

St Ninian's Primary School Improvement Plan 2024 2025



Aim High! Learning without Limits!



CLUSTER - BLUE

PEF - GREEN

BLACK-SCHOOL





LOCAL AND NATIONAL OBJECTIVES

Our people and places make South Ayrshire and we have a clear and ambitious vision of what we want to achieve. In doing this, we can deliver the best outcomes for our people through, creating strong and successful thriving communities that make a real difference. We will tackle inequalities and injustice by making the best use of available resources and targeting these resources where they are needed most. Both local and national strategic priorities articulate what we hope to achieve for our children and young people.

STRATEGIC IMPROVEMENT OBJECTIVES

South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services 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

Education Services Priorities

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

National Improvement Framework 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

OUR VISION, VALUES AND AIMS

OUR VISION

- St Ninian's is committed to excellence and equity, where all children are encouraged to be themselves and use their unique talents, skills and personalities to reach their full potential and be the best they can be. St Ninian's pupils learn to:
 - ✚ Be Proud: Every child learns in an environment where they feel respected and valued
 - ✚ Learn without Limits! Young learners are inspired and motivated through the provision of engaging and challenging learning opportunities.
 - ✚ Aim high! Progress and achievements across the curriculum and beyond are widely celebrated
 - ✚ Work as a team! Teamwork is at the heart of meeting the needs of our young learners.

Together Everyone Achieves More

OUR VALUES

FAITH RESPECT KINDNESS INTEGRITY AMBITION

OUR AIMS

St. Ninian's aims to deliver excellence and equity for all by;

- ✚ *Working in partnership with parents, parish and school community to create a positive school ethos based on the UNCRC and the Gospel values.*
- ✚ *Nurturing unique talents and personalities. We celebrate diversity, creating respectful and confident members of society who strive to be the best they can be!*
- ✚ *Engaging and motivating learners by involving them in planning a stimulating and challenging curriculum for our pupils, which equips them with the skills necessary for learning, life and work.*

Improvement Planning 2024-2025



Education Services Improvement Plan Priority 2: Outstanding Learning, Teaching and Assessment (Education Improvement Plan 2023-2026)

SAR Strategic Plan Priority: To raise attainment in literacy and to significantly reduce the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire [SAR Strategy 2023-2026](#)

ALL SOUTH AYRSHIRE SCHOOLS 2024-2025

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<p>To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p> <p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</p>	By June 2024 ALL Phase 2 schools will have an identified Reading Leader with responsibility for facilitating and leading reading development within their setting.	<p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders within Phase 2 Schools</p>	All reading leaders can attend 3 half day sessions (September 2024, November 2024, January 2025) focusing on driving change to raise attainment in reading.	LW	June 2024
	By June 2024 ALL Phase 2 schools will have a collaborative partnership to ensure collective efficacy and an established approach to looking outwards.		<ul style="list-style-type: none"> Bespoke partnership CLPL responsively planned and reviewed in line with contextual needs. Meeting and session dates agreed. Bespoke roadmaps created. 	JW	
	By June 2024 ALL P4 and P7 practitioners in Phase 2 schools will have had the opportunity to evaluate pupil readiness for learning and reading for pleasure.		Phase 1 schools will complete simple MS Form asking for number of children at key transition points who are able to access curriculum at next stage in learning and those who regularly read for pleasure.	SL	
	By September 2024 ALL Phase 2 practitioners will have had the opportunity to take part in a SAR collaborative launch.		<ul style="list-style-type: none"> August Inservice Day SAR Launch Access to SAR Professional Learning MS Team Link to SAR update video to be shared with school community 	SL	September 2024
	By April 2025 ALL Phase 2 education staff will have had the opportunity to re-engage with Universal CLPL sessions.		Catch-up CLPL in Phonological Awareness; Phonics and Fluency – multiple dates available.	LW/HM	April 2025
	By June 2025 ALL Phase 2 education staff will have had the opportunity to engage in bespoke high-quality CLPL.		All CLPL based on Science of Reading with particular focus on <i>embedding</i> phonological awareness, phonics, fluence and vocabulary.	HM	June 2025
	By June 2025 ALL Phase 2 education staff will have had the opportunity to develop their practice in collaboration with the SAR team.		Collaboration activities include workshops; modelled lessons; professional discussions; coaching sessions	JW	
	By June 2025 ALL Phase 2 establishments will have had the opportunity to engage with assessment implementation and data analysis from their setting.		Access to CLPL sessions focussed on interpretation, analysis and evaluation of their pupils' phonics and/or fluency attainment to measure impact and inform next steps.	LW	
	By June 2025 ALL Phase 2 school will have had the opportunity to engage with and access support to implement and embed additional related SAR priorities		<ul style="list-style-type: none"> Reading Schools Accreditation Communication Friendly Environments Developing writing through SAR 	SL LC SL	
	By June 2025 ALL parents will have had opportunity to engage with workshops and learning sessions based on supporting their child's reading development.		<ul style="list-style-type: none"> Reading Leader will attend SAR led session prior to delivery of Parent Engagement Workshop Notification of and access to authority SAR family engagement session / resources 	LW	

