



2024 annual report to the Community

Kilkenny Primary School and Kilkenny Preschool

Kilkenny Primary School number: 207

Kilkenny Preschool number: 1592

Partnership: Inner West



School principal:

Alexander Narcys

Date of endorsement:

23/02/2025



Government
of South Australia
Department for Education



Context Statement

Kilkenny Primary School caters for students from R-6. At the time of this report, the enrolment in 2024 is 421. Kilkenny Primary School is classified as Category 4 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 5% Aboriginal students, 9% students with disabilities, 4% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the

Information about Kilkenny Preschool is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

school's website (including its context statement), as well as the My School website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report & Principal’s Report

Principal's Report

The development of the new school purpose statement, motto, values and logo was finalised in 2024 after consultation with staff, students, parents and families and community.

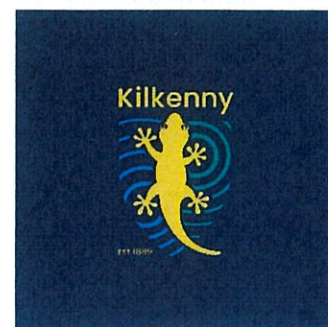
In reflecting on, "What is most important for our students at Kilkenny?" and "What is going to make the biggest difference for our students?" the three priority areas of HEARTS, MINDS and COMMUNITY emerged.

Our Purpose: We exist to empower and nurture our community to be thriving learners, compassionate citizens and positive contributors to their world.

Our Motto: Igniting Hearts, Minds and Community

Our Values: Be KIND, be BRAVE, be YOUR BEST

Our Logo:



We are excitingly positioned to deliver on our shared Purpose and our Strategic Plan (see attached) lays out our priorities from 2025 – 2027.

- Empowering our Health and Wellbeing
- Developing powerful and effective learners
- A strong and connected community

Key Staffing appointments

Important staffing appointments were made in 2024, providing stability and continuity for our community:

Meg McLeod – Head of School Curriculum and Effective teaching and learning (5 Years)

Brenton Willson – Head of School Wellbeing and Learner Agency (5 years)

Donna Seaton – Kilkenny Preschool Leader (3 years)

Michelle Depledge – Business manager (ongoing)

Congratulations to Lousie McCreanor, Christina Lipitkas, Tara Clarke who were converted to permanent members of staff.

Curriculum and School Improvement

Kilkenny Primary School retained a school improvement focus on improving students reading and mathematics capabilities and achievement across our site.

Reading and maths coaches were appointed to work alongside classroom teachers to improve teacher practice, instructional quality and ensure curriculum viability.

NAPLAN and PAT Data continued to remain strong in Reading and Mathematics, and our Year 1 Phonics screening results for 2024 was our highest score to date with 92% of students at reading benchmark.

Facilities and School Grounds

Several site funded works occurred across 2024 to improve school facilities and learning environments:

- New deck area and café blinds in preschool
- New carpets in junior primary
- Three sensory areas/spaces installed in our school, one in each Special Class and one for mainstream access
- Significant air conditioning upgrades in Junior Primary
- Two new school murals
- ICT server uplift and new audio system in the gym
- Refrigerated drink stations and synthetic grass on football pitch
- New greenhouse for Stephanie Alexander Program

» Other highlights include:

- Expanded musical pathways for students with violin, guitar and other instrumental music electives provided.
- Kilkenny PS selected for BRIDGE Program, which is a program that connects selected Indonesian schools with Australian Schools. Kilkenny has been partnered with Harapan IBU in Jakarta.
- OSHC Operating License increase from 60 spaces to 85 spaces
- Record numbers of student participation in school sport – with school basketball, netball, volleyball, soccer, cricket and AusKick football. SAPSASA representation occurred in a range of sports.
- Inaugural Winter Sports Carnival at AFL Max a huge success
- Successful mid-year reception intake in 2024

Intensive English Program (IELP)

2024 saw the IELP program with steady numbers of approximately 43 students, which was pleasing to be able to maintain a diverse and vibrant program. In term 4, with a state-wide boundary adjustment occurring, the program increased to four classes.

We were able to attend many wonderful excursions last year allowing our students to explore many different learning experiences. They included “Wonderverse” which was an amazing light show at Adelaide Uni, swimming lessons – some of our students had never been in a swimming pool before, so this was wonderful and scary all in one. We also went to Adelaide Zoo and the Royal Adelaide Show. There are many wonderful experiences shared with our students.

Kilkenny Preschool

Throughout 2024 a core focus was around educator professional development in support of building a repertoire of strategies around the use of music. Over the course of the year the team attended spotlight sessions to engage in practical learning of how music can be used to enhance all areas of the curriculum, in support of a way to engage all children. We connected with the Music Education Strategy team and had support in relation to understanding further research of the connection between music and literacy skills, in particular emerging language and reading skills. As we built our repertoire of song and ability to engage in music sessions, we saw children building confidence in being able to follow along in song, create and share ideas in song and transfer these ideas into other areas of their play / learning.

As we engaged more with music we developed a shared focus with the Foundation team in support of developing continuity of learning for our children transitioning between Preschool and Kilkenny Primary. A shared plan of a music session being used in our morning group, with a focus of beat keeping has allowed us the opportunity to engage in a shared library of songs that become familiar for the children, which can then be used as an opportunity to extend their language. For example, research suggests that if a child can keep a beat, they are more inclined to be successful at reading. By introducing songs in preschool that are shared and sung in the Foundation classes, educators can use the already familiar songs to complex these with a focus on beat keeping making this more complex over time, increasing the successful outcomes for reading.

We were successful in gaining a grant at the end of 2024 to be able to continue to build on our resource kits, to further embed and enhance our music offerings for the children over the course of 2025-2026.

Educators have also continued successful engagement of using pedagogical documentation to be able to critically reflect on practices and learning outcomes for children. Through this and alongside the practice of inquiry, we have seen children meaningfully engage and contribute to their own play and learning. This has been evident through the development of our ‘Goodbye Spot’ area and ritual that was driven by educator reflection and the children’s ideas. Through this way of working we have seen children being agents of their learning and developing a positive sense of identity and wellbeing through their connections to the Preschool space and educators.

Student Wellbeing and Attendance

Student Wellbeing and Agency initiatives

Open Parachute – Social skill and mental health program for students R-6 that is closely aligned to the Child Protection Curriculum. This was initially trialled across 3 classrooms in term 1, and then across the year scaled out to 75% of all classrooms. Teachers found the format and program engaging for students. In 2025 this will be a whole school approach with PD in week 0 to ensure all teachers have a sound knowledge of content and delivery.

