USING THIS REPORT
This concise report provides parents, members of the community, school staff with information about the performance of Scaddan Primary School students in 2010. It highlights the strengths and shows what will happen in 2011 to address areas that need focus. These plans for improvement are detailed in the 2011 School Plan. To gain maximum benefit from this School Report it should be considered in conjunction with other information such as student written reports, tray peeks, interviews and newsletters.

PRINCIPAL’S COMMENT
The School Agreements of Personal Best, Mutual Respect, Appreciations, the Right to Pass (or the Right to Participate), Personal Responsibility and Attentive Listening have provided a common language throughout the school and built consistency in expectation and behaviour in a range of areas both in and out of the classroom. This is the foundation of a safe, positive, and inclusive learning environment, which increases students’ opportunities to learn. The school has focused on the priorities of Literacy and Health and Wellbeing, whilst maintaining its focus on improving outcomes in Literacy and Numeracy.

This report provides me with a wonderful opportunity to thank the exemplary staff at Scaddan Primary School who consistently show enthusiasm, understanding, professional knowledge and pride in their work at the school. This past year has continued to provide a positive and proactive environment where all staff work together to ensure students at Scaddan PS are very well catered for in all areas.

I would like to thank the parent community, whose interest, help and support in a wide range of areas continues to build and expand the partnership that we have developed between home, school and the student.

SCHOOL AND CONTEXT
The Nature of Our Community
Scaddan Primary School was established originally in 1970 and is located 52kms north of Esperance. All children enrolled are from farming families with an almost 50/50 mix of landowners and employed workers. Some students are the second generation of their family to attend the school. Almost all students in 2010 have Australian English as their first language.
The school consists of a major building, which includes two classrooms, staff and student toilets, a small Pre-primary area, a store room and a smaller classroom to receive online Japanese. The administration building was new in 2005, and the Kindergarten and Pre-primaries make use of the community hall, which is also used for large scale events such as assemblies and the Christmas concert. A “Workshop” has, since 2006, provided a larger venue for Art & Craft and Technology projects. In 2010, a new library and multi purpose classroom was transported in, extending the facilities, as part of the Building the Education Revolution federal funding. The school also has a large school oval, an undercover area and great playground facilities for both junior and senior students. In 2010 the P&C erected a new playground which provides additional physical extension and opportunities for imaginary play. Both classrooms have full wireless access and there are five desktop computers in each classroom plus access to eight laptops. Each classroom also has an interactive whiteboard.

School ethos
This was developed in consultation with children, staff and parents and builds upon our school motto of Learning and Friendship. “To provide all students with a range of skills to assist them to become independent, confident, self-directed learners who can think critically, value themselves, others and contribute to the global community.”

Enrolment trends
At this stage, our enrolment trends show a holding pattern over the last four years with numbers fluctuating between 33 and 36. In 2010 we finished with 36 students from 21 families. In 2010 it was predicted that there will be 23 families involved in the school with 36 students in fact we began the 2011 year with 25 families and 40 students.

Attendance data
By year level in 2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Regular</th>
<th>At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>88.0%</td>
<td>12.0%</td>
</tr>
<tr>
<td>2009</td>
<td>85.7%</td>
<td>10.7%</td>
</tr>
<tr>
<td>2010</td>
<td>85.1%</td>
<td>14.8%</td>
</tr>
<tr>
<td>State 2010</td>
<td>78.1%</td>
<td>15.5%</td>
</tr>
</tbody>
</table>

Overall, over time
**General comment:** It is very pleasing to see that we have no students in the **Severe at risk** category, which is an improvement from 2009. However, we would still like to see a reduction in the number of students whose attendance falls in the **moderate** range which, while better than the state average, still has a negative impact on learning.

**Destination of students**
Following graduation at the end of Year 7, our students traditionally choose either Esperance Senior High School or Perth private schools with some enrolments in the Anglican secondary school in Esperance as their Year 8 destination. In the 2010 graduating class, 100% are attending Esperance Senior High School.

