



ANNUAL REPORT TO THE SCHOOL COMMUNITY

capturing life  *PHOTOGRAPHY*

Queen of Peace
Altona Meadows

2018

REGISTERED SCHOOL NUMBER: 1831



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Minimum Standards Attestation

I, Darren Gibbons, attest that Queen of Peace 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

20th May 2019

Our School Vision

**Queen of Peace is a learning community
that is Christ centered, valuing
Our Catholic Faith, The Human Person, Justice
and the pursuit of Excellence**

We are children of God journeying together in our relationship with Jesus, alive in our world

We all have talents and capabilities that are nurtured in an environment that respects the dignity and worth of the whole person.

We welcome all people into a peaceful environment that empowers them to become proactive members of our global community.

We respect all people, in an environment that is just and free from discrimination and inequality.

We value opportunities for learning and reflection that challenge us to aspire to individual excellence.



School Overview

Queen of Peace Primary School is located in Altona Meadows; a suburb in the west of Melbourne and is one of five Catholic schools, within the Parish of Laverton. The parish church is on site and is a visible focal point to all children and families. It provides a shared space for worship and the school is well supported and encouraged by the parish and assistant priests.

The schools in the parish work collaboratively to ensure the best possible models for Catholic education are provided for students. The principals of the five schools and the parish priest comprise the Laverton Catholic Education Community (LCEC), which meets regularly and has been operating for approximately fourteen years. This group has developed and implemented many shared initiatives including a consistent enrolment process for those who desire that their children attend one of the parish schools.

Queen of Peace Primary School opened in 1982 and in 2017 celebrated 35 years of Catholic education to the Altona Meadows community. In 2018 there were 54 teachers and support staff that cater for the needs of the children across 21 class groupings. The school has a high English as an Additional Language (EAL) component. Over recent years the population demographic has changed from predominantly European to a greater mix of Asian and African nationalities. The total number of children enrolled was 511 with 36 children supported by the Students with Disabilities (SWD) funding.

The school is well resourced with eight portable classrooms and a permanent building which houses staff and administration facilities, library, computer room and a range of learning spaces. A separate building is used for music and visual arts and a large hall incorporates the canteen, office space and a multipurpose space with stage.

The school aims to provide curricula, co-curricular and extra-curricular initiatives that enable a wide range of learning experiences to improve spiritual, academic, physical, and social and emotional outcomes. The school runs developmentally appropriate P – Year 6 on and off site including camp days. Classes have Italian, Physical Education, Art and Music on a rotational basis. Access to and use of a range of digital technologies ensure staff can plan collaboratively and effectively. Students also have access to up to date technologies from Prep to Year 6 to assist with their learning program. Levels of communication have been improved giving students, staff and parents greater and more immediate access to learning.

The five schools in the parish have created a natural cluster of schools that work collaboratively to ensure that the best possible models for Catholic Education are provided for students. LCEC (The Laverton Catholic Education Community) has been successfully operating for approximately thirteen years. The Principals of the five schools and the Parish Priest meet regularly and to discuss the similarities and differences of the five schools. An example of the collaborative approach undertaken by LCEC, is a joint and consistent enrolment process for all of the children who wish to attend one of the parish schools.

The school site covers approximately 2.65 hectares. A permanent building houses staff and administration facilities, library, computer room, intervention rooms and fourteen learning spaces. Eight portable classrooms are arranged in a cluster and house a further 8 learning spaces. A separate building is used for an Arts Area with music and visual arts. A large hall was built during the BER to incorporate the canteen, office space and a multipurpose space with stage.

Queen of Peace school is fortunate that the Parish church is on site and is visible to all children and families as the focal point for worship.

The school is staffed by a highly dedicated group of people who strive to generate a strong sense of community, and provide quality Catholic Education for all the students. Queen of Peace employs sixty full and part-time teachers and support staff who cater for the needs of the children across 21 class groupings.

The focus of all of the Teaching Staff and Learning Support Officers is to provide personalised learning for all of our children. The role of the staff is to challenge the children to clearly define their own learning goals and support them through their learning to achieve these goals.

Technology plays a big part in the Learning and Teaching as well as staff communication and collaboration. Queen of Peace embraced the Google Apps For Education (GAPE), applications (now called G-Suite) and began using it for staff planning, collaboration amongst staff and children and in the classrooms.

The school aims to provide a wide range of curricula, co-curricular and extra-curricular initiatives that provide all students with an opportunity to reach a level of personal excellence, academically, physically, spiritually, socially and emotionally. Extracurricular programs include Private Instrumental Music lessons. The school runs a camp program from Year Prep – Year 6 with onsite camp days in the junior classes building up to two-night off site camp experiences in Years 4 – 6. Excursion and incursion programs are seen as essential to enhance the work undertaken in classrooms. Some year levels have participated in community tree planting activities.

Census: The February Census records the following demographics for Queen of Peace:

Total School Population: 507										
Country of Birth	No.	% of Population		Country of Birth	No.	% of Population		Country of Birth	No.	% of Population
Australia	479	94.4		India	2	0.39		Italy	1	0.19
Philippines	6	1.18		Ireland	1	0.19		Viet Nam	1	0.19
Mauritius	5	0.98		Singapore	1	0.19		Venezuela	1	0.19
New Zealand	4	0.78		Sudan	1	0.19		Spain	1	0.19
Egypt	2	0.39								

Language Profile: The Language Profile of the school is complex. Many of the students and their families do not speak English in the home. Thirty four languages are spoken in our school community.

Community.

Total School Population: 507										
Language Spoken at Home	Number	%		Language Spoken at Home	Number	%		Language Spoken at Home	Number	%
English	354	69.82		Cebuano (Philippines)	3	0.59		Maori (Cook Island)	1	0.19
Vietnamese	29	5.71		Dinka	3	0.59		Shona	1	0.19
Tagalog (Filipino)	18	3.55		Malayalam	3	0.59		Hokkien (Chinese)	1	0.19
Greek	14	2.76		Bisaya (Philippines)	2	0.39		Hungarian	1	0.19
Spanish	13	2.56		Cantonese (Chinese)	2	0.39		Indonesian	1	0.19
Amharic	9	1.77		Khmer (Cambodian)	2	0.39		Russian	1	0.19
Italian	9	1.77		Macedonian	2	0.39		Swahili	1	0.19
Croatian	8	1.57		Serbian	2	0.39		Tetum (East Timor)	1	0.19
Arabic (inc. Lebanese)	5	0.95		Sinhalese	2	0.39		Ukrainian	1	0.19
French	5	0.95		Telugu	2	0.39		Thai	1	0.19
Hindi	4	0.78		Bulgarian	1	0.19				
Maltese	4	0.78		Gujarati	1	0.19				

