St Andrews School Werribee
REGISTERED SCHOOL NUMBER: 0338

2012 Annual Report
TO THE SCHOOL COMMUNITY
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Contact Details

| ADDRESS | 110 Greaves St. North  
|         | Werribee 3030 |
| PRINCIPAL | Mrs Winifred Murphy (Acting Principal) |
| PARISH PRIEST | Fr. Frank Buhagiar |
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VISION STATEMENT

At St. Andrew’s School, we believe that we are a community centered in Christ, working in partnership in the education of each child.

The school strives to develop within the child the fundamental beliefs and values of the Catholic Church in a Gospel based environment.

St. Andrew’s is a school of rich history immersed in the culture of the school, parish and wider community. The school endeavours to provide opportunities for the children to be part of this tradition, so they embrace it as part of their heritage.

We believe that the years in primary school should be happy, allowing each child to feel successful and develop skills and talents supported by the pastoral care of the staff and parish community.

We believe that primary school education helps prepare the child for challenges in life.

This preparation will enrich the spiritual, intellectual, physical and emotional growth of each individual.
School Overview Enrolments

In 2012 St. Andrew’s had an August enrolment of 380 students, an increase of 9 from the 2011 enrolment figure of 371.

School Improvement

The School Improvement Plan (SIP) and Annual Action Plan (AAP) developed in 2008 form the basis of the schools future directions for 2009 to 2012.

Goals

Education in Faith: To live and actively promote Faith based values

Teaching and Learning: To place an emphasis on Teaching and Learning strategies which are designed to meet the learning needs of every student.

Student Well-being: To address the holistic needs of every student, through a collaborative and collegial working environment.

Leadership & Management: To develop a leadership and management culture that nurtures, engages and challenges staff.

School Community: To strengthen parent connectedness and participation in the school.
Principal's Report

I take much pleasure in presenting the 2012 Annual Report to the School Community.

The 2012 school year has been a time of great activity both inside and outside the classroom. I wish to extend my thanks to the staff for their commitment to the children of St Andrew’s School. The whole community can be left with no doubt that their children are receiving the best educational program possible and that every endeavour is being made to ensure the continued growth and development of all facets of St Andrew’s school.

Enrolments

In 2012 St. Andrew's had an August enrolment of 380 students, an increase of 8 from the 2010 enrolment figure of 372.
School Improvement

Leadership Team

The Leadership Team in 2012 consisted of all staff with a Position of Leadership:

- Principal: Mr Tony Crosbie
- Deputy Principal: Mrs Donna Condon
- Religious Education Co-ordinator: Mrs Anne-Marie Palmer
- Numeracy: Mr Harry Stewart
- Literacy Co-ordinator: Mr Tracie Kunigiskis
- Sport & Physical Education: Miss Josie O’Sullivan

Religious Education

Mrs Anne-Marie Palmer continued with the work of developing the school’s Religious Education and Sacramental Programs.

During the year the children and staff were involved in a number of Liturgical events including:

- Opening of the School Year Mass at St Andrew’s Church
- Staff Commitment Mass at St Andrew’s Church
- St Patrick’s Day Celebration at St Patrick’s Cathedral
- Easter Paraliturgy
- Mission Mass at St Patrick’s Cathedral
- Celebration of All Saints and All Souls Day
- Celebration of St Andrew’s Feast Day
- Weekly Class Masses

Children in Years 3, 4 & 6 were involved in the Parish based Sacramental Programs for the reception of Reconciliation, Eucharist and Confirmation. Parent Information sessions were held prior to the reception of each of the Sacraments.

All Year Levels from Prep to 6 continued to participate in class and school celebrations of the Eucharist.

At the beginning of the school year, the staff from St Andrew’s gathered with the staff from the Western Zone to celebrate the beginning of the School Year with Mass at St Mary’s Altona.
Curriculum Developments and Initiatives

2012 saw the initial moves by the Australian Government into the development and introduction of the National Curriculum. Whilst the partial implementation of the AusVels in Victoria will not be until 2013 staff from St Andrew’s attended a number of briefing programs conducted by the Catholic Education Office and the Department of Education.