**Staffing Profile**
In 2010 our staff teacher allocation for Scaddan was a principal, and two full time teachers, Mandy van Rooyen and Sarah McDonald. Additional teaching support was provided by Dale Rooney. The principal had a teaching role in both classrooms but primarily in the senior class. The additional support staff who have worked closely and productively with teachers include: Evelyn Pascoe, Samantha Crawford, and Pixie Frahm. Our gardens and grounds are consistently well presented and maintained by Phil Pascoe and Charlie Whiting, who also occasionally assist in the workshop. The school’s day to day appearance and cleanliness has been kept at an impeccable standard by Pauline and Bob Brinkworth. The school’s administration and day to day office management is ably supported by the School Registrar, Tracey Berry.

**School Services**
In conjunction with a number of government agencies and the Department of Education the school has access to a school nurse, school psychologist, speech therapist and students with disabilities consultant.

**Community involvement**
The **School Council** is an influential parent and staff group which meet each term, or as needed, to ratify school policies, school planning, review financial planning to meet priorities and to set voluntary contributions and charges as well as discuss school directions and trends.

**Scaddan PS P&C:** meets regularly and is an enthusiastic forum for discussion on a range of issues to feed into School Council and also assists in fundraising. This organisation is driven by a dedicated group of parents who have worked tirelessly to ensure that the children have access to the best facilities and programs. In 2010 the P&C contributed funds to camps, library books and assisted in erecting a new playground.

**School Student Forum:** was comprised of five year seven students who were our senior prefects and faction captains for the year. These students have responsibilities with daily duties such as unlocking the sports shed and raising the Australian Flag. They played key roles in assemblies, school events, and the selection and support of fundraisers for charity. They also represented students’ views and were another link between staff and students. Student survey information indicated these opportunities needed to be increased, where possible in 2011.

**Community links:** were enhanced and events promoted through the weekly school newsletter. Twice a term assemblies and tray peeks were held for children to show parents their work and what they had been learning in class. A new school website came into operation during Term 4.
STUDENT LEARNING

NAPLAN Results
Students in years 3, 5, and 7 were tested in Literacy and Numeracy in Term 2 which allows for comparison of student achievements across Australia. The data was, and should be, viewed in context with teacher judgements, written reports, tray peeks, and teacher interviews. Prior to 2008, historical data was available through analysis of WALNA results. As supported by the School Council the presentation of 2010 data is combined with 2009 data which assists in viewing achievement over time but without identifying individual students. The information presented for 09/10 is of 25 students over the last two years. We have also included 2008/2009 information to show results over time.

Data should be viewed with an awareness of the following factors:
- Low student numbers make school trends difficult to map or predict.
- Two years data gives a better indication for progress of students in the tested areas. In 2009 we showed 22 students across years 3, 5 and 7, in 2010 we showed 25 students data.
- Analysis process in school is at a more detailed level
  - analyse individual tests looking for strengths and areas of focus in each test
  - compare to teacher judgements
  - compare to other external tests
  - look for school trends but more interested in continued individual progress
  - Use information to influence classroom program for individuals and small groups
  - Use information to influence school planning.

Reading 09/10
Years 3, 5, 7 totalling 25 students

<table>
<thead>
<tr>
<th>% of Scaddan students at or above national minimum standard</th>
<th>08/09</th>
<th>09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Scaddan students in top 20% of all Australian schools</td>
<td>26%</td>
<td>36%</td>
</tr>
</tbody>
</table>

Number of year levels (Years 3, 5, 7) the Scaddan school mean, over 2 years, is at or above the all Australian schools mean for that year level? (Best possible 6)

<table>
<thead>
<tr>
<th>Like school comparison: Maintained positive results</th>
</tr>
</thead>
</table>

Results consistent with expectations and teacher judgements but would like every student to be at minimum standard. Staff was pleased at the high percentage of students in top 20% of all Australian students. Staff will continue to support students not achieving minimum standard, whilst it is pleasing to see the number of year levels achieving at or above Australian school mean.

