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A vision of our future

We dream a school
where learning will be celebrated
where there will be laughter and loving
where there will be songs and dancing
where all people will celebrate the joy of living and learning.

We dream a school
where anything can happen through discovery,
and the beauty of ordered learning will be open to innovation and spontaneity.

We dream a school
where both playground and classroom will be places of safety and fun
and everyone will have a friend.

We dream a school
where risks can be taken
and mistakes made and successes celebrated and built on.

We dream a school
where students are recognised
as thinkers, feelers and doers and the ‘whole’ person is educated.

We dream a school
where what we hear in the Gospels
comes alive in our lives together.

Lord we pray that with your guidance, the dreams for our school may become realities ... Amen.
School Overview

St. Joseph’s commenced the 2011 school year with 172 children, 8 grades and 25 staff including both full-time and part-time in teaching and non-teaching roles. The classes were made up of the following multi-age combinations: 1 x Preparatory Class, 3 x Junior Classes (Years 1/2), 2 x Middle Classes (Years 3/4) and 2 x Senior Classes (Years 5/6). Class sizes remained low with groupings ranging from 18 to 25 students.

In 2011 the Specialist Programs offered consisted of students receiving one-hour lessons in Visual Arts, Performing Arts and Physical Education. Students in Years 3 to 6 also received a weekly LOTE (Japanese) lesson. The Library (Visual Literacy) program offers weekly lessons to Prep - Year 2 students.

Sacred Heart Parish precinct comprises St Thomas à Becket Church, the Presbytery and the five St Joseph’s school buildings spread across 17 acres of beautiful bushland. The site has undergone considerable development over the past several years. With the support of the parish, school community and more recently the Federal Government (BER) program, there have been three Capital Works programs resulting in more and better teaching areas. The staffroom areas have also been refurbished providing attractive and functional work spaces.

School enrolment numbers have changed over the past decade moving from 137 in 2006, 186 in 2010 and 172 in 2011.

Whilst we have wonderful facilities, the most critical element at St. Joseph’s is the quality and commitment of all staff who aim to provide an environment of care and support enriched by our Catholic faith. The teaching staff members have across the year developed and implemented high quality programs aimed at maximising learning for each child.
Principal’s Report

The following Annual Report to the School Community is based on data and evidence from the 2011 school year. The Australian Government has requested that schools publicly report on a number of areas to demonstrate school performance. These requirements are outlined in this report. We hope that you find this information valuable and a reflection of the great achievements of St Joseph’s School, Yarra Junction, in 2011.

At the end of 2010 Mr. Peter Vanstan, who had been Principal at St. Joseph’s Yarra Junction for seven years, took up another position. For most of first semester, Mrs Jenny Allatt was Acting Principal, then for a short while, Assistant Principal Mr Justin Colley was Acting Principal. In July 2011 John Faulkner commenced as Principal. St. Joseph’s Yarra Junction acknowledges the positive contributions made to the school by Jenny and Justin and thanks them for their dedication and commitment.

In 2011 the school embarked on a productive year of teaching and learning. The School Improvement Framework has been a valuable tool in assisting the school to recognize the school’s achievements and highlight areas for improvement and enabled the school to set goals for the next four years and concentrate on raising in particular, literacy and numeracy standards. During 2011-13 our major learning and teaching focus is mathematics. The school chose to be part of the Contemporary Learning and Teaching Mathematics program (CTLM), which continues over three years.

Student Wellbeing has been moved to the forefront of curriculum and is now seen as underpinning all areas. The school is working to ensure programs are in place which allows the children to feel safe and secure and to develop their social and emotional skills. During 2011 the school has worked with local community and agencies to enhance and develop the safe school environment. Scores from internal and external surveys indicated that students and parents are very positive regarding the wellbeing program being implemented.

Positive community partnerships greatly enhance the ability of the school to provide for the needs of students. The ‘Big Night Out’ also highlighted community links as did the Family Disco, community working bees and Open Days.

The strategic plan at St. Joseph’s focuses very strongly on our Vision as a Catholic school and the role of staff in service of others. Our links with our parish community continue to strengthen, with strong support being shown by the school community for a range of parish activities. I would encourage all of our families to look for opportunities to take an active role in the life of our parish and further build the links between our parish and school. I commend the many groups who contribute to our school community. Members of the Parents and Friends Association have been significant contributors at a financial level, however it is many of the social and informal opportunities created by the Association, that have such a significant impact on creating a culture of inclusiveness and support. The School Advisory Board was again involved in a range of areas. This is a positive opportunity where the school leadership accesses the skills and expertise of parents within our community, with a view to improve or inform policy and procedures here at St. Joseph’s. We have a great future ahead.

