

Rosebery Primary School

Annual Performance Report to the School Community
2023



Acronyms	Full form
NT	Northern Territory
RPS	Rosebery Primary School
DoE	Department of Education
PLC	Professional Learning Community
ICT	Information Communication Technology
AO	Administration Officer
OHSC	Outside Hours School Care
DSM	Defence Support Mentor
PL	Professional Learning
SoR	Science of Reading
SEL	Social and Emotional Learning
ZoR	Zones of Regulation
NTLC	Northern Territory Learning Commission

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School Overview: Context and Focus for Improvement in 2023

Our School

Rosebery Primary School opened in January 2011 and was built with a focus on new architecture which would facilitate a contemporary way to educate NT students. Our school is unique- there are four points of differences- our four signature programs: Co-teaching, Kagan Cooperative Learning, Restorative Practices and Evidence based practices. Our school is designed for co-teaching and so our teachers work together as partners for planning and teaching. In 2023, nearly all our classrooms facilitate two classes and two teachers working as one class except for our Transition class.

Late in 2020, RPS had a School Review which confirmed the success of the school's foundation on the Big 4: Co-teaching, Kagan Cooperative Learning, Restorative Practices and Evidence-based Practices. The 2023 Big 5 version had a slight adjustment and included: Co-teaching, Kagan Cooperative Learning, Restorative Practices, Inquiry Learning and Performing Arts.

In 2021 we began work on Readiness to Learn. This included updating our vision to: 'Growing and learning together through curiosity, creativity and collaboration'. Our staff, student and parent perception data confirm that continuing this strategy is a high priority. In 2023, we continued a strong focus on building our capacity in Readiness to Learn through Restorative Teaching and Kagan Cooperative Learning. The NT Learning Commissioners have identified this as an area for improvement in particular focusing on friendships and identify an adult who they can go to and in 2023 we began our whole school focus on Zones of Regulation.

In 2022, we developed our pedagogical content knowledge in Mathematics and created a Whole School Instructional Model relating specifically to structured inquiry in Mathematics. We introduced the pedagogical approach through ongoing professional learning, regular coaching and mentoring, walkthroughs and observations, and a culture of feedback.

In 2023, we used a similar structure with a focus on improvements in Reading. Our instructional model became two-fold with both an Inquiry model and a model based on explicit teaching. Staff underwent professional development based on Science of Reading. The school has begun to update resources and assessments to align with SoR. The school began its work on the Whole School Data plan in 2023 by updating the assessment schedule to include a screening process for reading achievement. All teachers have trialled using DIBELS and SPARKLE assessment kits.

School Vision and Mission

Vision

Growing and learning together through curiosity, creativity and collaboration

Mission

At Rosebery Primary School, we build an inclusive community of learners by:

- Promoting reflection and empathy through working restoratively
- Providing innovative teaching practices to nurture, challenge and inspire
- Engaging in collaboration through Kagan Cooperative Learning and co-teaching
- Activating a sense of creativity, curiosity and wonder

