

Hawkesbury Independent School



Annual Report 2021

A Message from the School Management Committee

Hawkesbury Independent School Incorporated, a not-for-profit incorporated association, made up of parents, staff and friends of the school, operates the school. The School Management Committee is elected each year by and from the members of the Association to manage the school. This involves determining a framework of policies and procedures, managing the school's finances and employing the school's Principal. The decisions of the Committee are taken consistent with the school philosophy and are designed to enable and enhance the school to continue to deliver an excellent educational experience for the children and families of the Hawkesbury area.

In 2021, the School Management Committee had 11 members and met on eight occasions during the year. Due to COVID-19 these meetings took place online.

The School Management Committee was involved in a number of matters:

- I. The School entered into a capital funding agreement with the Commonwealth government for a grant of \$600,000 towards a new building project which included –2 new classrooms, bathroom facilities, a staffroom and a multi-purpose hall. There have been delays in the project initially due to COVID and now the rainy weather
- II. The Committee contracted the services of a project manager and engaged an architect, to prepare drawings and material for our DA and to manage the new building project. Parents were invited to learn about the project and to ask questions and offer suggestions
- III. Constitutional changes were made which included the structure of the committee and its membership
- IV. Following changes to the membership of the School Management Committee which would no longer allow paid employees (other than the principal) to become committee members, a session was introduced before each committee meeting where a teacher would be present to provide an update of activities in the classroom and answer questions. The wider school community would be invited to attend this part of the meeting, remotely.
- V. While guidance was provided by Health authorities, committee members were very involved in the major decisions taken regarding the operation of the school during the pandemic.
- VI. The bathroom renovations adjacent to Classroom 1 which included the addition of 3 new toilets and a urinal room were completed
- VII. We applied for *Bushfire Local Economic Recovery Grant* to improve infrastructure in the school to make our school safer during times of bushfires. Unfortunately, we were unsuccessful.
- VIII. Late in the year, we applied for the Government's *Black Summer Bushfire Grants Program*. Our application included the installation of two large capacity water tanks (as we do not have access to mains water), a roof top sprinkler system to reduce the risk of ember attack and a dedicated solar and battery system which would run access to the water supply including in times of emergency (when mains power is interrupted).
- IX. The Committee approved the appointment of a new fourth teacher at the start of the 2021 school year

As the coronavirus (COVID-19) pandemic escalated during the mid-year holiday break, the school community was asked to make the shift to remote learning again. This caused a major change in the way that teachers interacted with the children and their parents. It was the second year at dealing with the COVID pandemic

Our team, including our principal Pat, teachers - Matthew, Alison, Teena, (supported by our coach and mentor, Tom) navigated Home Learning. They showed their resilience, flexibility and strength. Whether delivering the Learning at Home or the Learning at School programs, they remained focused. Their goal was to ensure our children felt safe, connected and supported throughout extremely challenging and stressful times, where many of our normal activities were taken away or paused for extended periods. Despite the challenges, the students and families responded exceedingly well to the remote learning.

Home-based learning commenced at the start of Term 3 and children did not return to school until part way through Term 4.

We appreciated the support of our families during this difficult time.

While 2021 had its challenges, it has been successful in large part due to the dedication of the Principal and teachers who have made it their priority to be flexible and to put the students' needs and learning first.

As we reflect on the year's achievements, we feel very proud of what our school community has accomplished. The School Management Committee is well satisfied with the breadth and quality of educational experiences provided for the students within the positive, caring atmosphere that is Hawkesbury Independent School.

This report outlines highlights, achievements and the priorities actioned during 2021 as well as some recommendations for our work in 2022 and beyond.



School snapshot - Contextual Information about the School

Hawkesbury Independent School is a small co-educational school for children from Kindergarten to Year 6. It is situated at Kurrajong, New South Wales and offers a positive alternative for children and parents in the Hawkesbury area. Our school is based on a strong sense of community. We have developed a supportive and nurturing atmosphere where all children look out for each other and where parents are invited to be part of the life of the school. Active learning describes our school activities, both inside and outside the classroom. While the learning program is very structured and covers all the requirements of the NSW Educational Standards Authority (NESA) curriculum, the activities are stimulating, 'hands-on' and active. Our teaching and learning programs are based on research and evidence.

Established in 1993, the school provides a strong educational foundation for children from Kindergarten to Year 6. It is a co-educational K-6 school providing an education underpinned by strong social values and operating within the policies of the NSW Education Standards Authority (NESA).