Meta-Cognition and Self-Regulation Strategies

Emotional Self and Co-regulation continued as a focus in 2024, with the school again receiving PD from the department's Occupational Therapy Self-Regulation Team. This training has resulted in strategies and spaces being set up in classrooms and around the school to support students with regulation strategies to remain calm, and calm down faster when feeling overwhelmed or anxious

WOOPS Goal setting program – Self Regulated Learning trial

3 teachers undertook this training in consultation with the department and UniSA as a clinical trial across the state to test a process where students were taught specific goal setting strategies, and self-assess, and peer assess their learning. This trial proved to be a huge success in these classrooms and through a PLT process was scaled out across year level cohorts. As a school we plan for this to be a whole of school approach by the end of 2025.

Attendance

Our attendance policy was reviewed in 2024 to ensure it aligned with the department's current attendance actions. Attendance remained strong with the Wellbeing team focussing on assisting 3 families who struggled with regular attendance due to family and mental health issues. One referral was made to the Attendance Social Work team, who continues to support a family with transition to High School.

Student Agency and Voice

In 2024, Students were involved in our Partnership project "Students as agents of change", This involved 8 year 5 students and their two teachers discussing an area of impact that as a school we should investigate. This team believed Meta-cognition and self-regulation should be our focus. This was presented to staff, and from this PLC team explored processes in their classrooms to develop this area further. Singing and beat keeping, peer to peer feedback, and goal setting were all focuses explored.

Our ChangeMaker team also made recommendations on the development of our scrub area which resulted in a whole of community working bee, the installation of a new mud kitchen, picnic area, an outdoor learning space, and new signage for our scrub rules.

Curriculum / School Quality Improvement Planning

Quality Teaching Rounds

As educators, the greatest impact we can have is in the classroom. Research shows *teaching quality is the most important in-school factor influencing student outcomes*. However, there is much debate about what 'quality teaching' is... Over several years, Associate Professor James Ladwig and Laureate Professor Jenny Gore developed and refined the Quality Teaching Model – which comprehensively identifies 'quality teaching'.

The QT model centres on three key dimensions:

- Intellectual Quality: Developing deep understanding of important knowledge
- Quality Learning Environment: Ensuring positive classrooms that boost student learning
- Significance: Connecting learning to students' lives and the wider world

To support teachers to develop their practice and improve outcomes, Quality Teaching Rounds professional development was created. QT produces better educational outcomes for all;

Students:

- Are engaged in schooling
- Are learning, growing and achieving
- Have a positive relationship with their teachers, their peers, and themselves

Teachers:

- Having high expectations for their students
- Deliver quality learning experiences
- Are connected to their profession, colleagues, school, students and communities

Schools:

- Produce excellence
- Are inclusive, safe and supportive
- Improve equity and overcome educational inequality

In 2024, Jessie Pietsch (Highly Accomplished Teacher) and myself (Meg McLeod) were trained in the Quality Teaching Rounds method. We then facilitated a training during our Term 3 Pupil Free Day, exposing staff to the method and Teaching Rounds professional development. In Term 4, four staff completed a Quality Teaching Round, which involved lesson observations, individual 'coding' and group discussions. The feedback from this was extremely positive, with teachers feeling it was valuable – both for school culture (connecting colleagues, observing teacher practice, and having robust professional conversations), as well as improving teaching practice when planning, implementing and reflecting through the lens of the QT model.

In 2025, 16 teachers will take part in Quality Teaching Rounds (4 per term), further developing our collective teaching practice and building stronger staff connections.

Site Improvement / Area of Impact

Our NAPLAN and PAT data remained strong, particularly across Reading and Spelling, reflective of our whole-school embedded practices and long-term investment through site improvement planning in these areas. Our data indicates future improvement opportunities within the areas of Writing and Grammar.

In looking at the new Public Education Strategy, our staff group worked on identifying a key **area of impact**. Through our work across 2023 & 2024 with Department OT Nathan Bailey around regulation (strategies and environmental considerations), as well as a number of classes being involved in the student self-regulation trial, we decided to target Effective Learners – Metacognition and Self-Regulation to build on this work as a whole-site. This will be linked to the learning area of Writing.

In Term 1 2025, six staff will be trained in the Writing Revolution approach. This approach provides teachers at all grade levels with the capacity to deliver comprehensive writing instruction in every subject that is;

- Explicitly taught
- Scaffolded
- Consistently reinforced

Not only does this result in clear, coherent and fluent writing, but also improvement in;

- Critical thinking
- Content knowledge
- Reading comprehension
- Oral language skills

Following the Term 1 training, Professional Learning Teams will be led by 1 trained member to further develop our whole-site practices and begin the implementation phase of Writing Revolution across every year level.

Improvement will be monitored through regular writing samples and moderation. Time during Staff Meetings and Pupil Free Days will be dedicated to this important work.

Governing Council Report

Kilkenny Primary school experienced a successful year in 2024, building on past successes and charting a new course for the future.

Following the 2024 Annual General Meeting there were changes to the school's Governing Council membership with the introduction of several new members, including Dan Gaskin who took up the office bearer role of Secretary, joining Jess Murrell (Chair) and Ryan Bennett (Treasurer). Governing Council collaborated with leadership to support financial compliance, govern the canteen and Out of School Hours Care (OSHC) service, and monitor academic performance across the school year. The Council also collaborated with school leadership to refresh its subcommittees, with a focus on those required under its constitution (Finance Advisory) as well as other key groups including OSHC, Fundraising, Reconciliation and Grounds.

Managing the demand for and quality of the school's OSHC service was a continuing focus for Governing Council in 2024. Governing Council partnered with OSHC leadership to develop and approve further updates to the access to service, and fees and cancellation policies, designed to optimise availability of places while maintaining equitable access for priority groups. With the support of Governing Council and the OSHC sub-committee, the OSHC service delivered an increase of its approved places to 85. Monitoring of current enrolments has demonstrated that the service has vastly improved its capacity to meet demand, and this will continue to be closely managed to ensure the service is meeting the needs of the school community. In Term 4, the Council welcomed new Director Graziella Panazzolo to the role and looks forward to supporting the continuing improvement of the service throughout 2025.

A new school strategic plan – including a new purpose, motto, priority areas, and values – was delivered in 2024, with input from Governing Council. Developed through a comprehensive co-design process involving students, staff and the parent community, the plan is human-centred, future-focused and remains true to the school's core purpose of student learning. The strategic plan was complemented by the development of a new logo for the school, made possible by the donation of graphic design expertise from parent, Tass Gyenes. Extending on the school's strong history and community connection to the former emblem's gecko element, the refreshed logo embodies the KPS values of Be Kind, Be Brave and Be Your Best. Work is underway to finalise the suite of communications templates and materials and plan for phased introduction of the logo on KPS uniforms.

Fundraising provided a valuable contribution to the school in 2024. The annual KPS community quiz night continued to see strong fundraising figures, supplemented by sales of second-hand uniforms and souvenir tote bags featuring all school students (more than 280 sold). With the contribution of fundraising from several quiz nights, Governing Council were delighted to consider proposals for, and approve the installation of, a nature-themed play space for the area next to the kitchen deck, which is scheduled to be installed in the first half of 2025.