All staff have continued to be involved in a number of related Professional Development Programs specific to their needs and areas of interest.

Literacy

Classroom practices and procedures continued to undergo review and development particularly in the area of Literacy. The school continued its involvement in the CLaSS Literacy Program. The school’s Literacy Co-ordinator – Mrs Joanne Widdop attended all Professional Development Sessions conducted by the CEO.

Other areas of Professional Development undertaken by staff included participation in the ‘Reading to Learn” and the Collaborative Literacy Learning Community – Professional Development Program conducted by Deakin University and the Catholic Education Office.

Numeracy

2012 saw the completion of our formal Professional Development involvement in the Contemporary Teaching and Learning in Mathematics Program (CTLM) conducted by the Catholic Education Office and the Australian Catholic University. All staff members attended four Professional Development Days. The School’s Math’s Leader and Principal also attended separate Professional Development Days. The Numeracy Co-ordinator will continue to be the primary source of contact between the school and Numeracy Leaders from the Catholic Education Office.

Technology

Existing computer hardware in the Technology Lab and the school continued to be replaced as part of the ongoing upgrading of the school’s computer facilities. The school’s Computer Lab was rewired early in the year to enable a more functional operation of the Labs resources.

During Term 4, Electronic Whiteboards were installed in 13 classrooms and class teachers undertook initial Professional Development in the use of this equipment.

NAPLAN Testing

All students in Years 3 & 5 participated in NAPLAN conducted by the Board of Studies.
Camps Program

The children in Year 6 attended a 5 day camp in Canberra in February.
Children in Year 5 attended a 3 day camp at Mt Evelyn in May.
Year 4 students attended a 3 day camp at Safety Beach in November
The children, staff and parent helpers had a most enjoyable and exhaustive time at each of these camps.

Special Days

The students participated in the following “Special Days” activities.

Sports

The children in Years 5 & 6 participated in the Werribee Primary Schools Sports Association. (WPSSA)
Teams represented the school in both summer and winter sports along with Athletics, Swimming and Cross Country.

Students in Year 3 – 6 participated in the Hoop Time Basketball Program.

As a Bulldog Friendly School, St Andrew’s students in Year 5 & 6 participated in the Multicultural Cup and Year 4 students participated in the Bulldogs Football Program

Grounds and Buildings

Upgrading of resources is a constant endeavour and the school environment has continued to receive a great deal of attention over the past 12 months.

Following the completion of the BER Project, the school focused on rejuvenating the school oval and the reconstruction of the BBQ Shed. The school was most grateful to the Parish for the strip of land incorporating the backyard of the Parish Centre. This area was refenced and the BBQ shed was re-established on this site.

A Maintenance Person was employed on a part time basis to undertake regular Maintenance and repairs to the school’s facilities. The school continued with the weekly Working Bee roster with families volunteering to go on a roster one weekend per year.
Security/ Safety/ First Aide

The school continues to be monitored by the “Essential Services” Program. This Program monitors and assesses the status of the schools - Fire Services/ Passages/ Exits/ Air conditioners.

The school’s Alarm system is monitored on a 24hr basis and a Security Guard patrols the school area twice each night. The school is able to report no major breaches in security over the past year.

The school continues to engage EMQ Services in the development of our Emergency Response Policy and Procedures. Staff Training and Evacuation Drills were conducted by EMQ during the year.

All staff undertook Level 2 First Aide Training during the year.

OH&S (Work Safety)

In 2012, the school commenced formal arrangements with SmartSafe. This organisation will provide the school with OH&S services specific to the education sector.

Program Involvement 2012

Counseling Services

The school continued its partnership program with Corozon to provide Counselling Services to the students and families of St Andrew’s School. Student and families from St Andrew’s now have access to psychologists for educational and social concerns.

