

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



**Our Lady of the Nativity School**  
Aberfeldie

2017

REGISTERED SCHOOL NUMBER: 1211



## Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Our School Vision .....	3
School Overview.....	4
Principal’s Report .....	5
Parish Priest’s Report .....	Error! Bookmark not defined.
School Education Board Report .....	Error! Bookmark not defined.
Education in Faith.....	6
Learning & Teaching .....	8
Student Wellbeing.....	10
Child Safe Standards.....	14
Leadership & Management .....	14
School Community .....	18
Future Directions.....	20
VRQA Compliance Data .....	21

## Contact Details

<b>ADDRESS</b>	29 Fawkner St Aberfeldie VIC 3040
<b>PRINCIPAL</b>	Anne Doherty
<b>PARISH PRIEST</b>	Fr Francis Fahim (Administrator)
<b>SCHOOL BOARD CHAIR</b>	[Insert School Board Chair's name – optional]
<b>TELEPHONE</b>	(03) 93374204
<b>EMAIL</b>	principa@olnaberfeldie.catholic.edu.au
<b>WEBSITE</b>	www.olnaberfeldie.catholic.edu.au
<b>ABN</b>	77311510165
<b>E NUMBER</b>	1211
<b>FEDERAL DET NUMBER</b>	898

## Minimum Standards Attestation

I, Anne Doherty, attest that Our Lady of the Nativity School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

May 25th 2018

## Our School Vision

Our Lady of the Nativity is a faith-filled community that gives witness to, and proclaims, the Gospel teachings of Jesus.

Within a nurturing environment, inclusive of all its members, we uphold the sacred dignity of the human person.

Through an holistic approach to education we aspire to develop life-long learning.

With a commitment to social justice, a sense of purpose and hope, we encourage our members to be active participants in the global community.



## School Overview

Founded in 1958 by the Franciscan Missionaries of Mary, Our Lady of the Nativity School has continually adapted to meet the needs of its learners and provides contemporary learning experiences for its 400 students.

Our Lady of the Nativity is unique among Catholic Parish Primary Schools in its offering of the International Baccalaureate Primary Years Program. The mission of the IB PYP aligns well with the school vision and our lived Franciscan charism, all of which strive to:

- Recognise the inherent dignity of each human person, created in the image of God
- Recognise commonalities between people and respect difference
- Promote intercultural and interreligious understanding
- Integrate faith and life
- Develop compassion, empathy and concern for 'the other'.
- Instil a sense of hope for humanity and the world
- Encourage students to have a deep interest into the world around them
- Encourage students to take action and contribute to the building of a better world.
- Promote attitudes of peace and justice and universal brother and sisterhood
- Develop life-long learning

Within a program of Transdisciplinary Inquiry which aims to develop knowledge, skills, concepts attitudes and action, the school has a strong emphasis on the develop of basic competencies and approaches to learning.

Our Lady of the Nativity School provides our students with a comprehensive curriculum which includes specialist lessons in the areas of:

- French
- Performing Arts
- Visual Arts
- Physical Education

Learning experiences also include:

- Camps in Years 4 – 6
- Numerous incursions and excursions to deepen and support learning
- Interschool sports programs
- Intervention programs in Maths and English
- Effective and comprehensive well-being programs and interventions
- Lunchtime programs: Lego Club, Arts Club

The school enjoys the support of an active community. Parental involvement in learning and student focused activities is high which benefits the learners and the school.

## Principal's Report

The 2017 academic year was a successful year for Our Lady of the Nativity School. We strongly believe in involving our learners in an holistic education. In living out our Vision Statement, embedding all in our charism and in alignment with the mission of the International Baccalaureate Primary Years Program we strived to develop learners who were:

- Faith-filled
- Spiritual
- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Courageous
- Balanced
- reflective

Our whole school approach to Transdisciplinary, Inquiry based learning ensured that our learners were engaged in rich learning tasks that extended and challenged them. Our desire for our learners to be excellent communicators ensured that we maintained a strong focus on Literacy and Numeracy skill acquisition. This was particularly evident in the junior school where focussed teaching and comprehensive assessment for learning remains a priority. In the middle and senior areas of the school, students were given ample opportunity to develop and use these skills with their Transdisciplinary Inquiry. The Year Six Exhibition was a highlight of the academic year, providing our senior students to demonstrate the skills, knowledge, concepts, attitudes and attributes that they had developed throughout their primary schooling. The students demonstrated learner agency and a capacity to take action to make a difference in the world. In short, they demonstrated their international mindedness.