Cultural highlights across 2024 included:

- Participation in the Festival of music choral event
- An eras-themed End of Year Concert
- The second Kilkenny Community Award for service to the school community awarded to Craig Berryman and Luke Margan for volunteering skills and expertise to the construction of the food ladder greenhouse
- Continued growth, harvesting and cooking produce from the kitchen garden
- Strong participation in extracurricular sports competitions and skills programs
- Record attendance at community breakfasts each term, with hundreds of pancakes served to students, families and carers in a celebration of school pride
- Book week parade and celebration including the inaugural parents' dress up component

Governing Council looks forward to continuing to support the school's academic and cultural growth throughout 2025, as the work to embed the strategic plan progresses and the site activates its motto of igniting **hearts minds and community**.

KILKENNY PRIMARY SCHOOL FINANCE REPORT- MONTH END OF FINANCIAL YEAR 2024

CONSOLIDATED ACCOUNT

ACCRUAL BALANCES:

CASH AT BANK	\$28,836.41
SASIF	\$324,951.42
Deficit END OF MONTH	\$(17,619.65)
SURPLUS YEAR TO DATE	\$153,528.72

2024 End of Financial Year Variance Analysis – Budget v Actuals

At the end of 2024 Kilkenny Primary School recorded a surplus of \$153,528.72
Governing Council approved the 2024 Budget with a \$165,986.13 profit.

Therefore the End of Financial Year Variance was a deficit of -\$12,457.41

Funding Statement as of End of Year 2024

Funding source	Amount
Grants: State	5,862,727.90
Grants Commonwealth	6,300.00
Parent Contribution	\$201,915.01
Fundraising	\$21,933.95
Non-budgeted expense	\$26,695
Other	\$70,748.02

Grants – Commonwealth – Sport

Parent Contribution- Materials & Service charges, Camp revenue, excursion revenue, Sport payments, Preschool Contributions

Fundraising- Quiz night, tote bags, entertainment book, pavers, second-hand uniforms

Non- budgeted expenditure- 4 new refrigerated drinking fountains, automatic flusher installed Red Gum boys' toilet, and artificial turf soccer goals small oval

Other- international student commission, uniform sales, Kitchen /garden, interest revenue