Student population

Our enrolment at the end of 2021 was 65 children. Our families are drawn from a wide area of the Hawkesbury and a cross-section of the community. Over 20% of our students are children of educators. It is reassuring that so many teachers and lecturers continue to choose our school for their children. This indicates confidence in the educational programs and reflects positively on the teaching practices within the school. 5% of our student population have aboriginal heritage.



Highlights of 2021

Value added information

While the school ran a number of interesting and varied programs throughout 2021 to support and engage students, our normal program was interrupted by extended COVID-19 lockdowns.

English

For the seventeenth year in a row, we had 100% participation (Kindergarten to Year 6) in the *Premier's Reading Challenge*. This program encouraged a greater use of our Library, more borrowing and it motivated reluctant readers to get back into books. Children who had met the Challenge for the fourth year were recognised for their wonderful efforts by being awarded special Gold Certificates. Seven of our students received gold awards. And children who had met the Challenge for the seventh year were recognised for their outstanding efforts by being awarded special Platinum Certificates.



All the children from Kindergarten to Year 6 spent Term 2 writing poetry. They spent time learning about poetic devices such as onomatopoeia, alliteration, personification, similes, metaphors, rhyme and rhythm. They tried their hand at writing many different kinds of poems including haiku, cinquain, shape poems, free verse and rhyming couplets. Each child, then, selected his/her favourite poem to enter in the Dorothea Mackellar Poetry Competition. The theme for 2021 was: *Rich and Rare*



We joined in *National Simultaneous Story Time* where children across the country logged in to share a chosen Australian children's book together. This year's book was *Give Me Space* by Philip Bunting. And to top it off, the book was read by an astronaut from the International Space Station!

Maths

During 2021 all the students from Kindergarten to Year 6 worked on a web-based Mathematics program called *Mathletics*. This program allowed the children to work at their own pace to complete various tasks. The program was used to revise and reinforce knowledge and skills across all areas of the Mathematics curriculum as well as being used to support our maths activities and to improve student learning.

Much of our regular Maths lessons included a variety of interesting hands-on activities to develop deep understanding.

World of Maths visited the school and took the children through a wonderful journey of problem-solving activities using some very innovative hands-on materials. The students' level of participation was very high as they were engaged in the challenging activities.



It was very exciting when our students in Years 5 & 6 built their very own skateboards. Firstly, they

applied all the knowledge that they had been learning in Geometry and Measurement to create a design that had several mathematical conditions that had to be met. They learned the parts of a skateboard and then built their own. As part of our PE skills lessons, they learned how to ride and do some basic tricks. What a great activity encompassing many aspects of Maths!



The teachers engaged in some professional development with a maths consultant and mentor to improve the delivery of Maths lessons across the school. The teachers' confidence in teaching Maths increased and the children's understanding and enjoyment of Maths improved dramatically.



HSIE & Science & Technology

As part of a unit of work on Dinosaurs, children made models and in addition, they carefully

searched and found fossils in pieces of earth and rocks that one of our parents provided.



Children in Kindy-Year 2 learnt about the needs of living things. They created some grass heads that they excitedly watched grow.

They also conducted some soil experiments as part of their home learning program



We took part in the Young Scientist Awards where students had to research and share their findings. Children in Years 3-6 studied some environmental issues facing our planet including pollution, the over-use of natural resources and deforestation.

They applied their knowledge and designed and built a sustainable community using *Minecraft Education*.



The children (from Years 1-6) took part in an excursion to the Rocks in the City where they dressed in period costumes and learned about early Australia, the First Fleet and early European settlement

Creative and Practical Arts

During our Home Learning Program, students in years 3, 4, 5 and 6 participated in a photography unit. The most exciting part of the unit was our *Forced Perspective Photography* where the children were taking photos to create optical illusions.



We were involved in the Musica Viva program which included professional musicians performing for our students. Always very well received.



We entered paintings in the Hawkesbury Show and two of our students received Highly Commended awards for their fantastic paintings of farm animals



Personal Development, Health & Physical Education.

Children in Years 5 & 6 participated in a Dodgeball tournament at North Richmond Primary School



All students from K-6 participated in the Life Education Program (with Healthy Harrold) They learned about topics including: food and nutrition,

personal safety and drug and alcohol education. The programs are a unique, hands-on experience and a fun and informative way to reinforce the messages about making right choices and keeping ourselves safe.

