

# Newport Public School Annual Report



2015



## Introduction

The Annual Report for 2015 is provided to the community of Newport Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Natalie Baldi

R/Principal

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## Message from the Principal

Newport Public School is an outstanding school with high expectations achieved for our motivated students through the strong partnership our school and teachers have with the parent and wider community. All stakeholders work collaboratively and harmoniously together ensuring the best possible outcomes for our students. The school enjoys a well-deserved reputation for its wide variety of opportunities and its collegiality which can be attributed to our dedicated and committed teaching staff and involved school community. The teachers in conjunction with a well-resourced learning environment provide high quality teaching and learning for our students in a positive climate. Opportunities for all students to enjoy, and experience triumphs in cultural, artistic, environmental and sporting areas are many, and this report highlights a number of these fine achievements.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

## Message from the P & C

Newport Public School Parents and Citizens Association had another busy year in 2015, continuing to provide a forum for parents to discuss issues concerning their child's schooling and to gain a valuable insight into the operation of the school. We were able to give feedback to the school on a number of issues, in particular around homework and sun safety, and introduce some new initiatives, particularly a new school jacket. The school community worked hard on fundraising, particularly for the school fete, as well as contributing to the life of the school through many other activities.

During 2015, the P&C Association was able to continue its funding of programs to support the learning of students across the school, with \$28000 allocated to literacy and numeracy programs for students experiencing difficulty with learning and to support gifted and talented students. Funds were also allocated to support the technology budget and operation of the school, with a further \$5000 to purchase library books. The P&C was also able to support the music program with \$5000. Thanks especially to Dennis Fitzgerald, our treasurer, and Kerri Paul, our secretary, for their work in making that happen.

In 2015 we were able to raise enough money to end the year in our best financial position ever. Many thanks go to our wonderful fundraising coordinator, Shani Law, who worked tirelessly all year. Our canteen and uniform shop were also able to make significant contributions out of their surplus.

We look forward to another great year in 2016 and we want to thank all those parents and teachers who go far beyond what is necessary to help our school and our children.

**Jason Ramsay, P&C President**

### **Message from School Parliament**

Our School Parliament includes our school captains and vice captains as well as student leaders of the following portfolios; Student Wellbeing, Grounds and Environment, Sport and Leisure and Fundraising and Charities. Throughout 2015, the students across the school came up with a number of improvement initiatives which were raised and debated in school parliament. Improvements delivered, include a bike safety poster campaign, additional bike racks, establishment of "Kids for Kids," repositioning of flags in the hall, additional gates installed along the fence line, various fundraising initiatives with monies donated to charities Waves for Water, Stuart House and the Nepalese Rescue Appeal.

During the year, our formal leaders were also involved in a wide range of leadership activities including the Peninsula Community of Schools Leadership Program which saw the student leaders of local schools, work together on Project Green Sea Turtle.

## School background

### School vision statement

Newport Public School is driven by a belief that every student is capable of successful learning based on high expectations and deep engagement. Students will be connected, critical thinkers who take responsibility for their own learning. Working collaboratively, our students will develop as resilient, responsible and respectful global citizens.

### School context

Newport Public School is situated on the Northern Beaches of Sydney with a current enrolment of 838 students, including 14% from Language Backgrounds other than English. A highly committed and involved community is dedicated to excellence in teaching and the provision of extensive sporting and performing arts opportunities for students. The school has a cohesive mix of experienced and early career teachers, who promote the implementation of quality teaching and learning programs aligned to the Australian Curriculum. The school enjoys strong community support, has an active Parents and Citizens' Association and is a part of the Peninsula Community of Schools (PCS). The school's priorities for 2015-2017 are; Engaged, Responsible, Successful Learners, an Expert Teaching Team and Proactive Partnerships.

## Self-assessment and School Achievements using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

### Learning - Sustaining and Growing

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. There are systematic policies, programs and processes to identify and address student learning needs.

### Teaching – Delivering

Teachers regularly review and revise teaching and learning programs. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Teachers incorporate data analysis in their planning for learning. Teachers work together to improve teaching and learning in their year groups, stages or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

### Leading – Delivering/Sustaining and Growing

Parents and community members have the opportunity to engage in a wide range of school-related activities and we solicit and address feedback on school performance. The school community is positive about educational provision and the school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs. The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

Engaged, responsible, successful learners

### Purpose

To develop critical and creative thinkers who are connected to and engaged in their learning, demonstrating independence and resilience as lifelong learners.