Governing Council Reports Dec 2025 tabled

OSHC ACCOUNT

CASH AT BANK	\$207,411.62
SASIF	\$142,332.57
DEFICIT END OF MONTH	(\$-10,547.61)
SURPLUS YEAR TO DATE	\$48,497.04

Fees owing at 31 December 2024 - OSHC / VAC \$11,430.09

Governing Council Reports Dec 2025 tabled

CANTEEN ACCOUNT

CASH AT BANK	\$36,721.58
DEFICIT END OF MONTH	(\$-2,768.89)
SURPLUS YEAR TO DATE	\$5,081.94

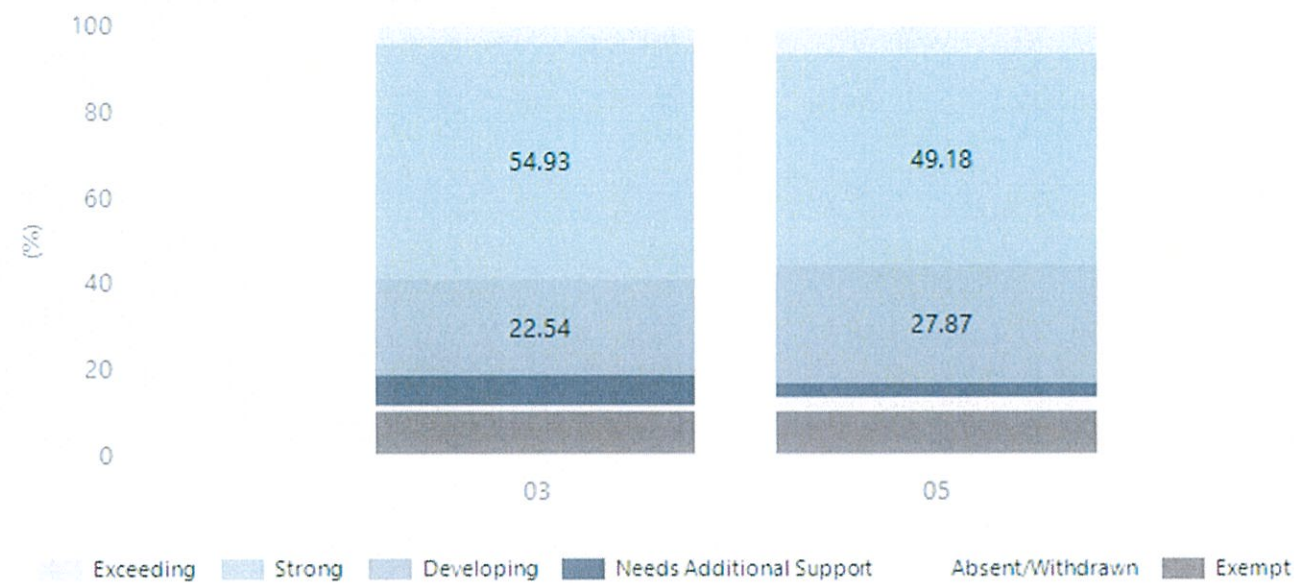
Governing Council

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

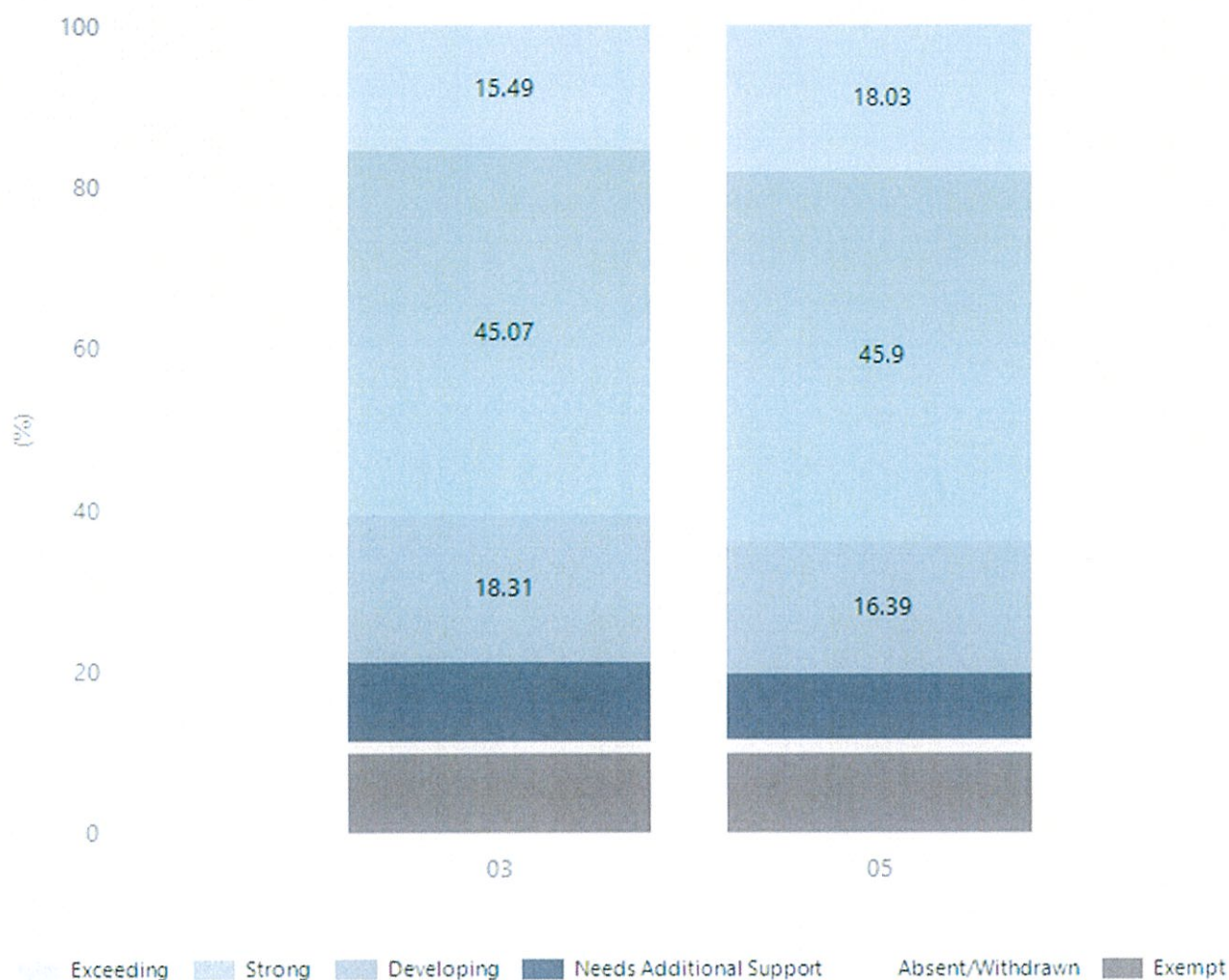
Numeracy



Year Level	03	05
Exceeding	3	4
Strong	39	30
Developing	16	17
Needs Additional Support	5	2
Absent/Withdrawn	1	2
Exempt	7	6
Total	71	61

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

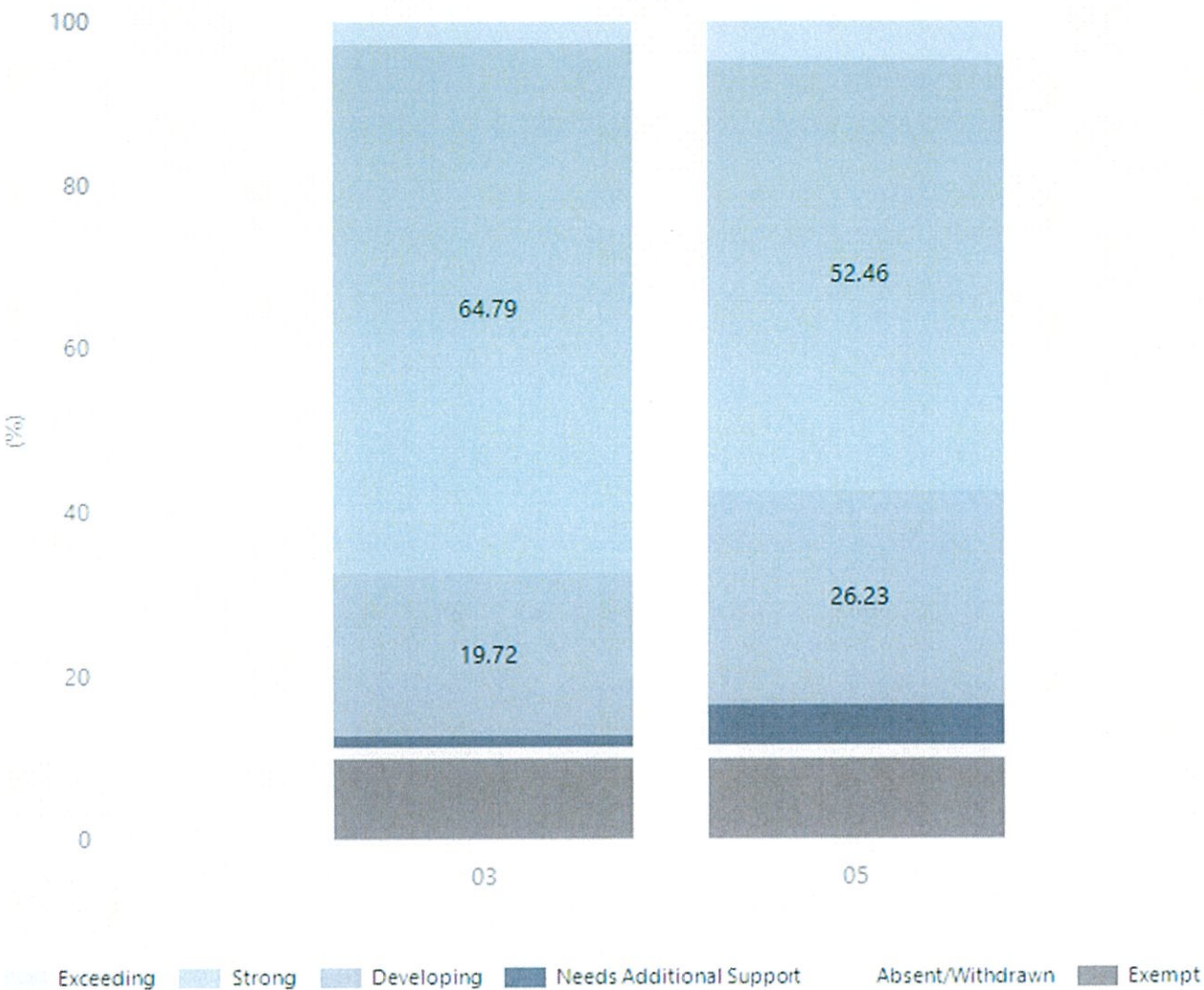
Reading



Year Level	03	05
Exceeding	11	11
Strong	32	28
Developing	13	10
Needs Additional Support	7	5
Absent/Withdrawn	1	1
Exempt	7	6
Total	71	61

