Dernancourt School R-7
Annual Report
2015
Dernancourt School R-7 is located approximately 12km north east of the CBD. The 2015 enrolment was 311 students with 20 students in the JP and Primary special classes and 291 in mainstream classes. There is a strong community expectation that the schools will provide high quality education and a learning environment that maximizes the potential of all students.

The majority of families have working parents and approximately 31% of students are school card holders. 24.1% of students are from an English as a second language background and Aboriginal students make up 4.5% of the school population. There are 2 District Special Classes incorporated within our schools to cater for students with disabilities. This provides a rich basis for valuing each and every child in our community.

The school’s logo “Learning together” represents the supportive collaborative environment and positive relationships fostered across the school community. We support student achievements of success through a focus on the priorities of Literacy, Numeracy and Curriculum and Pedagogy. Our coordinator in Neuroscience works with staff and students to enable learners to gain the skills to “be the best learner that they can be”. In the Early Years, Reception to Year 2 there is a focus on Play as an integral element of the learning programs.

Students with high intellectual potential are supported through the provision of higher order learning activities and challenge within the classroom. We provide a comprehensive intervention program for students with learning needs and students from a non-English speaking background. We highly value the many varied cultural backgrounds of our students and regularly celebrate diversity through special celebrations e.g. Harmony Day, Reconciliation Week, International Children’s Day and a bi-annual Japanese Matsuri Festival.

Music, Japanese and Science are specialist subjects at Dernancourt. We also have a strong focus on healthy lifestyles and physical education across the year levels.

Student Voice is a feature of our decision making processes Class meetings are held regularly and issues taken to SRC weekly meetings and staff meetings.

There is strong parent involvement in our school through Governing Council and the related subcommittees, and, the Parent Association with a high level of participation and support in activities including school working bees and fundraising events.
2. REPORT FROM GOVERNING COUNCIL

The Governing Council has been busy throughout 2015 and the various sub committees have all continued to work hard.

Working with the Principal and staff we have endeavoured to ensure Dernancourt School R-7 continues to be the best learning environment and school community it can be.

This year we saw two long-standing governing councillors retire. Lee-anne Maxfield and Annie Della-Torre. We thank them for their dedicated commitment and service to the school community.

In Term 1, the Department of Education and Child Development involved the school in a review and governing councillors were asked various questions regarding student achievement and the strategic plan for the school. The review results were very positive. The Education Committee organised parent workshops for numeracy and literacy, which were well attended.

The Fundraising Committee again worked tirelessly in organising a number of fundraising events including two R-2 and 3-7 school discos, the “Let’s Get Physical” - Athon, a quiz night and Krispy Kreme orders. All events were well supported and the total raised this year was in excess of $10,000. The funds went towards the updating of digital technologies and a dishwasher was bought for the canteen. Thank you Fundraising Committee for all your hard work.

A working bee in the middle of the year continued to improve the school grounds and initial planning has begun regarding the planting of trees in response to the Giant Pine trees being removed earlier this year. Special mention goes to Annie Della-Torre, for her strong involvement in the grounds committee. Your efforts will be missed and all the best for the future.

Thank you to everyone who has continued to support the governing council and contributed to the school community this year.

Hilary Sweeney
Chairperson

3. 2015 HIGHLIGHTS

2015 was The Year of School Values and was suggested by one of our Year one students because, in his words, “all the students use the school values”.

This year we have increasingly seen and heard staff and student using the language of, and demonstrating, the school values of Respect, Cooperation, Confidence and Commitment in a multitude of ways.

Respect - Through the way students and staff speak to each other and show respect for others points of view, culture and differences. There has been enormous respect shown by our students during various ceremonies commemorating past events.

Cooperation - Staff continue to work collaboratively in the Professional Learning Committees to co-plan, share and moderate student work. Students in classes work together in their learning and across the school in extra-curricular activities including gardening, sports teams, and student voice

Confidence - Our students have demonstrated their confidence in their abilities as they stretch themselves and accept challenges in their learning as well as their compering and organisation of school events and assemblies.

