

Nazareth School Grovedale

2020 Annual Report to the School Community



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Contact Details

ADDRESS	14 - 16 Griffith Street Grovedale VIC 3216
PRINCIPAL	Dena Reddan
PARISH PRIEST	Fr. Linh Tran
SCHOOL BOARD CHAIR	Alison Mitchell
TELEPHONE	03 5243 0502
EMAIL	principal@nsgrovedale.catholic.edu.au
WEBSITE	www.nsgrovedale.catholic.edu.au
E NUMBER	E1302

Minimum Standards Attestation

I, Dena Reddan, attest that Nazareth School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

02/06/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our School Vision

Our Vision

As a Catholic Community,
we journey together to become lifelong learners.

Our Mission

To create a welcoming Catholic Community where Gospel values are lived

To foster a supportive learning environment that values the common good.

To provide a contemporary innovative curriculum.

Our school mantra

"Let all you do be done in love"

1 Corinthians 16:14

School Overview

Nazareth Primary School is a coeducational Catholic Primary School situated in Griffith St, Grovedale. The school provides Catholic education for families living in the Grovedale, Marshall, Waurm Ponds and Mt. Duneed communities. Our school is part of the Nazareth Parish, and Fr. Linh Tran is our Parish Priest.

The school was established in 1979 and is situated on 2 hectares of land. Over the years additional buildings have been added to the refurbished main building. Toward the end of 2018, we began re-imagining of Specialist Classes, enabled the re-purposing of some classrooms in the library building as specialist Visual Arts and STEM classroom spaces. The existing classes were moved into the main building. The school renamed the building the STEAM Hub. The school has continued to purchase further banks of ChromeBook computers, iPads and large screens for classroom use. The school grounds provide an extended adventure playground with natural dry river bed, a sand pit, seating areas, designated quiet play spaces, an asphalt play area, a mud kitchen and a large grassed playing field.

The 2020 school enrolment of 347 students is made up of 186 girls and 161 boys. The students came from 233 families. The school welcomed 64 Foundation students in 2020 and 8 new students across other grade levels. Nazareth is structured with 15 classroom groups: Foundation x 3; Years 1/2 x 4; Years ^F3/4 x 4 and Years 5/6 x 4. The year level classrooms are grouped to enable the teachers to function and work in teams to support contemporary learning and teaching. Nazareth has 29 teaching staff and 12 Non-Teaching Staff.

All classes at Nazareth are taught a comprehensive curriculum based on the Victorian Curriculum. It is designed and implemented to achieve the knowledge, skills and behaviours that students need for their development as individuals, for healthy relationships with others, and for their ability to understand and act effectively in the world. The school seeks to enable all students to acquire the skills and knowledge needed for a successful progression from Foundation through to Year 6 and to develop life skills.

The specialist subjects, including Visual Arts, STEM, Italian and Library, are taught across all year levels. The fundamental core belief underpinning the Learning and Teaching philosophy at Nazareth is that there is a significant relationship between social and emotional wellbeing and academic achievement. The school has a commitment to ensuring a safe and caring environment, which promotes personal growth and positive self-esteem for all.

The parent community has a strong commitment to the school, providing excellent support in numerous ways. The belief of 'It takes a village' is at the forefront of our minds as we engage together in providing a holistic approach to education. Each year there is a Welcome Night for all parents and students to attend, as a way of beginning our school year in community. Various special food days are run throughout the year, inclusive of a fun footy food day, during AFL finals time.

The Nazareth School Advisory Committee, have worked diligently to establish ways of working as a committee. The reviewing of policies, inclusive of Child Safety is part of the role of the committee. The group also reviewed and contributed to a newly drawn up Master Plan for continuous improvement in the school. They continue to support the spirit and ethos of the school. All groups, contributing and enabling the community approach, at Nazareth.

Principal's Report

This Annual Report aims to give an overview of events and highlight achievements for the 2020 school year. In 2020, we welcomed new Foundation students and additional students from Grades 1 to 6. We also said goodbye to some students who transitioned across to the newly opened St. Catherine of Siena in Armstrong Creek.