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

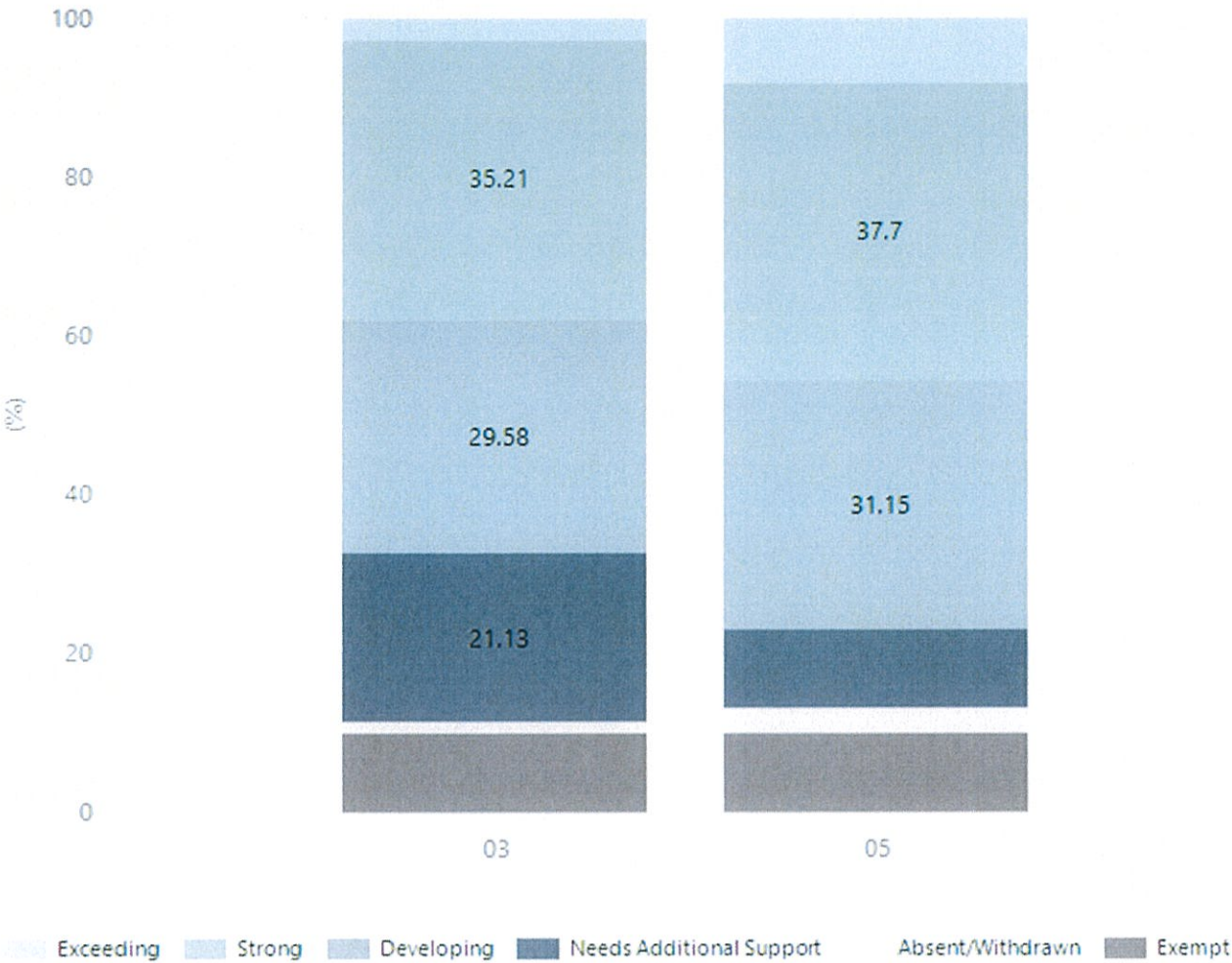
Writing



Year Level	03	05
Exceeding	2	3
Strong	46	32
Developing	14	16
Needs Additional Support	1	3
Absent/Withdrawn	1	1
Exempt	7	6
Total	71	61

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

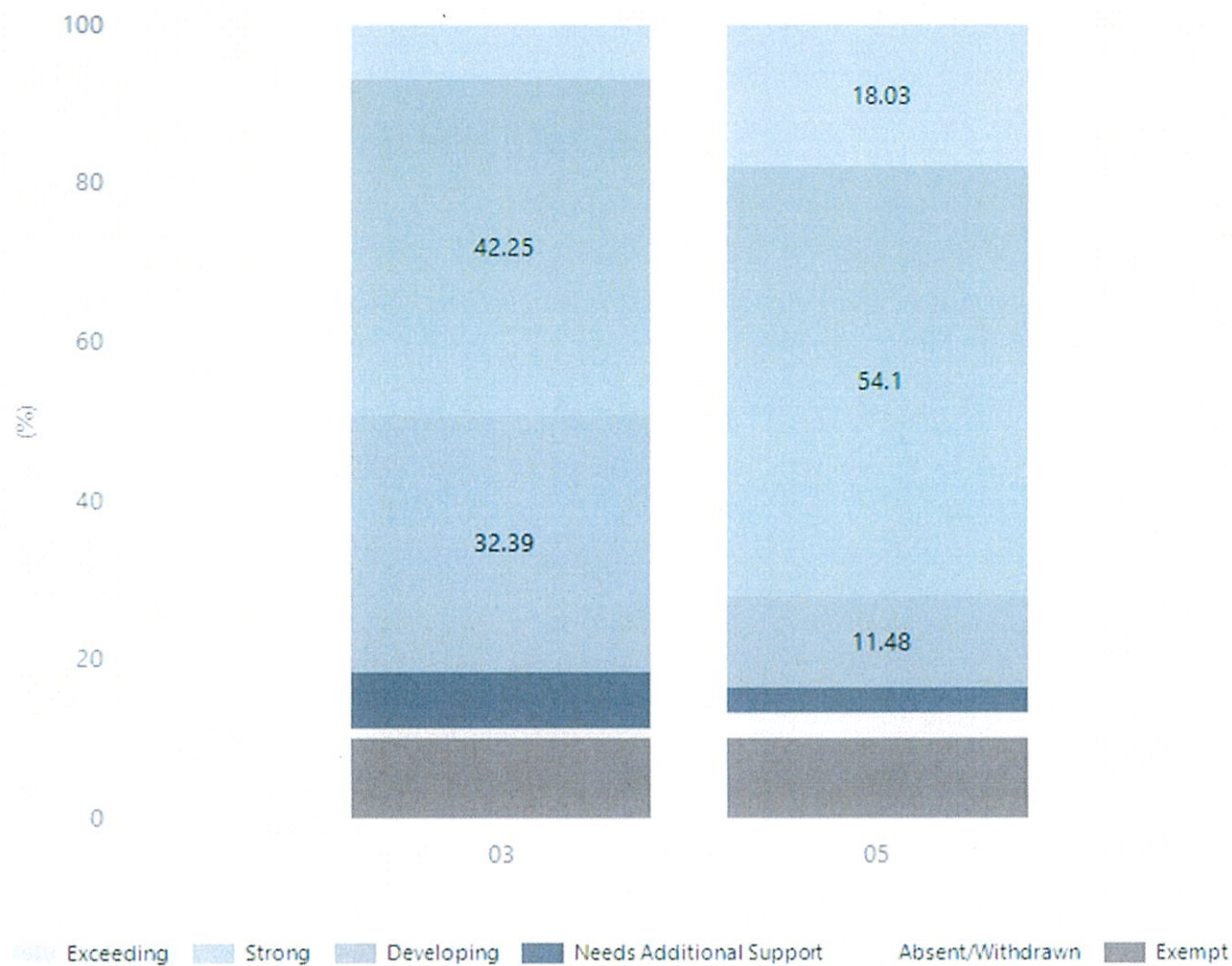
Grammar



Year Level	03	05
Exceeding	2	5
Strong	25	23
Developing	21	19
Needs Additional Support	15	6
Absent/Withdrawn	1	2
Exempt	7	6
Total	71	61

