ST. MARY’S SCHOOL
GREENSBOROUGH

REGISTERED SCHOOL NUMBER: 1539
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</tr>
</tbody>
</table>
## Contact Details

<table>
<thead>
<tr>
<th><strong>Address</strong></th>
<th>210 Grimshaw Street VIC 3088</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal</strong></td>
<td>Helen Anderson</td>
</tr>
<tr>
<td><strong>Parish Priest</strong></td>
<td>Fr. Steven Rigo</td>
</tr>
<tr>
<td><strong>School Board Chair</strong></td>
<td>John McEntee</td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
<td>(03) 4355566</td>
</tr>
<tr>
<td><strong>Email</strong></td>
<td><a href="mailto:principal@smgreensborough.catholic.edu.au">principal@smgreensborough.catholic.edu.au</a></td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://www.smgreensborough.catholic.edu.au">http://www.smgreensborough.catholic.edu.au</a></td>
</tr>
</tbody>
</table>
School Vision

We believe that St Mary’s should be a Christian Community where:

• The staff, parents, clergy and members of our Parish community, work together as educators, using Christ as our central focus and model.

• The traditions, knowledge and beliefs of our Catholic Faith are taught and modelled through our interactions with each other.

• A harmonious and welcoming climate is promoted where students, staff, families and members of our Parish community are supported to feel secure, valued and respected.

• A contemporary learning environment based on a curriculum that is rich in content, pedagogically sound and of an academically high standard is provided.

• Through recognizing and valuing the uniqueness of each student, their special talents are fostered through engaging programs thus encouraging personal growth and wellbeing.

• As citizens of Australia, students are prepared to participate fully in our Australian contemporary society and to uphold the Australian Constitution.
School Overview

St. Mary’s Primary School Greensborough was officially opened in 1955 and in recent years, enrolments have remained fairly consistent. Actual Enrolment Figures for the past 5 years are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>600</td>
</tr>
<tr>
<td>2006</td>
<td>590</td>
</tr>
<tr>
<td>2007</td>
<td>584</td>
</tr>
<tr>
<td>2008</td>
<td>600</td>
</tr>
<tr>
<td>2009</td>
<td>581</td>
</tr>
</tbody>
</table>

Our Vision statement emphasis Christ as an integral part of our lives, stressing the value of empathy, respect, joy, peace and freedom. It is with pride, therefore, that we maintain a warm and welcoming community spirit. Within this environment we hold the following understandings:

- **We Believe** Everyday holds the opportunity for exciting learning.
- **We Value** The uniqueness of each person
- **We Engage** Students in positive and active learning.
- **We Uphold** The philosophy of Equity and Excellence in Education.
- **We Promote** Respect and Care for Everyone in our Community

**Goals articulated in the School Improvement Plan**

- To strengthen the catholic culture of St Mary’s School community
- To strengthen the faith dimension of the St Mary’s School community
- To develop a positive and contemporary learning community
- To improve standards in Literacy and Numeracy
- To create a safe secure and respectful learning environment for all students
- To improve the school's professional and learning culture
- To strengthen and broaden our links within and beyond St Mary’s community.
Our school is structured in straight class groupings with three streams at each level, other than one level where there is a four stream intake.

Census information in 2001 indicated that the population of St Mary’s School was relatively homogenous in character compared to more multicultural areas in Victoria, with a smaller proportion of the population born overseas and less diversity in the range of countries of birth. The share of the population born in Australia in St Mary’s School in 2001 was higher than that of the Archdiocese of Melbourne. In 2009, there were 20.3% students with a Language background other than English. The SES level of St. Mary’s school is 103.

A comprehensive curriculum is offered with specialist areas being LOTE (Italian), Music, Information, Communication Technology (ICT) and Library. St. Mary’s is proud of its high level of parental involvement as we believe in working in partnership.

In 2009 a major Building Program commenced and will be completed in June 2010. This project will provide 12 contemporary learning spaces for Yr 3-6 students and multi purpose learning areas. There will be further facilities built in the second Building project that will provide an Administration building, Staff facilities and Specialist areas. A refurbishment will provide modern learning spaces for Prep- Yr2 students.
2009 saw St. Mary’s School commence the year with 581 students. Mrs. Cathy McCarthy was welcomed to the school as Deputy Principal.

Through funds becoming available from the BER Project, we were able to commence the first stage of our Master Plan. Cooper and Morrison were contracted to commence works to build a new complex that would provide us with 12 contemporary learning spaces incorporating break out learning areas where Computer resources will be available for students. Wireless access will provide the ability for the use of Mini Laptops.

