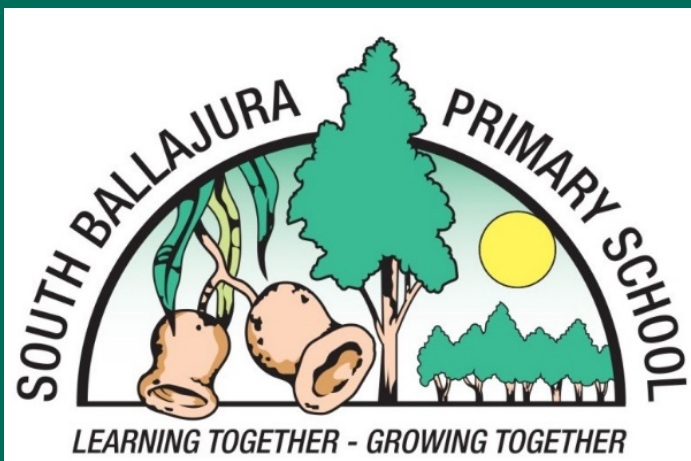




SOUTH BALLAJURA PRIMARY SCHOOL

Annual Report
2022

The Annual Report provides parents and carers, the wider school community and the Department of Education with a summarised account of all aspects of school operations in 2022.



Annual Report 2022

Welcome to the 2022 South Ballajura Primary School Annual Report. This report provides information on school performance to the South Ballajura Primary School community.

This report is a summative document. If further detail is sought the Principal can expand on, and in detail, show a full breakdown of all data and information.

Our Motto

Learning Together - Growing Together

Our Community

The partnerships within our school community are extremely strong. The staff, students, parents and wider community work very well together and are continually growing. Both the School Council and P&C are valuable contributors, and drivers, in the continual growth and development of our school.

Our School Profile

South Ballajura Primary School is a level 5 primary school and is located at the southern end of Ballajura with a total enrolment of 378 students from Kindergarten to Year 6. Our specialised team of early childhood teachers and education assistants provide younger students with an excellent introduction to education. The school has a strong focus on literacy and numeracy; and sets high expectations for all students.

Students come from diverse cultural backgrounds; with 53% of students having a language background other than English. Students are supported by a team of specialised teachers and education assistants.

Our positive and challenging learning and teaching programs ensure that all students develop the skills they need to be confident and independent learners; in a rapidly changing world. We have excellent specialist programs in Indonesian, Physical Education, Music and the Visual Arts. We have interactive whiteboards or plasma televisions in all classrooms.

South Ballajura is co-located with the South Ballajura Education Support Centre; this provides many opportunities for integration between classes and students. We have a strong ethos of caring and each child is welcomed as making a unique contribution to our school community.

We have a whole-campus focus of 'You Can Do It' and actively teach, practise and recognise the five keys to school success - Getting along, Organisation, Persistence, Resilience and Confidence. Positive behaviour is modelled and rewarded. There are consistent and clear consequences for students who breach our code of conduct.

2011 saw the opening of a new early childhood block and a new arts and teaching cluster block. This has directly enhanced the quality of the programs we are able to offer and deliver. Other facilities include a well-resourced library and computer laboratory.

Our grounds are spacious and well-laid out. Our Kindergarten and Pre-primary students have designated and purpose-built play areas. There are junior and upper playgrounds; as well as a large oval, paved areas, basketball and tennis courts; and areas just to sit in the shade.

Strategic Plan 2021-2023

In 2021 we developed our new Strategic Plan and we are now in our second year of the plan. The 2021 -2023 Strategic Plan is aligned with the Department of Education's Strategic Plan.