We strive for students at Newport, to be confident, engaged and self-regulated learners who are taking responsibility for their learning.

### Overall summary of progress

Assessment for Learning

In 2015, we made provision for an instructional leader to support staff in the effective use of assessment data to meet the learning needs of students. The focus was on the numeracy continuum and the instructional leader worked with staff, in classrooms, to assess, track and plan for student learning.

Teachers implemented assessment and tracking strategies using PLAN data and common assessment tasks, to inform teaching and learning programs K-6.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Growth for students in all aspects of literacy and numeracy is above DEC average in NAPLAN assessments.	Assessment for Learning and the teaching/learning cycle including SMART teaching/learning strategies are being implemented K-6.	\$19000
100% of students achieving cluster level benchmarks, in literacy and numeracy using PLAN.	90% of K-6 students achieving cluster level benchmarks in 3 aspects of the numeracy continuum. All teachers confidently teaching grammar in context K-6.	\$7000

### Next steps

The next steps required for 2016 to ensure Strategic Direction 1 is successfully implemented include;

Differentiated Learning - Through mentoring and professional learning, strengthening the implementation of differentiated programs to meet the needs of all students including learning and support and gifted and talented students.

Evidence-Based Pedagogy - Through action learning, mentoring and professional learning, develop and implement evidence-based teaching practices (setting clear learning intentions, specific criteria, descriptive feedback, questioning, self and peer assessment and student ownership) to support successful learning.

Continuing deep understanding and application of the assessing/planning/teaching/learning/reflecting cycle in literacy and numeracy.

## Strategic Direction 2

An expert teaching team

### Purpose

To develop a professional team of highly effective teachers and leaders who demonstrate personal and collective efficacy in taking responsibility for student learning success and well-being.

Teachers understand and use evidence-based pedagogies to maximise student learning, ensuring all students experience success and achieve their potential.

We seek to ensure that student learning is underpinned by high quality teaching and leadership.

### Overall summary of progress

Inquiry Based Learning - We engaged an expert coach to support a trial to develop a coherent, sequenced curriculum which is underpinned by conceptual planning; enabling staff to deliver syllabus requirements and provide students with meaningful and engaging learning across disciplines.

Reflective Practice – Staff developed their knowledge and understanding of the Australian Teaching Standards to direct their reflective practice. Through the development of Professional Learning Plans and collaborative teaching and mentoring, the staff built self-reflective teaching practice that provides quality professional learning to staff with a focus on student learning.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
A clear, well-sequenced whole school plan for curriculum delivery that incorporates the BOSTES syllabus documents, principles of conceptual planning and inquiry based learning and develop the capabilities for future success (collaboration, communication, critical and creative thinking and learning ability.)	Trial group incorporated inquiry based lessons into teaching/learning programs in HSIE/Science/History.  Increased levels of student engagement in inquiry based lessons. Students confidently accessed, manipulated and communicated information. Students' opportunities for problem solving, critical thinking and working collaboratively increased.	\$8000
Performance and development plans for all staff demonstrate reflection on teaching practice, identification of learning goals and links to the Australian Teaching Standards.	Meaningful PDPs linked to the Australian Teaching Standards which guide implementation of effective professional learning/reflective practice and feedback. Staff achieve PDP goals and implement effective learning/teaching practices.	\$3500

### Next steps

The next steps required for 2016 to ensure Strategic Direction 2 is successfully implemented include;

Curriculum – staff continue to develop a clear, well-sequenced whole school plan for curriculum delivery that incorporates the BOSTES syllabus documents and principles of inquiry based learning. Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

Modern learning - Teaching and learning programs incorporate skills in learning with and through ICT.

## Strategic Direction 3

Proactive Partnerships

### Purpose

To enhance student partnerships to develop resilient, responsible, respectful learners.

To enhance local and wider community partnerships, to improve opportunities and outcomes for students.

Students at Newport will develop as informed and active global citizens as a result of strong proactive partnerships beyond the school.

### Overall summary of progress

The school is an active partner in the Peninsula Community of Schools (PCS), providing opportunities to improve teachers' professional practice through shared professional learning as well as improving the outcomes for students through various initiatives such as leadership training, Take 3 for the Sea and NAIDOC Week experiences.

Stage 2 and 3 classes engaged in global projects that connected students in an authentic way, to wider communities and issues including the "Global read-aloud" and "Same Day in March."