Queen of Peace is a Catholic school, but over the years the school has enrolled Orthodox and non-Catholic students. The breakdown of Religious backgrounds is as follows:

Religious Denominations:

Total School Population: 507					
Religion	No.	%	Religion	No.	%
Catholic (Latin/Roman Rite)	383	75.54	Buddhist	4	0.78
Catholic (Maronite rite)	6	1.18	Coptic Orthodox	3	0.59
Catholic (Chaldean Rite)	1	0.19	Russian Orthodox	2	0.39
Greek Orthodox	28	5.52	Uniting	2	0.39
Other Orthodox	23	4.53	Serbian Orthodox	1	0.19
Hindu	9	1.77	Ukrainian Orthodox	1	0.19
Other Christian	7	1.38	Other non-Christian	1	0.19
Anglican	5	0.98	No Religious Denomination	26	5.12
Churches of Christ	5	0.98			



Principal's Report

The 2018 year began with an enrolment of 76 Preps, and 511 students overall. Mr Darren Gibbons was appointed the new Principal after Mr Anthony Drill resigned mid year in 2017 to take up a Principal appointment at St Mary's in Bannockburn. Ms Anne Price had been Acting Principal during the second semester of 2017 while the process to appoint a new Principal took place. Ms Price continued as Deputy Principal during 2018.

Queen of Peace Primary School is one of five Catholic schools within the Parish of Laverton under the leadership of the Parish Priest, Fr John Healy. I would like to take this opportunity to thank Fr John for his friendship and support.

The Principals of the five schools and the Parish Priest meet regularly and work collaboratively to ensure that the best possible models for Catholic Education are provided for students. LCEC (The Laverton Catholic Education Community) has been successfully operating for approximately twelve years. An example of the collaborative approach undertaken is a joint and consistent enrolment process for all of the children who wish to attend one of the parish schools.

Teachers at Queen of Peace, with the support of the Leadership Team, maintain high quality teaching with high expectations while encouraging students to strive for their personal best. Focused learning groups and explicit teaching have been vehicles for meeting children's individual learning needs.

The Queen of Peace learning environment is contemporary, personalised and teachers continue to evaluate programs for their relevance to living in the twenty-first century. The Queen of Peace students benefit from rigorous staff 'team' approaches to planning. This includes teaching that focuses on individual student's learning and social needs; staff access to ongoing, relevant training, and the use of research, resources and data to inform decisions about learning, teaching and reporting to parents. Teachers continue to explore the nature of how children learn best and how to actively engage them in taking responsibility for their own learning.

The parent, parish and local communities are very welcoming and involved in the school in a variety of ways. A Parents and Friends group and the Parish School Advisory Board work to ensure that the students and the Queen of Peace community have resources and opportunities to learn together, share experiences, have a point of social contact and celebrate their faith. The school will continue to extend invitations to the parents, parishioners and wider community to be connected in ways that will strengthen the school and its community relationships.

Queen of Peace School values an approach to curriculum development which encourages teachers to listen, observe, interact and learn from each child, with the emphasis on the development of relationships, student wellbeing and student engagement. This approach aims

to develop the whole child – spiritually, academically, socially and emotionally and is supported by well-equipped, aesthetically pleasing environments.

Staff members have been encouraged to value continuous professional learning and formal academic study to assisted them in becoming focussed on continual improvement. Professional learning provides opportunities for extending the depth of their skills and understandings, personalising the learning for all students, improving participation and achievement of all students, and making learning and teaching more effective and efficient. Teachers value the partnerships between school, home and the community for developing a life-long capacity for learning.

In September, Suzanne Gracias, Religious Educational Leader, and myself had the opportunity to travel to Belgium with the other Laverton School Principals and their Religious Leaders to participate in a short course at the University of Leuven. The focus of the course was on how we maintain our Catholic identity in our Australian schools when our society is becoming increasing secularised. During the three weeks, we were exposed to a number of lecturers who discussed with us the challenges in keeping our Catholic education relevant, reflective and faith giving. It also introduced us to a number of measuring instruments to track our successes and challenges. The study tour was sponsored by Catholic Education Melbourne.

There is a strong focus on visible signs of our Catholic identity. Regular displays in the office and church foyer, school prayer celebrations, greater involvement of staff in preparing Masses, prayer celebrations, social justice activities and Sacramental programs all reflect our Catholic identity. The school has also encouraged opportunities for students, staff and families to participate in the rituals of the Catholic Church through prayer, weekly Masses, Eucharistic liturgies and Sacraments. In these ways school members are invited to become active participants in the liturgical life of the school and parish communities.



The Parents and Friends Association is a vital group in our school and was very busy in 2018 with both fundraising and social activities. Thank you to the 2018 executive committee and in particular President Terese Prismall.

The much heralded return of the Fete was a huge success and a most enjoyable occasion. Congratulations to everyone for their role in making the Queen of Peace Fete such a success. It is a huge effort for the community to stage such an event and the result was outstanding. So many people spoke to me at the Fete and since about the wonderful atmosphere and sense of community that this evening revealed.

A huge and sincere thank you to the members of the Fete Committee; Bridget Halloran, Belinda Nieuwesteeg, Veronia Tucker, Karen Aston, Fay Forde and Cindy Taylor for their vision, planning, attention to detail and hard work. Everything ran smoothly which can only happen with great organisation, years of planning and lots of creativity. The idea of our fete was not only to fundraise but most importantly the community feel it engenders. On both those criteria our fete can be judged as a huge success.

Queen of Peace is always a vibrant and progressive place to work and learn. We have continued to build the capacity of our teaching staff. We have a learning community that acknowledges and caters for diverse, individual educational needs. Improving teaching practice and student learning has been best served by a collaborative team approach and included key elements of collegial coaching, action research, participation in professional learning and formal study.

Regards

Darren Gibbons



School Education Board Report

Serving on the Parish Education Board is a response to the call to support the local Catholic Parish and its school communities in a particular way. It is also a means members of the community share their skills and talents for the common good.

Our board provides a forum for discussion and discernment, where the parent voice and perspective are available to influence the decisions made by the principal and parish priest for the good of our schools and parish where the wellbeing and outcomes for students is paramount.

We believe a well-functioning Board provides a rich source of wisdom and insight as well as a means of strengthening community links and potential for partnership. In particular:

- Strengthen community partnerships
- Build a sense of belonging and ownership
- Broaden the support base for the Parish faith community
- Promote ongoing education through learning in faith and life across the LCEC community

2018 saw some changes to then members of the Laverton Catholic Education Community (LCEC) Board.