**Priority 1: To improve attainment, in Writing
To close the attainment gap in Writing between the most and the least advantaged children**

NIF <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy • Closing the attainment gap between the most and least disadvantaged children 	
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OUTCOMES	ACTIONS	PERSONNEL	DATE COMPLETED BY	MEASURE & TARGET	RESOURCES (CAN BE COMPLETED THROUGHOUT THE YEAR)
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WRITING

<p>Improvement in attainment in writing through a well-planned, progressive literacy programme (Talk for writing)</p> <p>Writing attainment to increase from: P1: 78% to 82% P4: 81% to 87% P7: 88% to 90%</p> <p>More pupils to write for pleasure</p>	<p>Each cluster school to appoint staff member responsible for working with cluster colleagues to lead cluster working party and moderation. Team to introduce themselves at August In-service.</p> <p>Group to develop a cluster approach to short and long term planning to ensure progression and effective moderation based on Talk 4 writing spines. Group to introduce this at August Inservice. Group to work collaboratively to review assessment criteria.</p> <p>Whole staff focus of, "What Makes a Good lesson." Using Bruce Robertson the Teaching Delusion</p> <p>P1-7 staff to work collaboratively with cluster colleagues to engage in professional reading, share resources, plan writing lessons and to complete cluster observations. Support staff to engage in observations where possible. Planning to include LI and SC. Time for pupil focus group to be included.</p>	<p>S Swan Hilary Bowie Daniella Mancini Linzi Richardson</p> <p>S Swan Hilary Bowie Daniella Mancini Linzi Richardson</p> <p>J. McPeake R Patterson Lynsey May Daniella Mancini</p> <p>All Staff</p> <p>All Staff</p>	<p>August 2024</p> <p>August 2024</p> <p>August 2024 In-service</p>	<p>Writing Attainment:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>% secure at Writing</th> <th>Stretch aims for current P1, P4 and P7</th> <th>Target data May 2025(current EYC, P3 and P6 cohort)</th> </tr> </thead> <tbody> <tr> <td>P1 77</td> <td>77>8</td> <td>82</td> </tr> <tr> <td>P4 81</td> <td>81>90</td> <td>87</td> </tr> <tr> <td>P7 88</td> <td></td> <td>85</td> </tr> </tbody> </table> <p>Survey staff confidence at teaching writing</p> <p>Pupil attitudes survey to writing</p>	% secure at Writing	Stretch aims for current P1, P4 and P7	Target data May 2025(current EYC, P3 and P6 cohort)	P1 77	77>8	82	P4 81	81>90	87	P7 88		85	<ul style="list-style-type: none"> • Talk 4 writing school texts. • Teaching spines • Shared texts amongst schools – glow sharing Talk 4 Writing tile. • Power Up Pedagogy
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P1 77	77>8	82															
P4 81	81>90	87															
P7 88		85															