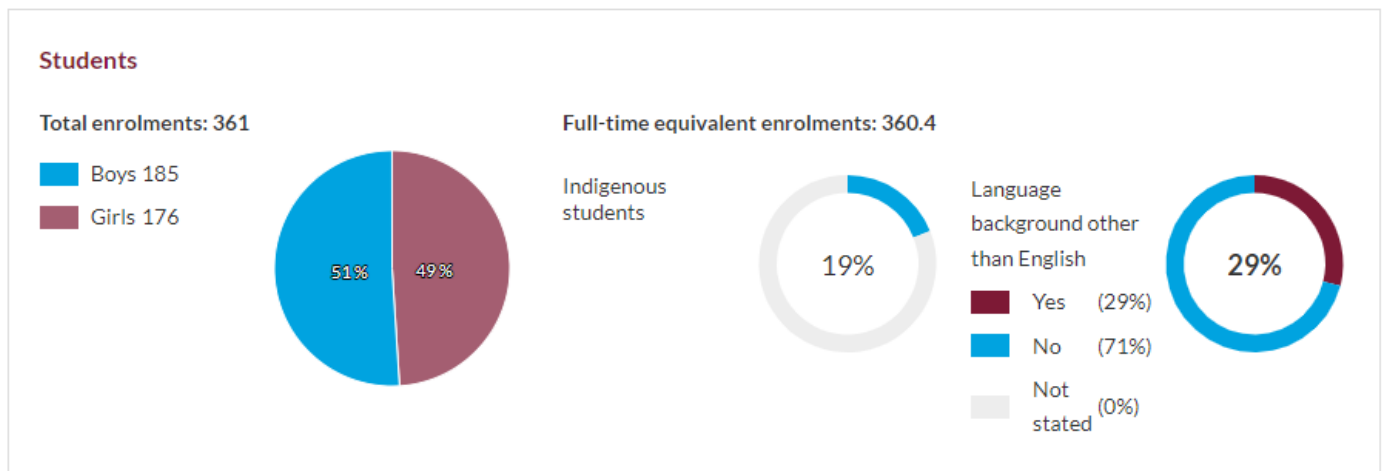
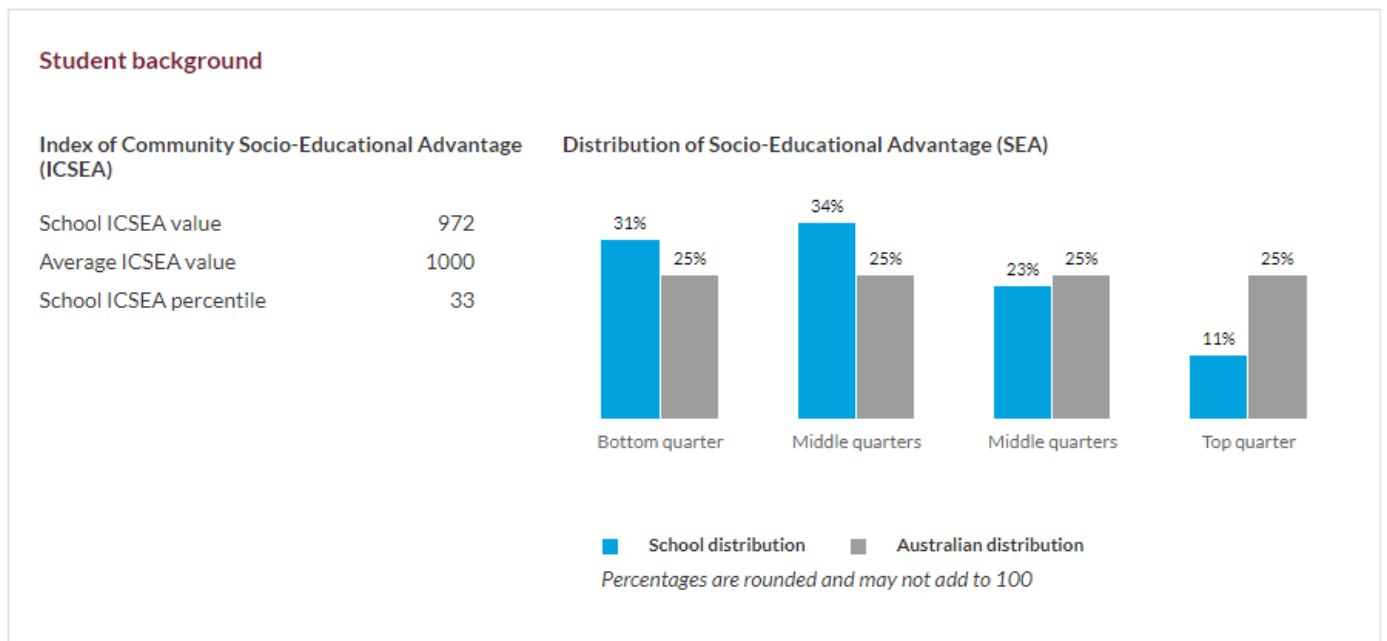
Our Students

In 2023 we had approximately 415 enrolled students, as we continued downward trend in enrolment numbers. In 2023, we had 15 mainstream classes of students from Transition to Year 6 in our school. We also had three Pre-School classes offering a two full-day and one half day program.

Approximately 19% of our students are Aboriginal. 29% of our students speak English as a Second Language. 18% are students with disability. Further, approximately 15% of our families have a parent/carer in a full-time employment with the Australian Defence Forces.