Commitment - Our results demonstrate our students’ commitment to be the best learners they can be, our middle school students have conscientiously accepted the responsibilities of traffic and bin monitors, and many have joined the school sports teams making the commitment to practice and attend matches.
Increasingly we are being held accountable for the improvement in learning of all our students. All schools are required to be reviewed by an external panel as part of the External School Review process of DECD once every 4 years. This year we were one of the first schools in the state to be reviewed and we achieved a highly successful and positive report. Our extensive and rigorous analysis and use of data and our clear improvement cycle were highlighted, as well as the quality of the collaborative work by teachers through the Professional Learning committees.

It was a well-deserved acknowledgment of the exemplary work by all our staff in providing the best learning opportunities for all children.

Highlights include the respect displayed by our students as we commemorated the centenary of the Anzac landing at Gallipoli, the diversity and cohesiveness of our school community as evidenced by the celebrations of Harmony Day and Universal Children's Day, both choirs performances throughout the year both within and out of the school, the Year 6/7 camp, the “Let's Get Physical” Athlon and the Quiz Night for parents.

Our school sports continue to be active and successful thanks to the dedicated parents who volunteer as coaches or team managers. We have been able to continue to update our resources thanks to the amazing efforts of the dynamic fundraising committee, the Parent Association and Governing Council members.

**Being the Best Learner You Can Be Program (Neuroscience in the Classroom)**

Executive function skills are all the skills that underpin learning and include learning to manage impulses, memory, attention, emotions and thinking. The development of executive function skills in students (and teachers) is embedded into the fabric of Dernancourt R-7 School through neuroscience lessons and professional development. This work is initiated and supported by the Coordinator, Neuroscience in the Classroom.

During 2015, students received weekly neuroscience lessons for a minimum of two terms. In addition, Mr Barbara’s class has been instrumental in developing some executive function rubrics using student language. It is planned to use these rubrics to assist students to reflect on and plan their personal development as they strive to become the best learners possible. Staff have continued to participate in a neuroscience specific staff meeting once a term with the three other neuroscience-focus schools. The collection of support materials for teachers has increased through the provision of new classroom activities, posters, reference cards and websites. As part of her role in 2015, the Coordinator provided support sessions to individual students and participated in their planning/review process.

**Future (Maintenance & Growth)**

- Implementation of the executive function rubrics for teachers and for students (in student generated language) as a goal setting and assessment tool.
- The development of a Neuroscience PLC across the neuroscience in the classroom partnership schools.
- More explicit connections between the neuroscience in the classroom program and the Australian Curriculum, with particular reference to the General Capabilities.
Pastoral Care Support Worker Report
2016 was a great year. Activities that were run as part of the program included Breakfast Club, while school breakfasts, lunchtime activities and Cafe 7. Two lovely new events that were held for the first time were the Mother’s Day and Father’s Day breakfasts. Students and parents enjoyed a bacon and egg breakfast cooked by volunteers from the local churches. They were lovely community celebrations.

Provision of fruit, sandwiches, food parcels, Christmas hampers and 1:1 support for families and staff was also part of the Program.

Jane Adamson PCSW

4. SITE IMPROVEMENT PLANNING AND TARGETS

The site priorities were identified through analysis of Naplan, Running Record and Pat-R and Pat –M student achievement data.

The priority areas were Literacy, Numeracy and Australian Curriculum and Pedagogy.

Site Improvement Plan 2015

Literacy

Targets:
70% of Year 2 students, 60% of year 1 students, and 70% of Reception students achieve DECD standards in reading. 5% increase in the upper and medium levels of growth
Year 3 - 85% at Level 26 or more; 65% at Level 30+
Year 4 - 90% at Level 30+

Naplan targets:
5% increase in targets in Naplan Reading: -70% Year 3’s achieve Band 4 or more -60% of Year 5’s achieve Band 6 or more and 43% of Year 7’s achieve Band 7 or more
5% increase of growth of students from Years 3-5 & 5-7 in English in Naplan
5% increase in students achieving the top 3 band in Years 3, 5, 7.

