

# Peakhurst Public School

## Annual Report



2016



2849

## Introduction

The Annual Report for **2016** is provided to the community of **Peakhurst Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Christine Geelan

Principal

## School contact details

Peakhurst Public School

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9153 9157

## School background

### School vision statement

Peakhurst Public School is a supportive, engaging and innovative learning community. We are committed to nurturing a love of life-long learning for all, embracing effective local, national and global partnerships.

Our students are challenged and empowered to be: flexible, informed learners; discerning, critical and creative thinkers; and compassionate, active global citizens who are equipped for a rapidly evolving world.

Our students will develop a strong sense of identity, act with integrity and resilience, and confidently advance beyond what they believe to be possible.

### School context

Peakhurst Public School has an enrolment of 597 students including 59% from a non-English speaking background.

Peakhurst Public School is a dynamic and innovative learning community which enjoys a highly cohesive mix of experienced and early career teachers.

Current research drives the school's priorities and initiatives in collaborative professional learning; quality teaching; literacy and numeracy; technology; 21st Century pedagogies; and student wellbeing.

The school has a strong reputation within a supportive community which has high expectations and aspirations for a diverse range of students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of this survey indicate that our school has improved the learning culture within the school through well developed classroom programs that monitor and adjust to student needs. These programs are both collaboratively planned across a stage and individually planned to meet the needs of our students. Student wellbeing is always a high priority and is reflected across all domains of the school. In 2016, two learning alliances were formed with external organisations to further develop the capacity of teachers in delivering quality creative and critical thinking aspects in their learning programs as well as a "Quality Teaching" project. The domain of teaching has shown substantial growth this year through the implementation of processes to enable classroom observations, modelling and sharing of effective practices, mentoring and quality feedback to both teachers and students. There have been notable improvements in succession planning and leadership development as well as optimising school facilities to meet the needs of our community within the domain of Leading.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Sustained and continuous growth in student achievement in literacy and numeracy

### Purpose

To ensure a consistent and sustained growth in student outcomes in literacy and numeracy.

To enable all students to become successful high achievers who are intrinsically motivated to reflect on their own learning, maximising their achievements.

To provide students with high quality literacy and numeracy programs using evidence-based pedagogical practices and innovative delivery mechanisms where appropriate.

To engage students in rich differentiated learning experiences which provide students with the opportunity to connect, succeed, and thrive relevant to their stage of learning and development.

### Overall summary of progress

#### Literacy & Numeracy Projects

Teaching Early Numeracy (TEN) professional learning for K–2 and Special Education teachers. Taking Off With Numeracy (TOWN) professional learning for Yr3–6 and specialist teachers.

Language, Learning, Literacy (L3) professional learning for K and Special Education teachers. Focus On Reading (FOR) professional learning for Yr1–6 and specialist teachers.

#### Assessment Project

Teachers engaged in ongoing professional discussions based on the Quality Teaching Framework and consistent teacher judgement.

Teachers using this knowledge to: inform assessment and reporting practices in literacy and numeracy; and to ensure that differentiation is planned for all students.

#### Snow White Project

Students learning what high quality learning looks like and are being explicitly taught how to reflect on their own learning and that of others.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>25% of students are achieving beyond the grade standard for literacy and numeracy according to internal and external data.</p> <p>All students demonstrate personal growth in literacy and numeracy according to internal and external assessment data.</p>	<p><b>Literacy &amp; Numeracy Projects</b></p> <p>Teaching Early Numeracy (TEN) professional learning for K–2 and Special Education teachers. Taking Off With Numeracy (TOWN) professional learning for Yr3–6 and specialist teachers.</p> <p>Language, Learning, Literacy (L3) professional learning for K and Special Education teachers. Focus On Reading (FOR) professional learning for Yr1–6 and specialist teachers.</p> <p><b>Assessment Project</b></p> <p>Teachers engaged in ongoing professional discussions based on the Quality Teaching Framework and consistent teacher judgement.</p>	<p>TOWN modules and resources</p>

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## Next Steps

### Literacy and Numeracy

- Continue Literacy goals on PDPs
- Literacy to be a focus in 2016 – New Phase Two Focus On Reading for Yr 1–6 teachers and L3 for K.
- Writing process professional learning for all staff in stage teams
- Continue Numeracy PL with TEN – K–2 and TOWN – Yrs 3 –6.
- Link this PL to Numeracy continuum, assessment – Newman's and SENA – and new DOE Framework.
- Revise cluster groupings and analyse PLAN data – class/school data walls.
- Focus on high expectations and explicit teaching