	<p>Use of Talk for Writing reading spines to ensure effective moderation, Cluster Moderation built into WTA.</p> <p>Photo Friday Champion to be shared via blog created on Glow to encourage writing for enjoyment and creativity.</p>	Cluster leads/ all staff responsibility to			
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<p>Targeted interventions to be used effectively to narrow the current gap of 24% between P1,4 &7 pupils achieving with no Additional Support needs (96%) and those with 1 or more ASN (72%) to 15%</p> <p>Targeted interventions to be used effectively to narrow the current gap of 23% between most and least deprived pupils (Q1 Vs Q5) in P1,4 and 7 to 15%</p>	<p>Assessments to be used by all staff to support teacher professional judgement.</p> <p>All staff to engage in Call Scotland Training refresher</p> <p>All support staff and CT to be trained on the following interventions: 5 min Box Reading Wise decoding, comprehension and ZIP phonics. Assistive technologies (teachers to continue to share best practice)</p>	All staff C McClurg to support with assessment analysis where required.	Termly as per assessment calendar.	<p>Baseline in Aug and increase of 10% targeted for June follow up assessment.</p> <p>Writing assessments SNSA/GLS</p> <table border="1"> <thead> <tr> <th></th> <th>% pupils achieving in writing with 1 or more ASN</th> <th>Target 2025</th> <th>% pupils achieving with no ASN</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>40</td> <td>60%</td> <td>92</td> </tr> <tr> <td>P4</td> <td>69</td> <td>80%</td> <td>100</td> </tr> <tr> <td>P7</td> <td>83</td> <td>85%</td> <td>100</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>% pupils achieving in writing in Q1/2</th> <th>Target 2025</th> <th>% pupils achieving in writing in Q4/5</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>50</td> <td>100</td> <td>71</td> </tr> <tr> <td>P4</td> <td>100</td> <td>100</td> <td>80</td> </tr> <tr> <td>P7</td> <td>75</td> <td>85</td> <td>100</td> </tr> </tbody> </table>		% pupils achieving in writing with 1 or more ASN	Target 2025	% pupils achieving with no ASN	P1	40	60%	92	P4	69	80%	100	P7	83	85%	100		% pupils achieving in writing in Q1/2	Target 2025	% pupils achieving in writing in Q4/5	P1	50	100	71	P4	100	100	80	P7	75	85	100	<ul style="list-style-type: none"> Nessy Beat Dyslexia Targeted writing support Use of assistive technologies to support ASN learners
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Priority 2: To improve attainment, in Reading																	
<p>For St Ninian's Reading Attainment to increase in line with stretch aims.</p> <p>Almost all pupil to read for pleasure at home and school.</p> <p>Most parents to attend workshop outlining the importance of reading for pleasure and ways to model reading habits for pupils.</p>	<p>St Ninian's to work with South Ayrshire Reads to better understand the science of reading and to improve pedagogy and attainment</p> <p>All classes to complete MYON project.</p> <p>Termly sharing the learning opportunities.</p>	<p>All staff (teaching and support staff)</p> <p>C. Ramsay</p>	<p>June 2024</p>	<p>Reading Attainment:</p> <table border="1"> <thead> <tr> <th>% secure at Reading</th> <th>Stretch aims for current P1, P4 and P7</th> <th>Target data May 2025 (current EYC, P3 and P6 cohort)</th> </tr> </thead> <tbody> <tr> <td>P1 78</td> <td>78>83</td> <td>82</td> </tr> <tr> <td>P4 90</td> <td>90>95</td> <td>87</td> </tr> <tr> <td>P7 94</td> <td></td> <td>82 > 86</td> </tr> </tbody> </table> <p>SNSA GL Assessments Phonics assessment Fluency assessment</p> <p>STAR reading assessments to be issued at least 3 times throughout the year in line with monitoring calendar (comprehension and reading aloud age to be taken for dyslexic learners). Almost all pupils to have reading age in line with chronological age.</p> <p>Parent and pupil views</p>	% secure at Reading	Stretch aims for current P1, P4 and P7	Target data May 2025 (current EYC, P3 and P6 cohort)	P1 78	78>83	82	P4 90	90>95	87	P7 94		82 > 86	<ul style="list-style-type: none"> CLPL for all staff AR training refresh for staff to engage in MYON projects
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<p>Pupil with English as an additional language will engage more with the school library books that celebrate their heritage and have the confidence to share these texts with their peers</p>	<p>Reading Schools pupil group to audit current library and gather pupil opinions on new books to expand the library to reflect and celebrate diversity throughout the school.</p>	<p>C McClurg</p>	<p>June 2024</p>	<p>Pupil learning blethers</p> <table border="1"> <thead> <tr> <th>% of EAL pupils achieving at reading</th> <th>Target May 2025</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>100%</td> </tr> </tbody> </table>	% of EAL pupils achieving at reading	Target May 2025	100%	100%	<p>More books in other languages to represent our school.</p> <p>Assistive Technologies</p> <p>EAL teacher</p>								
% of EAL pupils achieving at reading	Target May 2025																
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<p>targeted interventions and effective use of assistive technologies to reduce the attainment gap of 13% to 9% for pupils achieving with 1 or more additional support need.</p>	<p>For dyslexic learners to have access to age appropriate and engaging materials.</p> <p>Effective tracking including a range of assessment and daily evaluations to be used to identify those pupils who would benefit from targeted interventions.</p>	<p>C McC</p> <p>SLT/Class Teachers</p>	<p>June 2024</p>	<table border="1"> <thead> <tr> <th>% pupils achieving in reading with 1 or more ASN</th> <th>Target 2024</th> <th>% pupils achieving with no ASN</th> </tr> </thead> <tbody> <tr> <td>P1 40</td> <td></td> <td>92</td> </tr> <tr> <td>P4 85</td> <td>90</td> <td>100</td> </tr> <tr> <td>P7 92</td> <td></td> <td>100</td> </tr> </tbody> </table> <p>Pupil questionnaire</p>	% pupils achieving in reading with 1 or more ASN	Target 2024	% pupils achieving with no ASN	P1 40		92	P4 85	90	100	P7 92		100	<p>More books (C McClurg to source) Immersive Reader Reading Wise decoding and comprehension</p>
% pupils achieving in reading with 1 or more ASN	Target 2024	% pupils achieving with no ASN															
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				<p>Dyslexic pupils will have two reading ages (reading aloud and comprehension) to ensure they are accessing challenging books for their comprehension age.</p> <p>Note: attainment gap between most and least deprived (Q1 Vs Q5) is 3%.</p>	
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Priority 3: To improve attainment, in Health and Wellbeing To close the attainment gap in Health and Wellbeing between the most and the least advantaged children					
NIF		% SECURE AT HWB		TARGET 2025	
		Whole school		95%	
		PEF		85%	
OUTCOMES complete	ACTIONS	LEAD	DATE COMPLETED BY	MEASURE & TARGET	RESOURCES (CAN BE COMPLETED THROUGHOUT THE YEAR)
A positive, rights respecting approach is embedded throughout the school; children are aware of their rights and respect others.	Pupil groups and learning blethers to use How Good is Our School to complete self-evaluations and deliver improvements in the community. The school will achieve its gold accreditation.	N MCN Whole School	October 2024	Rights Respecting Gold Accreditation.	
Staff within 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.	J MCP	October 2024	The promise Education Award	
For all pupils and staff to be supported to manage anxiety and improve mental health.	For pupils to have access to LIAM following staff training	JMCP to organise training	Check for availability	Boxall profiles Well being webs Attendance	Training
	P7 pupils to continue to engage with positive psychology. Baseline assessments to be administered before the lessons begin.	R.Lee	April 2025	Baseline assessments – Strengths and difficulties Wellbeing Web	
	Identified children to continue to use Diary of an awesome kid	A McE	August 2024	Baseline assessments – Wellbeing Web Readiness to learn	
	Targeted pupils to continue with P7 pupil led wellbeing group using, 'all birds have'	JMCP	October 2024	Baseline assessments – Wellbeing Web Readiness to Learn	
	For Internet safety lessons to be given same high priority by all classes. Pc Cuthill to deliver pupil input to upper stages and parental input to all parents.	Responsibility of all PC Cuthill/JMCP	Feb 2025 – Internet safety week	Reduction in number of social media incidents.	