Writing 09/10
Years 3, 5, 7

<table>
<thead>
<tr>
<th>% of Scaddan students at or above national minimum standard</th>
<th>08/09</th>
<th>09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Scaddan students in top 20% of all Australian schools</td>
<td>32%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Number of year levels (Years 3, 5, 7) the Scaddan school mean, over 2 years, is at or above the all Australian schools mean for that year level? (Best possible 6)

<table>
<thead>
<tr>
<th>Like school comparison: Pleasing results maintained and improved in 09/10</th>
</tr>
</thead>
</table>
Results consistent with expectations and teacher judgements, pleased with number of students in top 20% of all Australian students, and above the national mean but still there are some individuals who need assistance.

Spelling 09/10
Years 3, 5, 7

<table>
<thead>
<tr>
<th>% of Scaddan students at or above national minimum standard</th>
<th>08/09</th>
<th>09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Scaddan students in top 20% of all Australian schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of year levels (Years 3, 5, 7) the Scaddan school mean, over 2 years, is at or above the all Australian schools mean for that year level? (Best possible 6)</td>
<td>Three</td>
<td>Five</td>
</tr>
</tbody>
</table>

Like school comparison: Marked improvement evident in last two years

Results are consistent with teacher expectations and judgements. A pleasing number of students in the “at or above national minimum standard” and also the increase in the number of year levels achieving at or above the Australian mean. The school would like to have more students in the top 20% of Australian students.

Grammar and Punctuation 09/10
Years 3, 5, 7

<table>
<thead>
<tr>
<th>% of Scaddan students at or above national minimum standard</th>
<th>08/09</th>
<th>09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Scaddan students in top 20% of all Australian schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of year levels (Years 3, 5, 7) the Scaddan school mean, over 2 years, is at or above the all Australian schools mean for that year level? (Best possible 6)</td>
<td>Three</td>
<td>Five</td>
</tr>
</tbody>
</table>

Like school comparison: Pleasing results maintained

Results consistent with expectations and teacher judgements, however, would like all students at or above minimum standard in all areas. The school is pleased with the number of year levels achieving at or above the “all Australian schools mean.”

Numeracy 09/10
Years 3, 5, 7

<table>
<thead>
<tr>
<th>% of Scaddan students at or above national minimum standard</th>
<th>08/09</th>
<th>09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Scaddan students in top 20% of all Australian schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of year levels (Years 3, 5, 7) the Scaddan school mean, over 2 years, is at or above the all Australian schools mean for that year level? (Best possible 6)</td>
<td>Four</td>
<td>Five</td>
</tr>
</tbody>
</table>

Like school comparison: Pleasing results maintained

Results show a continued sound performance produced results consistent with expectations and teacher judgements. The school is pleased with number of year levels achieving “at or above” the Australian school mean.
Overall Comment on NAPLAN testing results
Over the last two years, sound results have been achieved in all areas, and results were consistent with teacher expectations, judgements and other assessments, including teacher made and external tests used. Some students will need continued support in order to achieve the national minimum standard. All students will continue to require explicit teaching and opportunities to continue to achieve good results. Staff are pleased with the continued number of students who are achieving in the top 20% of all Australian students.

2010 PRIORITY AREA

Literacy: in particular to focus on building the conventions (punctuation, spelling and grammar) and the processes and strategies of writing.