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Teaching/learning units embed social/emotional learning intentions and success criteria.	Quality Behaviour Program was continued with professional learning in understanding students' behaviour and coaching techniques planned for 2016.	\$8000
Partnerships are established at the local, national and international level that connect to student learning.	2015 – Global Read Aloud (GRA). Stage 3 classes connected globally around literacy and shared reading experiences in the 2015 GRA. Staff were informed of 2016 global connection programs and provided with information about each program (#1S1W, SDIM16, #tastylife16, GRA16) to gauge if these fit in with teaching and learning objectives for 2016.  Links established with schools in USA, Europe, South America, Australia, New Zealand, Indonesia, China and elsewhere with the intention of sharing learning and connecting around KLAs e.g. Maths – sharing data collection around weather and sharing conclusions drawn from analysing that data.	\$11000

### Next steps

Partnership with Atlassian to introduce Coding to Newport.

Whole school (K-6) involvement in GRA16 – literacy program Term 4, weeks 1-8

1:1 technology purchased and infrastructure to support 1:1 implementation for a small number of classes.

Local partnerships to share via technology developed through Peninsula Community of Schools

## Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding Identified students successfully supported through implementation of PLPs.	Personal learning plans developed and implemented. Impact in increased learning outcomes for individual students.	\$1343
Targeted students support for refugees and new arrivals English as a Second Language (ESL) teacher employed .4 to support new arrivals (Terms 1 and 2 only).	Continued ESL support impact on improved English literacy skills.	\$0
Socio-economic funding Employment of Learning and Support Teacher (0.3) to support identified students through staff PL and programs implemented by SLSO.	Literacy/numeracy programs developed, monitored and adjusted by LaST in conjunction with class teachers. Improved literacy and numeracy results for a high percentage of the students.	\$14976
Low level adjustment for disability funding Employment of Student Learning Support Officers to support targeted students across the year.	A number of programs for students requiring literacy/numeracy support and social/emotional skills were delivered.	\$49456
Support for beginning teachers Induction process ongoing including time with supervisor and mentor.	Confident, effective and successful early careers teachers contributing to our expert teaching team.	\$ 44000

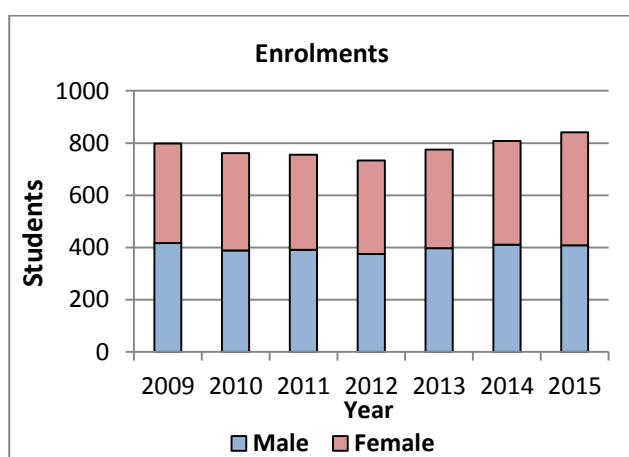


## Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

Student Enrolment							
Gender	2009	2010	2011	2012	2013	2014	2015
Male	417	389	391	376	397	411	409
Female	381	373	364	357	378	397	432



## Student attendance profile

### Newport Public School

Year	2010	2011	2012	2013	2014	2015
K	95.1	95.6	95.2	96.3	95.1	95.1
1	95.1	93.6	94.2	95.1	95.7	93.9
2	95.7	95.1	93.9	95.4	96.0	94.4
3	94.5	95.3	95.5	95.2	95.3	95.0
4	94.2	95.2	94.2	95.2	96.0	94.3
5	93.1	94.3	94.8	95.0	94.9	94.2
6	94.7	93.4	94.8	96.1	95.0	93.0
<b>Total</b>	<b>94.6</b>	<b>94.6</b>	<b>94.6</b>	<b>95.5</b>	<b>95.4</b>	<b>94.3</b>

### State Department of Education

K	94.7	94.7	94.3	95.0	95.2	94.4
1	94.2	94.2	93.9	94.5	94.7	93.8
2	94.4	94.2	94.2	94.7	94.9	94.0
3	94.5	94.4	94.4	94.8	95.0	94.1

4	94.5	94.3	94.3	94.7	94.9	94.0
5	94.4	94.2	94.2	94.5	94.8	94.0
6	94	93.8	93.8	94.1	94.2	93.5
<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher of ESL	0.2
School Counsellor	1.0
School Administrative & Support Staff	5.372
<b>Total</b>	<b>44.092</b>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

4% of staff at Newport identify as Aboriginal or Torres Strait Islander. [Insert a statement describing the Aboriginal composition of the school workforce.]