Our 2018 members were: Leon Colla, Patricia Ducuara (St Mary of the Cross), Dan Ryan, Ray Garrata (St Martin De Porres), John Healy, Darren Gibbons, Donna Abu Elias (Queen Of Peace) Stephen Harrison, Reny Prawira (Stella Maris), Trish Armstrong, Julie Russell (lumen Christi)

Our initial work together was to complete the ratification of the constitution and discuss relevant issues so that the collective efforts of the five schools strengthens the education partnership across the parish. Agenda topics during meetings included:

- Focussing on the Child Safety Standards and what school's must do?
 1. Maintain an **organisational culture** of child safety,
 2. Maintain & Communicate a **Child Safety Policy**,
 3. Establish clear expectations – **Code of Conduct**,
 4. **Implement Screening Processes** – WWCC / Reference Checks,
 5. **Respond to & report** suspected child abuse,
 6. Identify, **reduce or remove risks** of child abuse;
 7. **Include & empower** children to identify inappropriate behaviour and report it
- Identity Growth
- National Consistent Collection of Data

- Enhancing Catholic Identity project:
 - The PCB scale
 - Melbourne scale
 - The Victoria scale
- Change of Suburb name - Sanctuary Lakes
- Enrolment process updates
- The Parish School Divide - how can we close the Parish and School gap?

Provocations we discussed included:

- Parish Catholic Identity

The LCEC Board invites members of our community to make contact with the Board via Our Parish Priest, your school Principal or your school representative.

Regards

Stephen Harrison 2018 Chairman



Education in Faith

To further strengthen Queen of Peace as a prayerful, active and authentic Catholic community which encourages individuals to come closer to God and to live out Gospel values in today's world

Goals & Intended Outcomes

- 1. That community attitudes will demonstrate a deeper commitment to prayer, Gospel values, social justice and the Christian call to service.***

Achievements

Queen of Peace continued to provide many opportunities for all members of its community to engage in ways that articulate and model our Catholic faith. This is evidenced in a variety of ways. Year levels plan, organise and run a weekly parish liturgy on a Friday. This year the year 6 children had an opportunity to host a parish Healing Mass. The children attended the mass for the sick and elderly in the Laverton Parish. After mass, children had the opportunity to serve morning tea and talk to the parishioners.

There are also a number of whole school masses throughout the year where parents are invited to attend. Whole school celebrations include, Grandparents Day, Feast of the Sacred Heart, Catholic Education Week and masses to celebrate Mother's and Father's Day and beginning and end of year masses, all play a vital role in the faith development of the community.

The school has always celebrated the school's feast day; Queenship of Mary, by attending mass and completing activities back in the classroom. This year the children participated in a Bush dance to mark the special occasion.

Students have many opportunities to explore various ways of praying, including Christian Meditation, Classroom Prayer, Whole School Morning Prayer, Storytelling, Song, Prayer Nights, Prayer Services and Traditional Prayers. This year, children participated in a "Live Rosary" to mark the month of the Rosary. Year 6 children led the rosary and they represented the beads on the rosary beads. A large number of parents attend the rosary. The school introduced a school prayer and prayer ritual for its weekly prayers in 2017 and the school have continued to embed this practise. The school's liturgy leaders lead the school prayer while the school captains carry up the school candle and cross. Prayers conclude with a prayer based on our school motto, "Mary, Guiding the Way, Mary, Queen of Peace, Pray for us."

Important celebrations that families are involved in include the school's Passion play during Lent which attracts a large number of families and has the whole school journeying from school to the 100 steps, a local park overlooking the bay where the Stations of the Cross are acted out. There are also major prayer celebrations for Easter and Advent. Queen of Peace's annual Christmas carols night was held at the end of the year, with each year level singing a religious and traditional carol.

The celebration of the Sacraments is a tradition that is strongly supported by the staff, students and the wider school community. As part of the Sacramental Program teachers along with the Religious Education Leader, organise and run Sacramental Family Nights and Workshops. These evenings are very well attended by parents and students. The high attendance is an indication of the importance of these milestones of their children in our faith community.

Year levels that are not celebrating sacraments organise Prayer Nights for their families. This brings the year level community together with a focus on prayer and reflection. It is also a way of reaching out to those families who do not attend church and spreading the good news.

In 2015, at Queen of Peace, there was a shift in the way religious education had been taught. We began a Faith Life Inquiry approach where religion and inquiry learning would be taught together and not as separate subjects. At the end of 2018, staff participated in a school closure day where the past Faith Life units were evaluated. Teachers made links between the religious curriculum and Victorian curriculum. New units were developed which incorporated the new Religious Framework and has given a new lens in which the faith can be authentically taught with inquiry.

The school is committed to completing the Enhancing Catholic School Identity Project(ECSIP) This data offers a tool to help us understand the Catholic culture of our school. The religious leader and school principal attended "The Enhancing Catholic School Identity Project in Leuven, Belgium. It was a three week course to allow us to better understand and clarify our Catholic Identity and beliefs, and to plan direction and practices for the future.

At Queen of Peace, teachers had the opportunity two to three times a term, to work collaboratively in teams to specifically and effectively plan in Faith Life Inquiry units. This is facilitated by the Religious Education Leader and the Teacher and Learning Leader. At planning the teachers work to continue to develop and deepen their understanding of making those authentic links between faith and the inquiry units of work.

Queen of Peace community have consistently participated in charitable projects such as Caritas (Project Compassion) and collecting food etc. for St Vincent de Paul. Our School has a vegetable garden that grows and supplies vegetable to the Matthew Talbot Soup Kitchen as well as to families through St Vincent de Paul. Minnie Vinnies is the primary school version of St Vincent de Pauls. The schools Minnie Vinnies group continue to raise school awareness of social justice in our parish community.

Faith formation for teachers was a focus for 2018. Teachers attended three workshops on the Sacraments of Confirmation, Eucharist and Reconciliation facilitated by Fr Elio Caprio. The

school engaged Janine Lattick to lead them through the process of reviewing the school's vision statement. Staff were given the opportunity to reflect on their personal faith and through scripture and images, unpacked the statements of the school vision statement so that all staff have a unified understanding of the school vision. At the beginning of each Faith Life Inquiry unit, the religious leader facilitates a meeting where the whole school scripture and image is unpacked. Staff read a commentary on the scripture and use various tools to record their understanding, for example, three worlds of the text.