<table>
<thead>
<tr>
<th>What was intended?</th>
<th>What was achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Literacy Plan developed further to promote whole school approach to literacy with additional support for weaker students.</td>
<td>• Development of literacy plan continued but focus needs to consider national curriculum developments.</td>
</tr>
<tr>
<td>• Provision of enrichment opportunities for students.</td>
<td>• Variety of enrichment opportunities provided. For example: Literacy blocks and integrated literacy programs provided concentrated time in class.</td>
</tr>
<tr>
<td>• Ensure 50% of curriculum time on literacy (and numeracy).</td>
<td>• Regular library skills and exchange of books on a weekly timetable.</td>
</tr>
<tr>
<td>• Refinement of language blocks in both classes. (80 minutes min)</td>
<td>• Students enjoyed new library and display of books, increased enjoyment and use evident.</td>
</tr>
<tr>
<td>• Continued support of “home reading” at school.</td>
<td>• Whole school activities during Literacy and Numeracy week ensure Literacy (and Numeracy) were highlighted throughout the school.</td>
</tr>
<tr>
<td>• Whole school Buddy Reading with structured focus once a week.</td>
<td>• First Steps writing pd completed via Mallee networks, and Scaddan now has in school Train the Trainer.</td>
</tr>
<tr>
<td>• Experiment with whole school writing blocks</td>
<td></td>
</tr>
<tr>
<td>• Writing conventions focus through the school. (handwriting, grammar and spelling) especially about transference.</td>
<td></td>
</tr>
<tr>
<td>• Focus on explicit teaching of First Steps Reading/ Writing strategies with a focus on conventions.</td>
<td></td>
</tr>
<tr>
<td>• Continue to refine scope &amp; sequence for reading strategies, writing, spelling / phonics.</td>
<td></td>
</tr>
<tr>
<td>• Continued replacement and expansion of library resources.</td>
<td></td>
</tr>
<tr>
<td>• All children to utilise library, including library skills.</td>
<td></td>
</tr>
<tr>
<td>• Participation in Literacy &amp; Numeracy Week.</td>
<td></td>
</tr>
<tr>
<td>• School facilitating cross school training in First Steps reading and writing</td>
<td></td>
</tr>
</tbody>
</table>

Recommendations:
• Modify Whole school Literacy Plan to incorporate national curriculum
• Continue with whole school reading activities
  Buddy Reading - change focus - processes & strategies - rotate through year with Maths.
• Listening and Speaking - more formal program in early years - ADOLF and Time for Talk programs.
• Vocab building - print rich environment and other strategies to promote vocabulary.
2010 PRIORITY AREA
Learning Environment
School continued to emphasis on building and expanding the cooperative learning environment which will form the basis of effective student learning.

<table>
<thead>
<tr>
<th>What was intended?</th>
<th>What was achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Development of positive interaction, shared values, inclusivity and high achievement through Tribes Cooperative Learning approach school wide.</td>
<td>• Teachers and 1 education assistant attended Tribes PD</td>
</tr>
<tr>
<td>• Positive attendance pattern promoted.</td>
<td>• Students have a sound understanding of Tribes agreements.</td>
</tr>
<tr>
<td>• Behaviour management policy consistently applied.</td>
<td>• Students generally apply in classroom and playground</td>
</tr>
<tr>
<td>• Local and external expertise promoted in school.</td>
<td>• Staff have greater understanding of cooperative learning environment and how to use Tribes strategies and belief system to promote and facilitate student learning.</td>
</tr>
<tr>
<td>• Provision of additional support and enrichment as needed.</td>
<td>• Positive attendance pattern promoted but there continue to be seasonal absences. Poorest years for attendance in K/P years.</td>
</tr>
<tr>
<td>• Additional staff will be trained as necessary</td>
<td></td>
</tr>
</tbody>
</table>

Recommendations
- Continue to consolidate cooperative learning (Tribes) in school as a common language
- Continue to upskill new staff in Tribes course for integration into classroom teaching
- Continue to promote positive attendance patterns in school.
- Continue to promote integrated Behaviour Management Plan
- Link to resilience outcomes of health curriculum
- Continue parent information

Priorities for 2011
Based on a careful review of student achievement, the School Plan will reflect a continued focus on Literacy, consolidation of Numeracy and building a safe cooperative, positive learning environment in which all children will thrive. School Planning also reflects systemic priorities which have been outlined to us.

Financial Budget
The Principal and the Registrar conduct regular reviews of Finances, which are recorded, signed by both, electronically reported to central office and tabled at the next finance meeting. Meetings include monthly reviews, lists of all balances for the chart of accounts, resolutions and/or motions for major expenditure and amendments to the adopted budget of the school planning document. A third member of the finance committee has continued to be Julie Kent, a former school registrar, who brings further financial experience to the position.

Attached is the school budget and annual accounts as at the end of 2010. The school has some unexpended funds, which are explained at the end Budget. The school has detailed savings and
replacement accounts for all areas. As a result of effective management Scaddan Primary School is in a healthy position for the commencement of 2011.