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	16%

## Professional learning and teacher accreditation

This year, our professional learning program was linked to the Australian Professional Standards for Teachers and included a suite of professional learning opportunities to achieve school goals as outlined in the school plan, personal goals outlined through the staffs' Professional Development Plans and compliance training; Child Protection Modules 1, 2 and 3, Code of Conduct Update, Cybersafety presentation for staff by ACMA, Nationally

Consistent Disability Data Collection procedures-Part 1, 2, 3 and 4, Assessment for Learning including team teaching and working collaboratively, moderating common assessment tasks, recording PLAN data, assessing and reporting to parents, PCS combined TPL sharing English units of work, Simon Breakspear, Ditto child protection training, strategic planning, projects and milestones, goal setting and the performance and development framework, new Science syllabus parts 1 and 2, quality teaching framework and quality assessment, CPR update, NAPLAN analysis, inquiry based learning and 'ICT how to' seminars.

## Financial information

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	503707.79
Global funds	473454.93
Tied funds	249328.97
School & community sources	575355.30
Interest	13129.39
Trust receipts	84258.75
Canteen	0.00
<b>Total income</b>	<b>1899235.13</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	176050.27
Excursions	145695.54
Extracurricular dissections	377528.57
Library	24701.27
Training & development	12439.60
Tied funds	185222.14
Casual relief teachers	126554.59
Administration & office	107408.61
School-operated canteen	0.00
Utilities	83842.69
Maintenance	40355.92
Trust accounts	92461.54
Capital programs	26460
<b>Total expenditure</b>	<b>1398720.74</b>
<b>Balance carried forward</b>	<b>500514.39</b>

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

**Parent/caregiver** Of 101 respondents, 89% reported that their child was happy all or most of the time at Newport School. 96% reported that they would recommend Newport School to a friend, relative or neighbour, as an excellent local public school.

On the question of "balance right at school"-referring to 11 programs and activities that they thought were most important to their child's education; English, Mathematics and Physical Education were the top three most important choices and Science and Social and Emotional Learning were in equal fourth ranking as important to the parents responding to the survey.

**Students** Of 350 respondents, the most common 3 aspects of Newport's strengths were reported as Maths, reading and sport. A significant number of students reported on the care by teachers, having friendly friends, dance, music, the fun we have and fair rewards. One student's perspective was, "I enjoy the school's welcoming persona. I also take a liking to how most of the teachers are enthusiastic to teach and most of the students are enthusiastic to learn." Three areas mentioned that Newport could develop were reported as homework, science and physical space.

**Staff** Of the 39 respondents, 98% believe the school is well organized, 88% believe the staff are encouraged to bring their ideas forward and 91% believe the executive team assists staff to develop their teaching skills. Effective communication and enhanced publicity of the school's goals and targets are areas for development.

## Policy requirements

### Aboriginal education

Newport Public School is committed to promoting and celebrating Indigenous achievement in all areas of the curriculum. Throughout the year, students learnt about Indigenous history and culture through Indigenous art, quality literature and examining Australia's history as well as current events.

NAIDOC Week was celebrated at Newport in line with the Peninsula Community of Schools, where a camp was held at Avalon Public School. During the camp Newport's Indigenous students and their friends participated in lessons about Indigenous dance, craft, music, language and art. This culminated in the story of The "White-Headed Dolphin", which was illustrated by the students and subsequently published.

Newport PS also participated in the Indigenous Art Show with art works on display at Avalon Public School as well as our senior students performing "The Burnt Stick" for the Arts North Drama Festival.

Our NAIDOC week assembly taught students about the Acknowledgement of Country and Welcome to Country practices as well as reflecting on the students' experiences at the PCS NAIDOC Week Camp.

### Multicultural Education and Anti-racism

Multicultural education influences all areas of the curriculum, as it builds the knowledge, skills and attitudes required for our culturally diverse society. Students learn about other cultures and celebrations around the world in Human Society and Its Environment and History, developing an understanding and respect for others' values.

Our focus on the Quality Behaviour Program, as well as literature studies promoting the value of cultural differences and reciprocal respect, once again, supported students' understanding and respect of other cultures. Tolerance and acceptance of diversity are actively promoted through this program.