Planning Framework

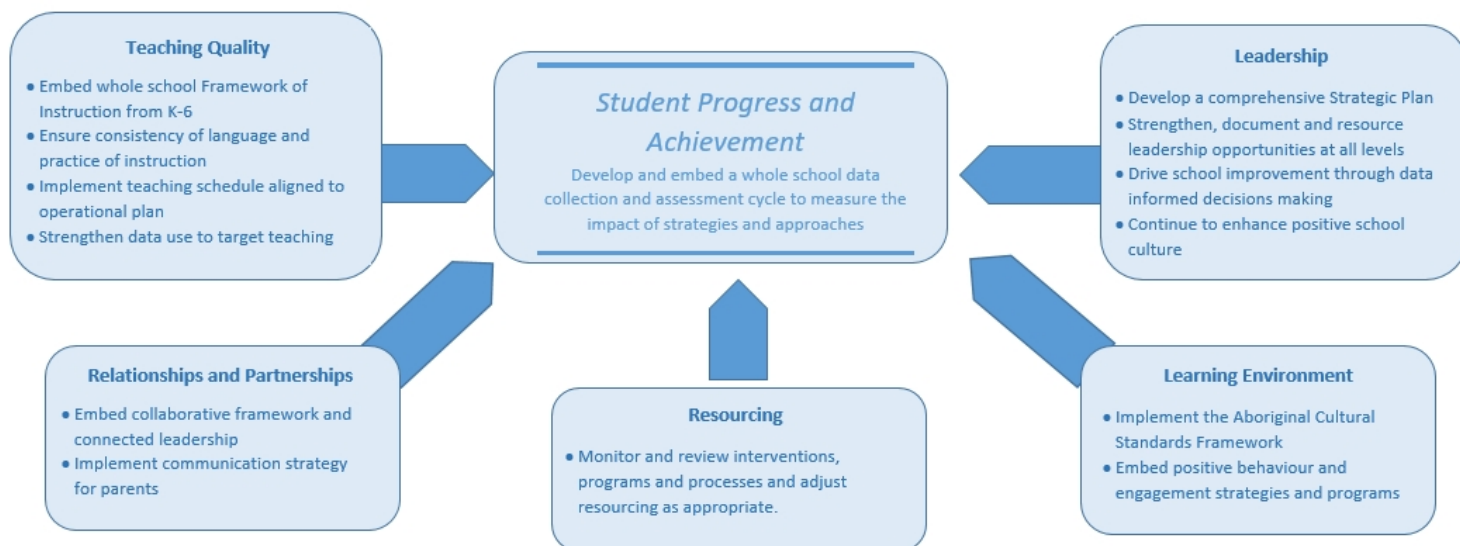
Our planning framework reflects and responds to the Australian Institute for Teaching and School Leaderships' (AITSL) National School Improvement Tool (NSIT). The NSIT assists schools to review and reflect on their efforts to improve the quality of the classroom teaching and learning.

It supports school-wide conversations – including with parents, families, school governing bodies, local communities and students themselves – about aspects of current practice, areas for improvement and evidence that progress is being made.

Judgement: How are we going?

Evidence: How do we know?

Planning: What are we doing to improve?



Public School Review

After collaboration with our school community, we submitted documents for the One Year Return - Public School Review in the Domains of Quality Teaching and Leadership. We hosted two external reviewers onsite for a day in Term 4. We celebrated both the process and the result of the review and keenly move forward in the evolution of our school. The following extract is from the summary of our validation.

From the Deputy Director General

The advice received confirms that the school has demonstrated sufficient and sustainable progress towards meeting the Standard in relation to all recommendations for the 2 domains.

I note the positive actions around the development of strategic planning, implementation of the evidence-based teaching strategies and the application of the pedagogical framework developed to provide a consistency of teaching practice and progress.

South Ballajura Primary School is to be congratulated for its professional commitment by first, noting the area for improvement and second, implementing strategies that have resulted in the improvements desired.

Findings

The full report was distributed to our community via Schools Online. Our next Public School Review, inclusive of all domains, is scheduled for Term 4 2024.

I would like to acknowledge and thank our staff, students, parents and community for their contributions to our Public School Review, One Year Return.

Student Achievement and Progress

The gathering of information on student performance follows a cyclical programme with data being collected annually in English and Mathematics and across all other learning areas on a two-year cycle. This information is reported back to parents via the Semester One and Semester Two reports.

NAPLAN

Each year in May, students in Years 3 and 5 participate in the National Assessment Programme in Literacy and Numeracy (NAPLAN). These tests allow comparison with other schools within the state and across Australia in a range of learning area contexts. Furthermore, data collected by these assessments is used by the school to longitudinally track whole school, cohort and individual student progress and achievement over time. This is, with the exception of Year 3 Writing, completed online.

Comparative Performance

The table below shows the progress of our students over the last three years. Our aim is to have each year level in each curriculum area with green cells. As, given the COVID-related disruptions and inconsistency across schools in 2022, this data has not been included by ACARA this year. Zero values are shown for 2022 as no comparative performance calculations have been made.