The staff of Our Lady of the Nativity School are an integral part of our learning community and were provided with many opportunities to access professional learning. The sharing of the new skills and knowledge gained help to contribute to whole school improvement in the area of learning and teaching, as well as being professionally rewarding for all staff.

Above all Our Lady of the Nativity remained focused on our special character – as a Franciscan School. Our faith, expressed through a Franciscan lens, continued to be the bedrock on which all other aspects of the school are built. We strive to help our students integrate faith and life and to develop a Franciscan world view that sees all of creation as interconnected and the love of God as paramount.

## Education in Faith

### Goals & Intended Outcomes

To ensure that our strong Catholic identity continues to grow and that all members are able to give witness to the Gospel within a contemporary context with an emphasis on Mary of the Nativity and Saint Francis of Assisi.

- That there is an improvement of Catholic knowledge, faith and traditions within the school community.
- That we authentically engage and inquire into the Catholic faith
- That we explicitly reference Catholic teaching in all aspects of the curriculum
- That all members of the community are engaged in Catholic prayer and ritual

### Achievements

Our Lady of the Nativity is blessed by having two strong models of discipleship in Our Lady of the nativity and St Francis of Assisi as our patrons. Both patrons, and the ethos of our founding order, the Franciscan Missionaries of Mary, provide us with a guiding compass that references our interactions, relationships, policies and practices. As a Catholic School, the Gospel values, with a Franciscan interpretation, are lived out in and by our community. Education in Faith is far more than a curriculum area at Our Lady of the Nativity School. Children's Education in Faith is a partnership between families, the school and the parish. Our Catholicity underpins the nature of the relationships we build and foster between all members of the community.



As a Catholic school our ethos and charism guide our decision making and the learning and teaching programs offered to our students so that the spiritual, moral and ethical dimension of their learning enables them to integrate faith and life. Through our Education in Faith we aim to provided our students with examples, through actions and words, through positive relationships and an explicit acknowledgement of the role of God in our lives that will provide them with a moral compass and a positive faith filled view of the world.

Throughout 2017 the document 'Horizons of Hope' (Catholic Education Melbourne) was frequently referenced as we firmly believed that its call for the pedagogy to reflect a Catholic understanding of the world and the human person were integral to strengthening our Catholic culture.

By implementing a 'Pedagogy of Encounter' we aimed to explicitly encourage our learners to engage with the world, to open their eyes to the issues facing the world and to respond to these issues from a Franciscan Catholic perspective. The Pedagogy of Encounter aims to address three critical challenges for schools:

1. Opening up a more explicit dialogue between Catholic faith and the diverse cultures and lives of students
2. Finding new ways to express the Gospel as alive and authentic
3. Engaging in rich and meaningful experiences of prayer

Through students' learning scripture was constantly referenced as were key church documents. This approach to learning enriched and enliven our religious education program and the general curriculum. Learners were invited to make connections between faith and life, from the Gospel to life and from life to the Gospel. This Franciscan world view was present through Transdisciplinary Inquiry Units, through action taken as a result of learning, and in the relationships that were formed in all elements of the school.

#### VALUE ADDED

Value was added to Education in Faith via:

- Pedagogy of Encounter
- Gathering for community prayer each fortnight at assembly
- Class masses and liturgical celebrations
- Professional development for staff
- Participation in Franciscan Schools Australia network including the conference
- Participation in Pilgrimage by key members of leadership
- Embedding the principles of Catholic Social Justice within the general curriculum
- Students attending the Bahay Tuluyan Social Justice Kids View conference
- A culture of music and song with a religious flavour
- Adult faith nights
- A rich sacramental program
- A partnership with the Capuchin Outreach Program.



## Learning & Teaching

### Goals & Intended Outcomes

To sustain and enhance a learner centred community that is holistic in approach and develops lifelong learning skills and attributes in order to develop internationally minded learners.