For all pupils not attending clubs out with school to be prioritised for clubs offered by the school and skills development linked to the meta skills	Pupils will be offered seasons for growth.	L. M (also to administer baseline ass)	October 202	Boxall assessments Wellbeing webs												
	Targeted pupils identified to be part of sports leaders group	J W	August 2025													
	PEF money used again to deliver a range of before school/lunch and after school. Improved attendance and impact tracking	J W/C W	August 2025	Attendance tracker. Target attendance is 80% for PEF pupils.												
	PEF money used to support pupils to access sports out with school. Continue to work with active schools and Jumpstart to improve opportunities for pupils affected by poverty related attainment gap.	J W/ JMP/Parents etc.		Wider achievements. Target is for all children entitled to PEF to access at least 1 club out of school.												
	Opportunities for family fitness fun	J Watson/C Crookston	Dec 2025	Engagement in fitness												
	Healthy Eating project to be done in some classes. Parental Masterclass to include healthy cooking.	Responsibility of all. Jumpstart in targeted classes.	June 2024	Packed lunches and snacks Healthy weights for target pupils. <table border="1" data-bbox="1464 550 1787 1161"> <thead> <tr> <th></th> <th>May 2024</th> <th>Target 2024</th> </tr> </thead> <tbody> <tr> <td>My school offers me the opportunity to take part in activities in school beyond the timetabled day</td> <td>100</td> <td>100</td> </tr> <tr> <td>My school teaches me how to lead a healthy lifestyle</td> <td>98</td> <td>100</td> </tr> <tr> <td>There are lots of chances at my school for me to get regular exercise</td> <td>95</td> <td>100</td> </tr> </tbody> </table>		May 2024	Target 2024	My school offers me the opportunity to take part in activities in school beyond the timetabled day	100	100	My school teaches me how to lead a healthy lifestyle	98	100	There are lots of chances at my school for me to get regular exercise	95	100
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QMA CLUSTER PRIORITY 4: Developing as a community of faith and learning