Comparative Performance Summary

	Year 3			Year 5		
	2019	2021	2022	2019	2021	2022
Numeracy	0.0	1.0	0.0	1.2	0.9	0.0
Reading	-0.1	1.1	0.0	0.5	-0.5	0.0
Writing	1.4	0.8	0.0	-0.3	-0.3	0.0
Spelling	1.0	1.4	0.0	0.4	-0.4	0.0
Grammar & Punctuation	0.1	1.2	0.0	-0.5	0.4	0.0

Copy Options

	Above Expected – more than one standard deviation of the predicted school mean
	Expected - within one standard deviation of the predicted school mean
	Below Expected - more than one standard deviation below the predicted school mean

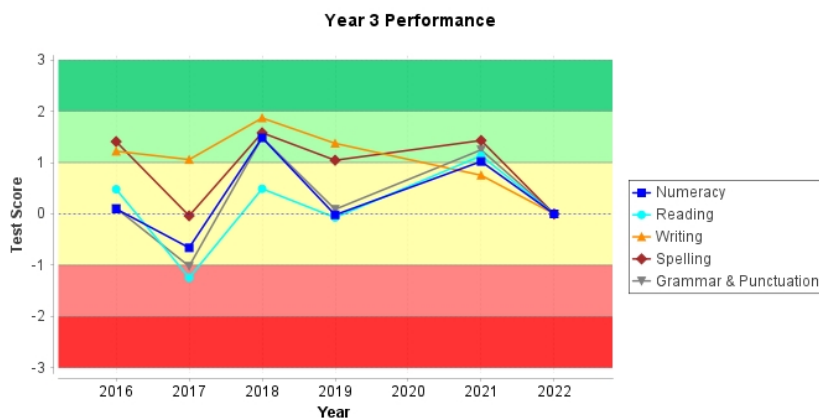
Comparative Performance Summary

	Year 3	Year 5
	2023	2023
Numeracy	0.6	0.6
Reading	-0.1	0.5
Writing	0.4	0.7
Spelling	1.0	0.7
Grammar & Punctuation	0.5	0.8

Comparative Performance – Like Schools

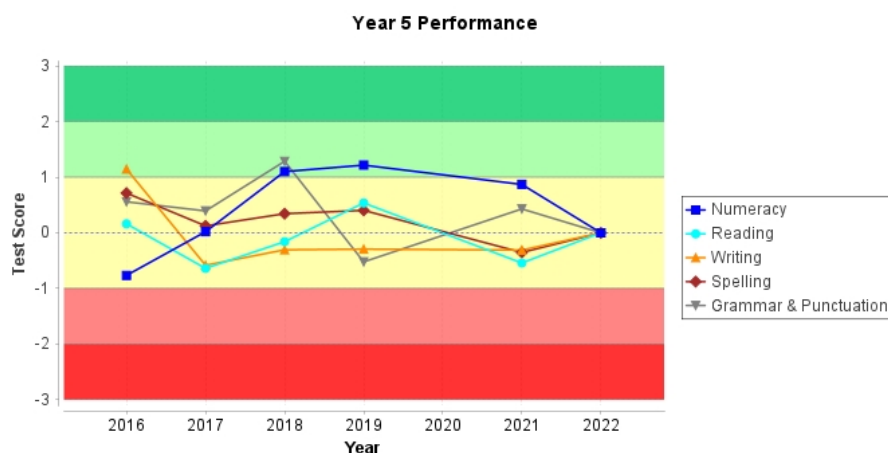
2023 comparative performance calculations are based on Index of Socio-Educational Advantage (ICSEA) only. Calculations are based on WA public school students, excluding students identified with an intellectual disability.

Year Three Performance Over Time



Zero values are shown for 2022 as no comparative performance calculations have been made. However, individual student data was available, and we were able to utilise this for planning our learning programs. Whole school planning and protocols around early identification of students with learning difficulties will support progress for students going forward.

Year Five Performance Over Time



Zero values are shown for 2022 as no comparative performance calculations have been made. However, individual student data was available, and we were able to utilise this for planning our learning programs. Whole school planning and protocols around early identification of students with learning difficulties will support progress for students going forward.

Student Progress and Achievement Compared with Like Schools, WA Public Schools and Australian Schools

In 2022 we were unable to make comparisons with "Like Schools, WA Public Schools and Australian Schools" as, given the COVID-related disruptions and inconsistency across schools in 2022, this data has not been included by ACARA this year.

National Quality Standards (NQS)

In 2022, the K-2 staff collaborated to enhance and evaluate the learning experiences provided to students in the Early Childhood area. The teachers continued to prioritise key areas that required additional attention, resulting in continual progress towards meeting these quality standards. To further improve, the ECE staff are building on the work from 2021, particularly in re-engaging families and involving students in the creation of learning spaces that reflect individual children's input. The incorporation of play into daily learning programs and the provision of opportunities for students to showcase their creativity beyond the classroom walls continued in 2022. The K-2 teachers' commitment to adopting a shared early childhood pedagogical approach is expected to bring about positive, embedded change for the students of South Ballajura.

The table below outlines our NQS audit status.