- That student learning outcomes through transdisciplinary, inquiry based learning within the PYP framework continue to improve
- That student agency within the learning process is enhanced
- That student numeracy and literacy outcomes continue to improve
- That there is greater differentiation within the curriculum to meet the needs of students.

### Achievements

We believe that Learning and Teaching within a uniquely Catholic framework is the fundamental purpose of Our Lady of the Nativity School. As an International Baccalaureate International School offering the Primary Years Program we aim to create internationally minded students. We aim to prepare student for active participation in their future, to develop lifelong learning skills and to develop their ability to know themselves, others and the world. We have a holistic approach to learning and teaching and endeavour to offer a range of programs and learning experiences that enable all children to develop their talents and to achieve. Learning is inquiry based and transdisciplinary in nature.

A continued focus on the development of the Primary Years Program within our uniquely Franciscan setting has ensured that our students investigate issues and concepts of global significance. In learning in a transdisciplinary manner students are given the opportunity to develop attributes, knowledge, concepts and skills within a constructivist approach to learning. Throughout the learning process the students are encouraged to take action for positive change. The success of the Year Six Exhibition bore witness to the success of the learning program that our students have been engage in throughout their IB schooling.

The school continued its commitment to improved Literacy and Numeracy outcomes by providing support to teachers and students in the following ways:

- Specialist Curriculum leaders
- PLTs and facilitated planning
- Professional learning opportunities
- In-class modelling and coaching including team teaching

- Moderation of student assessments
- Intervention programs: morning maths and reading conducted by trained parents, LLI conducted by learning support officers
- Extension Maths programs
- Reading Recovery
- Access to wide ranging and high quality professional learning
- Morning Maths
- Morning Reading
- Maths Club
- Art Show
- Participation in external competitions: Writing, Mathematics

#### STUDENT LEARNING OUTCOMES

With some very minor changes in percentiles the NAPLAN data for students in Years 3 and 5 had remained consistent. Any changes are due to the learning needs and abilities of the various cohorts. The school remains committed to ongoing improvement.



## Student Wellbeing

### Goals & Intended Outcomes

To establish a learning environment that is challenging and stimulating and which encourages students to have a strong sense of connection with the school and with their peers.

- That well-being policies and practices are reviewed and enhanced
- That student engagement in learning continued to increase

### Achievements

Our Lady of the Nativity School is committed to addressing the Social and Emotional Well-Being of our students. The nature of our Catholic community ensures that our environment is welcoming and inclusive. Our students feel extremely connected to the school and enjoy positive relationships with many members of the community – peers, teachers and family members. As a school we have very effective support structures in place, not only for children with special needs, but for all children.

During 2017 we adopted the theme “I thank you Lord’ throughout the school. Our key strategy in adopting this theme was to embed a positive mindset culture by having an explicit focus on gratitude. All students were encouraged to keep Gratitude Journals as a means to positively reflect on their day. Teachers and parents commented on the positive effect on student thinking that the gratitude journals had. Teachers also incorporated gratitude into their daily prayer and it was an explicit focus in all well-being programs. Gratitude was also a focus in each newsletter.

As a Franciscan School our focus is on positive relationships and, in particular, to think of the ‘other’ at all times. This explicit focus helped our students to see how their actions impact on others. This common approach and language was used throughout the school to great effect in terms of relationships, interactions and community building. Explicit teaching in the area of the PYP attitudes further helped strengthen and improve behaviour, relationships and connectedness.

Our Lady of the Nativity School allocated 0.8 FTE (4 days) per week to the role of Student Well-Being / Student Services Co-ordinator and employed a Psychologist two days per week. Having dedicated professionals in this roles has ensured that children’s social and emotional learning and development remains a focus within the school and that effective support is offered to the children, their teachers and their families. The school has effective identification, referral and intervention programs and ensures ongoing, open communication with families and outside

agencies. Assistance is provided to staff in regard to effective planning in order to meet the needs of children at risk. The co-ordinator meets regularly with aides, class teachers and the school leadership team in regard to student well-being.

During 2017 the school participated in various programs and initiatives such as National Buddy Day, Anti- Bullying initiatives, initiatives from the Alannah and Madeleine Foundation, cyber Safety Learning programs and regular House activity days and activities.