Our school has many working families, and as such, Outside School Care Service (OSCNT) our external provider is well attended including vacation care. About 15% of our students attend OSC at some time during the school week.

See below a MySchool overview (<https://www.myschool.edu.au/>) highlighting School Demographics overview, and enrolment.



From (<https://www.myschool.edu.au/>)

Our Staff

In 2023 Rosebery Primary staff included administration, operational, teaching, support staff and maintenance staff. Staff include: one Principal, one Assistant Principal, four Senior Teachers, one Special Education Senior Teacher, a Special Education Support Assistant, seven School Council employed Classroom Support Officers, one Business Manager, two Administration Officers in Reception, one IT support officer, three AO classroom support assistants, a canteen manager, a maintenance officer, one Preschool Assistant and 15 classroom teachers, two Preschool teachers, three specialist subject teachers (Technology, Performing Arts and Physical Education), one Defence School Mentor and an Indonesian Teacher who attends one day per week. We have very motivated, passionate and professional staff who work at the standard expected within the range of the Public Services Management Act and the Australian Teaching Standards. Four staff members identify as Aboriginal. The Preschool staff all have qualifications that meet the requirements of the National Quality Standards for Preschools. All teaching staff met the professional standards for teachers in the Northern Territory, including having obtained appropriate qualifications for teaching and abiding by the Code of Ethics for Northern Territory teachers.

Our Community

Our community is friendly and supportive and we welcome parents at school anytime.

Our Defence Support Mentor (DSM) supports our Defence families and runs programs throughout the year that helps address student needs when settling into a new school or just trying to make friends. Lunchtime craft sessions are conducted for students who want to bring along a friend and be together in a safe and supportive environment. The DSM takes on the role of organising ANZAC Day commemorative ceremonies as well as any liaison between Defence personnel and school.

Our Dance troupe enjoys the strong support of families and the Troupe sets fine examples of school values. The Dance Troupe comprises of boys and girls from years 5 and 6. They perform at the NT DoE Beat Festival and many other community events.

The Performing Arts program is instrumental in reaching out to the community and sharing our love of the Arts. Music is a key component of the Performing Arts program and includes a school band and a school choir who performed at the BEAT.

In 2023, Rosebery Rugrats Playgroup continued operating from the single classroom in P5 and utilising the Transition play area when available. The playgroup offers families with younger children an opportunity to begin engaging with Rosebery Primary School.

Principal's Report

2023 proved to be a year to build deep understandings about how students learn to read (Science of Reading), change our thinking about our whole school approach to Reading and set up screening processes to ensure we stay on the right path.

At the end of 2022, our data told us that we need to shift our focus to Reading in 2023. In 2022, we had achieved an effective and thorough model for professional development for teaching staff. We used this model of a sharp and narrow focus and the structure of sprints for our 2023 focus on Reading. The biggest shift in practice came about through the use of screening tests for phonological awareness, phonics and reading fluency. Teachers are now very confident they can identify students who may be falling behind (or need extension) and know what they need to target to support students to make progress. Our Transition cohort trialed Structured Literacy in a consistent and thorough approach. At the end of 2023 we collected data that showed 90% of the Transition cohort were at year level or above in phonics. With such positive data, all teachers made commitments at the end of 2023 to continue this approach from P-6 in 2024.

In 2021 we began work on sustaining a rigorous, positive and safe learning environment. Our staff, student and parent perception data confirm that continuing this strategy is a high priority. The NT Learning Commissioners have identified this as an area for improvement in particular focusing on friendships and identify an adult who they can go to. In 2023, we sustained a strong focus on building our capacity through Restorative Teaching and Kagan Cooperative Learning. These two RPS signature programs underpin supporting student wellbeing. In 2023, we started the year with a targeted focus on systems and routines also critical to maintaining a safe and orderly learning environment. We also began our whole school focus on Zones of Regulation. The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'. The Zones of Regulation aims to teach children strategies to help them manage feelings so they can get back to being calm and ready to learn. These coping strategies are called 'self-regulation'.