John Faulkner
Principal
Education in Faith

Goal
As an integral part of Sacred Heart parish, St. Joseph’s school is actively involved in providing and supporting faith development in our community.

Achievements
We planned new ways to engage with the sacraments with Fr Ashkar through his first full year in his dual role as Parish Priest of St. Mary’s, Mount Evelyn and Sacred Heart, Upper Yarra Valley.

Through prayer and faith opportunities at school assemblies, in classes and at Mass, we celebrate our faith and bring the good news.

Christian Meditation is embedded with all students experiencing several sessions weekly. Students are responding positively to these opportunities for reflection and quiet.

The Religious Education Leader facilitates professional learning teams each term and works with staff to develop shared understandings of the Religious Education Inquiry units. The REL and Student Wellbeing Leader continue to work together to connect faith and life by linking Values Education, RE Inquiry and Wellbeing strategies for the school. The REL co-ordinated a Social Justice Student Team in 2011. These teams are active in their involvement and lead the school in initiatives and celebrations e.g.: Stand Up Day, Indigenous Reconciliation.

Overall as a school we feel that we have made some positive and worthwhile steps to building the children’s understanding and their celebration of faith. As a school we are able to identify key areas where the children have shown strong participation and engagement in their faith. In the senior school the establishment of the Community Student Action Team has given students the opportunity to provide activities that build connections with others as well as give back to those people less fortunate.

A number of opportunities have been created for staff to develop their knowledge and understanding of the Catholic Faith. The activities have centred on best practice for teaching and learning of Religious Education. Three staff members commenced their RE Accreditation in 2010 and completed accreditation in 2011. Another two staff members were successful in applying to complete their RE Accreditation with their courses commencing in 2011.

Whole School Masses were celebrated for the Beginning of the Year, Ash Wednesday, St Joseph’s Feast Day, Feast of the Sacred Heart, Feast of the Assumption and End of Year, Level Masses (Prep, Junior, Middle, Senior and Graduation), were held during the year. These continued to be well supported and represented by our parent community. Students were involved and contributed to the various parts of the liturgy and families were encouraged to support these special occasions. Staff SRC data regarding the Catholic Culture of the school shows marked improvement but students and parents again highlight that student Catholic behaviour is low in the mid range.

A student receives his leadership jacket from Fr Ashkar.
Learning & Teaching

Goals & Intended Outcomes

At St Joseph’s we provide a comprehensive, exciting and challenging curriculum where students are provided with rich learning experiences that cater for a wide variety of learning styles and to provide quality and purposeful teaching to enhance student learning.

Achievements

The National Assessment Program Literacy and Numeracy (NAPLAN) tests provide a valuable snapshot of a child’s learning on a particular day and should be considered in light of all other data and information we have about a child’s improvement and effort.

The data shows that there has been a positive trend in writing and spelling at Year Three level but the 2011 results demonstrate some decline in Year 3 spelling, grammar and reading data which is currently being addressed. Numeracy data reveals an improvement in achievement.