VALUE ADDED

- Whole School morning prayer during Lent and Advent
- Whole School Prayer service for Advent
- Sacramental Family Workshops
- Year Level Prayer nights
- Weekly class masses
- Combined reflection day with LCEC schools for Confirmation
- Vegetable donation to Matthew Talbot soup kitchen
- Collection of food and Christmas Hampers for St Vincent de Paul
- Year 6 Graduation Mass and dinner involving parents
- Minnie Vinnies investigated ways to raise funds for a Social Justice causes in the community.
- Education Week St Patrick's Mass involvement
- School Prayer introduced and prayed at school assemblies
- School motto Prayer prayed during morning prayers and school gatherings
- Christmas Concert – children sang a religious and traditional carol.
- Queenship of Mary whole day celebrations
- Choir formed for Confirmation and Eucharist Masses.
- Children participated in a Live Rosary for the month of October
- Students attended Sunday parish mass for commissioning as school leaders.
- Faith Formation for staff- Fr Elio Caprio and Janine Luttick



Learning & Teaching

To strengthen and sustain a learning culture that challenges, engages and empowers all to be confident and successful learners in and beyond the classroom

Goals & Intended Outcomes

- 1. That student engagement and motivation in learning improves.***
- 2. That student's outcomes reflect high levels of learning growth across the curriculum, particularly in English and Mathematics.***

Achievements

In 2018, the Queen of Peace community remained focused on providing high quality education to equip our children with a broad range of knowledge, skills and personal dispositions to confidently meet the challenges of life. Horizons of Hope, along with the Religious Education Framework and Victorian Curriculum provided an educational framework whereby teachers were engaged in dialogue about improving individual children's learning outcomes within a Catholic context.

Following recommendations from the School Review in 2017, our school community set about renewing our school vision statement. This was a powerful process facilitated by the school leaders and the expertise of Ms. Janine Luttick. Throughout Term 1, teachers unpacked the Vision Statement and in Term 2 attended a school closure day, led by Janine Luttick to focus on aspects of the vision more deeply. Learning and Teaching within a Catholic Context is a focus at Queen of Peace and embedded in our school vision:

Queen of Peace is a Learning Community that is Christ centered,
valuing
Our Catholic Faith, The Human Person, Justice
and the pursuit of Excellence

As a Catholic school, our focus is on the Faith development of our children and ensuring religion and the Gospel values are integrated into the curriculum and teaching of all learning areas. Units of work bring together the learning we do of our Religion and Faith, with the learning we do of the world. In 2018, the children explored 4 Faith Life Inquiry Units. In Term 1, the children engaged in the 'Wellbeing of the Learner' unit, where they were able to get to know each other and establish a learning community within their classroom. In Term 2, the unit was 'Community

Organisation' where the children explored how and why communities are organised and their roles and responsibilities within these communities. Term 3 saw a focus on 'Caring for the Environment.' All members of the school community were involved in thinking and acting in ways necessary to create a more equitable, respectful and sustainable future. In Term Four, as part of the 'Scientific Innovation' unit all children were involved in strengthening their understanding of Science and Engineering and how scientific knowledge is used by engineers to design new technology.

In 2018, the teachers continued to engage in curriculum design and further strengthen the Queen of Peace Faith Life Inquiry Framework. On the school closure day at the end of Term 4 we explored the Religious Education Framework together with the Victorian Curriculum and reconceptualised our units of work. Over a 2 year cycle beginning in 2019, the children will engage in units of work around the following concepts; Responsibility and Service, Belonging, Discovery, Innovation, Wellbeing, Change, Place and Decision Making.

In Term 3, the children participated in a school wide program on Human Sexuality. The learning and teaching in the Human Sexuality program at QoP was informed by the Catholic Education Melbourne (CEM) documents Identity and Growth and the CEM teaching resource for human sexuality, Growing Together in Life and Love. This ensured the complexities of this learning were addressed through the lens of a Catholic Faith understanding.

In 2018, assessment and reporting continued to be an area of focus and change. The Victorian Curriculum, along with the Religious Education Framework, is the basis for the curriculum at Queen of Peace. In 2018 tables for English, Mathematics and Inquiry Learning continued to communicate the children's progress towards achieving the year level standards. Religious Education tables based on the Religious Education Framework were added in 2018. In addition, clear criteria for general comments were established.

In 2018, Professional Learning Community Meetings continued to include full day planning meetings once a term and weekly Facilitated Planning meetings with learning leaders. At the Full Day Planning meetings teachers collaborated in bands (Prep, Years 1 to 2, Years 3 to 4 and Year 5 to 6) enabling planning of Victorian Curriculum learning areas organised in bands. During weekly planning meetings there was a focus on using the children's data along with curriculum documents to plan for the learning needs of all children.

In 2018, the school continued to ensure a whole-school focus on purposeful teaching. Increasingly, teachers engaged in professional dialogue with one another about their successes and challenges. To support this process school leaders attended Foundations for Learning Sprints with Dr Simon Breakspear. Learning Sprints are a model of planning for improved learning outcomes for children and building quality teacher practice. This model of planning and assessing in short cycles enables teachers to track very detailed improvements in the children's

learning and the effectiveness of specific teaching strategies. Learning Sprints will continue to be a focus in 2019 where teachers will formally engage in the Learning Sprint Process.

During 2018, in Mathematics, the Numeracy Leader continued to work with teachers to engage children in Mathematics and improve learning outcomes. The Numeracy Leader attended Facilitated Planning twice a term which supported teachers to use the children's data to plan, analyse and discuss strategies and the impact on learning outcomes.

In 2018, Michael Ymer a mathematics consultant was engaged to work with teachers, LSOs (Learning Support Officers), children and parents. The focus of this partnership was to provide teachers with a range of rich, differentiated learning tasks and tools to use in classrooms. An engaging parent night was held in August to inform the parents of these tasks and tools.

Essential Assessment was further implemented in the Years 1 to 6 classes with teachers continuing to use this online program to pre and post test children and plan for differentiation within their cohort. The data from pre and post testing has continued to inform teaching, assist children with goal setting and provide reporting information to parents.

Years Prep to 2 children and teachers have been part of an early years Mathematics program in collaboration with the Catholic Education Melbourne and 3 other local schools. The project was established to develop the children's awareness of algebraic thinking, and the patterns and structures underpinning this. The teachers have been implementing the Pattern and Structure Mathematics Awareness Program (PASMAPP). The Pattern and Structure Assessment (PASA) is a one on one interview consisting of aspects of early Mathematical structures including: sequences, shape and alignment, equal spacing, structured counting and partitioning. The children were administered the interview in February and September.