School		SOUTH BALLAJURA PRIMARY SCHOOL											
Audit Status		In progress											
Audit Year		2022											
Quality Areas													
QA1		QA2		QA3		QA4		QA5		QA6		QA7	
WT		M		WT		WT		WT		M		WT	
Standards													
QA1		QA2		QA3		QA4		QA5		QA6		QA7	
1.1	WT	2.1	M	3.1	WT	4.1	WT	5.1	WT	6.1	M	7.1	WT
1.2	M	2.2	M	3.2	WT	4.2	WT	5.2	WT	6.2	M	7.2	WT
1.3	WT												

Key: M - Meeting

WT - Working Towards

Student Pastoral Care

Our SAER team, comprising of our deputy principals, principal and school psychologist, provide teachers, students, and families effective strategies and resources for enhancing academic goals and overall well-being within the school. In order to provide necessary support to students in need, the SAER guidelines that were reviewed in 2021 were adopted across the school. Our SAER processes continue to be reviewed and modified with input from staff and the school psychologist teams.

The use of SAIS and teacher data indicated that a significant number of students required additional intervention in English, particularly in the areas of Phonics and Reading. To support these students, we continued with the MultiLit program and Before School Reading program initiated in 2021. The results from the 2022 MultiLit program, indicate that a significant number of students improved their word attack and sight-word recognition skills as well as demonstrating significant gains in their reading fluency. The Before School Reading program saw a more constant attendance by students. Students who showed up regularly demonstrated progress in their reading.

Throughout the school, the implementation and support of Individual Education Plans (IEPs), Gifted Education Plans (GEPs), and Individual Behaviour Management Plans (IBMPs) remained a priority. This was achieved through case conferencing, utilising the visiting teacher support system, and seeking assistance from our school psychologist. Additionally, external agencies including Lockridge Child Development Services, Koondoola Language Development Centre, and the North Metro Education Regional Office were engaged to provide further support to students and their families.

Students who had emotional and mental health needs received assistance through referrals to the chaplain and consultations with the Deputy Principal SAER.

Considering the diverse socioeconomic backgrounds of the majority of students at South Ballajura Primary, it is expected that the school's SAER profile will remain flexible and responsive in addressing the learning and social-emotional needs of students in the upcoming year.

EAL/D

At SBPS, a significant portion of students, approximately one-third, come from households where languages other than English are spoken. These students often require additional support in their English language learning journey. Additionally, there has been an increase in Indigenous families identifying Aboriginal English on enrolment forms. The school values and encourages the diverse cultural and linguistic backgrounds of English as an Additional Language or Dialect (EALD) students. To ensure effective teaching and learning strategies, the staff, including the principal, engage in professional development focused on English language acquisition, additional language development, and appropriate EALD pedagogy. Collaboratively, an EALD support teacher worked with classroom teachers to address the specific learning needs of EALD students. They facilitated various in-class language experiences to promote oral interaction, allowing students to deepen their understanding of concepts through classroom discussions. The EALD support teacher also guided and assisted teachers in analysing assessment evidence of EALD students using the EALD Progress Map, which helps determine their proficiency levels and report on their achievements. The data collected from these assessments will inform future classroom instruction and school-wide programs. While our EALD co-ordinator changed during the year we were still able to support students and staff through this role.

ENGLISH LEARNING AREA

English is a Key Curriculum Area and one of the ongoing SBPS major focus areas within the school. In 2022, Writing and Teacher Moderation of writing samples were our targeted areas. Synthetic Phonics and Spelling were put into maintenance. We are using our NAPLAN, PAT, On Entry, KAT, Reporting and beginning Brightpath data, to measure growth from K to Year 6 in Reading, Viewing, Speaking, Listening and Writing.

Writing will continue to be a focus into 2023. The correlated data between NAPLAN and Reporting grades allocated between year levels, led to the implementation of the Brightpath moderation assessment tool in English. During 2022, all staff teaching English, have been involved in ongoing intensive Professional Learning and support to implement the Brightpath program. There has been a notable increase in Teacher confidence and capabilities to make more consistent judgements when assessing Writing. Based on 2021/22 KAT and On Entry data, Oral Language continues to be an area of limited development and skill level demonstrated by the majority of students at the beginning of their schooling. As Oral Language skills are the foundations of Writing skills, from 2023 there will be a focus on Oral Narrative development in Kindergarten and Pre-primary, using the Brightpath tool. All other genres will be explored and implemented from Year 1 to Year 6, over a four-year timeline. This data will be used to inform future teaching and learning experiences.

In 2022, the English committee investigated research and evidence-based, effective whole school writing programs, to implement in 2023 to improve writing progress across the school. In 2023, staff will be involved in Professional Learning in a trial of the program, 'Seven Steps to Writing Success' with the goal of developing a whole school approach to Writing, with full implementation in 2024. This program correlates with the Brightpath assessment tool for a smooth integration of Teaching, Learning and Assessment.