As part of the Crunch 'n Sip Program, the children were encouraged to bring their water bottle and raw fruit/vegetables to school to consume during class time.

Japanese Language

The study of Japanese was reintroduced to all children K-6.

Student Achievement

Literacy & Numeracy National Assessments in Years 3 & 5

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

In 2021, our Year 3 students (7 children) and our Year 5 students (6 children) participated in the National Assessment Program Literacy and Numeracy (NAPLAN).

Because of the small numbers of students undertaking these standardised tests at our school, it is difficult to draw meaningful comparisons with state averages. The real measure of the success of the school's performance in the basic skills areas has to be the progress each child makes against their previous results. (The results of all of our Year 5 students showed a marked improvement in every area when compared to their previous Year 3 results).

A critical aspect of the reporting of the results in the standardised tests must be to ensure that the scores of an individual child cannot be identified. In our small school, particular care has been taken to make general statements about the outcomes.

Literacy & Numeracy – NAPLAN Year 3

Analysis of Year 3 data shows that our Year 3 performance in the 2021 NAPLAN overall was excellent in all areas. However, statistical comparisons are not always meaningful with such small numbers in our school. Results of individuals, on the other hand, are useful for the teachers in diagnosing and responding to particular strengths and weaknesses of each child. This analysis also allows our teachers to see where improvements can be made to our programs and teaching strategies.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	477	469	458	480	425
National	438	425	421	433	403

Literacy & Numeracy – NAPLAN Year 5

Analysis of Year 5 data shows that our Year 5 performance in the 2021 NAPLAN overall was excellent in all areas. However, statistical comparisons are not always meaningful with such small numbers in our school. Results of individuals, on the other hand, are useful for the teachers in diagnosing and responding to particular strengths and weaknesses of each child. This analysis also allows our teachers to see where improvements can be made to our programs and teaching strategies.

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	590	507	531	573	535
National	511	480	504	503	495

Three Year 6 children left our school at the end of 2021. Two of the children enrolled in a local private school and one moved to Queensland. They have all settled into their respective high schools well.



Details of all teaching staff

Teacher accreditation

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	1
Proficient Teacher	3

Teaching Standards

Category	Number of Teachers
(i) Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	4
(ii) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
(iii) Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Teachers in this category must have been employed:	0

Details of school staff 2021

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Full-time Equivalent	4	0.6	0

Professional Learning

All staff participated in professional learning sessions conducted by CoachEdu during whole school development days to increase staff understanding of effective use of manipulatives in the Maths classrooms, structuring a Maths lesson and planning and programming Maths. All the teaching staff participated in compliance training such as code of conduct, child protection, Workplace Health & Safety, Manual Handling, communication and curriculum-based discussions. Each teacher was involved in classroom observations where feedback to improve was given. In addition, staff undertook the following professional development activities throughout 2021.

Description of the Professional Learning Activity	Number of Teachers
<i>CPR Training</i> by	5
<i>Maths Workshop & Programming ongoing</i> Maths consultancy during 2021 by educational coach and mentor Coachedu	4
<i>Morning Routine – Programming & Implementation (including demonstration)</i> by Coachedu	4
<i>Governance Online Training</i>	1
<i>NCCD Disability On-line Training</i> Australian Government	2
<i>NCCD Disability Training</i> by Pat Fraser	4
<i>Educational Modules on-line</i> by Training 24/7. This involved several independently chosen English modules.	4
<i>Observing modelled lessons for Mathematics</i> by Coachedu Teachers had the opportunity to observe Maths mentor teaching their own classes	4

Student Attendance

Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
90%	94%	96%	94%	94%	94%	95%

In 2021 the average daily student attendance rate for the whole school was 94%. This was similar to the daily attendance in 2020. This attendance was due to flooding which blocked access to some families who lived east of the Hawkesbury River and could not get to school and to COVID-19 lock down, during Terms 3 and 4, where children were marked absent if they did not fully participate in the Home Learning Program.

Management of Non-Attendance

During 2021, the teachers continued to use a computerised attendance register.

An attendance report is provided to parents each term. This report indicates the number of days a student is absent from school and the reasons given by the parent for the absence. It also highlights those days where there has been no explanation given for the absence. An SMS notification is sent to parents where written explanation of absence is not received from parents.