The data from the post tests conducted at the end of Term 3 showed that the children in the year levels involved in the project had made great gains in their algebraic thinking with the effect size being greater than 0.4 (0.4 represents a years growth) from the pre-test conducted in February.

In English, the literacy leader has continued to build teacher capacity to embed high impact strategies across Years Prep to 6. In Facilitated Planning, Professional Learning Community Meetings and Whole Day Planning, the Literacy Leader guided teams to build their knowledge and professional development in data analysis, research and effective literacy strategies. There was a specific focus on building the capacity of teachers to understand the place of guided reading in literacy learning, using the Literacy Continuum and to guide children as they read, talk and think their way through a text. The Literacy Leader held Parent workshops on reading to provide parents on ways they can support.

In 2018, the teachers administered the pre and post BAS (Fountas & Pinnell Benchmark Assessment System) assessment to determine children's comprehension level. The data informed the teachers to plan learning and specific skills. The teachers accessed the new classroom resource collection to support the guided reading sessions. These sessions demonstrated a common practice. The children's reading skills have been regularly monitored throughout the year in order to meet their specific needs. Some children who were not meeting learning expectations were given additional literacy support.

In our second year of implementing THRASS, the teachers have continued to use this tool and make continuous links to reading and writing. We have built up new resources to support the teachers. In Facilitated Planning and Professional Learning Community Meetings, the teachers continued to develop their knowledge and practices. The sessions are regular and consistent. The literacy leader held Parent workshops to help parents know how the THRASS tool is used.

In 2018, Literacy support programs continued to be implemented ensuring that all learners were challenged with high expectations. The Reading Recovery Program continued to support those children not reaching benchmark in Year 1. The Reading Recovery teacher worked with 8 children in total over the year. In addition, the Reading Recovery teacher worked with a group of 8 children from Year 2 supporting them to reach benchmark. The Literacy Leader worked with a group of Year 3 children as additional support to build their decoding and comprehension skills.

In 2018, a specialist Numeracy Intervention teacher continued to implement the Numeracy Intervention Program assisting children from Years 2 to 6. The Numeracy Intervention teacher worked with 22 children from Years 2 to 6 either in groups or one on one. These children were supported to develop skills in number.

Both the Reading Recovery teacher and Numeracy Intervention teacher met frequently with the year level teachers to inform of progress, suggest strategies for explicit teaching and receive feedback of effectiveness of strategies being used. Both the Reading Recovery teacher and Numeracy Intervention teacher worked with parents to support their children at home with skills and strategies.

In 2018, the Nationally Consistent Collection of Data (NCCD) was implemented as a funding model throughout all Victorian Schools. The model allows schools to identify children into one support and three funded categories; quality differentiated teaching, supplementary support, substantial support and extensive support. In 2018, there were 71 children identified as meeting the criteria for NCCD funding.

These children were supported by 3 full time and 7 part time Learning Support Officers (LSO). The LSOs supported teachers in implementing programs for children such as extra reading or maths, speech programs and fine motor programs and other classroom work. The LSOs worked with children on an individual and small group basis. The LSOs have continued to be trained by

the Literacy Leader in guided reading and The Fountas and Pinnell Levelled Literacy System (LLI) strategies to support teachers with reading every day in the learning spaces. The LSOs have continued to be skilled in THRASS giving additional support in using this spelling tool.

Teachers were supported to target children's learning through Individual Learning Plans which were developed by year level teachers in consultation with the Director of Student Services. In 2018, children with additional learning needs also participated in a program run by Footscray City Gymnastics. This program enabled children with special needs to have fun and feel successful in a supportive environment. The special needs program continues to enhance the school life for children.

Children from Years Prep to 6 participated in specialist lessons that included Music, Visual Arts, Physical Education, Italian and Library. Children were exposed to engaging and enriching learning activities in the learning spaces. In 2018, the children showcased their Visual Arts skills at the Bi Annual Visual Art Exhibition. We also enjoyed much success in the sporting arena with many individuals and teams representing Queen of Peace at district and regional level.

In 2018, there were many exciting learning opportunities for children from Prep to 6 which included excursions to Melbourne State Parliament, CERES, Werribee Zoo, Scienceworks, Werribee Park and National Gallery of Victoria. The teachers also provided meaningful experiences in the local community to further support the children to expand and make connections in their learning. These experiences included visiting the wetlands, Central Square, Hobsons Bay Library, Hobsons Bay Council, Altona, St George's Nursing Home and Skeleton Creek.

Once again in 2018, the children participated in the Camp Program. Children from Year 4 to 6 had the opportunity to attend a school camp off site which endeavoured to provide a wide range of valuable learning experiences. These camp experiences presented the unique opportunity for the children to experience a different environment, to respond to personal challenges and to develop independence while connecting with others through shared experiences.

2018 saw many new and continued initiatives in the area of ICT, Digital Learning and STEM at Queen of Peace.

The school owned iPad 1-1 program was extended to the Year 4 classes. Children in Year 4 were issued an iPad to be used at school and cared for by the children throughout their schooling years at QoP. The iPad program enabled teachers to better deliver the ICT components of the curriculum and the stand alone area of digital technologies. Children across the school used a number of G-Suite (Google apps), Apple apps and other apps to explore, create, collaborate and reflect. IT administrators used a software program called Mosyle to manage school owned devices. This included the pushing out of apps and implementing

settings and controls to help ensure children remain safe and productive when using devices at school and home.