'Letters and Sounds' and 'Words their Way' have continued as our whole school approach to synthetic phonics and spelling. In 2022, the full implementation of Student Tracking and Assessment booklets was completed across Kindergarten to Year 3. This will continue as an annual process to monitor progress throughout each student's early childhood years. These programs are in maintenance and will be reviewed at the end of 2024. This data forms part of the ongoing monitoring of student progress across the year levels and will continue to be used to inform future teaching and learning experiences.

During 2023, the English committee will investigate research and evidence-based, effective whole school Reading programs. The chosen program will be trialled across the school in 2024. This will provide a broader source of data to be available for Pre-Primary to Year 6, measuring progress in reading. Implementing a whole school approach to Reading will support the ongoing improvement of Teachers' capabilities to develop consistent and ongoing collaborative teaching practices to address students' learning needs.

Ms Bronwyn Banfield
Literacy Support Teacher and EAL/D Coordinator

Student Information

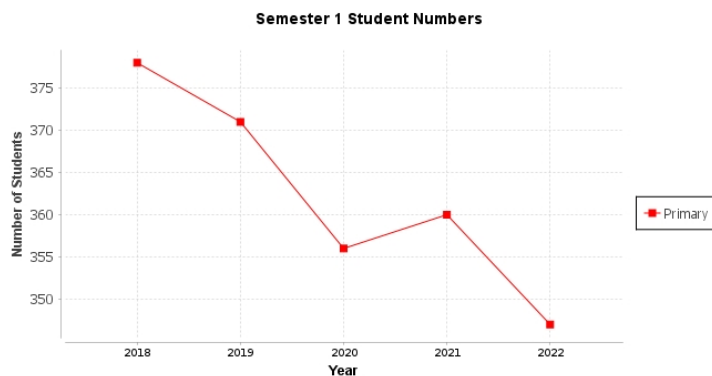
High School Destinations of Year 6 Students

As outlined in the table below, of our 2022 Year 6 cohort, 44 students were retained in the public school system and 6 students enrolled in the private system.

Destination Schools	Male	Female	Total
	0		
4158 Ballajura Community College	23	14	37
1378 John Septimus Roe Ang Com Sch		3	3
4177 Ellenbrook Secondary College	1	1	2
4116 Darling Range Sports College	1		1
4036 Dianella Secondary College		1	1
4122 Greenwood College		1	1
1450 Holy Cross College	1		1
4026 John Forrest Secondary College		1	1
1221 Mercy College	1		1
1374 St Andrew's Grammar	1		1
4134 Warwick Senior High School	1		1

Enrolment Trends

As evident in the graph (which doesn't include Kindergarten students), the overall numbers during the last few years have declined for the start of 2022, after a slight increase in 2021.



Attendance

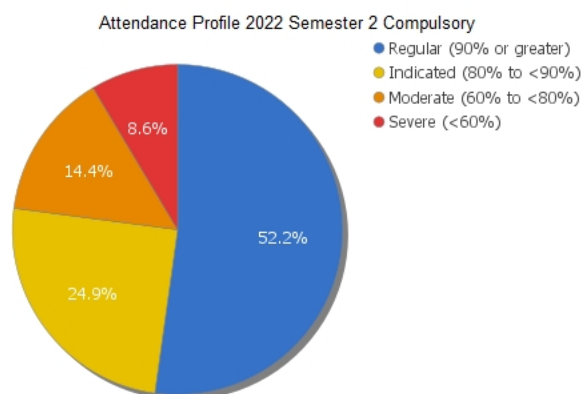
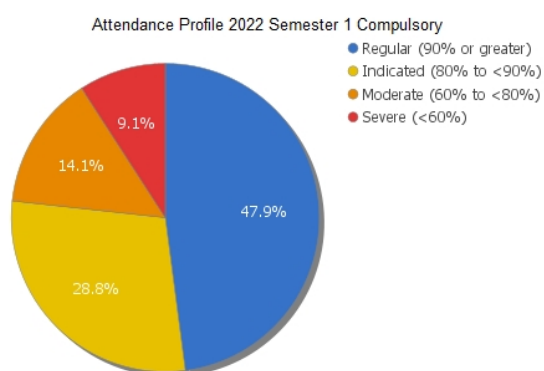
At South Ballajura Primary, student attendance is generally good. As shown in the table below our 2022 attendance rates in each compulsory year level are close to those of WA Public Schools.