Catholic Care

In Term 4, Catholic Care commenced the provision of Counseling Services at the school for students and families in need.

CASEA

The Centre for Adolescent Mental Health at the Royal Children’s Hospital advised the school that we were accepted into the CASEA program for 2012. Key staff from the school were briefed by the CASEA team leader towards the end of the school year and formal services will commence in 2012.

MacKillop College

The school is participating in 2 Programs with staff and students from MacKillop College.
Instrumental Music Program

Students from St Andrew’s continued to be involved in the Instrumental Music Program conducted by staff from MacKillop College.

Worklinks

Students in Year 9 from MacKillop have undertaken the Worklinks Program with St Andrew’s School. Groups of 2-3 students undertake 2 weeks of Work Experience in the school environment.

OSHC – Camp Australia

The school continued to engage Camp Australia to run an Out of School Hours Care Program for families attending St Andrew’s School.

Parents and Friends

The support of the parent body is essential to the development and well-being of any school and St Andrew’s is no exception. The parents have continued to show their support for all aspects of school life. Parental support for Reading Programs, Library, Camps, Excursions and Class and Sporting activities continues to be the source of greatest assistance and the staff are extremely grateful for this. In 2012 the Parents and Friends raised in excess of $15,000 for the installation of electronic whiteboards in classrooms and for loan repayments associated with the redevelopment of the Junior Playground.

My thanks to the members of St Andrew’s School community for assisting in making 2012 such a significant year.

My thanks to Fr Frank, Fr Cameron and Fr. Shabin for their support and assistance in all aspects of the school and to all members of St Andrew’s staff. I look forward to the continued development of St Andrew’s School and pray that we will never lose sight of our vision for the future.

Tony Crosbie

Principal
Education in Faith

Goals
To live and actively promote faith based values.

Intended Outcomes
1. Increase staff opportunities to engage in professional learning in RE and Personal Faith Development.
2. Increase parent awareness and actions relating to the building of Faith in the home, school and wider community.
3. Encourage active parent/family participation in Parish events.
4. Increase student awareness and actions relating to local and global justice issues.
5. Raise the profile of Religious Education in the school.
Achievements

- During the year the children and staff were involved in a number of Liturgical events including:
  - Opening of the School Year Mass at St Andrew’s Church
  - Staff Commitment Mass at St Andrew’s Church
  - St Patrick’s Day Celebration at St Patrick’s Cathedra
  - Easter Paraliturgy
  - Mission Mass at St Patrick’s Cathedral
  - Celebration of All Saints and All Souls Day
  - Celebration of St Andrew’s Feast Day
  - Weekly Class Masses

- At the beginning of the school year, the staff from St Andrew’s gathered with the staff from the Western Zone to celebrate the beginning of the School Year Mass.

VALUE ADDED

Children in Years 3, 4 & 6 were involved in the Parish based Sacramental Programs for the reception of Reconciliation, Eucharist and Confirmation.

Parent Information sessions were held prior to the reception of each of the Sacraments. All Year Levels from Prep to 6 continued to participate in class and school celebrations of the Eucharist.

Students in Year 5 held the annual St Andrew’s Day Mass and Luncheon for residents from local Nursing Homes. Over 200 residents attended the Mass and Luncheon.
LEARNING AND TEACHING

Goals

To improve student learning outcomes in Literacy and Numeracy

Intended Outcomes

1. Ensure a whole-of-school focus on purposeful teaching, so that there is shared agreement about successful pedagogy that is consistently used by all teachers.

2. Monitor the progress of students, with the purpose of building strategies to better identify the students and to improve their performance.