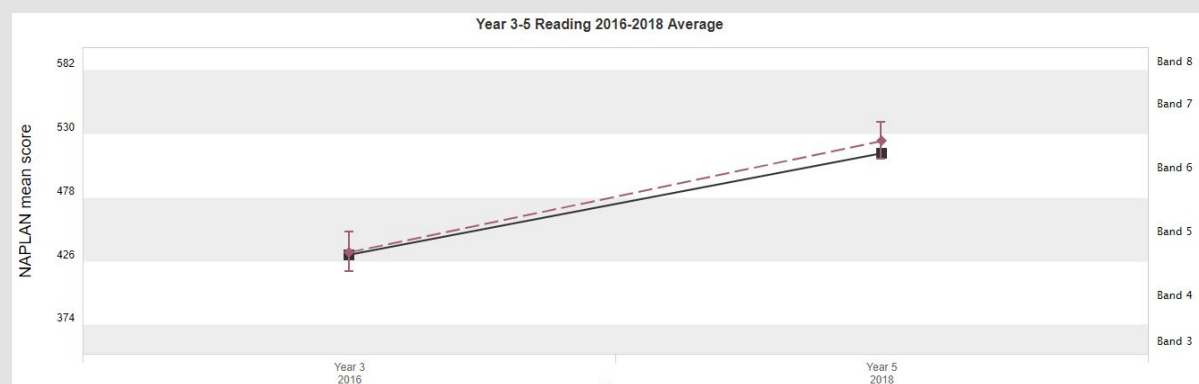
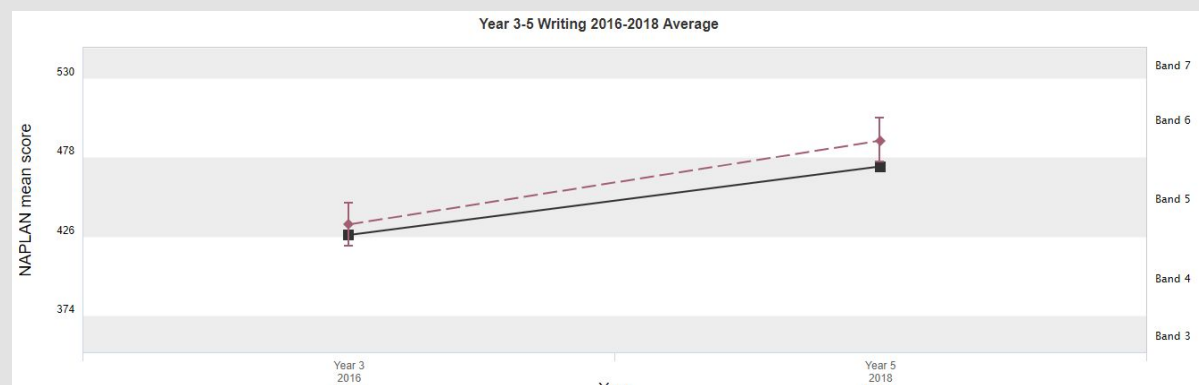
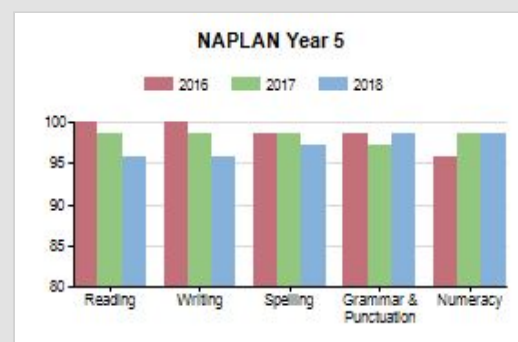
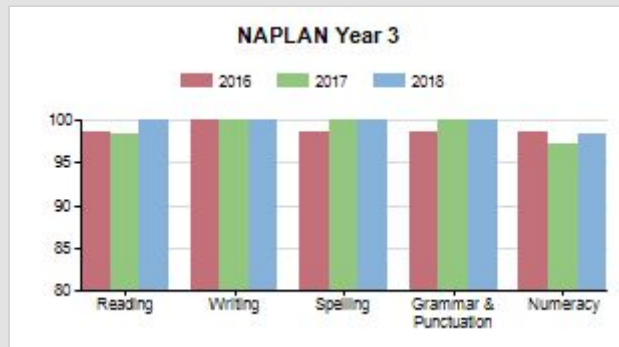
After a number of years trialing 'Seesaw' as a means to showcase children's work in the junior years, QoP rolled out the initiative schoolwide in 2018. Feedback from teachers, parents and children throughout the first year of Seesaw's use was extremely positive. Seesaw has made the process of creating and maintaining a digital portfolio more efficient. Children have been able to easily share their learning with parents through an increased access to devices including iPads and Chromebooks. Teachers have also been able to communicate easily to parents via Seesaw, sending personal messages, class announcements or provide feedback on children's work.

In 2018, Queen of Peace also participated in NAPLAN online after being a pilot school in 2017. The testing process went to plan and was seen as a great success at the school. Children were able to access the tests without interruptions and teachers were able to monitor their progress as needed.

Teachers continued to be supported to implement the ICT components of the curriculum and the Digital Technology learning area through a number of programs and initiatives that included; Digital Learning Professional Learning Communities, Coding Club, QoP Cyber Safety lessons, and Unplugged Lessons such as computation sorting mats.



STUDENT LEARNING OUTCOMES



PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	98.6	100.0	1.4	100.0	0.0
YR 03 Numeracy	98.6	97.1	-1.5	98.3	1.2
YR 03 Reading	98.6	98.5	-0.1	100.0	1.5
YR 03 Spelling	98.6	100.0	1.4	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	98.6	97.3	-1.3	98.6	1.3
YR 05 Numeracy	95.9	98.6	2.7	98.6	0.0
YR 05 Reading	100.0	98.6	-1.4	95.8	-2.8
YR 05 Spelling	98.6	98.6	0.0	97.2	-1.4
YR 05 Writing	100.0	98.6	-1.4	95.8	-2.8

STUDENT LEARNING OUTCOMES

The 2018 NAPLAN data indicates that students at Queen of Peace are making greater gains in both Reading and Writing compared to all other Australian schools. 100% of Year 3 students are meeting the minimum standards in Reading, Writing, Grammar, Punctuation and Spelling. There has also been an increase in the number of Year 3 students meeting the minimum standards in Numeracy. The school was able to maintain the high standard in Numeracy from 2016 in Year 5.

In 2016, 98.6% of Year 3 students met the minimum standards in Numeracy, Reading, Spelling, Grammar and Punctuation with 100% meeting the standard in writing. Students made growth from 2016-2018 with 100% meeting the minimum standard in all areas except Numeracy where 98.3% met the standard.

In 2016, 95.9% of Year 5 students achieved the minimum standard with improvement in 2017 to 98.6% which was maintained in 2018. The data also shows that even with the slight decline, Year 5 students made more gains from Year 3 to Year 5, 2016 to 2018, than students in all other like schools. Queen of Peace has invested time and resources to addressing and improving learning outcomes.

Student Wellbeing

To further develop a supportive school climate which fosters positive relationships and empowers every student to be a resilient and successful learner

Goals & Intended Outcomes

- 1. That students will demonstrate greater resilience and develop an enhanced sense of responsibility for their own learning and behaviour***

Achievements

The major achievement for 2018 was the introduction of 'We Thinkers' into the curriculum. This program focused on teaching personal and social capabilities. The program enables children to recognise and regulate emotions, establish and build positive relationships, work effectively in teams and handle challenging situations constructively.