A 2020 Annual Action Plan was developed from the previous School Improvement Plan, in the areas of Mathematics, Literacy, Faith in Education and Wellbeing.

There was also opportunity in 2020 to appoint new staff, who brought with them enthusiasm and energy. Teams were formed to complement and appreciate the skills and passions of all staff. Facilitated team planning began to be the norm, with all team members of each level present and contributing to the planning process, to improve student learning.

We began the 2020 school year with terrific enthusiasm and hope. We were not to know that this world would change significantly during term 1. The Covid-19 pandemic brought new challenges and opportunities for learning to education. Nazareth took a solution-focussed approach to the continuation of our student's education and wellbeing. Support was given through the distribution of chrome books and iPad devices. Support to essential workers was also provided through onsite remote learning for students of these parents. The approach to remote learning was a mix of small group workshops, whole class check-ins and independent work supported by video and other methods to support student learning. Regular attention was also given to student and staff wellbeing, and a continued commitment to maintaining connection in community.

Staff participated in professional learning remotely, with particular focus on student and staff wellbeing and the curriculum area of mathematics. Reading sessions were extensively adapted for remote learning. Key Strategies to support an enhanced Education in Faith focused on strengthening of teacher capacity in the delivery of contemporary pedagogy and consistently linking curriculum to the educative vision of the Catholic Church. A Nazareth School prayer model was developed and implemented during the 2020 school year. Sacramental programmes were placed on hold due to the restrictions that were in place during the year.

Our Parents have continued to have a presence within our school, whether physically or remotely. Opportunities for parental partnerships were offered remotely. Many activities for wellbeing were inclusive of parents and families. Our Parents & Friends Committees tried online bingo and other ways of being in a remote connection to school. Our Parents and Friends continued to look at alternate ways to bring the Nazareth spirit to life.

Nazareth recognises the important role parents have in supporting their children's learning. Parent involvement is encouraged, welcomed and visible. Assemblies were

We have continued to showcase our school through our Facebook page and our presence where possible, in the community.

Thank you one and all for all that you committed to during a year of unprecedented change. Nazareth School continued to be truly thankful for all that was learned about ourselves and the world, during the 2020 school year,

Dena Reddan

Principal

Education in Faith

Goals & Intended Outcomes

To refurbish, restore and re-contextualise our faith story by strengthening and developing a culture of contemporary faith

All staff will develop a shared understanding of being Catholic in our contemporary world

Achievements

Nazareth Catholic Primary School continues to focus on the importance of faith in our everyday lives.

Our students were unable to celebrate sacraments during 2020, due to restrictions on gatherings and guidelines on distancing and attendance in places of worship. However, Reconciliation and Confirmation preparation took place with our year 3 and year 6 students. The aim for the celebration of Confirmation is to occur as students return to Nazareth whilst in year 7, during term 1.

Professional Learning in Religious Education, focussed on exploring the use of Pedagogy of Encounter, to improve teacher understanding of connecting faith and life. This approach to teaching and learning continued to provide opportunity for students to make stronger connections to their faith and life through the development of interconnections with other areas of the curriculum. Eckhart Philipp supported facilitated planning as he continued in the role of Director of Faith and Mission across Nazareth Parish schools.

Nazareth also developed an approach to prayer with staff. The prayer model was underpinned by 4 key elements, 'We Gather, We Listen, We Respond and We Go Forth'. The model was the basis of prayer for staff and students and was also shared with the Nazareth School Advisory Committee.

The 2020 school year reminded us that we can be people of faith through prayer and actions. Whilst we were not physically present in our Parish church, we were living our faith through outreach and support to one another.

VALUE ADDED

- Daily student prayer, prepared by students and staff
- Family faith night, Reconciliation
- Social justice action through our REACH Vietnam Project, in KonTum, Vietnam
- Catholic Education Office support through Western Region Office, using Pedagogy of Encounter for planning and Director of Faith & Mission
- Development of a Prayer model for Nazareth School
- Development of Key Concepts in Faith Education

Learning & Teaching

Goals & Intended Outcomes

Goal: To develop a collaborative culture that empowers all staff to lead toward maximising learning for all students.