A String Music Program was developed in partnership with Loyola College. Through this program a number of students are learning the Violin.

St. Mary’s continued the tradition of Sporting success with our students competing successfully in the Inter school Sports Program, District Athletics, Swimming and Cross Country.

A Compassion Day was held in October and money raised was sent to Fr. Terry Kean to assist with relief work in the Philippines. This day was organized by Yr. 6 students who planned and conducted activities for all students across the school. Not only did this day raise funds to support others, it was a wonderful community building exercise for our senior students.
St. Mary’s School Greensborough

We were successful in obtaining funding through the School Focused Youth Services to the amount of $10,500 to conduct the Martial Arts Therapy (MAT) Program in 2010. This is a non combat program that utilizes the philosophy of peace and harmony in conflict resolution.

Work commenced on developing an interactive Web site to provide information about our school and a means for those within the community to communicate effectively with us. This site will become active in 2010.

A Committee was formed to investigate the possibility of creating an Emblem to represent the whole Parish community of St. Mary’s. This Committee has completed its work and a design has been approved. This Emblem is on the front page of this Report and will be used by the School and Parish.
Goals
To strengthen the catholic culture of St Mary’s School community
To strengthen the faith dimension of the St Mary’s School community

Intended Outcomes
That teachers and students behaviours will reflect the Gospel values
That links between the school and parish will be strengthened
That the whole school community participate actively in prayer and liturgical celebrations
That contemporary pedagogy in Religious Education is evident

Achievements
In the area of Religious Education, an online facility was developed to provide an effective means of communication. This facility also is used to provide resources for the teaching of Religious Education.

Professional Development was provided

- through input sessions at PLT Meetings in the areas of planning, assessment and Faith Formation
- Andrew Chin presented a workshop/concert for staff and students using music to reflect on the message of Jesus
- Elio Capra presented two evenings for families and staff on “Sacraments in our Lives”
- Brendan Hyde presented sessions for P-2 teachers through the Godly Play approach to bringing scripture alive in the classroom

Survey Results indicated that staff behaviour had increased from 65% to 75%, parent behaviour on the Catholic Culture survey increased from 72% to 78% and student behaviour improved from 75% to 78%
St. Mary’s School Greensborough

Parent Satisfaction Response to Survey in comparison to Victorian Catholic Schools

Opportunity: 85%

Behaviour: 78%

Compassion: 83%

Social Justice: 77%

Student Satisfaction Response to Survey in comparison to Victorian Catholic Schools

Catholic Culture: 77%

Opportunity: 83%

Behaviour: 75%

Compassion: 80%

Social Justice: 75%
St. Mary’s School Greensborough

Learning & Teaching

Goals
To develop a positive and contemporary learning community
To improve standards in Literacy and Numeracy

Intended Outcomes
That improved standards will be achieved in Writing, Spelling and girls’ Numeracy
That students will be prepared for the demands of an ever-changing world
That staff will embrace contemporary pedagogy in their professional practice
That student engagement in learning will be strengthened
That there will be a whole school understanding and implementation of Inquiry Learning

Achievements

In the area of Literacy
• work focused on developing a whole school approach to the teaching of writing and spelling.

In the area of Numeracy
• work focused on developing a P-6 curriculum overview and a planning format was introduced for classroom use.

In the area of Inquiry Learning
• a Team of teachers attended the “Inquiry Minds” project over five days.
• a whole school understanding was established which has lead to the development of some exciting and challenging Units of work.
St. Mary’s School Greensborough

- Personal and Interpersonal learning was specifically incorporated into units of work
- Thinking routines have been embedded into teaching Units.

DATA from the NAPLAN Assessments for 2009 indicated that in terms of National benchmarks, St. Mary’s students performed exceptionally well. The following percentages represent the number of students meeting the Benchmarks in Yr 3

Literacy:
- Reading 98.9%
- Writing 100%
- Spelling 100%
- Grammar and Punctuation 98.9%
- Numeracy 98.9%

In comparison with 2008 St. Mary’s 2009 percentage score in the area of Reading decreased by 1.1%, however Writing improved by 1%. Spelling increased by 2.1% and Grammar and Punctuation by 1%. There was a slight decrease of 0.2% of students meeting the benchmark in Mathematics.