1	Initial contact is made via the school centralised online system <i>Sentral</i>
2	If there is no response, this is followed up by a phone call and/or SMS
3	If there is no response, a letter/email is sent to the parent/carer expressing concern at student absences
4	If there is no response and/or the situation does not improve, the Principal contacts the parent/carer
5	Referral to Home Liaison Officer
6	Mandatory reporting procedures apply where absences are extended or the student may be at risk

Enrolment Guidelines

Hawkesbury Independent School is a small co-educational school for children from Kindergarten to Year 6. All applications are processed in order of receipt and consideration is given to the applicant's support for the philosophy of the school, whether siblings already attend the school and whether the school is able to answer the needs of the student. Once enrolled, students and parents are expected to support the school's philosophy, pay tuition fees and comply with the school rules to maintain their enrolment.

Implementation:

- New students may be enrolled provided that:
 - their fifth birthday is prior to June 30 in the year they are to commence
 - necessary forms are completed by parent/caregiver
 - the Principal/delegate signs and copies the Birth Certificate and files the *Record of Immunisation*. Parents have the right not to immunise their child under the Public Health (Amendment Act) 1992, but in the event of an outbreak of a vaccine preventable disease, unimmunised children will be required to remain at home for the duration of the outbreak
 - the parents understand and support the philosophy of the school
 - the school is able to meet the needs of the child
- In the case of more applicants than enrolment places, preference will be given to those students whose brothers or sisters currently attend Hawkesbury Independent School provided that the School can answer the needs of the child. As our school is co-educational, places are also offered where possible to maintain an approximately equal balance of boys and girls
- The Principal may refuse enrolment of a student on the grounds of previously documented violent behaviour if there is evidence that the student has not learned the appropriate skills to manage this behaviour
- Students 6-15 years old must be enrolled and attend school on each day that instruction is provided
- Where the destination of a student leaving the school is unknown, the Principal/delegate will contact a home school liaison officer from the Department of Education and Training. The Principal is required to give the school liaison officer the student's name, age and last known address.

Enrolment Procedures

- Prospective parents will be provided with information about the school through the school website www.his.nsw.edu.au
- Prospective parents are welcome to arrange a time to visit the school for a tour and an introduction to the operation of the school
- Parents may then lodge an application form and an application fee. The fee is set by the School Management Committee from time to time and is non-refundable
- All applications will be processed in order of receipt
- The Principal/delegate will then organise for there to be an interview with the child and parents to ensure that the parents understand and support the philosophy of the school, and to determine if the school can meet the needs of the child. At the interview parents will be asked to provide the last two reports of the child, the NAPLAN results and any other relevant documentation (where applicable)
 - The applicant's supporting statement / interview responses regarding their ability and willingness to support the school's philosophy is considered.
- Each student's educational needs are considered. To do this, the school gathers information and consults with the parents/family and other relevant persons.
- Any strategies, which need to be put into place to accommodate the student, are identified before a decision regarding the enrolment is made.
- Applicants are informed of the outcome.
- Once an offer of a place has been made, parents are asked to provide:

- A copy of the last two reports of the child (if applicable)
- The child's immunisation record and birth certificate
- A completed *Family Detail* form
- A completed *Student Detail* form, including a health questionnaire
- A completed *Terms and Conditions of Enrolment* form, signed, if possible, by both parents
- As soon as the signed enrolment forms have been received by the school, the Family Bond which is equivalent to one term's fees becomes due and payable to finalise enrolment
- Once enrolled, students and parents are expected to support the school's philosophy and comply with the school's rules, policies and standards in order to maintain enrolment
- In order to secure enrolment for each term, parents must have paid all fees for the preceding term or have made arrangements with the school for a process to ensure payment is made
- If the Principal/delegate considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct that is prejudicial to the school or its students or staff, the Principal/delegate may exclude the student permanently or temporarily at his/her absolute discretion. No remission of fees will apply.
- If the School Management Committee or the Principal/delegate believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the School, the School Management Committee or the Principal/delegate may require the parent to remove the child from the school. No remission of fees will apply.

Subject to availability, offers of a place will be made according to whether the applicants are able and willing to support the philosophy of the school; whether the school is able to answer the needs of the student; whether there are siblings of the student already at the school and the order of application. Continued enrolment is subject to the student's adherence to school rules (see enrolment contract, behaviour management policies) and payment of all school fees.