The school ensured that it maintained a strong focus on Child Safety with the Leadership Team and staff working together to ensure full compliance in both policy and practice.

Also in 2017 the school became part of Respectful Relationships Partnership Program. Key staff members, including the school psychologist, attended extensive professional development days which also gave them the opportunity to build networks and relationships with other participating schools in the area, including feeder secondary schools. Our involvement will continue throughout 2018.

Our Transition Program, particularly from kindergarten to Foundation continued to be a strength in the school. Incoming students are given the opportunity to attend school on four occasions prior to commencement. Our effective Buddy program is a great support to our transition process. Our Year Six students were involved in secondary school transition activities, planned and implemented by the local catholic primary school network and attended by representatives of the feeder secondary schools.

#### Procedures for Non-Attendance

Whilst non-attendance is not an issue at Our Lady of the Nativity School the following measures are in place:

- At the beginning of each year all parents are reminded of their responsibility to ensure that the children attend school as required by law.
- Any parents intending to take the children out of school for an extended period are required to notify the principal in writing in advance of the period of absence.
- In the case of unexplained absences, all staff are instructed to inform the principal who will then follow-up the absence with parents.
-

- Parents are encouraged to inform the school in the case of extended absence due to illness or family circumstances.
- Parents are required to notify the school in writing providing a reason for an absence.
- Reasons for absence are noted and recorded by the class teacher and all notes filed for future reference.
- All parents are required to complete a form requesting permission for extended leave from school.

#### VALUE ADDED

- Gospel values guide all interactions, policies and practices
- Spiritual environment
- Strong faith models for children
- Celebrations of our faith
- Vertical House system
- Regular House Activity Days
- Student Leadership
- Strong relationships between children, staff and families
- Participation in anti-bullying initiatives
- Restorative Practices
- Circle time in classrooms
- Student leadership program
- Performing Arts performance

House Activity Days continued to be very successful and enjoyable for children and staff and relationships across the school were developed throughout the course of the year. Staff got to know the children in their houses and children got to know and interact with a larger number of staff.

That our children are happy, well-adjusted and confident is a tribute to the strong partnership that exists between children's families and the school. We believe that a strong feeling of connectedness is essential for the children to experience success in all aspects of their development.

Other achievements and strengths in the area of Student Well-Being are:

- The development of the whole child as a primary focus
- A curriculum that addresses the needs and talents of all children.
- Effective communication practices between home and school.
- Regular program support meetings for children with needs
- Effective liaising with outside agencies to support children, families and staff
- Individual learning plans
- Inclusive policies, practices and activities.
- Effective processes of identifying and assisting children with needs.

## STUDENT SATISFACTION

Our student responses from the insight SRC survey clearly show that our students have a strong connection to the school.

Connectedness to school: 85.06 % favourable

Teacher empathy: 92.24% favourable

Learning Confidence: 93.62 % favourable

Student motivation: 97.4% favourable

Connectedness to peers: 91% favourable

One only has to stand in the playground and observe the children to see the high levels of connectedness that children of all ages feel towards the school. The children enjoy positive relationships with each other and with the adults within our community and are highly supportive of each other. Our children are happy, engaged and proud of their school and all they achieve here.

## Child Safe Standards

### Goals and Intended Outcomes

- To ensure that the school works towards full compliance with Child Safety Legislation, particularly Standard 7.

### Achievements

In embedding a culture of Child Safety within Our Lady of the Nativity School we:

- Implemented a comprehensive Child Safety Policy
- Communicated this policy to all families
- Uploaded the policy to the school's website
- Required all families to sign the Code of Conduct
- Required all visitors to the school to sign Code of Conduct prior to admittance to the school.
- Review school operations in light of the Child Safety Standards to ensure compliance
- Ensured all school events, including social events, were compliant
- Work with parent bodies to ensure awareness and compliance
- Involved staff in professional learning modules
- Incorporated Child Safety in induction processes
- Included Child Safety in all contracts
- Committed the school to Respectful Relationships Partnership
- All staff undertook Mandatory Reporting training

## Leadership & Management.

### Goals & Intended Outcomes

To continue to build an environment characterised by a shared vision, a strong sense of team work and ongoing professional learning and school improvement.