### Assessment Project

- Differentiation informed by class data and evident in class programs – part of most literacy and numeracy lesson sequences involving reading writing and number.
- Class info sheets passed to next teacher and linked to ESR
- Analysis of Maths assessment to determine accurate groupings
- Frequent moderation of work samples

### Snow White Project

- Rubrics developed for self–assessment and reflective strategies for K–6 students.
- Students reflect on an area of learning related to end of year report.
- Stage groups create rubrics for CAPA
- Teachers model self–reflection strategies – *I can .....*

## Strategic Direction 2

Students are compassionate, active global citizens who are equipped for a rapidly evolving world.

### Purpose

To provide students with innovative learning frameworks to develop creativity, critical thinking and ICT skills so that students develop a profound and meaningful understanding of global issues.

To engage students in higher order thinking in order to communicate substantively about what, why and how they learn.

To equip students with the knowledge, skills and understandings needed to solve real world problems.

To develop flexible and adaptive learners who recognise that knowledge has been constructed and is open to question.

### Overall summary of progress

#### Problem Based Learning Project

2016 was a development year for problem based learning, and critical and creativethinking. The main aim for 2016 was for teachers to advance their skills in programming, teaching and evaluating problem based learning, and critical and creative thinking (CCT) through external Teacher Professional Learning. The goal was for each stage to develop CCT continuums for assessment of the specific CCT skills. Upon further professional learning and research, Strategic Direction 2 decided on an appropriate sequence of teaching CCT skills and a rubric for the assessment of these skills across the school. This program for CCT and problem based learning will be further refined and implemented in 2017.

#### The Snow White Project

Student self-reflection and peer-assessment remained a focus for Peakhurst Public School in 2016. Discussions within Strategic Direction 2, the school executive and in stage groups regarding self-reflection and peer-assessment proved to be crucial in creating an overall snapshot of the varied nature of this concept. After numerous deliberations, it was decided that each stage was to develop their own processes for student self-reflection and peer-assessment that was specific to the age and ability of the students. Teachers programmed and taught students how to provide appropriate peer-assessment and the importance of authentic self-reflection for improvement.

#### Student Centred Learning

During 2016, Strategic Direction 2 added a new process, *Student Centred Learning*. The main aim of *Student Centred Learning* is to emphasise the importance of 21st Century Learning and Future Learning skills at Peakhurst Public School to ensure that our students have the skills needed to face a continually changing technological society and work place. In 2016, advanced information and communication technology (ICT) and strategic thinking skills, particularly computer coding strategies, were implemented in Stage 3 and Peakhurst Extension Group (PEG) programs throughout the year.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students demonstrate growth as measured against rubrics, in applying their understanding of problem-solving to find solutions to real world problems.	Teachers continuing to trial CCT Crunches Without the appropriate training, teachers were unsure about how to implement this program	

### **Problem Based Learning Project – Critical and Creative Thinking (Including Snow White Project)**

- Further professional development organised for the implementation of Critical & Creative Thinking and Problem Based Learning from 'Minds Wide Open'.
- Snow White Project, as student self-reflection and peer-assessment, to be integrated into the facets of the CCT continuum and no longer sit as a separate process for Strategic Direction 2.
- During 2017, all stages will develop teaching programs that allow the students to undertake rich problem based learning.
- Critical and Creative Thinking to be programmed, implemented and assessed across all stages with an emphasis on upskilling all students in these areas by using resources from 'Minds Wide Open'.

### **Student Centred Learning**

- Continued implementation of different coding strategies into Stage 3 classes. Planning to take place for the introduction of coding strategies into Stage 2 classes.
- S.T.E.M. (Science, Technology, Engineering & Mathematics) teaching to be investigated as a future focus across Peakhurst Public School.
- Peakhurst Extension Group to purchase LEGO WeDo 2.0 Education kits for the implementation of S.T.E.M. programs, with the view to develop STEM skills and thinking.
- Continued improvement and redevelopment of Peakhurst's iPad program. Liaising with Apple Education experts in how to use iPads effectively in teaching programs. Upskilling staff and students with the aim of developing 21st Century Learning and Future Learning skills.
- Investigate the effectiveness of 3D printing as a tool to implement S.T.E.M. teaching and learning programs.
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### Strategic Direction 3

A culture of continuous improvement and growth.