Policies

Policy	Changes in 2021	Access to full text
<p>Student Welfare</p> <p>The school seeks to provide a safe & supportive environment to support the mental, physical and emotional well-being of students through programs that:</p> <ul style="list-style-type: none"> • Meet the personal, social and learning needs of students • Provide early intervention programs for students at risk • Develop students sense of worth and foster personal development 	<ul style="list-style-type: none"> • Minor changes 	<p>Full text issued to staff (Staff Handbook)</p> <p>Parents may request copy by contacting the school office</p> <p>Communicated to staff annually at full staff meeting</p>
<p>Anti-bullying</p> <p>The school policy provides processes for responding and managing allegations of bullying including the contact information for the local police School Liaison and Youth Liaison Officer.</p>	<ul style="list-style-type: none"> • Minor changes 	<p>Full text issued to staff (Staff Handbook)</p> <p>Parents may request a copy by contacting the school office</p> <p>Communicated to staff annually at full staff meeting in Term1</p>
<p>Discipline</p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons, including parents, to enforce discipline at school.</p> <p>All behaviour management actions are based on procedural fairness.</p>	<ul style="list-style-type: none"> • Minor changes 	<p>Full text issued to staff (Staff Handbook)</p> <p>Parents may request a copy by contacting the school office</p> <p>Communicated to staff annually at full staff meeting in Term 1</p>
<p>Complaints and grievances resolution</p> <p>The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.</p>	<ul style="list-style-type: none"> • Minor changes 	<p>Full text issued to staff (Staff Handbook)</p> <p>Parents may request a copy by contacting the school office</p> <p>Communicated to staff annually at full staff meeting</p>

Achievement of targeted priorities for 2019-2023

These targets were set as a five-year goal in 2019 and will continue during 2021 and beyond.

Area	Activities undertaken and outcomes achieved
<p>Target 1</p> <p>To improve student outcomes in Reading: Phonics Skills</p> <p><i>Development of Synthetic Phonics program</i></p>	<ul style="list-style-type: none"> • Teachers participated in professional development opportunities to develop knowledge and understanding of Synthetic Phonics • Teachers planned and programmed collaboratively • The curriculum was differentiated to meet the individual needs of students • A new Scope and Sequence Chart related to the teaching of Synthetic Phonics was modified • Additional reading resources were purchased • Additional reading resources <i>Get Reading Right</i> to support phonics programs for all stages were purchased and prepared for student usage • Whole class and individual charts were revised and reprinted • Sound files were produced to support the program <p><i>Achievement of Target 1 is ongoing and will continue into 2022</i></p>
<p>Target 2</p> <p>To improve student outcomes in Reading: Comprehension & Fluency</p> <p><i>Development of Core Reading program</i></p>	<ul style="list-style-type: none"> • Teachers planned and programmed collaboratively • The revision and development of units related to the core Eureka reading program has been completed for Levels 0, 1, 2 3 and 4. Other stages need to be revised and/or developed • Additional reading resources to support reading programs for all stages were purchased • Resources were organised to improve access by teaching staff • The development of resources for use on the interactive whiteboard and computers to accompany the Core reading program were commenced <p><i>Achievement of Target 2 is ongoing and will continue into 2022</i></p>
<p>Target 3</p> <p>To further integrate the use of technology into classroom practice</p>	<ul style="list-style-type: none"> • Teachers planned and programmed collaboratively • ICT resources were audited to determine reliability and consistency of programs to all computers on the network • Training teachers in the use of Interactive Whiteboards and IWB software to enhance teaching and learning in the classroom • The NBN was installed in 2018 • 38 x new computers to replace older model computers in 2017. These were set up for the start of the 2018 school year • Additional teacher computers were replaced in 2019, 2020 and 2021 <p><i>Achievement of Target 3 is ongoing and will continue into 2022 with additional teacher training</i></p>

<p>Target 4</p> <p>To improve the outcomes of all students in English</p>	<ul style="list-style-type: none"> • Staff undertook professional learning opportunities with Literacy Consultant • English Scope & sequence charts were developed with assistance of an external mentor • Effective whole school programs were developed with assistance from an external mentor in 2017 who coached the staff throughout 2018, 2019, 2020 and 2021 • Consistent assessment and reporting practices were introduced across the school <p><i>Achievement of Target 4 is ongoing and will continue into 2022 and beyond.</i></p>
<p>Target 5</p> <p>To improve the outcomes of all students in Mathematics</p>	<ul style="list-style-type: none"> • Staff undertook professional learning opportunities with an external Maths Consultant • Mathematics Scope & sequence charts were developed • Effective whole school programs were introduced, including the introduction of Learning Modules • Purchase of Mathematics equipment <p><i>Achievement of Target 5 is ongoing and will continue into 2022 and beyond</i></p>

School-determined targets for 2019 - 2023

As a small school with 4 members of staff, targets need to be set over a number of years. The targets determined will be built upon and will continue through 2019, 2020, 2021, 2022 and 2023.