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	03	05
Exceeding	5	11
Strong	30	33
Developing	23	7
Needs Additional Support	5	2
Absent/Withdrawn	1	2
Exempt	7	6
Total	71	61

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	93.2%	93.4%	90.1%	85%
2022 centre	93.6%	84.7%	89.5%	93.8%
2023 centre	93.3%	90%	90.5%	86%
2024 centre	95.1%		84.4%	

Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled.

School Attendance

Year Level	2022	2023	2024
Reception	85.7%	92.8%	94.9%
Year 01	86.2%	88.2%	93.8%
Year 02	85.4%	91.2%	88.2%
Year 03	88.0%	90.6%	91.5%
Year 04	89.1%	90.1%	91.2%
Year 05	87.4%	90.9%	90.1%
Year 06	86.5%	91.6%	91.1%
Year 07	92.9%		
Primary Other	84.4%	86.8%	88.8%
Total	86.6%	90.1%	91.1%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

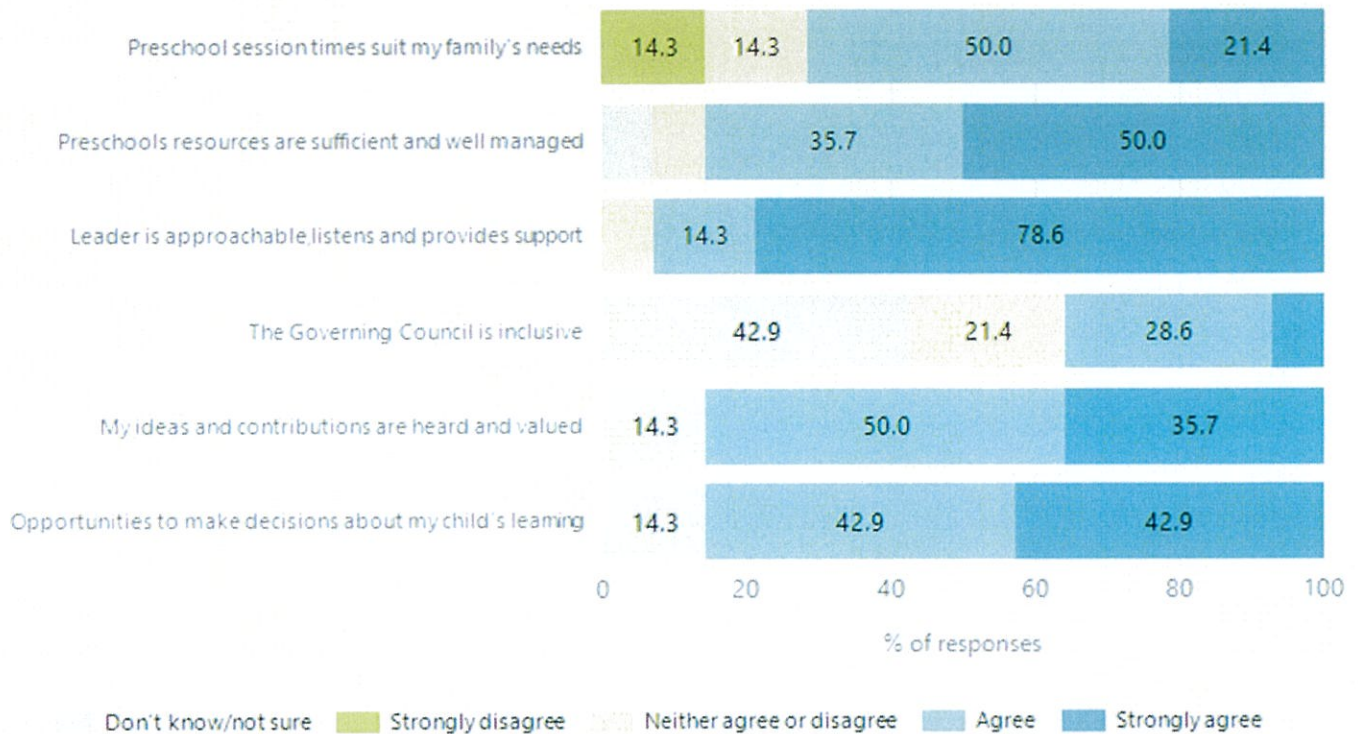
Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