#### Purpose

To build stronger relationships as a learning community; enabling teachers to share their expertise; and initiate and engage in professional discussions that result in quality teaching, high levels of professionalism, and leadership.

To support teachers in achieving their professional learning goals through evaluative practices directed at improving professional knowledge and pedagogy.

To draw on and implement evidence-based practice and research to improve teacher performance and development resulting in continuous school wide improvement.

#### Overall summary of progress

All teachers met with instructional leader coaches to discuss and refine PDP goals on several occasions throughout the year. Classroom observations and feedback were implemented successfully but not in all classrooms. Mentoring was an integral feature for K–2 classes in maths linked to TEN professional learning. In 3–6 classes, mentoring was requested by the teacher or suggested by their team leader and this often was linked to English, especially writing and reading. Many teachers also observed lessons in the team teaching classrooms in Stage 1 and Stage 3.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers meet or exceed their performance and development goals.  To improve by 10%, the areas of need as identified by the student "Tell Them From Me" survey, the parent/carer "Partners in Learning" survey and the teacher "Focus on Learning" survey.	Evaluate the professional learning structures in the school, establish timeline & plan for 2016 Whole staff evaluation against School Excellence Framework	

#### Next Steps

Teachers work with instructional leaders to develop, monitor and support their PDP goals. In 2017 all teachers will be involved in a professional partnership with Sydney University to evaluate and improve current practices related to the Quality Teaching document. This will involve classroom observations using the Quality Teaching domains to guide the feedback.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Low level adjustment for disability</b>	Teachers able to identify student needs, view LST files and discuss strategies with previous teachers. Feedback to students and parents through individual end of year school reports.	• Low level adjustment for disability (\$0.00)
<b>Quality Teaching, Successful Students (QTSS)</b>	CCT Crunches implemented across the school K–6. CCT self–reflection used to assess students' ability to be open–minded and flexible and think critically and creatively.	• Quality Teaching, Successful Students (QTSS) (\$0.00)
<b>Support for beginning teachers</b>	Beginning teacher meetings held every few weeks to support and guide these teachers with programming, classroom management, and monitoring student achievements to guide future planning	

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	294	300	300	304
Girls	227	246	263	295

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.8	95.6	94.8	96.3
1	95.4	95.2	95.4	94.3
2	95.4	95.7	94.7	95.8
3	95	96.5	95.4	96.2
4	95.4	95.9	96.4	95.3
5	95.7	94.8	94.2	95
6	93.3	95.4	94.3	93.1
All Years	95.1	95.6	95.1	95.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Our attendance is not a major concern and is slightly above the state average. Many of our absences are due to extended family visits overseas as many of our families either were not born in Australia or still have a large portion of their family living outside of Australia.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	23.34
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher of ESL	2.2
School Administration & Support Staff	7.06
Other Positions	0

\*Full Time Equivalent

One teacher and one person in administration identify as having Aboriginal heritage. The teacher is the leader of our Aboriginal Education committee.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	82
Postgraduate degree	18

## Professional learning and teacher accreditation

Professional learning is highly valued and is an essential element within each strategic direction. It is also included in all stage meetings and staff meetings. TEN and TOWN were delivered to all teachers for professional learning in the teaching of maths. Professional learning related to when and how to apply Newman's Analysis and SENA 1 and 2 were also delivered by teachers experienced with these tools.

All teachers were able to develop their self reflection and self improvement capabilities through coaching sessions. All executive teachers and targeted class teachers have been trained and are fully accredited as *Growth Coaches*.

### Accreditation:

25% of teachers are at the graduate level

15% of teachers have achieved the Proficient level

Approximately 60% of teachers are working towards Proficiency

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Again this year, over 80% of our families paid the voluntary school contribution. There were no significant variations between income and expenditure. Approximately \$10,000 was spent on technology materials for students in the form of Robotics kits to facilitate meeting curriculum requirements for Science and Technology, STEM projects in classrooms and 21st century pedagogies.