Respect and Responsibility

The school respects and values each child as an individual and as a member of the school community. Teachers and parents provide the care and support that engender self-esteem, mutual respect and responsibility. Respect and responsibility are stressed in class and in everyday school life. There is an expectation of courtesy, good behaviour, care for the community they belong to, and respect for all.

As a small school, we are able to foster strong personal relationships between students, and with teachers and parents. Integral to this is the development of mutual respect and understanding and accepting responsibility for one's actions. This is stressed in class and in all aspects of school life. Any behaviour of students that is in conflict with these principles is addressed promptly and respectfully.

A culture of mutual respect, care and responsibility is very strong within the school, and this is acknowledged and appreciated by parents.

The weekly "Friday Meetings" of the whole school enables issues to be raised by students and staff and provides a forum for the development of practices with strong commitment from the students.

Parent, student and teacher satisfaction

The school is very proud of its 'open door policy' with parent involvement welcomed and encouraged. The School Management Committee meets approximately once a month during term time and provides one of a number of avenues for parents to express their level of satisfaction. The level of parent involvement in the Committee is high and discussions throughout the year indicated that parent satisfaction is extremely positive.

Surveys were conducted during the 2021 school year and confirmed the view that overall parents, teachers and students were very satisfied with the school. Some of the key areas of satisfaction identified in the surveys where most of the parents and students rated the items as "very positive" included:

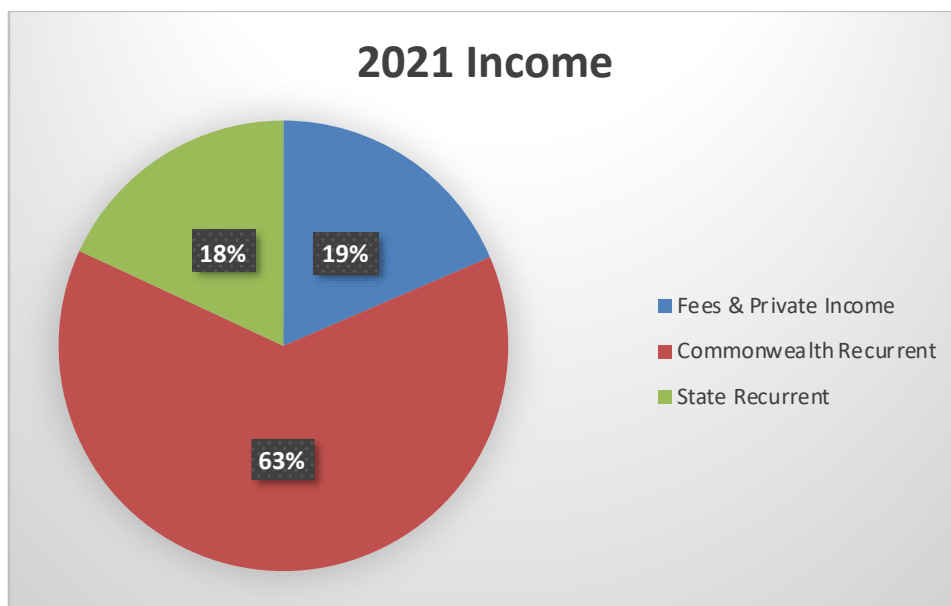
- The range of educational experiences provided (including remotely during lock-down)
- The different teaching strategies used by the teachers to make the lessons stimulating and enjoyable
- The learning materials and resources available to the students
- The actions taken by teachers to manage student behaviour in class and out of class
- The usefulness of the school website for providing information about the school
- The usefulness of SeeSaw for connecting parents with their children at school

Summary financial information

Graphical representation of income and expenditure using percentages only

The following summary covers operating costs including permanent and casual salaries, buildings and major maintenance. A full copy of the school's 2021 financial statement is tabled at the annual general meeting of the School Management Committee.

(a) Income represented by pie chart



(b) Expenditure represented by pie chart