Parent, Student and Teacher Satisfaction
All groups were surveyed in 2010 using the DET surveys as part of our two year cycle. Information was collected in various areas and then collated, analysed and presented in detail to School Council. A summary of information is detailed below. This survey is part of a two year cycle. There are other surveys conducted on specific issues that are conducted on a needs basis. These may include venue and timing of camps, format and content of newsletters.

Parents  15 families responded out of 23

<table>
<thead>
<tr>
<th>Questions grouped under following headings: 8-12 questions in each cluster</th>
<th>Description of cluster title</th>
<th>Positive Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Environment</strong></td>
<td>Overall culture of the school. It includes issues of behaviour, school pride, security, security, pastoral care and the general tone of the school</td>
<td>95.3%</td>
</tr>
<tr>
<td><strong>Quality of teaching programs</strong></td>
<td>How the school’s own teachers are perceived. It invites opinion about their attitudes and their teaching skills.</td>
<td>99.2%</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Two way communication between school and the community. It concerns how well the school keeps students and parents informed about individual and school performance, and how receptive the school and its staff are to input from parents and students.</td>
<td>96.7%</td>
</tr>
<tr>
<td><strong>Curriculum outcomes and responsiveness</strong></td>
<td>The range, depth and relevance of learning opportunities that are made available to students in the school. It includes opinions about achievement levels that are typical of the school.</td>
<td>100% +</td>
</tr>
</tbody>
</table>

- 65% families responded to survey
- Very high number of positive responses (strongly agree and agree)
- Some particularly positive responses were in the areas of:
  - **This school has clear goals and a positive school identity.**
  - **Teachers at this school are professional, committed and enthusiastic.**
  - **Teachers at this school treat students fairly.**
  - **Teachers at this school have a thorough understanding of what they teach.**
  - **This school's staff are approachable and are willing to talk about students' progress.**
  - **This school is a safe secure school**
  - **This school is well organised and runs smoothly**
  - **This school encourages a sense of pride and self worth**
  - **There are satisfactory opportunities for parents to have their say**
- A few parents’ responses indicated some uncertainty about the opportunities for parents to have their say about educational programs. No pattern evident in other questions.
Students

<table>
<thead>
<tr>
<th>Questions grouped as stated above</th>
<th>Description of cluster</th>
<th>Positive Response Agree / Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School Environment</td>
<td>As above</td>
<td>89.3%</td>
</tr>
<tr>
<td>• Quality of teaching programs</td>
<td>As above</td>
<td>72.7%</td>
</tr>
<tr>
<td>• Communication</td>
<td>As above</td>
<td>71.5%</td>
</tr>
<tr>
<td>• Curriculum outcomes and</td>
<td>As above</td>
<td>87.4%</td>
</tr>
<tr>
<td>responsiveness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- All students from 2-7 were given the survey, it was read orally to both classes and results were quite similar between the classes.
- Generally very positive responses - agree and strongly agree although some students expressed concerns about the rules of the school applied consistently.
- Some contradictions
  - Some said students had fun, some said students had no fun.
- Questions where students were particularly positive in both classes were related to:
  - Teachers and students at this school care about each other.
  - The school rules are well understood by both staff and students.
  - I receive help from teachers when I experience difficulty learning.
  - Staff are approachable and are willing to talk about my progress.
- Other responses which were quite positive included: safe secure learning environment, realistic expectations, caring environment, and problem solving opportunities.