### Other school programs

"Kids for Kids" was founded, with the vision to spread kindness and happiness across the school, as well as helping students who find themselves having "one of those days."

Our Fete Committee organised a fantastic community event and our Year 6 Student Parliament ministers planned poster campaigns and new gates,

as well as fundraisers for Stewart House, Waves for Water and the Nepal Appeal.

Our academic successes began early in March with our chess players finishing equal 4<sup>th</sup> in the Sydney Academy of Chess Tournament and then winning the perpetual shield which had been out of our hands since 2009, at the Northern Beaches One Day Tournament.



Swimming and athletics dominated our Term 1 sporting calendar with 24 students representing Newport at the Sydney North Swimming Carnival and students winning numerous patches in the PSSA events that we entered.

Term 2 started with a very moving Warringah and Mackellar ANZAC Centenary Commemoration Service, followed by our own assembly where insightful written pieces about nurses at war, were shared to commemorate 100 years of ANZAC tradition.

Our chess champions were successful again, including a first and second place for our Juniors and Seniors, in the Chess League's Ten Week Tournament.

On the sporting field, the students' physical endurance was tested at our cross country carnivals with 18 students competing in Sydney North while our skiers and snowboarders took part in a term long, dry land training program, in preparation for the Regional Interschools Competition.

4 students competed in the Multicultural Public Speaking Competition and our amazing Music Committee hosted an intensive and entertaining Music Camp.

Term 2 concluded with the entertaining Sydney North Dance Festival where the performing arts talent of our students, the sophisticated

choreography of our teachers and the creative costuming by our parents, was widely recognised. The 3/4s performed, "To Dance or Not To Dance," the Year 2s showed us how to have fun with "That Special Word and the 5/6 were seriously co-ordinated in "Of Gauntlets and Gallantry." Our Year 2 and 5/6 dancers went on to impress the audience at the state dance festival at the Seymour Centre and it was lovely to watch the faces of the parents, as their child shone on stage.



Over the Winter holidays, students from K-6 competed in various snowsports events where our students achieved podium appearances. Later in August the team competed in the State Interschools with our Junior Girls Cross-Country team achieving first place and our Junior Girls Snowboarders achieving third place. The girls, along with Allan Kirby who placed 2nd overall individually in the state for snowboarding, were invited to the National Interschools in Victoria, both achieving a 5<sup>th</sup> place.

Education Week was celebrated with an academic class focus, our Sculptures by the Sea display and entertaining performances including "Ali Baba" from Aladdin, by our Boys Dance group, and "Be our Guest" by our Newport Dance group.



Kindergarten won the hearts of the audience at the Arts Alive Drama Festival, with "The Boring Book"

and our senior group did the same with, "The Burnt Stick."

70 students performed in the PCS Music Festival in the massed choir and in dance performances of "It's a Hard Knock Life" and "Revolting Matilda."

Our Senior Choir also performed at the Choral Festival at Town Hall and the Performance Band, at the University of NSW Festival, winning a gold medal for their outstanding performance.

4 students were identified as our champion spellers through the Spelling Bee and 4 students came in the top 20% in the Maths Olympiad competition. The last of the university competitions was held in Term 3 and our students achieved 7 distinctions in Maths, 11 in English, 7 in Writing and 7 in Science.

The pinnacle of our achievements in sport for Term 3 was our Rugby Union team retaining the State KO shield for 3 years running and eleven times in the history of the competition - a testament to skill, teamwork and determination.

The dedication, drive and enthusiasm of our amazing parents was evident throughout the preparation and on the day of our school fete and our P & C continue to support teaching/learning programs and grounds beautification projects. Our Newport Out of School Hours Care (NOOSHC) service, our canteen and the Uniform Shop work in strong partnerships with the school and successfully support all endeavours which are highly valued by us all.

On the sporting field, 2 of our students were chosen to represent the state in softball and netball and our girls KO cricket team came runners up in the state competition.

Our chess champions gained selection to the Junior Chess Leagues' state competition and the music program's very entertaining Twilight Concert started our "end of year" celebrations.

Alongside many extra-curricular achievements we have students who come to school with such enthusiasm and cooperation to work and play every day. We have a committed learning support team and expertise in the area of gifted and talented education which help shape the learning pathways for all the students in our care.

Our school is very fortunate to have such strong partnerships with parents and the wider community and as we look towards 2016, we will continue our focus on supporting students to become connected, critical thinkers who take responsibility for their own learning.