3. Build the capacity of all teachers to work within the Inquiry Based Learning model.

4. Build the capacity for teachers to share their professional learning.

5. Build strategies to make a constructive difference in the teaching of Mathematics.
Achievements

Curriculum Developments and Initiatives

Victorian Essential Learnings
2012 saw the continued implementation of the Victorian Essential Learning Standards (VELS). All staff have continued to be involved in a number of related Professional Development Programs specific to the implementation of VELS and development of the Inquiry Learning Program.

Literacy
Classroom practices and procedures continued to undergo review and development particularly in the area of Literacy. The school continued its involvement in the Literacy Advance Program.

The school’s Literacy Co-ordinator attended all Professional Development Sessions conducted by the CEO. All Staff in Prep – Year 2 attended the Literacy Advance Professional Development Programs and the Reading to Learn conducted by staff from the Catholic Education Office.

Staff in Years 3 – 6 continued their participation in the Collaborative Literacy Learning Community (CLLC) – Professional Development Program conducted by Deakin University and the Catholic Education Office.

Numeracy

The school undertook its second year of participation in the Contemporary Teaching and Learning in Mathematics Program (CTLM) conducted by the Catholic Education Office and the Australian Catholic University. All staff members attended four Professional Development Days. The School’s Math’s Leader and Principal also attended separate Professional Development Days.
NAPLAN Testing

All students in Years 3 & 5 participated in the NAPLAN testing program conducted by the Board of Studies.

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th></th>
<th></th>
<th>Year 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.9%</td>
<td>91.1%</td>
<td>96.6%</td>
<td>97.3%</td>
<td>91.5%</td>
<td>79.2%</td>
</tr>
<tr>
<td>Writing</td>
<td>95.9%</td>
<td>100%</td>
<td>98.3%</td>
<td>97.3%</td>
<td>89.1%</td>
<td>83.3%</td>
</tr>
<tr>
<td>Spelling</td>
<td>93.9%</td>
<td>97.8%</td>
<td>98.3%</td>
<td>100%</td>
<td>95.7%</td>
<td>92.6%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>87.8%</td>
<td>95.6%</td>
<td>94.9%</td>
<td>91.9%</td>
<td>93.5%</td>
<td>77.8%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.8%</td>
<td>97.7%</td>
<td>96.6%</td>
<td>94.6%</td>
<td>93.6%</td>
<td>90.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th></th>
<th></th>
<th>Year 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-10</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2009-10</td>
<td>2010-11</td>
<td>2011-12</td>
</tr>
<tr>
<td>Reading</td>
<td>11.7%</td>
<td>-2.8%</td>
<td>5.5%</td>
<td>8.2%</td>
<td>-5.8%</td>
<td>-12.3%</td>
</tr>
<tr>
<td>Writing</td>
<td>0.2%</td>
<td>4.1%</td>
<td>-1.7%</td>
<td>-0.9%</td>
<td>8.2%</td>
<td>-5.8%</td>
</tr>
<tr>
<td>Spelling</td>
<td>-3.8%</td>
<td>3.9%</td>
<td>0.5%</td>
<td>3.6%</td>
<td>-4.3%</td>
<td>-3.1%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>6.0%</td>
<td>7.8%</td>
<td>-0.7%</td>
<td>-4.5%</td>
<td>1.6%</td>
<td>-15.7%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>9.8%</td>
<td>1.9%</td>
<td>-1.1%</td>
<td>0.1%</td>
<td>-1.0%</td>
<td>-2.9%</td>
</tr>
</tbody>
</table>

There has been a continued improvement in the National Minimum Standards at St Andrew’s in Year 3 over the past 3 years. It can be noted however that there was a minor drop in the Grade 3 levels in Reading in 2012 although the % attained is still significantly above the 2009 results.

In Year 5 the overall results have remained static.
Student Wellbeing

Goals

To address the holistic needs of every student, through a collaborative and collegial working environment.