### Achievements

The development of a professional learning culture has been supported by the provision of professional development for staff. Whole school professional development is aligned to school goals as identified by our Annual Action Plan but individual teachers are encouraged to request the opportunity to attend professional development activities that will assist them to meet the needs of the children in their care and broaden their own professional knowledge. The school has endorsed the participation of staff in extended professional development modules and formal post-graduate study. Several members of staff have embraced this opportunity to undertake formal study which has enhanced their skills and knowledge and has had a direct, positive effect on their leadership capacity and ability to disseminate information and key learning to staff.

In response to our Annual Action Plan, all teaching staff received ongoing professional development in the area of the Primary Years Program, Literacy and Mathematics which took the form of spaced professional learning, modelled lessons, staff meetings and professional learning team meetings. In order to facilitate this process and provide high quality learning 0.4 in the staffing was allocated to a specialist mathematics educator who worked with students, staff and parents. A staffing allocation of 0.8 was allocated to a Literacy Leader who works closely with staff during planning, with professional learning teams and through needs based classroom modelling. This approach provided the staff with opportunities for ongoing, scaffolded learning, opportunity for reflection and examples of best practice that they could immediately apply in their classrooms.

To enhance teacher capacity in the area of Inquiry Learning the school engaged British educator, Richard Gerver, to facilitate a professional learning day. This highly engaging presenter, challenged the staff to ensure that the students were at the centre of all decisions in relation to learning.



The staff is committed to ongoing learning in order to improve their professional knowledge and practice and improve the learning outcomes for students. Ongoing support is provided in the form of time release for curriculum leaders to work with staff on a regular basis assisting with the analysis of data, classroom planning, individual learning plans and the provision of resources. Members of the leadership team with designated curriculum roles regularly model best practice for teachers, team teach and provide regular feedback

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2017

Staff at Our Lady of the Nativity School participated in the following professional learning during 2017:

- Spirituality day focusing on a lived Franciscan Charism
- Making the PYP Happen
- Mathematics
- STEM
- Bicycle Education
- English: Phonics, Reading, Writing
- Colourful Semantics
- Respectful Relationships Partnerships
- Pilgrimage to Assisi
- Charism within Catholic Education
- Network Participation: Principal, Deputy Principal, Religious Education, Learning and Teaching, Well-being,
- Visible Learning
- Formal Study: Religious Education Accreditation
- Franciscan Schools' Australia National Conference
- Transdisciplinary Inquiry Learning and Student Agency

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL**

**25**

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

**\$2235**

### Teacher Satisfaction

Professional Growth: 90.3% favourable  
Work demands: 85.5 % favourable  
School Improvement focus: 98.1% favourable  
Engaging practise: 94.9% favourable  
Student motivation: 93.94% favourable  
Quality Teaching: 93.52% favourable  
Teacher confidence: 96.7% favourable

## School Community

### Goals & Intended Outcomes

To become an outward focused school though maintaining and strengthening our focus on building community partnerships in order to enhance student learning and achievement.

- That we increase opportunities to engage in partnership with the wider community
- That greater opportunities for parent engagement are provided

### Achievements

Much has been achieved in the School Community sphere. Throughout 2017 Our Lady of the Nativity School continued to receive active support from our parents and parish and endeavoured to engage more in the local community via learning initiatives. The school has a strong focus on Catholic Social Justice and our children were proactive in supporting organisations such as St Vincent de Paul Society, Bahay Tuluyan in the Philippines and the Children First Foundation. We continued our relationship with the Franciscan Friars who work with the poor in the South Melbourne/St Kilda region through which the children and staff became more aware of the needs of others in the wider community. We are committed to being inclusive and outward looking.

We are committed to enhancing our children's learning opportunities through engaging with our community and a strong partnership exists. Our Parent community is highly involved in the learning process and willingly share their skills and expertise on a regular basis. Our children's learning has been enhanced by, for example:

As a school we are committed to forming strong links with the parish and our parishioners. The children interact with the parish regularly at Friday mass and the parishioners often make a point of providing feedback to teachers and the school administration. Suggestions from members of the wider school community are also given due consideration and often incorporated into future planning. Children also assisted at Parish functions such as the Winter Luncheon and Christmas Celebrations where they engaged with, prepared food and served our elderly parishioners. These interactions are highly beneficial for both the children and the parishioners. Many parents are also involved in these functions which are true examples of 'parish' – multigenerational and interdependent.