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	296 000.60
(2a) Appropriation	270 944.46
(2b) Sale of Goods and Services	22.73
(2c) Grants and Contributions	24 846.62
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	186.79
<b>Expenses</b>	-169 583.35
Recurrent Expenses	-169 583.35
(3a) Employee Related	-78 523.41
(3b) Operating Expenses	-91 059.94
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	126 417.25
<b>Balance Carried Forward</b>	126 417.25

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Our financial management processes and governance structures meet all financial policy requirements

No unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 853 703.43
Base Per Capita	31 498.19
Base Location	0.00
Other Base	3 822 205.24
<b>Equity Total</b>	383 193.53
Equity Aboriginal	2 261.63
Equity Socio economic	29 575.57
Equity Language	247 729.71
Equity Disability	103 626.62
<b>Targeted Total</b>	450 641.33
<b>Other Total</b>	68 991.15
<b>Grand Total</b>	4 756 529.44

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

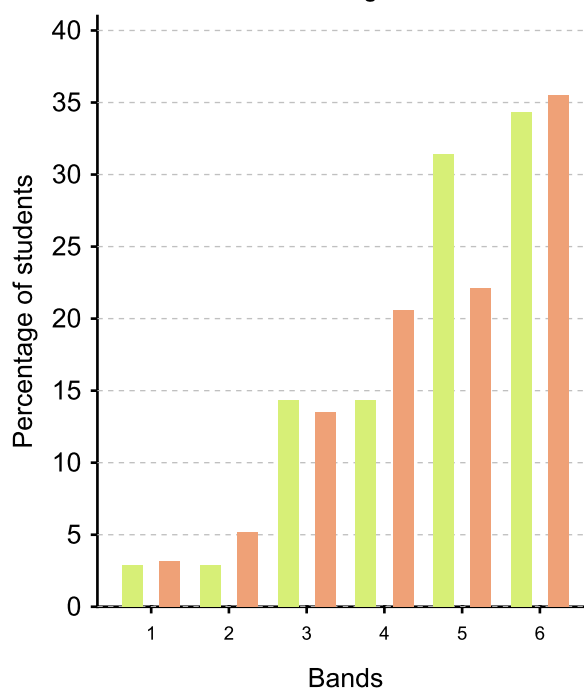
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016 75 Year 3 students sat the NAPLAN test for literacy. 80% of students achieved skill bands four, five and six in Reading which is a 5% increase from 2015 and well above the state at 70.8% and similar schools at 72.5%.

85.7% of Year 3 students achieved skill bands four, five and six in Spelling which is an increase of 13.7% from 2015; 81.5% achieved skill bands four, five and six in Grammar and Punctuation which is almost 10% higher than the state at 71.9% 90% of students achieved skill bands four, five and six in Writing with 73% in the top two bands compared to 54.1% for the state and 55% for similar schools.

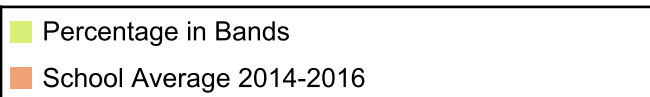
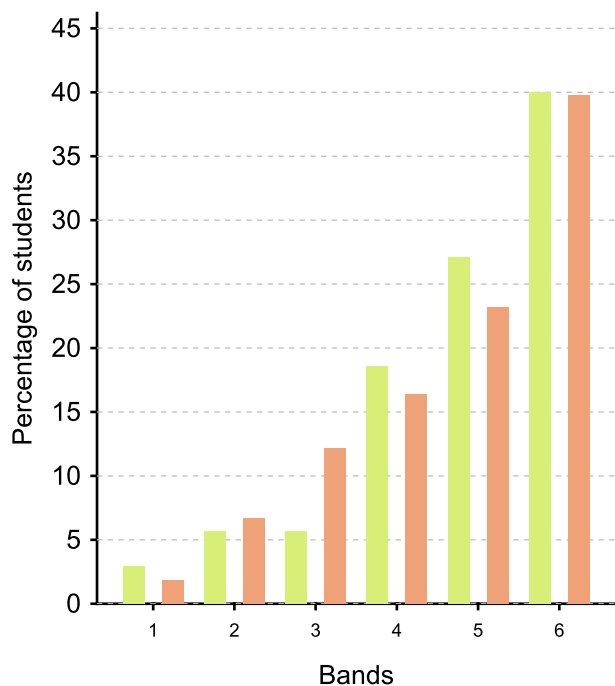
In 2016 70 Year 5 students sat the NAPLAN test for Literacy. 74.8% of students achieved skill bands six, seven and eight in reading which is approximately 10% higher than 2015. 66.6% of students achieved in bands six, seven and eight in Grammar and Punctuation which is an increase of 13% from 2015.