Intended Outcomes

1. That all students have a sense of self-worth and are stimulated in their learning
2. That all students are supported according to their social and emotional needs
3. That the school adopts a Social Wellbeing Program

Achievements

STUDENT ATTENDANCE RATE 94.52 %

VALUE ADDED ·

The school continued its partnership with Corazon to provide counseling, psychological and educational assessments

- Ongoing provision of the Student Well-being Unit, enabling students at risk to access appropriate support both in and outside the class program
- Student Representative Council
- Prep – Year 5 and Year 1 – Year 6 Buddy Program
- Peer Mentoring Program during recess and lunchtime
- Community Links Project: MacKillop College · Prep & Year 6 Transition/Orientation Programs
- ICT Lab and Library open during lunchtimes – Passive Playground
- School Wild Life Program
- MacKillop Music Program
STUDENT SATISFACTION

Student Attitude to School

Students reported an increase in their connectedness to peers and student safety: Peer Connectedness refers to the extent to which students feel socially connected and get along with their peers. Student safety reflects the extent to which students feel they have experienced bullying or harassment. Students are reporting a diminished number of experiences of such bullying and harassment.

Students reported that Learning Confidence: The extent to which students have a positive perception of their ability as a student and Purposeful Teaching: The extent to which teachers deliver their teaching in planned and effective ways - have continued to remain high.

Students continued to report a high level of Student Motivation: The extent to which students are motivated to achieve and learn.
Leadership & Management

Goals
To develop a leadership and management culture that nurtures, engages and challenges staff.

Intended Outcomes
Improve staff morale and reduce staff distress through stronger appraisal and recognition, role clarity, supportive leadership, professional growth and school morale.
Ensure clear and shared understandings of the school’s vision.

Improve the understanding of roles and expectations of all staff.

Build teamwork and mentoring that allows for effective feedback and consistent active listening skills.

Implement a formal Mentoring program.

Establish and implement a Customised Individual Development Plan for every member of staff.

Achievements
Developed an understanding of the leadership model among all staff. Built leadership capacity through the establishment of a Formation Team.

All staff undertook a PD Program focusing on St Mary of the Cross MacKillop.

All staff have the responsibility to share and implement issues and implications raised at Professional Development Programs with their fellow colleagues.

Staff attendance: The average attendance rate per staff member:

Teaching Staff: 83.25%

Non-teaching staff: 97.1%  All staff: 88.72%

Staff retention: The proportion of teaching staff retained in a program year from the previous year 91.3%
TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>5%</td>
</tr>
<tr>
<td>Graduate</td>
<td>35%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>60%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>3.85%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0%</td>
</tr>
</tbody>
</table>

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2011

Contemporary Teaching and Learning in Mathematics – Prep – Yr 6
Staff Collaborative Literacy Learning Communities- Year 4 – 6 Staff
Reading to Learn – 2
Teaching Staff Emergency Management – All Staff
Level 2 First Aid Training – All Staff
REC Network participation – 1 Staff
Reading Recovery Continuing PD – 1 Staff
Principal Network and Conference participation – 1 Staff
Deputy Principal Network and Conference participation – 1 Staff
Administration Staff Network & Conference – 3 Staff
WorkSafe – All Staff Student Well-Being Leaders PD – 1 Staff

NUMBER OF TEACHERS WHO PARTICIPATED IN PL: 30

AVERAGE EXPENDITURE PER TEACHER FOR PL: $2,600
TEACHER SATISFACTION

When comparing the results of the 2011 Survey with the 2012 Survey:

Staff reported an increase in all areas of the Staff Survey.

There was a significant increase in all aspects of Staff Well-being and Teaching and Learning.
SCHOOL COMMUNITY

Goals

To strengthen parent connectedness and participation in the school.