Extra curricula programs offered in 2023 remained of outstanding quality offering many opportunities to our students. We continued the school choir, school band, Dance Troupe, skipping club, and Rosebery Rugrats Playgroup. School camps took place for our Years 3-6 students. Our Enrichment Hub continued to provide small group and some 1-1 support for students with additional needs. We enjoyed larger scale whole school events such as Student Led Conferences with family BBQs, Mother's and Father's Day stalls, Book Fair, Book Character Parade, Early Years Christmas Fair, BEAT with Choir and Dance Troupe, Dance Camps, Sports Day, class and SLC led fundraisers and the Colour Fun Run organised by School Council. We finished the year with a whole school celebration disco and pizza party to recognise our amazing, dedicated teaching staff. Our Festival of Reading open night was a huge success with the majority of families visiting our school.

Thank you to the staff, students, families and School Council who collectively create a warm, nurturing community who are willing to work through challenges, are passionate about learning, and joyous in celebration of successes and achievements.

I look forward to another year where we are growing and learning together through curiosity, creativity and collaboration.

Tania Kolomitsev (Principal)

School Council Chair Report

On behalf of the Rosebery Primary School Council it gives me great pleasure to provide the 2023 Chairperson Report. This 2023 school year has again been an extremely busy one for the School Council. As we all know there is a significant amount of work that goes into running a school and the School Council is only a small but important component of this. While I imagine most people are familiar with the workings of a primary school council I'd like to give a quick overview of our role.

School Council members are the decision-making body responsible for supporting Rosebery Primary School, building meaningful partnerships and encouraging strong community engagement. A strong School Representative Body ensures decisions are made in the best interests of all students today, tomorrow and into the future.

This can include such functions as:

- provide input into the development of the school's Strategic Plan and Annual School Improvement Plan
- ensure strategic oversight in the development of the school's budget
- approve the distribution of the budget consistent with the school's direction and objectives
- sign off on the school's financial audit
- develop the broad strategic direction and vision for the school through the schools strategic planning process
- determine priorities for minor new works project applications
- raise money by holding fundraising activities to earn additional income for the school
- promote the school to the wider community
- work with the principal to implement strategies for developing family-school partnerships.

During 2023 Joshua Farrow, Business Manager, supported Sofia Wilson (Treasurer) in providing quality financial information and advice to Council. Although Joshua has recently left Rosebery Primary School, I would like to pass on Council's greatest appreciation for the work that was put into a number of financial and commercial projects this year, these include:

- Approval to commence building the Early Years playground - construction due to commence mid this year.
- Council approved upgrades to the School's Preschool and Transition Playgrounds - awaiting quotes for works.
- Grant submission for a Student Wellbeing Officer/Chaplin. This position remains open.

In 2023, Council supported the proposal that Y NT become the Outside School Care provider for Rosebery Primary School families. School Council deliberated extensively considering all perspectives in order to determine the best outcome for children, families and the school. School Council approved the Y NT's proposal based on their commitment to provide a quality program, commitment to building the capacity of their workforce, the positive vision they shared for the Palmerston community, their desire to be part of developing our young people from birth through to the work force, the connections that are being built between the YMCA Rosebery childcare facility and our Preschool, and finally that Y NT are a 'not for profit' and their profits go back into the school and the NT. Y NT commenced operating on 17 July 2023.

Voluntary contributions were outstanding for the 2023 school year. I think it is amazing that families are able to pay off these contributions across the year and this has really been illustrated in the \$5000 increase on 2022 contributions. Voluntary contributions from families are vital to the school improvement journey. 2023 contributions totalled \$8,717.

Whole school fundraising efforts will be carried forward to the 2024 school year for our next project: a big screen for the assembly area. Total fundraising for 2023 stands at \$16,198.81

Fundraising events don't happen without the school or community involvement and support. Your time is valuable, and all continued support is very much appreciated. Our events wouldn't be the same without the ongoing support from the following local organisations who assist with donations regularly throughout the year.