**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2014-2016

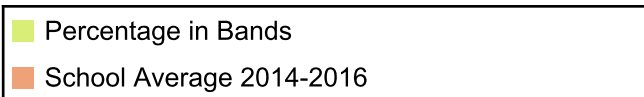
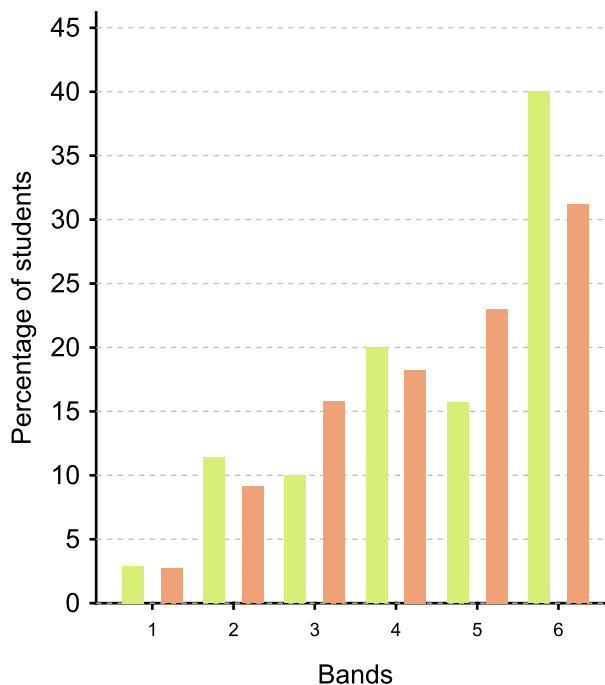
**Percentage in bands:**  
Year 3 Spelling



schools and 22.6% in the state.

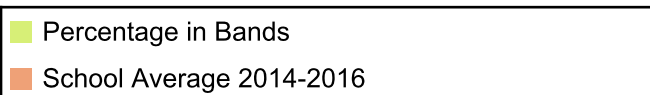
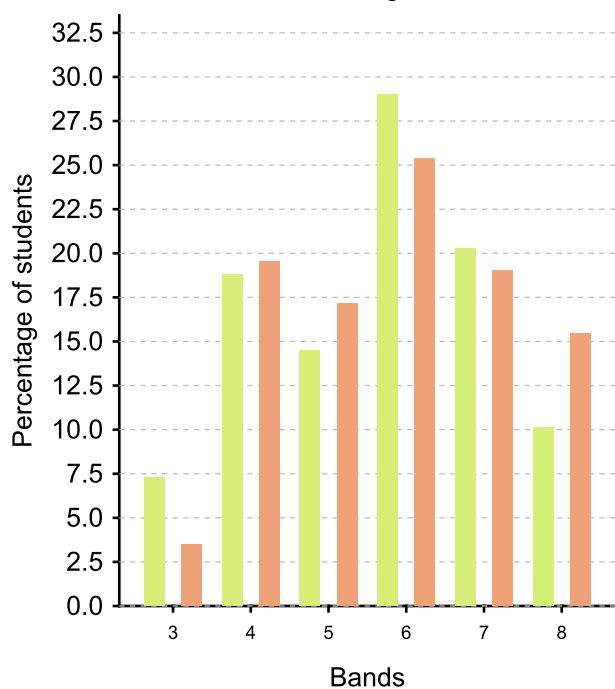
In 2016 70 Year 5 students sat the NAPLAN test for Numeracy. 58.6% students achieved skill bands six, seven and eight and 65.7% of students achieved skill bands six, seven and eight in Numbers, Patterns and Algebra compared to 61.1% for similar schools and 60.9% in the state.

**Percentage in bands:**  
Year 3 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data..

**Percentage in bands:**  
Year 5 Reading



In 2016 75 Year 3 students sate the NAPLAN test for Numeracy. 75.7% achieved skill bands four, five and six in Numeracy with 40% in band 6 compared to 19.7% for the state and 33.6% for similar schools. The mean score of 449.5 was significantly higher than that of the state at 406.7 and similar schools at 400.4. 40% of students achieved skill band six for Numbers, Patterns and Algebra compared to 22.2% in similar

## Parent/caregiver, student, teacher satisfaction

### Parents and Carers

The Tell Them From Me survey was conducted at the school between 21st September and 11th October 2016. Parents and carers answered open-ended questions in the Partners in Learning parent survey based on aspects of parents' perceptions of their children's experiences at home and school. 26 respondents participated in the survey.