% Student Attendance 2022

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
2020	89%	94%	93%	91%	92%	90%	92%
2021	87%	88%	92%	92%	90%	92%	89%
2022	85%	79%	85%	87%	86%	83%	88%
WA Public Schools 2022	86%	87%	87%	87%	87%	87%	86%

Copy Options ▼

Due to the impact of Covid-19 our attendance declined significantly in 2022. We will review our procedures in 2023 to support families in ensuring their children attend school regularly.



Staff

The South Ballajura Primary staff are committed to providing a quality education for all students. They work collaboratively to ensure that the learning programmed is innovative and student centred. Staff use flexible approaches that motivate, engage, challenge and respond to the needs of all students. Individual expertise is recognised and shared.

2022 proved to be a very busy and productive year for the school. Staff continued working on a systematic review of our school planning. The main planning focus for 2022 was the preparation for our Public School Review One Year return visit. We continued the assessment and monitoring of our progress towards achieving the targets set in our Strategic Plan.

All school procedures are under review through this process which will take place over the next couple of years. A strong focus on phased implementation of the Western Australian Curriculum will continue as will whole staff planning and support in phases of schooling and increased collegiate support.

The staff and the school community should be proud of the partnerships and connections that have been established in the South Ballajura community. Together we practice values that are applied appropriately in a variety of situations.

Our Commitment for Improvement

A continued focus, comprehensive data analysis and a review of procedures in 2022 is expected to maintain this trend of improved progress. Staff, through an improved data collection cycle, will monitor individual student progress and use this information to drive their planning to improve student outcomes.

South Ballajura Primary School P&C President's Report – Reflections of 2022

2022 started out in the same fashion as 2021 with a few things being cancelled but I feel it was overall a successful year for the P&C.

We held our AGM towards the end of term 1 and a new executive committee was elected. Kerry Mills as Vice President, Alice Huynh as Secretary, Danielle Wroblewskis as Treasurer, Ameenah Adam-Parker as Fundraising Coordinator. The previous President Annette Hopkinson stepped down from her role and became an Executive Member and mentor to the new President. At this meeting we were unable to vote in a President. A special meeting was held, and Martin Heffner was elected the new President. Martin Heffner stepped down from the role and I stepped into the role.

We would like to express our greatest appreciation and thanks to Annette Hopkinson for her many years as South Ballajura's P&C President and her dedication to the school and community.

Unfortunately, due to COVID restrictions, the movie night and disco scheduled for the first half of the year were unfortunately cancelled.

The Mothers' and Fathers' Day stalls were both very successful and well supported. The P&C assisted with the Election Sausage Sizzle, Open Night and Sports Carnival events and we appreciate the donation of the bike to raffle by the Hon Rita Saffioti MLA. The containers for change recycling bins have been extremely successful in raising funds and special thanks to the year 6's who sorted and cleaned them each week.

In conjunction with the City of Swan the P&C ran the Community Movie night. It was a very cold night but everyone enjoyed the free face painting, bubbles, popcorn and the movie SING. The P&C sold candy bar items, sausage sizzles, spring rolls and noodles. Special thank you to Alice Huynh for making all the spring rolls and noodles and to Med Halal and Honeywell Meats for supplying the Halal sausages.

We were finally able to hold the first Colour Run for South Ballajura and it was an absolute success. It was amazing to see all the children, teachers and parents getting involved. I feel the teachers and parents had more fun than the kids. We are looking at making it bigger and better next year.

Themed recess each term has been a great hit and the lovely ladies Bree and Kath in the canteen are busily thinking of new items and themes for the coming year.

We held a guess the number of eggs competition for easter and a whole school colouring in competition and guess the treat competition in December. We were absolutely blown away by all the talented artists within the school and the panel of judges found it hard to select one winner per class.

Funds were donated to the school for Graduation prizes and brand-new choir t-shirts.

We have been busy brainstorming events for the next year. To start off with we will be having a Welcome Back Summertastic disco in Term 1.

This was my first year in the P&C and I ended up taking on a bigger role than anticipated. I had such a fun year with all the ladies and gentlemen on the P&C. We have great plans for the year ahead and aim to make a difference in the school community.

I would like to thank all the volunteers, a lot of new fresh faces as well, for all your efforts and help this year. Without volunteers the P&C and canteen would not run, so thank you.

Lastly I would like to thank Med Halal and Honeywell Meats for their continuous donations throughout the year.