NIF

Improvement in children and young people's health and wellbeing

Improvement in employability skills and sustained, positive destinations

OUTCOMES	ACTIONS	LEAD	DATE COMPLETED BY	MEASURE & TARGET	RESOURCES												
<p>3.1 Partnership with parents</p> <p>Increased effective communication with target group of parents who can be hard to engage.</p>	<p>Set up Termly informal coffee and chat and beach walk for target parents.</p>	<p>JMCP</p>	<p>June 2025</p>	<p>Attendance at coffee and chat Attendance at beach stroll</p>													
<p>Almost all parents feel more informed about their child's learning.</p>	<p>All staff to set learning targets with pupils and share via learning journals.</p> <p>All pupils to be able to share evidence of learning with parents through learning journal.</p>	<p>N. McNicol</p>	<p>Set up by Sept 2024</p>	<table border="1"> <thead> <tr> <th colspan="3">Parental Survey</th> </tr> <tr> <th></th> <th>May 24</th> <th>Target May 25</th> </tr> </thead> <tbody> <tr> <td>Staff help me to understand how I am progressing in my school work</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>I receive helpful, regular feedback about how my child is developing.</td> <td>95%</td> <td>100%</td> </tr> </tbody> </table>	Parental Survey				May 24	Target May 25	Staff help me to understand how I am progressing in my school work	100%	100%	I receive helpful, regular feedback about how my child is developing.	95%	100%	
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<p>3.2 Develop an Inclusive Ethos.</p> <p>To develop a positive behaviour policy which is based on gospel values and promotes human dignity</p>	<p>L'audato Si pupil group to meet virtually to agree cluster prayer and to discuss each schools approach to positive behaviour.</p>	<p>C Ramsay</p>	<p>October 2024</p>	<table border="1"> <thead> <tr> <th colspan="3">Pupil Survey</th> </tr> <tr> <th></th> <th>May 24</th> <th>Target May 25</th> </tr> </thead> <tbody> <tr> <td>My school helps me respect and understand others</td> <td>10</td> <td>100</td> </tr> <tr> <td>My school treats me fairly and with respect.</td> <td>100</td> <td>100</td> </tr> </tbody> </table>	Pupil Survey				May 24	Target May 25	My school helps me respect and understand others	10	100	My school treats me fairly and with respect.	100	100	
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Almost all P7 pupils to develop leadership skills, leadership, including the religious life of the school.	P7 pupils to engage in skills focused leadership. Education Scotland 'Recognising and realising children's Rights linked to SCES resources and L'audato Si' resources Pupil voice group cluster exhibition – St. Ninian's to host.	R. Lee N McNicol J McPeake	October 2024		
3.3 CLPL and .development of staff Almost all staff deepen their understanding of, an enhance their contribution to the mission of the Catholic school through CLPL.	Cluster HT's to work together to identify CLPL opportunities for staff and opportunities for spiritual development.	J. McPeake	June 2025	Attendance at CLPL events (on- line and in person) Staff evaluations and feedback.	

Budget Note: St Ninian's PEF allocation is £18,375

Priority	Staffing costs	Resources/ other
1. To improve attainment, particularly in writing and reading.	PT posts to raise attainment in literacy and numeracy £ 11 hours support assistant cover to allow targeted interventions – RW/Nessy/Beat Dyslexia £3800	Accelerated Reader £4000 Improved transition plan £2000 transport Growth mindset training £500
2. Improvement in children and young people's health and wellbeing	Seasons for Growth sessions. Diary of an awesome kid delivery Support assistant to cover before school/lunch time and after school sports sessions and to co-ordinate with active school and PE specialist to improve HWB for target pupils.	Boxall Profiles Seasons for Growth Before school/lunch and after school clubs Emotion works Fitness trackers Sports/Games resources
3. Developing as a community of faith and learning.		Retreats Diocesan events Transport Support to pay residential trips