- That all students will be more engaged, challenged and intrinsically motivated to show growth both academically and emotionally.
- That all staff are more purposefully engage in rigorous collaborative dialogue about learning and a strong sense of teamwork with collaborative practices embedded.
- That the leadership capacity of all will be nurtured and strengthened.
- That the performance and development culture of the school improves to reflect a shared vision, a strong sense of teamwork with collaborative practices embedded.

Achievements

In 2020, Nazareth continued a commitment to a collaborative culture for facilitated planning. All classroom teachers were provided with four hours of structured planning release, which provided them with an opportunity to work collaboratively to plan teaching and learning experiences for students, using data, across all year levels. The Covid-19 situation brought many challenges to collaborative practice, but through the use of online platforms such as google meets, the staff continued to look at ways to continue the commitment to best practice in planning for the improvement of student learning.

Nazareth continued its commitment to improvement in the curriculum area of mathematics. Professional learning was adapted to continue learning alongside Genovieve Fusier, from Melbourne University. The staff continued to be open to learning from a conceptual framework. Teachers used learned information in both face to face, and online learning, to differentiate learning experiences for students and to cater for differing needs. The commitment by teachers to online small group workshops enabled further differentiated practice and connection to student learning. Enabling and extending prompts were embedded in practice to support all students.

Nazareth continued with a SMART spelling programme in 2020 and shared videos with parents and students to enhance the learning of spelling for all stakeholders. This philosophy has seen teachers place a stronger emphasis on a systematic, sensory and visual approach towards spelling that emphasises the relationship and differences between letters, sounds and words. Writing was part of both on site and remote leaning, with continued use of the Big Write approach for students.

During the 2020 school year the staff adapted, reconstructed and found new ways of working to support students. To the credit of our staff, all looked at improving ways we could work in incredibly challenging times. The support to students of essential workers and those who reached out, due to difficult circumstances, was absolutely amazing. Our Learning Support Officers were there to provide additional support on a continual basis. Our newly appointed school psychologist also gave considerable support to some students and families. Finally, credit to our Co-Deputy and Leader of Learning & Teaching cannot be undervalued. Luke Daffy's commitment to the best possible roll-out of learning and teaching in all their imaginings was incredible.

STUDENT LEARNING OUTCOMES

As a result of the Covid -19 pandemic, NAPLAN assessment did not take place in the 2020 school year.

However, as Nazareth is committed to the use of student data to drive learning and teaching. The data was collected through the use of the PAT platform. Assessment took place for PAT reading and numeracy, and enabled us to look at growth data over time. Writing moderation occurred using the Big Write assessment templates, across the whole school.

The school committed to the triangulation of data. Formative and Summative assessments, with teacher judgement against the curriculum, that was team and school based.

The following data reflects the growth that occurred during 2020,

Reading - 99.2% of students experienced growth

Writing - 97.2% of students experienced growth

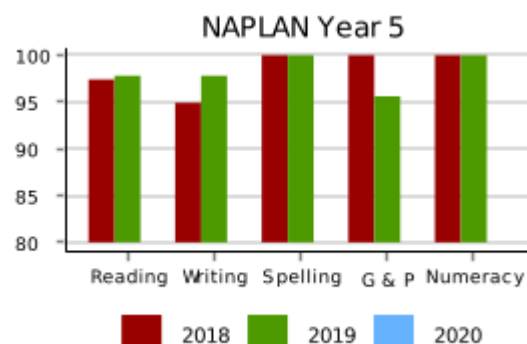
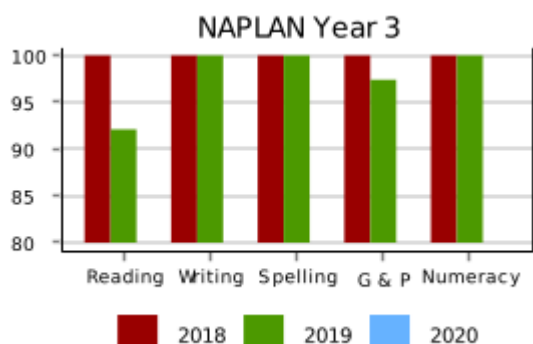
Mathematics - 99.3% of students experienced growth