Several staff members trained in this program presented by Nancy Tarshis and are incorporating more 'we based' play skills in grade prep Investigations, larger groups in classrooms and small pull out focus groups. The idea is that the trained teachers become the trainers and peer mentors improving all staff's understanding in this area.

Another achievement has been the continuation of Berry Street Educational Model, (BSEM) program. The Berry Street Education Model has been designed to support teachers as they meet the complex needs for students who struggle from the effects of chronic stress or traumatic stressors. The model also helps teachers to feel empowered within the classroom to teach the whole-child. This model enables working to build strategies in 5 areas, Body, Relationships, Stamina, Engagement, and Character. There are now 20 staff members trained in the strategies. As part of the growth mindset work through the BSEM model, we have implemented meditation every afternoon for 2 minutes after lunch.

Another achievement has been the completion of the Wellbeing Policy, the Restorative Practices Policy and the Behaviour Management Policy. These policies have been extensively reviewed by leadership and staff and are on the school website. The Wellbeing Leader has continued the "Cool kids" program, supporting children with anxiety. We Thinkers, a program to support children with social and emotional difficulties was also offered. These programs ran for groups of children over a 10 week period. The Wellbeing Leader organized "Oz Child" a

psychologist group that work within schools, to work with children at Queen of Peace who have a medical enhancement plan.

In 2018 the school has provided extra activities during lunch times. Activities include; Coding Club, gardening, origami, drawing and the Library being available during lunch time. These activities are organized or supervised by staff. Senior students such as House captains and Junior School Council members also ran lunchtime activities to engage children.

VALUE ADDED SATISFACTION

- Body Safety Australia sessions for P-6 classes, including a parent workshop
- Love You Love Me workshop for seniors focusing on mental health & wellbeing
- Mindfulness activities and strategies
- Implementation of daily meditation time after lunch
- Lunch time groups, origami, library, drawing and coding club
- Restorative Practices work continued with the staff, school rules developed, circle time implemented
- JSC members attending Hobson's Bay Council Meetings
- Buddy program throughout school Prep - 6
- School participated in the "Keep Safe Day" to highlight child personal safety.
- Weekly Assemblies organised by Year levels were implemented as a showcase of what was happening in the classroom
- Student Counselling Services offered
- Child Safety initiatives such as eSmart and cyber-safety
- Student programs/workshops such as Cool Kids (anxiety) & We Thinkers (social skills)



STUDENT SATISFACTION

As part of the whole school community Insight SRC Survey, all Year 5 and 6 students also completed the survey. These groups indicated a high level of student satisfaction. Results indicated satisfaction in regard to school wellbeing, engagement and relationships.

STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE	%
YEAR 1	92.4
YEAR 2	91.9
YEAR 3	94.0
YEAR 4	92.3
YEAR 5	92.0
YEAR 6	92.2
OVERALL AVERAGE ATTENDANCE	92.5

PROCEDURES FOR MONITORING STUDENT ATTENDANCE

As a matter of efficient management of student records and in the interest of student wellbeing, Queen of Peace maintains accurate attendance data by:

- Monitoring daily attendance
- Identifying absences from school or class
- Following up unexplained absences
- Notifying parent/guardian regarding unsatisfactory attendance
- Recording unsatisfactory attendance information on student files

Student Absences Information for families:

As per the new School Attendance Guidelines it is now a requirement that the parent/carer of a child marked absent without notification receive a message from the school during the morning of the absence.

Student Absence

- Daily Roll Status Viewed
- All phone and email absences updated on roles.
- Contact families of unexplained absence

Child Safe Standards

Queen of Peace holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and mission of the gospel.

Over the past 12 months Queen of Peace has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students. The continued application of student well-being programs such as the Restorative Practices Policy , “Cool Kids”(Anxiety),”Seasons” (Grief and Loss) , “CASEA” program to support children with social and emotional difficulties, “Oz Child” a psychologist group that work within schools and “Socially Thinking” a program to further support children to be resilient and develop positive mindset.

Queen of Peace has continued to broaden its comprehensive suite of Child Safety policies & procedural documents to incorporate aspects relating to the following:

- *Working With Children Check Requirements* – To reflect changes to the WWCC that came into effect in August 2017;
- *Organisational Duty of Care* – Defining the school’s statutory ‘duty of care’ to take all ‘reasonable precautions’ to protect students and young people under their care;
- *Reportable Conduct Scheme* – Outlining how the school responds to allegations of child abuse and child-related misconduct by employees & volunteers;
- *School Attendance Guidelines* – Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern.

All Queen of Peace staff members participate in regular briefings and training to ensure the school’s legislative obligations and the school’s Child Safety Strategy remains front of mind. Staff members have participated in a variety of training initiatives including:

- On-line Mandatory Reporting Modules (Annually);
- Protect – Responding to Suspected Student Sexual Offending;
- The School’s Child Safety Policy & Code of Conduct (Annually);
- Reportable Conduct Scheme Requirements;
- Organisational Duty of Care;
- Risk Management – Excursions & Camps;
- School Attendance Requirements.

Queen of Peace has continued to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.

Queen of Peace continues to implement Human Administrative & Human Resource practices to ensure its recruitment & performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work', but fosters continual improvement in Child Safety practices.

To achieve this the school ensures that the following Human Resource processes have a child safety focus:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

Queen of Peace maintains detailed records to support the screening and ongoing supervision of any individual required to undertake 'Child Connected Work'.



Leadership & Management

To further develop and sustain a strong professional learning culture through shared and strategic leadership and management

Goals & Intended Outcomes

- 1. That improved communication and enhanced staff empowerment will create an environment which supports staff learning and professional growth.***

Achievements

Queen of Peace is a large school with 64 staff including teachers, learning support officers and non-teaching staff.

Professional practice has been enhanced via peer mentoring and coaching, team and curriculum planning meetings, learning walks and continually improving contemporary teaching practices within purposeful learning spaces. These are supported by opportunities to plan in level teams (half day per week) and participation in Professional Learning Communities (PLC) twice a week. Staff members are exposed to relevant professional reading, discussions and professional learning, visits to schools demonstrating exemplary practice and feedback from professionals invited to observe our contemporary practices.

The school values and practises a model of shared and distributed leadership. Teaching and non-teaching staff are encouraged to take initiative in all areas of school leadership and improvement. To support this, collaborative processes have been established incorporating the use of staff opinion and other forms of data gathering; collegiality, shared responsibility, mutual feedback, focused professional learning and team planning. All staff members are encouraged to incorporate continuing professional dialogue at level team planning to ensure shared understandings.