#### Results include:

**Scored on a 10 point scale with 10 being the highest score:**

Parents feel welcome when visiting the school **7.7**

Reports on my child's progress are written in terms I understand **8.2**

The school supports learning – a strong positive result for all questions **7.5 – see graph 1**

The school supports positive behaviour – a strong positive result for all questions **7.8 – see graph 2**

My child feels safe at school **7.7**

The school takes an active role in making sure all students are included in school activities **7.5**

The homework graph is a starting point for future discussion – **see graph 3**

Communication preferences help evaluate current communication methods to determine future directions – **see graph 4**

### Students

This Tell Them From Me survey measured 20 indicators based on the most recent research on school and classroom effectiveness. It provides highlights based on data from 157 students who participated in the survey between 16th and 21st October 2016.

Year 4: 80

Year 5: 60

Year 6: 17

The bar charts show results by year level compared with NSW Government norms.

#### Results include:

### Social Emotional Outcomes

High results for a positive sense of belonging, positive relationships and valuing schooling outcomes – **see graph 5**

**97%** of students had positive behaviour compared to the NSW Govt norm of **83%**.

A high number of students thought concepts were taught well, class instruction was relevant and feedback was immediate and appropriate – **see graph 6**

A lower number of students – **22%** – had experienced moderate to severe bullying in the previous month compared to the NSW Govt norm of **36%**. When looking at girls and boys the difference becomes more pronounced – **see graph 7**

The students also thought classrooms had a positive learning climate and that school staff held high expectations for all students to succeed – **see graph 8**

**77%** of students agreed or strongly agreed that they would go to university and many students participated in extracurricular activities at the school.

### Teachers

Teachers were asked to complete a self-evaluation tool in the Focus on Learning survey.

The questions were grouped to assess eight of the most important *Drivers of Student Learning*.

Highlights include:

**Scored on a 10 point scale with 10 being the highest score:**

Working with leaders to create a safe and orderly school environment **8.1**

Collaboration – **overall 8.1 see table 9**

Learning culture – **overall 8 see table 10**

Teaching strategies – **overall 7.9 see table 11**

Inclusive school – **overall 8.5 see table 12**

Planned learning opportunities – **overall 8 see table 13**

Overcoming obstacles to learning – **overall 7.9 see table 14**

# Policy requirements

## Aboriginal education

In 2016 an Aboriginal Education committee was formed. A new policy was designed and published – please see folder in attachments– and this was presented to the whole school during a designated professional learning session. Students that are identified as aboriginal met with their teacher and parent to plan their ILP and identify their strengths, interests and areas of improvement to provide an effective program. The whole school participated in an incursion presented by "Koomurri" to enhance our students knowledge on aboriginal culture.

## Multicultural and anti-racism education

The school Student Wellbeing program which reinforces both multiculturalism and anti-racism is embedded into school life. An essential part of this program is the Student Discipline Policy which reinforces the core values of Respect Excellence Responsibility Care and Fairness and both bullying and racism will not be tolerated at our school. This policy also incorporates Restorative Practices, which is used extensively to help students solve conflict, develop resilience and take responsibility for their behaviour.

The school celebrated diversity through Harmony Day, where students learnt more about the cultural diversity in our school community and country. Students were involved in a range of learning sequences to develop a deeper understanding of different backgrounds and traditions and promote inclusivity.

Currently there are four English as an additional Language or Dialect (EAL/D) teachers who support students in literacy through the planning and delivery of individual, small group and in-class programs. In 2016 there were 59% of students who were from a background other than English. New Arrival Program (NAP) students are assessed to ensure students receive the literacy and numeracy support they need to access the curriculum successfully.

## Other school programs

### Open classrooms:

When surveyed,

**46% of students liked team teaching**

**14% of students did not like it and**

**40% of students were not in a team teaching environment**

Students valued having more than one teacher and variety of expertise among the teachers. Loved having most of the grade together.

### Comments include:

*I like how there are two teachers to teach the class and how I can learn with my friends in both classes*

*The teachers are nice to me and care about me and others*

*They teach you different styles of learning*

*I like that you get different perspectives on things*

*It can be clearer – if a teacher can't explain something another will be able to*

*I like the variety of teaching skills each teacher has to offer*

*I liked being able to interact with other students*

*I love having teachers around when they make you feel at home*

On many occasions teachers from other schools have requested a visit. Our school education director nominated the school to be part of the Future Focussed Learning initiative where we showcased team teaching in action for local schools.