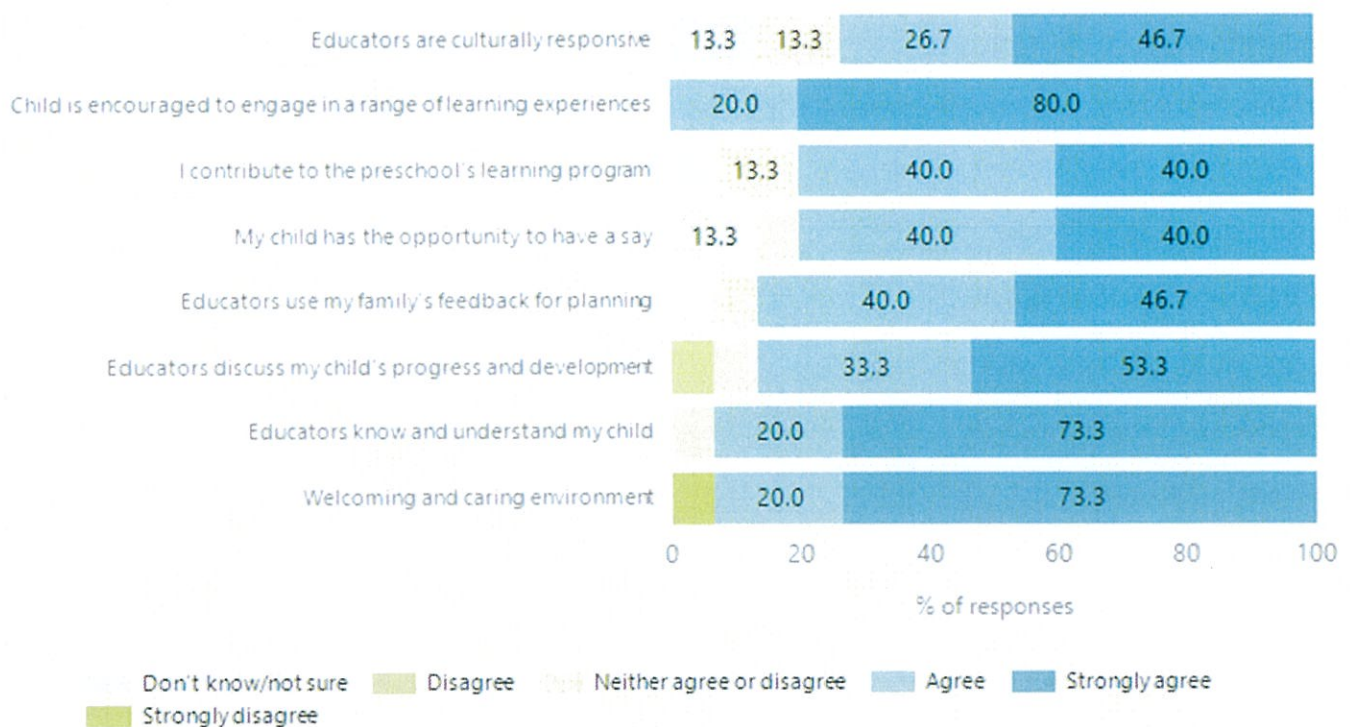
Preschool Family Opinion Survey

Governance, Leadership and Management



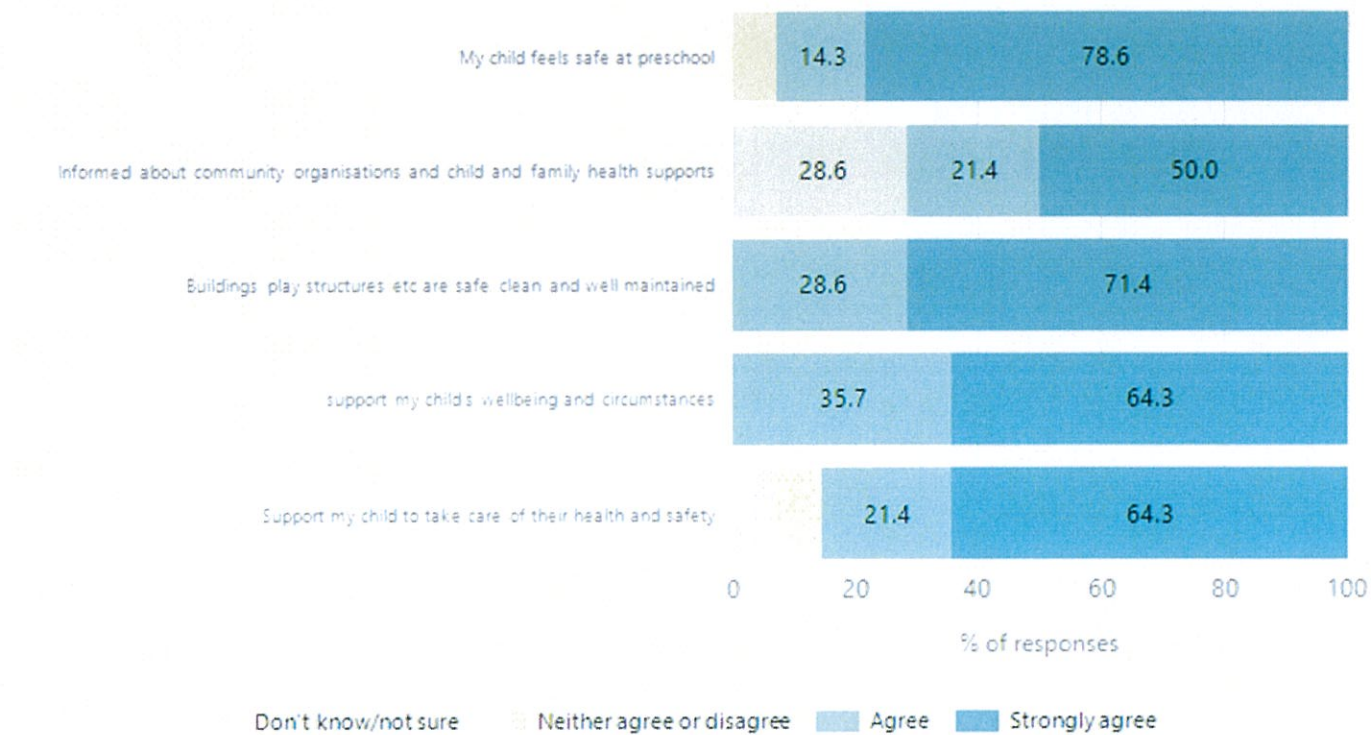
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



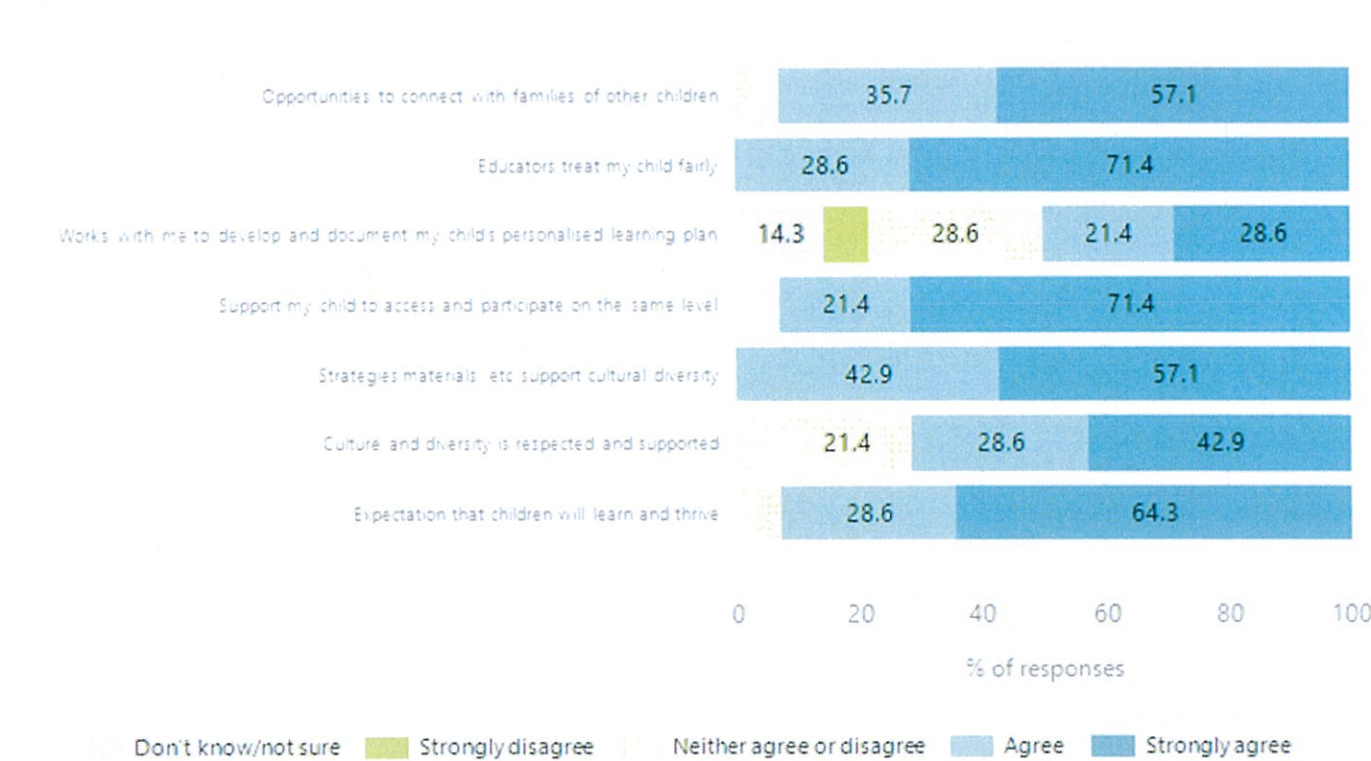
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Safety, Health and Wellbeing