Intended Outcomes

- Increased participation of school families in the Parish Fair
- Provide parents with the opportunity to engage in parent education sessions focusing on VELS
- Provide training for Parent Helpers in the Classroom
- Increase the number of parents involved in the 3 – 6 PE/Outdoor Education Program
- Arrange an Open Day for parents and prospective parents to visit all Year Levels

Achievements

- Celebration of Mothers’ Day, Fathers’ Day/ Footy Day
- St Andrew’s Feast Day Luncheon
- Art Show
- Christmas Performance
- Increased participation of school families in the Parish Fair
- Increased number of parents involved in the P-2 Literacy Block
- Provided 2 training programs (TAPS) for Parent Helpers in the Classroom
- Increase in the number of parents involved in the 3 – 6 PE/Outdoor Education Program
PARENT SATISFACTION

Parents reported an increase in the following aspects of the survey: Homework and Learning Focus.

Parents continued to regard Engagement of the Students in a positive manner; particularly with respect to Connectedness to Peers and Connectedness to school.

It is pleasing to note that these results are reflected in the Student Survey.

Parents reported continued satisfaction with the educational programs and standards of the school.

Parents believe that the school is addressing the educational needs of the students.
## Financial Performance

### REPORTING FRAMEWORK

<table>
<thead>
<tr>
<th>Description</th>
<th>MODIFIED CASH</th>
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</thead>
<tbody>
<tr>
<td>Recurrent income</td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>36,787</td>
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<tr>
<td>Other fee income</td>
<td>116,115</td>
</tr>
<tr>
<td>Private income</td>
<td>47,983</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>814,866</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>2,159,365</td>
</tr>
<tr>
<td>Total recurrent grants</td>
<td>3,175,116</td>
</tr>
</tbody>
</table>

### Recurrent Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>2,216,987</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>516,9941</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>2,733,928</strong></td>
</tr>
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</table>

### Capital income and expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government capital grants</td>
<td>nil</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>212,324</td>
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<tr>
<td>Other capital income</td>
<td>15,000</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td><strong>227,324</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>162,289</strong></td>
</tr>
</tbody>
</table>

Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)

Total opening balance

Total closing balance

Note that the information provided above does not include the following items:
- System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website.
- ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

The school is successfully addressing the needs of students, as reflected in the Student Insight SRC data, in that students feel positive as learners, report that their learning is stimulating, they feel safe at school and feel connected to their peers and school community. The school recognises the need to support students at risk and this continues to be a high priority.

Initiatives that are making a constructive difference within the school community are the on going development of the Student Wellbeing Unit and progress in the development of Individual Learning Plans for students from an ESL background and for students at risk. The Student Wellbeing Unit will continue to provide a supportive environment for children who experience difficulties in learning, social and play settings. The school will continue to develop the social skills programs, student involvement in the care of the animals in the school, and students being given the opportunity to reflect on their personal behaviours and situations.

Curriculum information nights, informative transition programs, parent/teacher interviews and weekly newsletters will continue to ensure that parents are informed and involved in their child’s education.

Staff

The formation of a new Leadership Team at the beginning of the 2010 School Year is continuing to see a better understanding of teachers’ expectations and, in line with school priorities, represent new opportunities of staff to move into positions of Leadership and Responsibility. The leadership team recognises the growth over the past 12 months in building genuine rapport with all members of staff, and in developing leadership aspirations and leadership positions within the current staffing structure.

Community

The school continues to successfully build school/home/community links. This has resulted in a sense of belonging, acceptance, respect, growth and support for each other. The school will continue to develop strategies to enhance these successes. Parents are encouraged to assist in classroom programs, curriculum activities such as sporting programs, class excursions and incursions, school and class assemblies and Masses, and Literacy and Numeracy Week.
Physical Developments have included:

- Re-construction of the BBQ Shed
- Re-siting of Basketball Posts
- Re-carpeting of Year 2 & 3 Classrooms
- Installation of new Air conditioner in Server Room
- Relocation of IT Server
- Upgrade to ICT Facilities
- Installation of Electronic Whiteboards in all classrooms

Future Physical Developments include:

- Redevelopment of the Junior Playground in 2012
- Redevelopment of the Administration Block
- Redevelopment of the Library