## PARENT SATISFACTION

Our Lady of the Nativity School prides itself on the partnership that it has with parents for the benefit of our children. Our parent community are very committed to the school's initiatives and their participation in the life of the school is extensive.

The extent to which the school is focused on Learning: 88.2% favourable

The connectedness of their children to their peers: 91.7% favourable

Approachability of staff: 85.7% favourable

Stimulating Learning: 93% favourable.

Parent input: 75% favourable

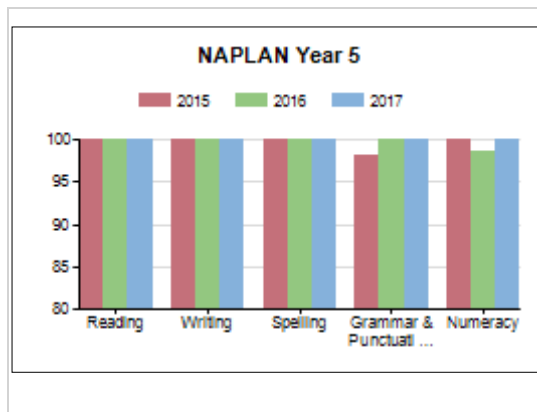
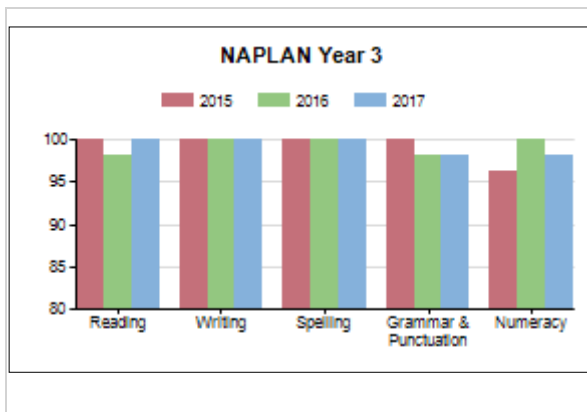
## Future Directions

Our Lady of the Nativity School remains committed to ongoing school wide improvement. Our future directions include:

- Continuing to strengthen our Franciscan Charism and assisting our children to engage with their world through the pedagogy of encounter.
- To develop a shared community understanding of education within an explicitly Catholic International Baccalaureate context
- To continue to embed best practice within the PYP framework with a focus on student agency within the learning process
- To embed a culture of transdisciplinary inquiry learning across the school and supported by focused professional learning opportunities for staff
- To continue to improve well-being practices to ensure that all children feel safe and connected to the school and their peers.
- To empower students in the area of Child Safety
- To engage parents to a greater degree in issues and initiatives involving their children's education and well-being.
- To ensure facilities and resources support the implementation of the school's learning program.
- To prepare for IB Evaluation
- To ensure the school is fully VRQA compliant.

## School Data

<b>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</b>					
<b>NAPLAN TESTS</b>	<b>2015</b>	<b>2016</b>	<b>2015 - 2016</b>	<b>2017</b>	<b>2016 - 2017</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
YR 03 Grammar & Punctuation	100.0	98.2	-1.8	98.1	-0.1
YR 03 Numeracy	96.3	100.0	3.7	98.1	-1.9
YR 03 Reading	100.0	98.2	-1.8	100.0	1.8
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	98.1	100.0	1.9	100.0	0.0
YR 05 Numeracy	100.0	98.6	-1.4	100.0	1.4
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	95.32
Y2	96.18
Y3	94.84
Y4	94.44
Y5	94.64
Y6	94.26
Overall average attendance	94.95

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.24%

STAFF RETENTION RATE	
Staff Retention Rate	75.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	27.27%
Graduate	4.55%
Certificate Graduate	9.09%
Degree Bachelor	95.45%
Diploma Advanced	27.27%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	42
FTE Teaching Staff	32.530
Non-Teaching Staff (Head Count)	13
FTE Non-Teaching Staff	8.173
Indigenous Teaching Staff	0

**NOTE:**

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)