Achievements:
There was increased mid to upper growth in Year 1 reading and Year 2 upper growth
70% year 3’s achieved band 4 or more
Year 7 grammar was an area of particular strength with many students improving with high level growth
In the Literacy blocks there was increased evidence of year level consistency of teaching and skill development progression with targeted SSO support.
Regular sharing sessions in staff meetings on PLC planning and teaching.
Teaching programs displayed increasing evidence of use of differentiated strategies including Intellectual Stretch.
Moderation of EALD scales and writing samples
Reception teachers finalised agreements on the teaching of literacy.

Actions for 2016:
Incorporate Intellectual Stretch strategies into Literacy programs
Moderation of writing and running records regularly
Focus on Reading – inferencing and reflecting on texts with personal responses – determine levels of inferencing (including graphs and diagrams)
Develop scope and sequence of spelling across R-7
Numeracy
Targets:
5% improvement in growth in achievement of students Years 3-5, and Years 5-7 in NAPLAN:
5% increase in Year 3, 5, 7 students meeting national standards for NAPLAN
-55% Year 3 in Band 4 and above
-42% Year 5 in Band 6 and above
-40% Year 7 in Band 7 and above

Achievements:
5% or more increase in student achievement of the standard for year 3: 64.8% and year 5: 52.7%
PAT Maths – the strengths were in Statistics & Probability – Year 5’s; Year 3 – Geometry, Year 4’s – Statistics and problems
Majority of year 7’s reached or got higher than DECD Standard Education Achievement of Band 6
Maths focus was identified and programs planned which targeted identified improvement areas
Strengthened partnership collaboration and expertise is shared across the partners
Evidence of consistency in teaching across year levels through common units of work planned in year level PLC’s
All staff participated in Natural Maths T&D

Actions for 2016:
Develop a model for Numeracy improvement based on Literacy model
Develop a scope and sequence R-7 for teaching the “secret code” from Natural Maths
Increase problem solving using problematized situations as part of maths teaching
Develop R-7 Numeracy agreements across R-7
Design Maths and numeracy programs which incorporate Intellectual Stretch into the day to day teaching program
Embed Numeracy in the other curriculum areas, especially to associate the numeracy with real-life situations

Australian Curriculum
Targets:
All Teachers plan, implement and assess HASS and the Arts.
Whole school approach to teaching HASS and The Arts
All teachers have participated in familiarisation with Health and Phys. Ed curriculum and planned and delivered a unit of work.
Child Protection Curriculum implemented across R-7

Achievements:
Australian curriculum
Hass and The Arts planning, implementing and reporting across all year levels
Whole school approach to teaching Hass determined
Report format reviewed and adapted to meet the AC reporting requirements incorporating Hass and The Arts
Planning using learning Design tool shows evidence of higher order thinking strategies,
Whole staff familiarisation with Health and Phys. Ed and Technology curriculum in the Australian Curriculum

Child Protection Curriculum
All staff participated in Responding to Abuse and Neglect training
Child Protection curriculum reviewed and R-7 program developed

Pedagogy
Focus on Intellectual Stretch, Executive function and Curriculum differentiation
Develop opportunities for shared learning within site and across Partnership
Students engage in learning that has high cognitive demand
T&D using outside expertise to support common knowledge base
All teaching staff have participated in T&D in the Arts, Health and Technology
Performance Development process reflected focus on IS, EF, and differentiation
TfEL framework used as the vehicle for teaching across the school
Planning and programs incorporate high order thinking and strategies
**Actions for 2016:**
Continued T&D in connecting Executive Function to learning within the classroom through the Neuroscience program
Increase teacher knowledge and use of feedback to increase student achievement.