Annual Performance Report to the School Community 2023

- Coles
- Woolworths
- Marie-Clare Boothby MLA – Member for Brennan and School Council - invited member
- Mark Turner MLA – Member for Blain and School Council - invited member
- Wilson’s Lawnmowing
- Bunnings

An amazing effort by the whole school community with fundraising totals for this year being:

Fundraising Activity	Amount Raised (Profit)
Colour Fun Run	\$ 7,646.45
Term 1 Family BBQ	\$ 901.00
Mother Day Stall	\$ 1,350.51
Father Day Stall	\$ 1,688.90
Sports Day BBQ	\$ 1,406.19
Student Conference BBQ	\$ 556.67
Easter Raffle	\$ 681.69
XMAS Raffle	\$ 1,306.90
Sport Day Raffle	\$ 135.00
Jolly Sock Day	\$ 165.50
Jolly Sock Sales	\$ 360.00
	\$ 16,198.81

To our School Leadership team lead by our Principal Tania Kolomitsev, with the able support of Assistant Principal, Danielle Banicek, Senior Teachers: D’Elise Keitaanpaa, Carly Moir, Anna Frazer, Natasha Nichols and Heather Carroll and not to forget the wonderful Administration team. I would like specially to thank our Secretary, Penny Seamer. While Penny is a parent representative, she is also the IT support officer at Rosebery Primary School. Penny works tirelessly at maintaining the IT functions within the school. She also has the function of providing support to the Council, also in the IT space advertising events, meetings, etc. Council would like to take this opportunity to thank you all for your dedication and commitment throughout the year. Managing all facets and complexities of a co-teaching school is no easy task but the way you all work together to get the job done, makes it appear more like fun than work. The Council is very proud of the contribution you and the staff have made to the school this year and we look forward to greater things to come in 2024. No pressure!

It is also my sad duty tonight to farewell two members – Sofia Wilson (Treasurer) and Dani Wrigglesworth (parent representative). Sofia has been on the Board for the past five years and held the role of Treasurer for all of those years. Dani has been on the council for five years and has contributed many hours to the school as a volunteer. We thank Sofia and Dani for their service to the school and wish them both all the best for the future. I’d also like to thank the remaining members of the council for their contribution last year. I know I can safely speak on behalf of Tania when I say that the School Leadership team certainly values the guidance you all provide. I know that you all will continue your support of the school in 2024.

Lesley Vella
(School Council Chairperson)

School Priorities 2023

Headline Improvement Measures (HIMS)



School survey

Strengthen student wellbeing and teacher-student relationships so that students can reach their full potential.

Foundations for Early Literacy Assessment NT

Increase the proportion of Transition year students that have foundational early literacy skills.

Attended days

Increase the number of days students attend school each year by 10 days.

NAPLAN growth

Ensure every student achieves at least one year of learning growth in reading and numeracy for every year of school.

A-E grades

Increase student grades at and above the expected achievement standards for English, maths and science.

Year 12 achievement

Increase the number of young Territorians that continue their school education through to Year 12 and increase the proportion of students that achieve an NTCET or Certificate II or higher.

The Headline Improvement Measures (HIMS) have been included here as they are the most appropriate data sets to monitor and measure the system's progress towards the two goals set out in the [Education NT Strategy 2021-2025](#): to support all children and students to engage, grow and achieve, and for the NT to continue to be the most improving education system in Australia.

The HIMS are used by schools to monitor progress and evaluate their improvement journeys aligned to Strengthening Instruction for Young Territorians and Engaging Every Child and Student in Learning, in addition to local and systemic data sets.

Strengthening Instruction for Young Territorians

Goal: Increase student achievement in Reading for all students from Year T-6

What was the school's Strengthening Instruction Problem of Practice in 2023?

If we utilise consistent pedagogical practices and the explicit teaching of Reading aligned to best practice then we will achieve **improvements in student learning as evident in PAT, PM and Probe data.**

What Actions did the school undertake to achieve the Goal and Problem of Practice?

Construct and implement a professional learning plan which includes:

- *Programming starting with diagnostic data*
- *Teaching Reading- Science of Reading*
- *Teaching Reading- Linked to our instructional model*
- *Intervention approaches utilising SESAs*

Coaching, mentoring, observations and feedback

- *Conduct preparation meetings with leader partners*
- *Conduct weekly 15 minutes observations*

What were the school's Strengthening Instruction Targets and were they met?