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

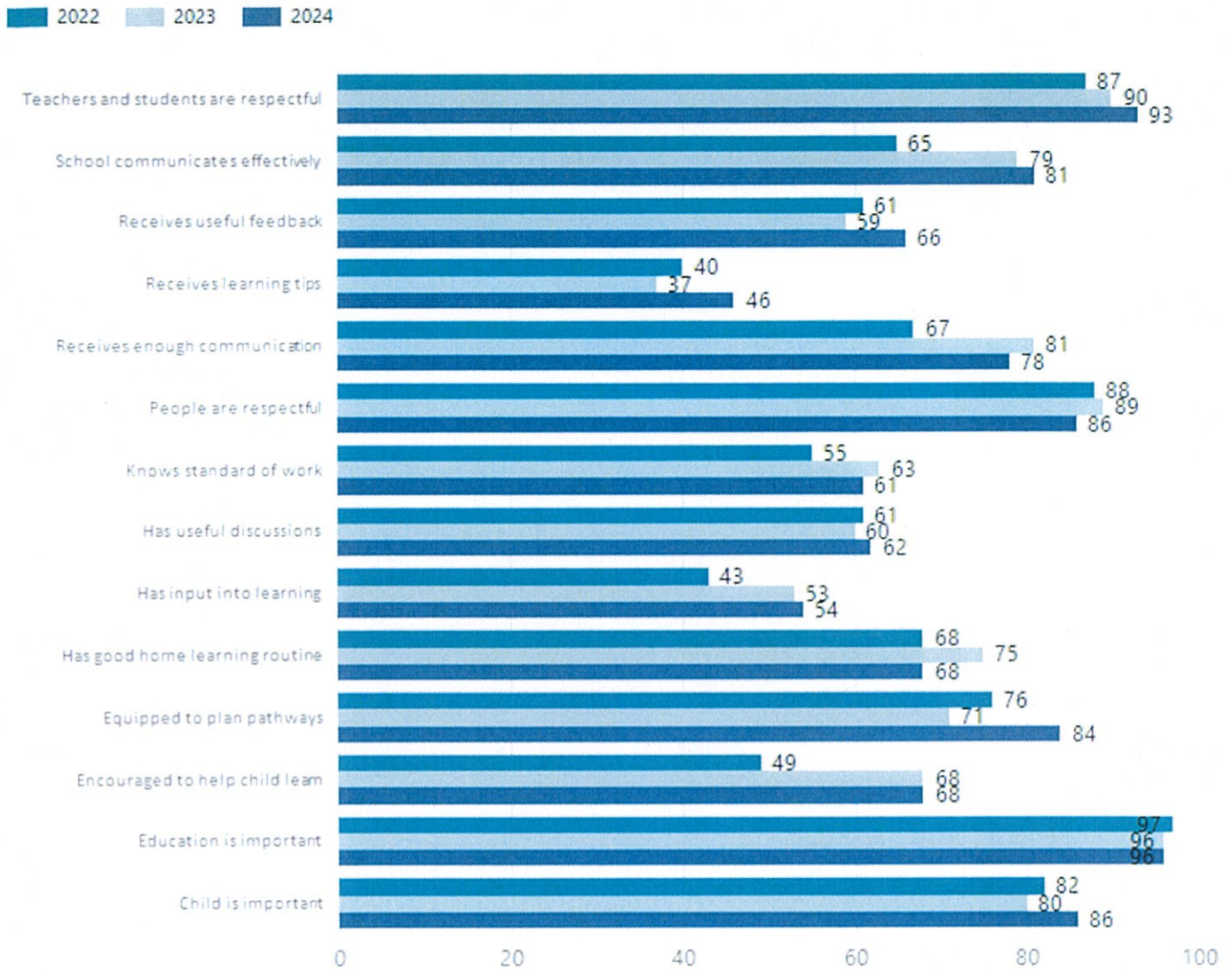
Support and Inclusion



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.



Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
0207 - Kilkenny Primary School	95.8%	97.7%	90.9%
9999 - Unknown			7.3%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2024.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	1	6.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	6.0%
OV - LEFT SA FOR OVERSEAS	3	19.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	44.0%
U - UNKNOWN	4	25.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	22
Postgraduate Qualifications	14

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	32.6	0.0	15.3
Persons	0.0	36.0	0.0	25.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement




Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

Data Source: School supplied data.

Kilkenny Primary School Strategic Plan Summary 2025-2027

Our purpose

Empowering and nurturing our community to be thriving learners, compassionate citizens and positive contributors to their world.

 Hearts	 Minds	 Community
Empowering our health and wellbeing <ul style="list-style-type: none"> School values are embedded, observable and lived across the school community. Positive mental health, wellbeing and social and emotional development is promoted for all students. Students have access to a wide range of extracurricular learning, facilitating passions and pathways that engage students. Staff wellbeing is promoted and cultivated to support staff to thrive and flourish. 	Developing powerful and effective learners <ul style="list-style-type: none"> Every student is equipped with learning capabilities that enable them to be future ready. Students have strong foundational skills in literacy and numeracy. Teaching and learning, and instructional practices that are evidence-informed and reliably enhance student learning (starting with metacognition strategies). 	A strong and connected community <ul style="list-style-type: none"> Staff work in professional learning communities that advance teaching and learning and support a strong sense of collective efficacy. Staff work in partnership with families to nurture and develop student learning and build a strong sense of belonging and connection to the school community. Students feel safe, included and valued and confidently and positively engage in learning.
Our values		
Courage Be brave	Personal best Be your best	Kindness Be kind