The Year 5 data also shows a rise in numeracy but a decline in literacy achievement. Below are the results from the 2011 Year 3 and Year 5 NAPLAN. Also included are the 2011 results showing the changes that have taken place since the previous period.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>YEAR 3 READING</td>
<td>95.8%</td>
<td>93.3%</td>
<td>-2.5</td>
<td>89.7%</td>
<td>-3.6%</td>
</tr>
<tr>
<td>YEAR 3 WRITING</td>
<td>91.7%</td>
<td>100%</td>
<td>8.3</td>
<td>100%</td>
<td>0.0%</td>
</tr>
<tr>
<td>YEAR 3 SPELLING</td>
<td>91.7%</td>
<td>100%</td>
<td>8.3</td>
<td>96.6%</td>
<td>-3.4%</td>
</tr>
<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
<td>91.7%</td>
<td>100%</td>
<td>8.3</td>
<td>96.6%</td>
<td>-3.4%</td>
</tr>
<tr>
<td>YEAR 3 NUMERACY</td>
<td>95.8%</td>
<td>93.3%</td>
<td>-2.5</td>
<td>100%</td>
<td>6.7%</td>
</tr>
<tr>
<td>YEAR 5 READING</td>
<td>97.3%</td>
<td>95.2%</td>
<td>-2.1</td>
<td>96%</td>
<td>.8%</td>
</tr>
<tr>
<td>YEAR 5 WRITING</td>
<td>97.3%</td>
<td>100%</td>
<td>2.7</td>
<td>80%</td>
<td>-20%</td>
</tr>
<tr>
<td>YEAR 5 SPELLING</td>
<td>97.3%</td>
<td>95.2%</td>
<td>-2.1</td>
<td>84%</td>
<td>-11.2%</td>
</tr>
<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
<td>97.3%</td>
<td>100%</td>
<td>2.7</td>
<td>88%</td>
<td>-12%</td>
</tr>
<tr>
<td>YEAR 5 NUMERACY</td>
<td>94.6%</td>
<td>95.2%</td>
<td>0.6</td>
<td>100%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>
Many areas of the Insight SRC student survey data show a decline in the children’s perception of wellbeing and engagement. The surveys provide valuable information of areas to investigate further through dialogue with students about their learning and student relationships. Such data challenges teacher, parent and student perceptions about the effectiveness of the school environment in areas of wellbeing, parent surveys demonstrated consistent satisfaction with school improvement, teacher morale and stimulating learning. The emerging patterns between student and parent data require further investigation and conversation to build the story behind these results and provide many opportunities for innovation.

The school continued to provide an extensive curriculum providing Japanese, Performing Arts, Visual Arts, Physical Education, and Library. We continued to be involved in an extensive range of zone, district and state sporting events, choir competitions, camp programs and school and parish liturgies. There were also a range of school-based activities and celebrations of learning.

The use of more explicit teaching through the use of Learning Intentions and Success Criteria are leading to better outcomes for students. Practices which allow for the early identification of children with individual needs are in place. This commences prior to Prep with student interviews conducted in the middle of the year and follow up kindergarten visits. This early intervention allows us to commence working with parents and support agencies well before the child enters school.

The demands on our Individual Needs programs have grown considerably with a range of intervention strategies now in place across the school. In 2011, in a bid to better manage the increasing demand, steps to better track students were introduced as a form of assessing children who appear to be at risk academically and require close monitoring for a short period of time. This step is taken prior to a child being placed on an Individual Learning Plan (ILP).
Student Wellbeing

Goals & Intended Outcomes
At St Joseph’s we provide a safe, engaging learning environment, which promotes positive relationships and encourages respect for each individual.

Achievements
The Student Wellbeing Leader’s role is to co-ordinate the whole-school approach to Wellbeing with a particular emphasis on prevention and early intervention. This initiative is greatly appreciated by the school and essential in continuing to meet the needs of our students.

On-going Professional Learning in this area is essential. The Wellbeing Leader and other staff attended various wellbeing networks and other Professional Learning activities.

In 2011 the school offered a number of programs to support students in the area of Wellbeing. Some of these included the Transition Programs (Kindergarten to Prep; Year 6 to Year 7), Mt Lilydale Mercy College Future Stars Day (Transition Program to Secondary Schools), Buddy Programs, Family Days and activities initiated by the school’s Parents and Friends Association including the Prep BBQ dinner and Coffee Mornings to welcome new families. Circle Time continued to support Student Wellbeing programs within the school. Staff members were encouraged to use non-assembly Friday afternoons to implement this approach.

St Joseph’s School has a whole school approach to preventing bullying. This involves students displaying assertive behaviours, informing staff of incidents and appropriate follow up with necessary parties. This approach continues to encourage a positive culture within our school.

The intended outcomes that a safe learning environment be maintained would appear to have been achieved as student attitudes to school safety have remained in the 80% or above level from 2006 onwards. Teachers at the same time have responded that student misbehaviour has stayed at a similar level throughout the four years while parents have also responded favourably to how they view the safety of their children whilst at school.

Greater awareness and importance has been placed on Student Leadership with all senior students participating in Student Action Teams. All the year six students are recognised for their leadership potential and are involved in many ways in the SATs which allow the students to plan, organise and promote various functions at the school or local community each year.

The school used a range of external groups including the Catholic Education Office and Yarra Ranges Youth Focussed Services to assist in the delivery of wellbeing initiatives. A number of programs were again implemented across the school aimed at developing social and resilience skills in our children.