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	97.4	-2.6		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	92.1	-7.9		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	95.6	-4.4		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	97.4	97.8	0.4		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	94.9	97.8	2.9		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goal

To create a positive and safe learning environment which empowers students to develop effective relationships

Intended Outcome

All students will develop greater independence and resilience in daily living

Student voice is valued within our school community and is recognised when making school decisions

Achievements

At the beginning of 2020, we engaged with the Respectful Relationships programme and formed a new wellbeing team who represented all areas of the school. We participated in an initial professional learning day as a team, and then met to review our current approaches and to set forward paths in respect of our goals.

The Covid-19 lockdown interrupted the journey that we began, and once again the team had to think differently about wellbeing. Our focus became the wellbeing of our students, staff and community.

Our approach for our students was to establish the eXcel framework and use supporting publications such as the 4 R's and Bounce Back. We also committed to an online professional learning day for staff, which was inclusive of student and staff wellbeing. We established a Nazareth Student Wellbeing Framework. Our belief statement was developed as below;

What do we believe about Student Wellbeing at Nazareth?

At Nazareth we strive to develop a collaborative culture that empowers all staff to lead toward maximising learning for all students. Teachers are provided with opportunities to engage in Collaborative Planning, supported by School Leadership and Education Leaders, to build an innovative curriculum that is personalised, responding to each student's learning needs, interests and experiences and informed by a sense of who students are and who they might become. Teaching and learning approaches closely align to our school's vision and are linked to evidence-based practices that align to contemporary education, supporting students in developing the skills required to be 21st Century learners.

Further development of the document under the eXcel framework of Enable, Connect, Engage and Learn, continued throughout the year.

Wellbeing of staff was also paramount during the 2020 school year. The staff engaged with '5 Ways to Wellbeing' and established a framework that explores the areas of 'connect, keep Learning, be Active, take Notice and Give. During online meetings opportunities to identify ways of looking after wellbeing were articulated and celebrated. This continued to be a focus during the 2020 school year.

At Nazareth we strive to develop a collaborative culture that empowers all staff to lead toward maximising learning for all students. Teachers are provided with opportunities to engage in

working collaboratively, supported by School Leadership and Education Leaders, to build an innovative curriculum that is personalised, responding to each student's learning needs, interests and experiences and informed by a sense of who students are and who they might become. Staff wellbeing is underpinned by the school's vision, 'As a Catholic community, we journey together to become lifelong learners. We value ourselves, our relationships with others and the world around us.' Nazareth have personalised the 5 Ways of Wellbeing approach as a way to commit to staff wellbeing.

The Nazareth buddy program, with our Year 5 and Foundation students, continues to be a successful way of beginning to show responsibility for others and welcoming our newest students into our school environment. Toward the end of the 2020 school year, buddies met in outdoor spaces to create connections to one another and to their school community.

Our Year 6 students have the opportunity to lead our school across many dimensions. These include, Sustainability, Library, Sport, Digital Technologies and Arts & Culture. The children were responsible for celebrating things that we can be grateful for after a most challenging year.

VALUE ADDED

During the 2020 school year, we were able to engage with;

- Family Bike Ride/ Walkathon
- Sport Challenges for students and families
- School Camp (modified on oval)
- Year 6 Surfing
- Year 5/6 Beach day
- Online assemblies
- Development of play space, inclusive of extending playground and natural materials inclusive of a dry riverbed for alternate play
- Purchase of material for return to school discovery learning to enable opportunity to rebuild relationships
- Gratitude Tree mural
- Online whole class check-ins

STUDENT SATISFACTION

During the year we were able to gather wellbeing data via the PAT platform. The overall social emotional wellbeing of our students was at 83.7%, ranging from developed to very highly developed. 2.8% of our students were at low in their social emotional wellbeing, which is 2% less than all compared schools. In the area of feelings and behaviours, our student data indicated that the range from developed to very highly developed was 80.2%, comparable to all schools surveyed. Overall the student's internal strengths were at 81.6%, down in

comparison to all schools by nearly 2%. The students from year 1 to year 6 completed the survey. The overall results were that our school was consistent in the area of wellbeing with schools who also use the PAT platform for gathering information.