Kerryn Mills P&C

President

P&C President

Student Programs

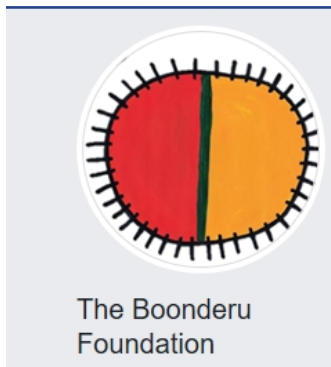
Boonderu

The Boonderu program set up by Qynn and his team believe that music should be accessible and available to all school aged children and play an integral role in their personal and academic journey.

The Boonderu program at South Ballajura Primary School in 2022.

Boonderu runs every Thursday with a carefully selected group of students. Each student is paired up with a partner and interacts with Qynn in a 20-minute session.

Boonderu encourages students to think outside the box and realise the different ways to reach their full potential. The program was implemented to enhance student's self-esteem and to help encourage low attending students to attend school. The program also played a vital role in re-engaging our disengaged students back into the classroom.



20



students were selected.

These students were selected on the following criteria:

- Do they exhibit low self-esteem?
- Low attendance
- Need support with social and emotional skills.

After a year of participating in the Boonderu program, the students have shown great enthusiasm and a strong passion for music. Students have demonstrated potential to work with other students and carry out a simple piece of music. Most students who were often quiet have started to contribute and share stories. Boonderu has also provided several students with musical opportunities outside of school. We have seen slight improvements in our attendance data and an overall shift in positive attitude across the school.

Pizza with the Principal

Pizza with the Principal was initiated by a teacher. Pizza with the Principal was designed to encourage students to engage in a positive environment. Teachers nominate up to four students who have demonstrated outstanding citizenship qualities to share a pizza with the Principal and fellow students. The program was aimed at targeting students on the key values relating to getting along, organisation, confidence, persistence and their resilience skills.

Pizza with the Principal happens on weeks 5 and 10 of every term.

Teachers have observed students demonstrating qualities throughout the classroom that reflect these values. During Pizza with the Principal we have also experienced the students interacting with other students, demonstrating a great level of confidence.

This initiative has proven to be very positive across the school and we now have over 90 students a term interacting with the Campus Principals and other recipients of this award.



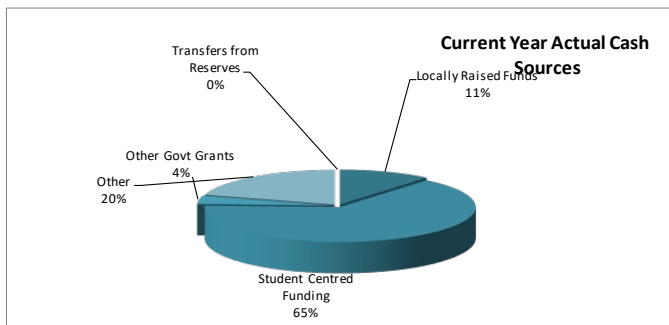
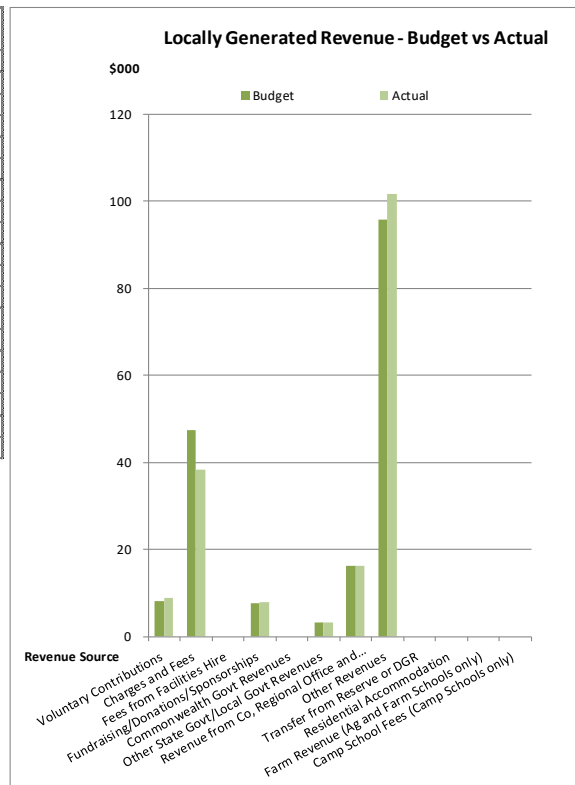