The school places significant importance on regular attendance and consistent punctuality, as research supports that there is a direct correlation between regular attendance and academic performance.

| STUDENT ATTENDANCE RATE | 94.19% |

Students indicated through discussions in Circle Time their satisfaction with the school’s curriculum. It was noted that the external survey completed by year six students’ indicated a slight decrease of .2% from the previous year. It also manifested itself in the relationship survey which also a decrease of .2%. Conferences held for the students did not reflect survey results and it has been noted as part of the 2011 annual action plan.
Leadership & Management

Goals & Intended Outcomes
At St. Joseph’s, collaborative leadership and organisational structures enable the effective implementation of quality Catholic education.

Achievements
Teachers have begun to introduce learning intentions to enhance student understanding and outcomes. Professional development was an imperative feature of developing on-going systematic, sequential learning. The evidence suggests that all staff members are offered opportunities to undertake a range of professional development programs. These opportunities include network, cluster, in-school Professional Learning Team meetings and professional development courses offered by the CEO and external providers. Professional learning supports our overall school improvement and highlights the commitment of the growth of their own professional knowledge, practice and wellbeing.

Staff at St Joseph’s School are encouraged and supported to participate in regular professional development. We budget for the various professional learning activities for staff to attend. In 2011 approximately $25,500 was spent on professional development. The average expenditure per teacher was $1700. This cost included the expense of replacing staff attending professional development, subscription costs to professional organisations, costs to the Catholic Education Office to support networks, professional reading subscriptions, costs associated with attending professional development and conducting school based professional development activities. Our major professional learning activity is Contemporary Teaching and Learning of Mathematics. Other learning included Autism, Cued Articulation, Occupational Health and Safety, Anaphylaxis and First Aid training.

Professional Learning Teams (P.L.Ts) are operating across all levels focusing on Literacy, Numeracy and Inquiry. This structure has contributed to developing consistent beliefs and implementation of best practice.

The Professional Learning Teams have engaged staff in continuing to develop their pedagogical(teaching) understanding and implementation of best practice. The P.L.Ts have focused on data driven instruction and the development of best practice. The benefit is the pedagogical development of the whole school staff.

At St. Joseph’s a high level of importance is placed on professional learning and supported wherever possible. This is reflected in our School Improvement Report on teachers’ qualifications which shows a growing number of teaching staff members have completed post graduate study.

Work relating to enhancing a performance and development culture continued through the implementation of personalized and school-based professional learning. Professional development plans were developed for all staff based upon Annual Review Meetings with all staff attending professional learning at an average cost of $1700 per teaching staff member. Twenty five staff participated in professional development.

Utilising staff survey data 2011 it is clear that there is a high level of staff satisfaction pertaining to school morale (69%) school distress (70%), ownership (61%), empowerment (67%), work demands (66%) and supportive leadership (56%). The 2011 data shows a rising level of parent input (64%). This is also reflected in the staff attendance rate of 95%.

At St. Joseph’s we are rightfully proud of our beautiful school. Work on the ground commenced in 2006 following a lengthy process of consultation which led to the completion of a three stage Master Plan which resulted in all learning and play spaces being either rebuilt or refurbished over a four year period. In 2011 with the aid of the Building the Education Revolution (BER) funding we have been able to develop new learning facilities which are reflective of our move to the provision of more Contemporary Learning using the new Sports and Performing Arts Centre.
TEACHING STAFF ATTENDANCE RATE 95.03 %
STAFF RETENTION RATE 80 %

Staff members have a range of qualifications as indicated below. During 2011 some staff members are engaged in religious education and scriptural studies.

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORATE</td>
<td>0 %</td>
</tr>
<tr>
<td>MASTERS</td>
<td>10.65 %</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>37.5 %</td>
</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>6.25 %</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>81.25 %</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>18.75 %</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>0 %</td>
</tr>
</tbody>
</table>
School Community

Goals & Intended Outcomes
At St Joseph’s we work in collaboration with all stakeholders to build a learning community.

Achievements
The efforts of the staff, students and school community including the School Advisory Board and the Parents and Friends Association all contributed to the worthwhile achievements reached in many areas throughout the year. Some of these are addressed below:

Our School enjoys the support of our community in a variety of valuable ways. Volunteers assist in classrooms, intervention programs, excursion supervision and maintenance of the school grounds and buildings.

The Parents and Friends Association again conducted a number of successful fundraising and social events. The highlight was the Big Night Out for staff and parents. Other activities included: Pancake Day, Easter Raffle, Bunnings Sausage Sizzle, Mother’s and Father’s Day Stalls, Disco, Special Food Day, Family Camp, Parish Fete and Christmas Raffle.