Programme support

STUDENT ATTENDANCE

The school uses a computerized system for the recording of all student attendance. Staff, are able to monitor attendance, through the completion of twice-daily rolls. It is an expectation that parents notify the school of reasons for absence.

Notification can take place through;

Email

Skoolbag app

Phone message

If contact is not received for absence, messages are sent home from our office. If there is no reply to the message a phone call is then made to follow up. Should there be frequent absence, the principal is notified and then contact made to meet and understand reasons for frequent absenteeism. Following this conversation, a plan would be devised to support the family.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	97.0%
Y02	96.4%
Y03	97.7%
Y04	97.7%
Y05	96.1%
Y06	97.4%
Overall average attendance	97.1%

Child Safe Standards

Goals & Intended Outcomes

Goals and Intended Outcomes

The VRQA Compliance Self-Assessment and Action Plan was revisited in 2020 to monitor our implementation and compliance with Ministerial Order no. 870.

Nazareth will use its Vision and Mission when addressing the CECV Commitment to Child Safety Implementation, Child Safe Policy and Code of Conduct. Procedures for engaging volunteers and informing the community of the implications of the Child Safe Standards will be shared through newsletters. This supports our ability to identify and remove risk of child abuse and promote child empowerment and participation.

Achievements

Achievements

- Nazareth School has completed the VRQA Compliance Self Assessment and Action Plan Policies have been formulated on Child Safety, Child Safety Compliance, Child Safety Code of Conduct and Inappropriate Behaviour.
- All policies have been presented to school staff, advisory committee members and school community members. These are on the school web site and available to parents.
- Nazareth School has also written and informed staff members of their obligations to the following documents:
 - Child Protection - Reporting Obligations
 - Child safety Risk Register
 - Victorian Reportable Conduct
 - Working Alone, In Isolation Policy and Procedure
 - Mandatory Reporting
- Nazareth School has informed staff about Standards 4 & 5 of the Ministerial Order 870 and provided educational and information sessions on the resource 'PROTECT' - Responding to Incidents, Disclosures and Suspicions of Child Abuse.
- The Nazareth School Community has received a copy of the CECV Commitment to Child safety Statement
- The school uses the guidelines as set out by CECV for employing new staff School staff and advisory committee members have participated in whole school professional learning sessions on Child Safe
- All parents are required to sign a Code of Conduct document that informs parents and volunteers of their responsibilities
- Staff are made aware of all Child Safe policies and procedures at induction
- Staff have participated in whole school professional development sessions on Child Safe

Leadership & Management

Goals & Intended Outcomes

- The leadership capacity of all will be nurtured and strengthened.
- Develop a robust P&D culture using AITSL standards (P&D Framework) that include peer observation, learning walks, feedback, growth coaching
- Build a collaborative learning environment where all staff view themselves as leaders

Achievements

Nazareth staff are committed to continuous improvement and excellence in learning and teaching. The 2020 school year provided opportunity for thinking beyond the boundaries of onsite learning and learning in the digital technologies' area. Staff continued to support one another in developing their capacities in the use of google meets, video making, learning from home with and without devices, and a commitment to the model of team planning both onsite and remotely.

The following activities were either conducted or postponed dependent on what restrictions were in place;

- All teaching staff participate in Growth Coaching Model - timetabled, goal orientated (feedback, questioning, differentiation - postponed to 2021)
- Professional Learning in Growth Coaching for all Education Leaders - postponed to 2021
- All staff to identify a leadership goal in PLP (Personal Learning Plan)- linked to AITSL standards, the goal to drive ARM (Annual Review Meeting) conversations
- Establish a role description with all LSO (Learning Support Officer) staff
- Role description for LSO staff linked to ARM discussion
- Engage with David Buttifant to build leadership capacity
- Timetabled Ed Leader meetings
- Facilitated weekly planning with Leader of Learning & Teaching (Co-deputy principal)

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

As a result of limited opportunities due to Covid-19, the following professional learning occurred-

Principal network meetings; Learning Diversity; RE accreditation; Governance; First Aid, Child Safe, Wellbeing, Respectful Relationships; ICON eFin,eSIS training; Bike Education, Coaching with David Buttifant, SMART Spelling

Sponsored study in RE Accreditation, Masters program undertaken by member of staff.