**External School Review**
We were one of the first schools to be reviewed under the new DECD external school review process. A team of three review officers were in the school for two days and spoke to staff, students and parents as well as reviewing our achievement data, improvement processes and general standard of teaching and learning programs. The results were very positive and we were acknowledged as a good performing school with a strong improvement strategy. The high quality of collaborative planning using the TIEL Learning Design tool through Professional Learning Communities was also highlighted.

The recommendations of the External School Review were:
Increase the number of students demonstrating higher learning by providing challenging learning experiences. Continue to use current collaborative planning practices eg the Professional Learning communities.
Increase the number of students achieving higher level outcomes in Maths by developing a model for Numeracy improvement.
Identify successful approaches to literacy improvement that are relevant to numeracy improvement and use to develop an improvement model for Numeracy.
Collaboratively develop a documented numeracy agreement and implemented strategy
Increase the consistency and rigor of planning and teaching with a focus on the upper primary years using the PLC model for planning, goal setting and moderating shared tasks.

Improvement priorities for 2016 incorporate these recommendations as well the information of the review

**4.1 Junior Primary and Early Years Scheme Funding**
The Early Years Scheme Funding goes towards supporting the students' literacy improvement through the employment of School Services Officers to work in classrooms during the Literacy Block for 2 hours three times a week. The reading strategy teacher was employed for half a day a week to work with teachers, assessing Receptions, and working with identified students to improve their reading skills.

**4.2 Better Schools Funding**
The school received $6,299 in funding and this was to used to partly fund the employment of School Services Officers to work in classrooms within the Literacy block across Years 3-7 to support students identified as requiring Literacy support. SSO’s are allocated to classroom for 3x 2 hour blocks of time to support literacy learning throughout the week. Smartar goals were set in literacy each term and the intervention program was developed. These are reviewed and re-written each term.

**5. STUDENT ACHIEVEMENT**

**Running Records**
Running Records are taken a minimum of twice a term for on every student under Level 30 and track the reading achievement of students from Reception to Year 3. The Year 1 and 2 data is entered to DECD in Term 1 and 3 each year and the results show comparison of student achievement to like schools and all state schools.
Year One: Term 3 running data

The DECD standard achievement for Year one is Levels 17-20

In 2015 there was an increase in the %age of students in the top bands levels 21-26. This year we are above the state achievement standard for Year Ones. Approx. 57% of our students achieved the DECD standard level of achievement compared to the state results. Overall there was 3% increase in the total of students achieving the standard achievement level or above from 2014.

Year Two: Term 3 running data

The DECD standard level of achievement for Year Two is levels 21-26

In 2015 67.3% of students met the standard for reading for Year two. This is in line with the achievement of 2014 and the same as the state achievement level.

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<tbody>
<tr>
<td>Upper</td>
<td>4.7%</td>
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<tr>
<td>Middle</td>
<td>42.8</td>
<td>61%</td>
<td>Middle</td>
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<tr>
<td>Low</td>
<td>52.3%</td>
<td>38%</td>
<td>Low</td>
<td>50%</td>
<td>42%</td>
</tr>
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</table>

The reading progress was very positive with more students making middle level reading progress in Year 1&2 and upper level progress in Year 2 than in 2014.

There has been continued development of common agreements of teaching in reading and a rigorous Reception reading program in place throughout the year. This has seen an increase in the number of Reception students surpassing the DECD Standard Education Achievement of Level 5.
Students from years 3-7 were assessed in term 3 using the PAT-R test.

2015 results show an increase in the number of students achieving upper band results from 2014. The results showed that 33% of students achieved results in the top 3 achievement bands, and 58% of year 3-7 students achieved results in the middle bands. Our target is to further increase the percentage of students in the upper bands in 2016 through a continued focus on intellectual stretch and challenging learning programs for all students.

PAT-Maths 4th Edition was used in term 4 to assess students from years 3-7.