2008 Annual Report to the School Community

The following percentages represent the number of students meeting the Benchmarks in Yr 5

Literacy:
- Reading 95.2%
- Writing 100%
- Spelling 98.8%
- Grammar and Punctuation 100%
- Numeracy 100%

In terms of comparison with the previous year, there was a decrease of 1.2% in the number of students who met the National Benchmark in Reading, whilst in Writing, the percentage of students meeting benchmarks increased by 1.2%. Spelling improved by 1.2% and Grammar and Punctuation improved by 2.4%. There was an improvement of 1.2% in the number of students meeting the benchmark in the area of Numeracy.
Proportion of Students meeting National Minimum Standard

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th></th>
<th>Year 5</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
</tr>
<tr>
<td>Reading</td>
<td>94.9%</td>
<td>100%</td>
<td>98.9%</td>
<td>91.3%</td>
<td>96.4%</td>
<td>95.2%</td>
</tr>
<tr>
<td>Writing</td>
<td>96.2%</td>
<td>99%</td>
<td>100%</td>
<td>98.8%</td>
<td>98.8%</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>N/A</td>
<td>97.9%</td>
<td>100%</td>
<td>N/A</td>
<td>97.6%</td>
<td>98.8%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>N/A</td>
<td>97.9%</td>
<td>98.9%</td>
<td>N/A</td>
<td>97.6%</td>
<td>100%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>99%</td>
<td>98.8%</td>
<td>96.3%</td>
<td>98.8%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Over the past 3 years, there has been steady growth in student performance in all areas of Literacy other than a 1.1% decrease in Yr3 and a 1.2% decrease in Yr 5 Reading from 2008-2009. Numeracy scores in Yr 5 have shown a 3 year improvement whereas in Yr 3 there has been a slight decline from the Yr 3 100% score in 2007.

Other Value Added Activities.

G.A.T.E.W.A.Y.S Program
Gifted and Talented Program
Literacy and Numeracy Support Program
Reading Recovery Program
Maths Intervention Program
Transition and Engagement Program
Gymnastics Program
Modern and Traditional Dance Program
Swimming Program
Dry Water Safety Program
Three week Rugby League Program facilitated by Melbourne Storm
Four week Squash Program facilitated by Squash Victoria
Australian Rules Football Clinic facilitated by Carlton Football Club
Summer and Winter Interschool Sports - Cricket, Football, Netball, Bat Tennis and Basketball
Twilight Sports Carnival
Participation in Chess Competitions
Student Leadership Training
L.O.T.E. Program (Italian)
String Music Program
School Camp
Students with Disability Program
St. Mary’s School Greensborough

Excursions and Incursions
Tennis Lessons available
Music/Drama Specialist Program
Library Specialist Program
Information, Communication, Technology Specialist Program
Choir

St. Mary’s won the District boys’ and girls’ Basketball Competition

Teams represented St. Mary’s in the District Swimming, Cross Country and Athletics events. St. Mary’s won all aggregate trophies at these Carnivals.

A number of our students participated in Zone, District and Regional level competition in the above events. One student participated at National Level in Athletics.

In terms of attitudinal data gathered in 2009, the following data expresses the satisfaction of parents with St. Mary’s school.

**Parent General Satisfaction compared to Victorian Schools**

**Parent Responses from Survey**

- Reporting: 78%
- Learning Focus: 78%
- General Satisfaction: 79%

**Student Satisfaction Response to Survey compared to Victorian Schools**

- Stimulating Learning: 76%
- Student Motivation: 85%
- Learning Confidence: 75%

**Teacher General Satisfaction compared to Victorian Schools**

- School Morale: 75%
- Team Work: 82%
- Professional Growth: 70%
- Job Satisfaction: 80%
Student Wellbeing

Goals

To create a safe secure and respectful learning environment for all students

Intended Outcomes

That students will be more engaged in stimulating and challenging learning experiences.

That student resilience will be strengthened.

That student behaviour will show improvement.

That the more capable students will improve their learning outcomes

Achievements

- the Restorative Practices approach was further embedded in our approach to working in the area of student behaviour management
- there was a focus on Values Education. Each Term a specific value was taken as a focus for working with students - these being Respect, Responsibility, Resilience and Reaching Out.
- We participated in an AGQT Project with neighboring Primary schools and Loyola College. The focus of this project was “Transition and Engagement.” Yr 6 students participated in three Transition mornings at Loyola College and staff was in-serviced on approaches to assist students from Yr 5-8 to become more engaged in their learning. A student focus group attended a day with other Primary school students discussing “how learning can be meaningful” from a student's perspective.

Student Attendance

Average student attendance rate for 2009 was 97.34%

Other Value Added Activities.