Early Years Targets:

- *By the end of Semester One, 90% of Year One students will have achieved competency up to the end of subtest eight (syllable clapping, syllable isolation, first sound identification, letter name identification, letter sound identification, name writing, advance probe, non-word segmentation and non-word blending) ✓*
- *By the end of 2023, 90% of Year One students will be competent in all aspects or FELA.*

Whole School Targets:

- *In 2022, 20% of Year 1 students achieved above Band 40 in PAT R*
- *TARGET: 40% of Year 2 students achieve above BAND 40 in PAT R*
- *In 2023, 25% of Year 2 students achieve above BAND 40 in PAT R*

- *In 2022, 40% of Year 2 students achieved above Band 40 in PAT R*
- *TARGET: 60% of Year 3 students achieve above BAND 40 in PAT R*
- *In 2023, 37% of Year 3 students achieve above BAND 40 in PAT R*
-
- *In 2022, 42% of Year 3 students achieved above Band 40 in PAT R*
- *TARGET: 60% of Year 4 students achieve above BAND 40 in PAT R*
- *In 2023, 31% of Year 4 students achieve above BAND 40 in PAT R*

- *In 2022, 26% of Year 4 students achieved above Band 40 in PAT R*
- *TARGET: 40% of Year 5 students achieve above BAND 40 in PAT R*
- *In 2023, 45% of Year 5 students achieve above BAND 40 in PAT R*

- *In 2022, 31% of Year 5 students achieved above Band 40 in PAT R*
- *TARGET: 45% of Year 6 students achieve above BAND 40 in PAT R*

- In 2023, 39% of Year 6 students achieve above BAND 40 in PAT R

How is the work making a difference?

Transition Teachers trialled using the whole school instruction framework in Reading – Structured Literacy and gained huge successes with outcomes in FELA and phonics.

Teachers collecting screening data for Reading eg FELA, SPELD Phonics, DIBELS oral reading fluency

Teachers use latest Science of Reading research to influence planning and programming

Students are participating in daily fluency partner practice.

What are the gaps?

Pockets of teachers implementing the two-hour structured literacy block. Targeted intervention implemented in small pockets of the school. Teachers began collecting screening Reading data in semester 2. Some year levels not yet meeting targets.

What are the next steps for 2024?

To implement a whole school approach to Structured Literacy with targeted explicit teaching groups and continue screening Reading to prevent students falling behind and allow for extension.

Overall reflection: how has your school's work in 2023 informed your focus for improvement in 2024?

In 2023, we focused our improvements on Reading. Our instructional model became two-fold with both an Inquiry model and a model based on explicit teaching. Staff underwent professional development based on Science of Reading. The school has begun to update resources and assessments to align with SoR. We will continue this in 2024.

The school began its work on the Whole School Data plan in 2023 by updating the assessment schedule to include a screening process for reading achievement. All teachers have trialled using DIBELS and SPARKLE assessment kits. In 2024 we will work on finalising the school recommendation and include a focus on reading data analysis to inform teacher programs.

Engaging Every Child and Student in Learning

Goal: To improve student well-being through the continued implementation of Social and Emotional Learning (SEL) and Zones of Regulation (ZoR).

What was the school's Engaging Every Child and Student in Learning Problem of Practice in 2023?

If we have consistent systems and routines based on Restorative Teaching and Kagan Cooperative Learning and we are teaching Social and Emotional Learning and Zones of Regulation, then we will **create safe, nurturing inclusive classrooms.**

What Actions did the school undertake to achieve the Goal and Problem of Practice?

Teachers spend Term 1 with a strong focus daily routines and class routines, school values and SEL. Teachers create a culture of learners through consistent use of Kagan Cooperative Learning seating arrangements, team and class builders. Teachers use the principles of Restoring Teaching: affirmative language, empathy, controlling the classroom climate, planning for individual success. Leaders conduct weekly observations and feedback sessions in at least 9/10 weeks for every teacher during Term 1.

What were the school's Student Improvement Targets and were they met?

Target for 2023: (I like being at my school 80%; there is an adult at my school who cares about me and knows me well 90%; I have good friends I care about- 100%)

Actual: (I like being at my school 64%; there is an adult at my school who cares about me and knows me well 77%; I have good friends I care about- 90%)

Attendance target: 90%

Actual attendance: 88%

How is the work making a difference?