Staff

<table>
<thead>
<tr>
<th>Questions grouped</th>
<th>Description of cluster</th>
<th>Positive Response Strongly agree/agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School Environment</td>
<td>As above</td>
<td>97%</td>
<td>2%</td>
</tr>
<tr>
<td>• Quality of teaching programs</td>
<td>As above</td>
<td>99%</td>
<td>1%</td>
</tr>
<tr>
<td>• Communication</td>
<td>As above</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>• Curriculum outcomes &amp; responsiveness</td>
<td>As above</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

- 100% responses to anonymous survey.
- Some things staff recognized we did particularly well were:
  - This school encourages a sense of pride in achievement and a sense of self worth
  - Clear goals articulated and a positive school identity
  - High standards of student behaviour
  - This school has realistic educational expectations of the students.
  - Teachers at this school are professional, committed and enthusiastic.
  - Teachers at this school provide a stimulating learning environment and make school work interesting and enjoyable
  - Students at this school are encouraged to achieve to the best of their ability
  - Staff at this school have the support of the school’s administration in performing their work
- It is clear staff continue to be very proud of Scaddan Primary School and the work we do.
HIGHLIGHTS OF THE YEAR

These highlights add value to academic, physical, social and emotional outcomes for students’ achievement.

😊 Truslove Wetland excursions- Mallee schools monitoring project
😊 World of Maths
😊 National Science Week
😊 Science Environmental awareness: Tree Planting
😊 Writer in Residence: Dianne Wolfer.
😊 Worm farm workshop
😊 Mallee Fowls workshop
😊 Wastewise program
😊 Fremantle Literacy Centre workshop
😊 Constitutional centre visit: layers of government
😊 Parent help K/P and Junior Room
😊 Oral language: Speaking and Listening presentations for Senior Room 4-7
😊 PEAC testing and extension programs
😊 Embedding of Mathletics program
😊 Transition program for new Kindergarten students
😊 Travelling theatre: ‘Musica Viva’, Tashi
😊 Eagles Cup with the Mallee schools: Yr 6&7’s
😊 Squash Magic
😊 Warrior Shield Cricket Clinic and tournament
😊 Cliffs Esperance Tennis Tournament and workshop
😊 Fundraisers: Jeans for Genes Day, Australia’s Biggest Morning Tea, RFDS Day, Footy colours day, Starlight dress. (Raising a total of $589.50)
😊 Irish visitor Information visit
😊 ANZAC Service
😊 Leadership Camp in Perth for Year 7’s
😊 Esperance Junior and Senior Swim Camp integrating with other Mallee schools
😊 Faction sports carnival including Salmon Gums Primary School
😊 Interschool Carnival at Salmon Gums
😊 Esperance Agricultural Show display up day
😊 End of Year concert: Alice in Wonderland
😊 Woody Island Rewards excursion – Year 7
😊 Scaddan Centenary celebration- local history
😊 Safety Dress Up day
😊 Whole school space, chance and data day
😊 Young Engineers Day
😊 Poem party
😊 Scholastic Book fair and parade
😊 Child Health: Super Needle
😊 Cyber detectives training for Years 6 and 7

Staff Achievements: Miss van Rooyen: winner of Mallee Schools Capacity Building Scholarship. Miss McDonald achieved permanency with the WA Education Department.
School Awards for 2010

- Japanese Achievement Award – Caitlyn Rooney
- Physical Education Achievement Award – Riley Curnow
- Science Award Year 1-3 – Ben Frahm
- Science Award 4-7 – Connor Berry
- Environmental Award – Tom Curnow
- Year 1-3 Consistent Effort – Harley Norwood
- Year 1-3 Academic – Ben Frahm
- Year 4/7 Consistent Effort – Tahlia Barber
- Year 4/7 Academic – Tom Curnow
- Citizenship – Zoe Vandenburghe

CONCLUSION

In 2010 the Scaddan PS continued to work closely with the community to develop a strong student, school and community partnership, maintaining a definite focus on Literacy and Numeracy with pleasing results in both internal and external assessments. The school has also maintained a focus on building a positive safe and inclusive environment so that all students can take advantage of their opportunities to learn and produce their Personal Best. The continued development and embedding of the Tribes cooperative learning approach throughout the school has assisted in this. We have also actively sought opportunities to extend students interaction and involvement in the wider world to build an understanding and knowledge of the diversity of their environment. We look forward to 2011 to continue to develop and build all students skills, understanding and general knowledge.

Linda Villanova
Principal
School is in a financially sound position:
- There are clear transparent effective processes in place
- Expenditure is carefully and appropriately planned including savings plans where needed.
- Strong commitment to spend money that supports each child’s learning evident.