Young Leaders Day
Student Representative Council
Restorative Program
Values Education Program
Student Services Coordinator
Engagement and Transition Program
Student Counsellor
SEASONS Bereavement Program
Student Wellbeing Support Program

Parent Satisfaction Response to Survey in Comparison with Victorian Schools
Connectedness to Peers: 75%
Connectedness to school: 80%
Social Skills: 79%

Student Satisfaction Response to Survey in Comparison with Victorian Schools
Connectedness to Peers: 81%
Safety: 79%
Student Morale: 75%
Leadership & Management

Goals
To improve the school’s professional and learning culture

Intended Outcomes
That teamwork and planning will be more effective across the school.
That staff are clear and accountable in their roles
That staff will be actively involved in their professional growth
That the capacity of leaders will be enhanced

Value Added Activities
- Written documents were developed for protocols and professional expectations. A staff Motto was developed which states “Together We are Making a Difference.”
- Interactive Whiteboards were installed in the senior classrooms. Others have been purchased for the new learning spaces along with 60 mini Laptops.
  $75000 received through the Investing in our Schools Project, with a matched dollar for dollar contribution from school funds, provided for these resources.
- Leadership and Management Team meets weekly
- Distributed Leadership through active Committees
- Development of comprehensive Annual Action Plan to support School Improvement Program

Professional Learning
- Lyn Watts worked with Staff on creating a Positive Classroom Environment and on Student Engagement
- Jane Plunkett worked with staff in a coaching role in the area of Writing
- A professional development day was held at the Ian Potter Centre where approaches to ‘Thinking Routines’ were explored.
- A Cyber safety evening was held for parents
- eLearning sessions were held where all classes and Curriculum Leaders established Myclasses pages as a learning tool
- Staff attended a Zone closure day where “Team Building” was the focus of the day
St. Mary's School Greensborough

- A team of teachers participated in an Australian Government Quality (AGQTP) Project on Engagement and Transition
- Principal attended an Asian Perspectives Conference
- A Team of teachers participated in a five day spaced Inquiry Minds Project
- Regional Maths Cluster meetings were attended
- Reading to Learn Project professional development continued
- Network meetings for the various spheres of school improvement were attended
- Literacy Leaders attended training sessions
- Literacy Leader participated in the Learning Assessment Project
- Ongoing professional learning in the area of Reading Recovery
- Maths and Literacy Professional Learning Teams provided avenues for further teacher learning

For 2009, $113135 was spent on Professional Development, this being an average of $2977 per teacher. Thirty-eight teaching staff participated in professional development activities. Costs included course fees, teacher replacement, and professional associations, conferences, reading materials and catering.

### Teachers' Qualifications

<table>
<thead>
<tr>
<th>Level</th>
<th>This School</th>
<th>Like Schools</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree - Doctorate</td>
<td>0%</td>
<td></td>
<td>0.2%</td>
</tr>
<tr>
<td>Degree - Masters</td>
<td>7.69%</td>
<td>7.93%</td>
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<tr>
<td>Diploma - Graduate</td>
<td>23.08%</td>
<td>23.5%</td>
<td></td>
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<tr>
<td>Certificate - Graduate</td>
<td>5.13%</td>
<td>3.71%</td>
<td></td>
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<td>Degree - Bachelor</td>
<td>43.59%</td>
<td>67.19%</td>
<td></td>
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<tr>
<td>Diploma - Advanced</td>
<td>61.54%</td>
<td>46.75%</td>
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<tr>
<td>No Qualifications</td>
<td>15.38%</td>
<td>9.15%</td>
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</table>

### Staff Attendance Rate

- Average attendance teaching Staff 79.35%
- Non teaching Staff 97.42%
- All Staff 83.57%

In 2009, 14 teachers took a total of 68 weeks Long Service Leave with one teacher taking an extended period of 6 months Leave. This has impacted on the teaching Staff attendance rate as Long Service Leave is incorporated into this figure.
Staff Retention Rate 88.57%

Staff morale is positive and there is a commitment to working in Teams.

In 2009, two teachers were promoted to advanced positions within education and one staff member retired. At St. Mary’s, staff are encouraged to develop leadership skills and to broaden their experiences in education. Six teachers who were on short term contracts left to commence families, which for 2009, has impacted on Staff retention rate.

Results from the SRC Staff Survey showed that Team work increased from 68% to 81%. Role Clarity rose from 68% to 78% and Professional Growth from 59% to 70%. Supportive Leadership went from 65% to 78%.

Parent Satisfaction responses to Survey in comparison to Victorian Schools:
- School Improvement: 75%
- Approachability: 73%

TOGETHER WE ARE MAKING A DIFFERENCE
St. Mary’s School Greensborough

School Community

Goals
To strengthen and broaden our links within and beyond St Mary’s community.