The Choral Group, which rehearses every Monday evening, continued to support school and community events as well as competing in the Borroondara Eisteddfod. The Choral Group, supported by the school choir at times, sang at many school Masses, performed at Tobin Brothers Tree Planting Days and Christmas Carols at various venues in the Yarra Valley.

The school continued its participation in a number of community events. Some of these included the Schools ANZAC Day ceremony at the Yarra Junction RSL; and Yarra Ranges Shire – Ribbons of Green Tree Planting Day where the students planted over one hundred shrubs.

Students from the school continued to be actively involved in the Upper Yarra Primary Schools Sports Association. Students continued to participate in a number of events at local, regional and state level. Students competed in events including: swimming, athletics, cross country, orienteering, Junior Sports Day, Junior Tabloids and Orienteering Day, Zone Trials (football, netball, soccer and basketball), and Hooptime Basketball. Students also participated in the annual swimming program held during the last two weeks of the school year.

To continue to develop the talents and provide opportunities for a variety of learning needs, students participated in a variety of activities. These included Chess Tournaments, GATEways activities, Maths Enrichment tasks, Equestrian competitions and Senior Leadership Days.

The fortnightly assembly continues to be well supported by the parent community with many frequently in attendance. The senior students continue to organise and present these assemblies, introducing speakers and classes, informing students of current events and presenting awards.

The role of the Advisory Board continues to develop to allow the utilisation of parent skills to inform policy development. The Board has again been proactive in the review and development of a range of school policies. Parent and parish support for school based programs, extracurricular activities and faith development ensures the continuing growth of an innovative and inclusive learning environment at St. Joseph’s. The level of community support is highly valued at St. Joseph’s. Parents are encouraged to be active in classroom support or to volunteer for a range of informal and formal activities.

It is recognised that for many of our families their experience of the Catholic Church is limited to what is provided through the school setting. The school has worked to highlight the historical significance of Sacred Heart Parish and the significant contributions made by parishioners over many years. The school community has continued to
develop and maintain strong links between the school and parish communities through the support of parish celebrations and liturgies.

It was considered important that we continue to strive to build a school culture which values the importance of giving time; particularly for teachers to build strong and trusting relationship with the children. Critical to our school is our connection to the Parish. Families are encouraged to take an active part in community life. Regular Masses have strong support and add a real sense of connection between school and our community of faith.

### PARENT SATISFACTION

School community expressed through Insight SRC a score of 78, expressing satisfaction with all areas of school life, which placed the school in the middle 50%. Generally the parent data hasn’t changed much from the previous year. Anecdotally and through School Advisory Board levels of satisfaction and support for staff and community is increasing.

Parents have expressed an importance of participating in school community activities such as working bees, social events, parent information nights and have a higher than average attendance.

Nearly half of parents responded to the survey concerning the actions of the School Principal indicating the changes in school leadership received very positive feedback.

Parents responded very favourably to an independent Community Links Survey conducted by the school. The consensus is that St Joseph’s Yarra Junction is achieving its community goal (as stated in the School Improvement Plan). Furthermore, that community links have improved on previous years. A number of practical suggestions were made that the school is looking into.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>16,569</td>
</tr>
<tr>
<td>Other fee income</td>
<td>53,422</td>
</tr>
<tr>
<td>Private income</td>
<td>30,064</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>439,262</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,282,132</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td>1,821,449</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,236,435</td>
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<tr>
<td>Non salary expenses</td>
<td>251,760</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>1,488,195</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>84,317</td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>84,317</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>46,097</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>172,500</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>146,500</td>
</tr>
</tbody>
</table>
Future Directions

The journey into a new mathematics program is providing enthusiasm and we look forward to participating in this program over the following two years and the positive changes to student outcomes. The new learning enhancement program, Fast ForWord which has been introduced during 2011 is being carefully monitored internally with a view to embedding the program in school practise.

The use of the Sports and Performing Arts Centre enables enhancement of the school’s art and sport programs. We will continue to offer a high level of care for our students and aim to further foster in children a love of learning and life.

We seek to enhance the productivity of the kitchen garden, orchard and chickens through greater student participation and leadership. We seek to provide more opportunities for students to participate in more authentic learning through introducing Student Action Teams.

To deepen the collegiality of staff through increased opportunities for team teaching, partnerships between classroom teachers, exploring a range of teaching strategies and facilitate an environment in which feedback and critical reflection are valued, leading to changes in practises to improve student achievement.