM. * Pupils will have access to nurture opportunities. * Evaluative comments for cohorts from all aspects of nurture – tracked and evaluated termly. * BSquared   **2C) Opportunities for sports and wellbeing groups**   * Continued commitment to no cost to the school day. * Afterschool groups to build confidence and resilience. * Build capacity within parents to run and support after school clubs and initiatives. * Work with children on a one to one or small group basis to enhance their skill level and sportsmanship within a sport. * Support children with ASN and seek opportunities for them to participate in a wide range of activities/sports. * Continue to identify and use PEF money to support children and families to access residential trips. * Develop a programme of activities for children to participate in during break and lunchtime. * Work with Active Schools to see how we can support free access for some children to attend clubs in their local area out with school. * Continue with nurture through sport. Further develop programme of activities to include break and lunch times. * More pupil choice electives - Children vote for curricular areas and then chose what aspect of that area they would like to learn about.   **2D) Attendance**   * Increased focus on attendance, information sent to parents every month in the newsletter. * Attendance monitored weekly by SLT – attendance concerns addressed and managed through the South Ayrshire management guidance on attendance – Use Run trackers to see what is working. (Learning from ADES group) * Letters created following SA guidelines to be sent to parents when attendance issues arise. * Use the request for assistance process to access supports for families who require outside agency support * Focus on trends within attendance particularly around days of the week and classes with positive and negative attendance. * Pupil support overview was used in conjunction with attendance tracker to highlight patterns of absences. * Pastoral care tracker to track absences/lateness of pupils to highlight any concerns. * Travel arrangements were made for some children to support families. * Liaising with secondary school to determine if siblings absent to build a bigger picture. | | | TR + All SLT  KW  Nurture teacher/PSC + Identifed/trained staff.  JW + JG  CC then SLT + Admin | | | Aug’24 to June’25  Aug’24 to June’25  Aug’24 to June’25  Aug’24 to June’25 | | | * Wellbeing webs. * Wellbeing Assessments. * Pupil, staff and Parent questionnaires. * Parent survey/Wellbeing Web/SNSA and GL assessments. * Think sheets tracker. * Boxall Profiles completed by Nurture teacher and by class teacher at the beginning of the year and at the end of year-Boxall results to be compared. * Strengths and difficulties questionnaire (SDQ). * Self-esteem Questionnaire. * Planning sheet-daily and weekly evaluations-targets to be linked with class teacher targets. * Use of HWB Indicators. * Evaluation of Staged Intervention Targets. * Parental meetings/TWF meetings. * Pupil Views Recorded. * Wider achievement tracker. * Linked to META skills. * Partnership links. * Community links. * Parish links. * Active Schools Co-ordinator.   \*NURTURE TRACKERS  Attendance final year percentages over time:     * Recording of CfE /SNSA/attendance/SI/FSM. * Run trackers. * Tracking outside agency involvement. * Attendance figures for each term. * Attendance figures for families. * Four-week monitoring plans. * Pastoral Care trackers. |  |  |
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| **Priority 3: Developing as a community of faith and learning.**  **Article 14 Every child has the right to their own religion.** | | | | | | | | | | | | | |
| |  |  | | --- | --- | | NIF  **Improvement in children and young people’s health and wellbeing**  **Improvement in employability skills and sustained, positive destinations** | **HGIOS 4 QIs**  **1.2 Leadership of Learning**  **1.3 Leadership of Change**  **2.2 Curriculum**  **2.3 Learning, Teaching and Assessment**  **2.4 Personalised Support**  **2.5 Family Learning**  **3.1 Ensuring Wellbeing, Equality and Inclusion**  **3.2 Raising attainment and achievement** | | | | | | | | | | | | | | |
| **What Outcomes Do We Want to Achieve?** | | | **How Will We Achieve This?**  **(Intervention Strategies)** | **Lead Person** | | | **Start and Finish Dates** | | | **How Will We Measure Impact on Children and Young People?**  **(Include Where Possible Current Measure and Target)** | | | |
| 3.1 Partnership with parents.  Almost all parents feel more informed about their child’s learning.  Increased effective communication with parents who can be hard to reach. | | | * All staff to set learning targets with pupils and share via Learning Journals or Teams. * All pupils to be able to share evidence of learning with parents through Learning Journals or Teams. * New opportunities for parents to ‘stay and play’ at all stages. * Provide childcare for Parent Workshops and Parent Council meetings. | RP  CC  JW  TR | | | Aug’24 to June’25 | | | Attendance at ‘stay and play’ sessions.  Monitoring of attendance at parental assemblies, access hours and parents’ nights.  Parental questionnaires relating to receiving timely information about child’s learning and progress.  Attendance at parent workshops. | | | |
| 3.2 Develop and Inclusive Ethos.  To develop a positive behaviour policy which is based on gospel values and promotes human dignity.  Almost all P7 pupils to develop leadership skills and leadership including the religious life of the school. | | | * Laudato Si’ pupil group to meet virtually to agree cluster priorities and to discuss each schools approach to positive behaviour. * P7 pupils to engage in skills focused leadership. * Education Scotland ‘Recognising and Realising Children’s Rights’ linked to SCES resources and Laudato Si’ resources. * Pupil Voice Group cluster exhibition – St Ninian’s to host. | JW | | | Aug’24 to June’25 | | | 2nd Re-accreditation of Gold RRS | | | |
| 3.3 CLPL and development of staff.  Almost all staff deepen their understanding of and enhance their contribution to the mission of the Catholic school through CLPL. | | | * Cluster HTs to work together to identify CLPL opportunities for staff and opportunities for spiritual development. | RP | | | Aug’24 to June’25 | | | Attendance at CLPL events (online and in person).  Staff evaluation and feedback. | | | |

**Appendix 1**

**Budget**

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| Priority | Staffing costs | Resources/ other | Total |
| 1. **To improve attainment, particularly in literacy and numeracy;** | SAR, TfW and Digital Literacy - resources for teachers, professional reading and courses to attend.  Acting PT  EYP  School Assistants  Cover costs for TfW, Digital Leads and peer visits to schools | Literacy – resources for SAR and TfW  Laptops for pupil Interventions  Taxis for Identified families  Parent + Child workshops  I-Pads/laptops for profiling | PEF and School Budget |
| **2. Improvement in children and young people’s health and wellbeing** | Additional management time for Principle Teacher  Nurture Teacher  Cover for LIAM/Seasons for Growth and Drawing and talking | Boxall Profiles  Residential Trips  Afterschool clubs  Nurture – furniture and resources in line with Fidelity Model | PEF and School Budget |
| **4. Serving the Common Good** | CLPL costs from SCES  Updated resources  Cluster events  Community events | Retreats  Diocesan events  Transport costs | PEF and School Budget |