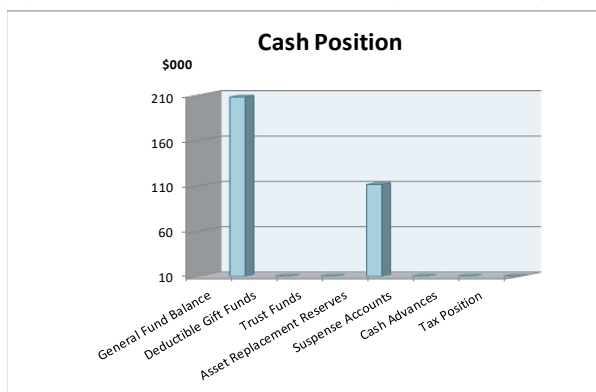
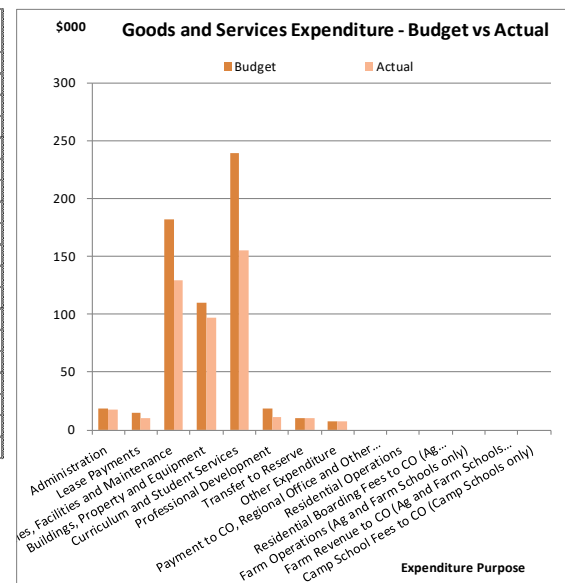
South Ballajura Primary School

Financial Summary as at
31 December 2022

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 8,244.00	\$ 8,844.00
2	Charges and Fees	\$ 47,441.00	\$ 38,288.14
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 7,546.00	\$ 7,994.65
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 3,300.00	\$ 3,300.00
7	Revenue from Co, Regional Office and Other Schools	\$ 16,218.00	\$ 16,217.56
8	Other Revenues	\$ 95,803.00	\$ 101,693.73
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 178,552.00	\$ 176,338.08
	Opening Balance	\$ 147,280.00	\$ 147,280.43
	Student Centred Funding	\$ 321,442.00	\$ 321,441.82
	Total Cash Funds Available	\$ 647,274.00	\$ 645,060.33
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 647,274.00	\$ 645,060.33



	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 18,481.00	\$ 17,348.46
2	Lease Payments	\$ 15,000.00	\$ 10,558.08
3	Utilities, Facilities and Maintenance	\$ 181,912.00	\$ 129,492.44
4	Buildings, Property and Equipment	\$ 109,575.00	\$ 96,717.30
5	Curriculum and Student Services	\$ 238,675.00	\$ 155,109.93
6	Professional Development	\$ 18,265.91	\$ 11,073.26
7	Transfer to Reserve	\$ 10,000.00	\$ 10,000.00
8	Other Expenditure	\$ 7,234.00	\$ 6,975.09
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 599,142.91	\$ 437,274.56
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 599,142.91	\$ 437,274.56
	Cash Budget Variance	\$ 48,131.09	



Cash Position as at:	
Bank Balance	\$ 313,954.67
Made up of:	
1 General Fund Balance	\$ 207,785.77
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 111,329.34
5 Suspense Accounts	\$ 1,816.56
6 Cash Advances	\$ -
7 Tax Position	\$ 6,977.00
Total Bank Balance	\$ 313,954.67

Our Commitment for Improvement

Ongoing financial training for Administration, Office and Teaching and Non-teaching staff will ensure that sound financial practices are embedded throughout the school.

2023 Focus

The focus for 2023 will be Literacy, Numeracy, STEM, Teacher Quality and Leadership, as well as Wellbeing (students and staff) as these areas are seen as critical for success in all others.

In Conclusion

During 2022 South Ballajura Primary School continued its journey as our local education facility. The strength of our school is evident by the strong foundations that exist, particularly the links between the school and the community. I have no doubt that South Ballajura Primary School will go from strength to strength in the years to come.

The strength and commitment of both the P&C and School Council are a credit to the parents and staff involved. The P&C has made significant contributions to the school, particularly in regard to fundraising. Thank you to everyone involved.

Thank you to the staff and parent / community members who contributed to our Annual Report, your input is invaluable.

As a community we again met the challenges of the year together to ensure the wellbeing of our members as well as the continuity and quality of learning for our students. As the year progressed, we were able to hold some special events. Student achievement and progress remained central to our work.

I remain grateful for the wonderful students, the staff that make up the team at South Ballajura Primary School who do their best for every student, every day; and our entire community.

Michael Kovalevs

Principal (Term 2 2022)

Azman Adelaide

Council Chair