35.2% of year 3-7 students achieved results in the upper 3 Achievement Bands. 61.5% of students achieved results in the middle bands. Only 3.3% of students achieved results in the lower bands. This data shows that there has been some improvements in the number of students achieving upper band success as a result of our focus on increasing student achievement through collaborative planning, which incorporates intellectual stretch and challenge as part of the learning programs.
Quicksmart
This year 12 students from years 5 & 6 worked with an SSO in pairs for 2 x 30 minute sessions a week on the Quicksmart program. Data collected showed that each of these students made improvements particularly with their number fact fluency.

When reviewing the program at the end of 2015 teachers felt that, while aspects of the Quicksmart program were valuable, there were skill areas that could be improved. In 2016 we will use the Quicksmart program as a data collection tool (ie pre and post-tests). Identified students will work with the SSO on the “smart” aspects of the program incorporating strategies from the Natural Maths Program.

A-E Grades
Students achievement of Australian Curriculum in Years 1-7 are assessed and given a grading from A-E. A C level means that the student is achieving at the expected standard for their year level. A or B means above standard achievement and D-E below the year level standard. Those achieving below the standard for that year level are identified and intervention support planned.

Across year levels Year 1-7 47% of students achieved a C grading and 24% B or above grades in Mathematics. In English, 34.5% achieved C grading and 33% A or B grading.

5.1 NAPLAN

Student Proficiency Bands
The proficiency bands demonstrate student achievement for the particular year levels.

The DECD standard achievement for Year 3 is Band 3 and above, Band 5 for Year 5 and Band 6 for Year 7.

There has been a positive trend over 5 years in Years 3, 5, and 7 of students meeting DECD standards in Reading. In Numeracy there has been a positive trend in Year 7, but Year 3 & 5 show a negative trend from the past years. This is in line with the other schools in the Modbury Partnership.

Year 3 Proficiency Bands by Aspect

Year 5 Proficiency Bands by Aspect
The Naplan scores over the past years have remained relatively static with lower achievement being due to particular cohorts with a larger number of students with learning difficulties.

In year 3 and 5, our data shows there have been positive trends over 5 years of students in the top 2 Naplan bands in reading.

In Numeracy year 7 data shows positive trends of students achieving DECD standards over the past 5 years.

In 2015 there was 100% retention of all students in the top 2 bands of Naplan from year 3-7.

Our priority for 2016 based on this data is to continue the focus in Reading which continues to produce successful achievement for students and to use this model of improvement to identify a focus and plan for Numeracy improvement. Our target is to retain those students in the top 2 bands of Naplan in numeracy and increase the %age of students achieving in the higher bands.
In Reading, students from year 3-7 showed an increase in the percentage of students making upper level growth from previous years. In Numeracy there was a greater percentage of students who made lower progress than expected.

Our growth of students over years 5-7 in Reading reflected the average standard achievement expected.

In Numeracy, there were less students in the upper growth band and this will be addressed through our improvement priorities in 2016 with the focus on the Natural Maths program.

6. STUDENT DATA

6.1 Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>94.4</td>
<td>95.4</td>
<td>94.1</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.4</td>
<td>92.1</td>
<td>93.6</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.6</td>
<td>94.4</td>
<td>94.6</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.1</td>
<td>94.2</td>
<td>94.4</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.2</td>
<td>95.1</td>
<td>93.1</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.1</td>
<td>95.8</td>
<td>95.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.9</td>
<td>95.6</td>
<td>91.4</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.2</td>
<td>89.0</td>
<td>92.2</td>
</tr>
<tr>
<td>Primary Other</td>
<td>95.2</td>
<td>93.0</td>
<td>95.3</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>94.2</td>
<td>94.1</td>
<td>93.7</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>94.1</td>
<td>94.0</td>
<td>93.6</td>
</tr>
</tbody>
</table>

Student attendance will be measured in Semester 1 each year with a target of reaching a school set benchmark of 95%. (2015 Attendance Plan)

Our overall attendance target was reached (primary other 95.3%).