Nazareth continued to be creative in its approach to professional learning during lock down periods. Staff engaged with online professional learning, which meant costs were significantly reduced.

Number of teachers who participated in PL in 2020	23
Average expenditure per teacher for PL	\$831

TEACHER SATISFACTION

Due to the Covid outbreak the CEMSIS survey was not conducted.

During 2020, Nazareth Catholic School committed to the wellbeing of students and staff. Many events were conducted, clarity on learning provided and a continual identification through meetings of the need to look after ourselves as staff.

Staff feedback on our commitment to their wellbeing was noted.

I leave a simple note from a staff member as a reference point for teacher satisfaction-

Thanks for another great week.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	88.2%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.5%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	84.2%
Advanced Diploma	36.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	34.0
Teaching Staff (FTE)	26.7
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	15.1
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To enhance community connectedness within the school and beyond to the local and global community to support learning, faith and wellbeing

That student learning is enhanced through strengthened family and community partnerships

Achievements

Activities conducted were inclusive of;

Online and some in person assemblies

Online check ins with students

Continuing communication via regular updates

Sharing of celebrations via Facebook

Seesaw communication with parents to celebrate student learning and family activities

Online family wellbeing activities to build relationships

Commitment to technology free learning days that focussed on family

PARENT SATISFACTION

During 2020, Nazareth School engaged with our community in many ways. Support to students of essential service through lock-downs were extensive. Reach out to some families who experienced challenging circumstance also took place. Whilst there are always differing opinions in the community, often due to circumstance we did receive the following feedback from parents and also committed to parent/student/ teacher conversations through a digital platform.

We look forward to 2021 and a return to continual onsite learning.

I just wanted to say a very big thankyou for organising Book Week, and for sharing the virtual parade and read aloud stories with us. Student A and StudentB were really excited for today, they couldn't wait to get to school to see what their friends and teachers were wearing. I think one of the silver linings of COVID has been the way it has made us utilise technology to help us share our celebrations. This youtube clip was a great creative solution, and has meant that many working parents (including my husband) have now been able to watch their children in the parade for the first time. And the read aloud stories will make bedtime stories easy for the next few nights .

In Week 8 we will engage in Parent, Student, Teacher Conversations with our school community. As you would be aware, schools are required to provide these opportunities for

families twice a year. Due the current situation, we will provide these opportunities to families through an online google meet. The structure of these conversations will also look different and we have attempted to consider how we can best support staff.

Please find a link attached and the Care Monkey form which will be shared with parents this afternoon in regards to making appointment times. It is important that you take the time to read this information should you be presented with questions from parents.

Hope you are well. The staff are doing an amazing job providing a range of activities to support student learning. I feel like my children are finally settled in as they have got used to this way of learning (for now) and it has become routine.

"Hi Teacher, I've taken your suggestions onboard and once again student has pleasantly surprised me with how much he has grown in such a short time. The flash cards are going well and we are just capping them to 10 per night which he chooses at random. He thinks it's funny when he chooses all the "easy ones". I am also gobsmacked in the improvement of his handwriting! He wrote a birthday card for his dad which made my eyes water it was so neat. Thank you so much for helping student grow and being so supportive to me. Parent "

Future Directions

Prayer & Celebrating

The school provides opportunities to develop an awareness of the sacred

Learning for Improvement

Teachers engage with feedback on their practice through formal processes such as coaching and mentoring

Teachers engage with evidence-based professional learning and develop professional learning goals

Wellbeing

Safe, Positive and Enabling Learning Environments

Policies, procedures and practices promote positive behaviour in learning environments

Resilience, Identity and Growth

Teachers plan learning that explicitly teaches personal and social capabilities

Belonging, Welcome and Positive Relationships

Leaders build positive relationships across the school community