The figure below is an attempt to show how the structure works. This structure allows the Leadership Team gain better representation from all staff into the decisions that are made. These changes also improved communication between the designated Leaders of the school and the main staff group.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING DESCRIPTION OF PL UNDERTAKEN IN 2018

The stand out Professional Development for 2018 were:

- Attendance at the RE, Deputy Principal, Library, Special Education, Literacy and Maths Networks by relevant staff
- Michael Ymer Maths - Whole Staff
- School Vision - Janie Luddit - Whole Staff
- PASA Maths network - P- 2 teachers
- Attendance at CEOM Learning & Teaching Network
- Autism training for selected staff
- Reading Recovery Ongoing PD
- Victorian Curriculum – Whole staff
- Restorative Practices – Whole Staff
- Peer Observation – Whole Staff
- Google Apps For Education –Whole staff
- THRASS – Whole staff
- Berry Street – selected staff
- CPR refresher – Whole staff
- Administration Officer Conference
- Berry Street – selected staff
- CPR refresher – Whole staff
- Administration Officer Conference

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	49
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1100

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.0%
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STAFF RETENTION RATE

Staff Retention Rate	88.4%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	8.9%
Graduate	13.3%
Certificate Graduate	4.4%
Degree Bachelor	77.8%
Diploma Advanced	37.8%
No Qualifications Listed	8.9%

STAFF COMPOSITION

Principal Class	2
Teaching Staff (Head Count)	47
FTE Teaching Staff	34.0
Non-Teaching Staff (Head Count)	20
FTE Non-Teaching Staff	18.7
Indigenous Teaching Staff	0

TEACHER SATISFACTION

The 2018 School Improvement Survey showed Staff School Climate to again be consistently high (80-98) ranking on the improvement scale in most areas, with Individual Morale (84) School Morale (85) and Ownership (83) ranking Queen of Peace in the top 20 percentile of all schools surveyed for Staff Wellbeing particularly those of Clarity, Appraisal and Recognition, Empowerment and Ownership.

School Community

To strengthen the collaborative partnerships between home, school and the wider community to support learning and wellbeing

Goals & Intended Outcomes

- 1. That learning is transformed into action beyond the classroom.***

Achievements

At Queen of Peace, we have continued to maintain the position of Family Engagement in Learning Leader (FELL) who was responsible for leading this work amongst our staff including running staff meetings, liaising with parents and building relationships with the community.

As part of this work, a number of workshops/information sessions were held in order to give parents the skills required to help their children at home. Workshops included Beginning Readers, THRASS, David Vinegrad Home Learning information night, Body Safe information session, Michael Ymer Maths parent workshop and Family prayer nights.

Some other initiatives run to promote partnerships with community included the Parents and Friends student disco, students visiting the local nursing home to sing for residents, Minnie Vinnies group, Commonwealth Banking Program run by parents, Junior School Council who work with the Local Council, the parent run Cuppa before assembly, school fete and the end of year school concert.

To enhance the children's ownership of their learning and the sharing of this with the parents, we continued to improve on our 3 Way Learning Conferences where parents, students and teachers came together to celebrate successes and set future goals. These were held twice during the year and took place of the traditional Parent/Teacher interviews. Portfolios (digital or hard copy) were also shared with parents at these conferences to showcase children's learning. We also kept families informed with what was happening in classrooms by sending out a term overview at the beginning of the term and then 'Learning at QOP' was sent out in the middle of each term to inform parents about their child's learning.

All classes across the school implemented and used a communication App called Seesaw. This app allows parents to communicate directly with the child's teacher and the app was also used at the students digital portfolio. The digital portfolios are added to weekly and showcase students learning and also well as activities they have been working on during class. All teachers regularly post students work, with the ability for students, parents and teachers to view and comment on the work shared. Students also upload personal reflections as well as text,

videos and photos. Parents responded really well to the use of this app and we will continue to use this tool throughout the whole school.

In 2018, we launched our school facebook page, which received a great response from families and the school community. The facebook page has been a great way to share information and articles to parents and the community about the great initiatives and learning that has been taking place.

Our transition program continued with Preschool Story Time, which was held by our Library Teacher on a weekly basis. Toddlers from the community are welcome to come into our Library for stories, activities and borrowing and it was great to see the children's confidence improve over the year and see some of these students enrolling to attend. The Prep Transition Program included 3 orientation sessions in which students completed a tour of the school, met their teachers and grade 6 buddies and also were provided with an information pack with activities and games that could be played at home. We also held the Prep BBQ in which all of the new Prep parents were invited to meet each other, have the opportunity to meet some of the staff and see our school facilities.

Parents were invited to attend an open forum discussion in which they participated in helping rewrite our school vision statement. This offered parents the opportunity to reflect on, discuss and review our school vision statement. The information provided by parents at this meeting provided valuable insights into parents hopes and dreams for Queen of Peace in the future.

Once again, we celebrated Grandparents Day in July. We had grandparents coming from all around the state to join in activities in the classrooms and enjoy a shared morning tea which was set up by parents and served by our Year 6 students. It was great to see how much the grandparents enjoyed spending time and learning with their grandchildren during school. It was a terrific community effort enjoyed by all.

The Parents and Friends were very busy this year and organised a number of wonderful fundraising and social events during the year. Events run in 2018 include the school fete, high tea for mothers to support St Joseph's, tenpin bowling and dinner for the dads, Saturday afternoon ten pin bowling for families, school working bee, hot cross buns for students after the 100 steps walk and they also continued the family assistance program in which parents volunteer and provide a family in need with a meal.

At the end of the year we held our annual School Concert on the school oval where all of the school was able to celebrate together. Families were able to sit together and enjoyed a magnificent family oriented night with food trucks and children performing. The night centered around the theme of Christmas and children sang carols. We had a huge number of families attend and it was great to see students, parents and teachers talking and celebrating this joyous time together.

Other Activities that involved the school community were:

- School Facebook Page
- Walk Safely to School Days
- Year level assemblies
- Harmony Day Celebration
- Members of our Junior School Council participated in the Hobsons Bay Junior Council
- Queenship of Mary Feast Day
- Learning at QoP News
- Seesaw digital portfolios
- 3 Way Learning Conversations
- School Vision Discussion
- Parents and Friends Committee including having a staff representative
- Parent workshops/information nights

PARENT SATISFACTION

Parents participated in the Insight SRC survey. They indicated a high level of satisfaction with the openness and approachability of the staff. The parents involved in the survey indicated a sense of mutual respect and genuine partnership with the school that meets the parent needs. Parents in this group were also please with the focus of school activities on student learning.



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