2016 attendance target will be to reduce the number of unexplained absences to less than 1%.
7. CLIENT OPINION

### Parent Survey

Parent feedback through the survey and the external review process, highlighted the strong improvement agenda of the school and the focus on student learning and high expectations and pride in the school. Through the External Review feedback parents identified a number of practices in place supporting challenge for the students. The report stated that a key feature was the school’s ability to cater for the varied needs of students and this was a factor in parents’ choice of school. Parents also commented that the personal approach from the leadership and attention to communication was influential in their decision to enrol children at the school.
An area for improvement focused on teacher feedback to both parents and students which is a priority for 2016.

**Student Survey**

Students were surveyed using the TiEL Compass tool. The areas of strength identified by the children were the strong relationships developed with their teachers, and the support given for their learning by teachers. Students could articulate the difference between challenging learning or that which is just hard and clearly understood that “thinking” is an integral part of challenge. They were very positive about how teachers encourage and challenge students to think, question and strive to improve their learning.

The highly developed area was the teacher capacity to build on learners’ understanding through probing questions, and allowing student opportunities to ask questions and make connections to their learning.

Students felt they were given opportunities to talk, share ideas and build understanding.

“The teacher helps and we work together”

“We talk to each other to help one another and that really makes most of us understand because it’s almost like one on one”

Areas for improvement included the giving of feedback on the student learning by teachers and the opportunities for student feedback both to teachers or peers. These have been taken into consideration in the Site Improvement Plan with one of the priorities being increasing student feedback.


### 8. ACCOUNTABILITY

#### 8.1 Behaviour Management

We have worked with families to target improvements in behaviour. 2015 was “The year of School Values” and the year started off with a focus and a re-visit of our school values, using “Have You Filled A Bucket Today?” and “What's The Buzz?” as vehicles. We continue to focus on the explicit teaching of social skills and behaviour expectations.

A total of 20 suspensions were implemented during 2015. Less than 5 students are represented in our suspension data (i.e. repeat offenders).

Our data shows that the greater majority of our students are making appropriate behaviour choices.

#### 8.2 Relevant History Screening

All school volunteers, private service providers, contractors were required to have a current DICSI screening clearance and RAN training before working in the school. A process was established to enable us to identify and record the volunteers in particular roles throughout the school. Volunteer badges and a sign in book was provided for each classroom. All visitors were required to sign in before working with students. RAN training was provided throughout the year for parents/caregivers.
### 8.3 HUMAN RESOURCES - Workforce Data

#### Teacher Qualifications
All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>45</td>
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<tr>
<td>Post Graduate Qualifications</td>
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</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

#### Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Persons</td>
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<td>19</td>
</tr>
</tbody>
</table>

#### 9. FINANCIAL STATEMENT

##### Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$3,339,972.95</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$4,124.26</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$102,744.56</td>
</tr>
<tr>
<td>4 Other</td>
<td>$50,644.36</td>
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</tbody>
</table>
In conclusion
We congratulate Bryson Salter on being the Aili Award winner for 2015. Bryson demonstrated the qualities of strong leadership, commitment to his learning, and outstanding involvement within the school.

The Minister for Education and Child Development Volunteer Award for outstanding service for 2015 was awarded to Annie Della-Torre for her contributions to Governing Council, in particular the grounds committee over many years and her tireless advocacy and support for families of students with disabilities.

Thank you to all the staff for their ongoing commitment to children’s learning, and their own professional development and for their efforts in making the school a vibrant and challenging learning place for children and to the students who display such enthusiasm for learning and school. The smiles and laughter seen and heard every day affirm that Dernancourt is a great place for learning.

“When a child skips into school, we know we are doing something right!”

Thank you to the parents and caregivers who have continued to give so generously of their time to assist and support us to provide the best environment and education for our students whether on committees, attending fundraising events working bees or school events.

Thank you to our Governing Council which continues to be dynamic and pro-active under the leadership of chairperson, Hilary Sweeney, and to the Parent Association, particularly Jody Dorsey as Chairperson, for their continued support and hard work throughout the school.