Intended Outcomes
That parent involvement in the school will be strengthened.

That there will be more effective collaborative partnerships.

That the school will be more effectively promoted in the community.

Achievements
Throughout 2009, active participation within all groups in the School Community grew. The School Education Board, the Parents’ Association, Out of School Hours Care (OSHC) Program were all supported by strong and active committees. Attendance at Working Bees continued to be positive throughout 2009.

The Education Board’s work centered on the Building Program, input into discussions concerning the development of a new Parish Emblem and reviewing its purpose and function.

The Parents’ Association formed Working Committees to streamline its work. These Working Parties were formed as follows - Tuck shop Committee, Uniform Shop Committee and Social/Fundraising Committee.

The Maintenance and Development Team held eight successful Working Bees and were able to provide some valuable assistance with work related to the Building Program and general school maintenance. The Team supported the Parish Fete and other social occasions by cooking sausage sizzles.

The Faith Development Team continued to support the Sacramental Program for all young people in the Parish of St. Mary’s. Faith development days were held for members of this group.
Other Value Added Activities.
Parent Information Sessions
Active Parent Committees
Parent Involvement in classrooms and activities
Compassion Day
Prep-Yr 6 Buddy Program
Prep Connections Night for Parents
Yr 5 and 6 Basket Supper Dance
Parish Fete
Prep Welcome Picnic
Classroom Expos of student learning
Book Week
Parenting Program
Before and After School Care Program
Playgroup
Tuck shop

Parent Satisfaction response to Survey in comparison to Victorian Schools
Parent Input: 72%
## Financial Performance

### Financial Performance for the year ended 31 December 2009

<table>
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<th>Reporting Framework</th>
<th>Modified Cash $</th>
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<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
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<tr>
<td>School fees</td>
<td>$448879</td>
</tr>
<tr>
<td>Other fee income</td>
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<tr>
<td>Private income</td>
<td>$85963</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>$761528</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td>$4201660</td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>$3084947</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>$535507</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
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<tr>
<td><strong>Capital income and expenditure</strong></td>
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</tr>
<tr>
<td>Government capital grants</td>
<td>$1670070</td>
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<tr>
<td>Capital fees and levies</td>
<td>$84394</td>
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<tr>
<td>Other capital income</td>
<td>$30981</td>
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<td><strong>Total capital income</strong></td>
<td>$1785445</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>$1556935</td>
</tr>
</tbody>
</table>
| **Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)** | Tuition
| **Total opening balance**                   | $377052         |
| **Total closing balance**                   | $322269         |

Note that the information provided above now includes the following items that are not derived from the Department of Education, Employment and Workplace Relations (DEEWR) Financial Questionnaire (FQ) however which form part of the school’s finances: 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. DEEWR has finalised the process of reviewing the FQ during 2009 which may ultimately change the method of reporting these exclusions.
Religious Education

The work of the Faith Development Team is to be strengthened through making connections with all groups charged with the responsibility of Faith education within the Parish.

There will be a commitment to the “Catholic Identity in Schools’ Project”

Staff Faith Development will be supported through a professional development day in 2010

The explicit teaching of the Gospel Values in each RE Unit and the formation of an action that reflects that value will be introduced

A school wide planning document (P-6) based upon the Inquiry Model of learning will be implemented

Professional Development opportunities focussing on ‘Scripture’ will be extended (P-2 Godly Play project and Yr3-6 ‘Bringing scripture to life in the classroom’)

Learning and Teaching

Learning Focus Sheets will be implemented across the school to drive differentiated teaching in Literacy and Mathematics

Whole school philosophy to the teaching of Spelling to be developed

Across the school approach to Reading strategies to be consolidated

Diagnostic Assessments to be fully implemented

Further implement the use of contemporary learning tools

Explore the Sacred Landscape Schema
St. Mary’s School Greensborough

Become familiar with the Australian Curriculum

Raise Awareness of Asian/Indigenous Perspectives in the Curriculum

Develop Thinking Skills Overview

Student Wellbeing

Increase student participation in negotiating learning foci

Develop Student Action Teams

Embed the Positive Behaviour Support Program

Explicitly teach Personal and Interpersonal learning domains

Implement the Start Up Program

Implement Martial Arts Program with senior students

Leadership and Management

Develop a school protocol for coaching and mentoring

Participate in Performance and Development Culture Program

Work with Architects to develop second stage of Building Program

School Community

Reorganize structure of School Board

Broaden student participation in community events

Work more closely with Parish Groups