Teaching using consistent systems and routines across hubs.

Teachers using Kagan and Restorative Practices

Teachers communicate regularly with families and learning more about maximising the use of Seesaw.

What are the gaps?

There needs to be a greater focus on communication between home and school especially for families of students with additional needs. Teachers have just begun to utilise ZoR and we do not have a whole school approach to Social and Emotional Learning (SEL). Teaching ZoR began in Semester 2 and teaching SEL occurred in pockets. Targets were not met, however there is significantly increased awareness and greater student voice in these areas.

What are the next steps for 2024?

To improve student engagement through increased targeted communication between home and school across all year levels. To improve student well-being through the continued implementation of SEL and ZoR.

Overall reflection: how has your school's work in 2023 informed your focus for improvement in 2024?

In 2021 we began work on Readiness to Learn to support positive student engagement. This included updating our vision to: 'Growing and learning together through curiosity, creativity and collaboration'. Since then, we have begun each year we a focus on systems and routines for students. Our staff, student and parent perception data confirm that continuing this strategy is a high priority. In 2023, we continued a strong focus on building our capacity in Readiness to Learn through Restorative Teaching and Kagan Cooperative Learning. The NT Learning Commissioners (NTLC) have identified this as an area for improvement in particular focusing on friendships and identify an adult who they can go to and in 2023 we began our whole school focus on Zones of Regulation. Our special education team (enrichment hub) will lead work around ZoR. In addition to ZoR, our teachers and special education team will investigate programs for Social and Emotional Learning to implement across the school. The SEL program should align with goals set by out NTLC.

Student Enrolment, Attendance and Learning

Enrolment and Attendance Summary - Rosebery Primary School

Enrolment and Attendance Year-To-Date (Term 1 to Term 3)

	2021				2022				2023			
	Indigenous		All Students		Indigenous		All Students		Indigenous		All Students	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	9	76.7%	63	87.8%	15	88.1%	61	85.6%	12	79.5%	58	84.4%
Transition	13	85.1%	72	89.1%	9	73.0%	49	83.6%	14	87.3%	57	88.4%
Year 1	16	87.3%	66	90.8%	9	83.2%	59	85.4%	10	77.7%	45	87.2%
Year 2	11	82.0%	62	89.9%	9	75.8%	48	83.8%	8	80.0%	52	87.3%
Year 3	9	78.7%	57	90.7%	8	64.6%	59	84.3%	8	73.6%	45	85.3%
Year 4	11	86.7%	56	91.0%	8	81.8%	55	85.3%	10	83.1%	58	88.5%
Year 5	12	83.8%	54	90.3%	8	83.9%	48	85.9%	6	89.2%	50	89.8%
Year 6	11	88.2%	62	89.5%	12	81.9%	49	86.1%	10	89.3%	50	90.1%
Rosebery Primary School	92	84.5%	491	90.0%	79	78.9%	426	84.9%	78	82.8%	415	87.9%

National Assessment Program – Literacy And Numeracy – Reading, Writing, Spelling , Grammar And Punctuation, And Numeracy Results 2023

NAPLAN results are to be published in the School Annual Report by as required by the Australian Education Act 2013, 77(2) (f):

READING					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	333	330	24	44	31
Year 5	439	427	24	24	52
WRITING					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	366	335	14	23	63
Year 5	437	403	24	22	53
SPELLING					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	361	315	29	20	51
Year 5	446	416	18	35	47
GRAMMAR AND PUNCTUATION					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	338	328	36	38	27
Year 5	444	424	24	41	35
NUMERACY					
Year level	Average score School	Average score NT	% of students Needs Additional Support	% of students Developing	% of students Strong & Exceeding
Year 3	355	337	30	32	39
Year 5	421	416	38	22	40

School Survey Results

Please refer to the full report for the 2023 School Survey.

Most positive and least positive responses			
Student			
Most Positive items for 2023		Least Positive items for 2023	
My teachers expect me to do my best.	93%	Student behaviour is well managed at this school.	44%
I have good friends that I care about.	90%	My school takes students' opinions seriously.	63%
My teachers challenge me to think.	88%	I like being at my school.	64%
Parent/carer			
Most Positive items for 2023		Least Positive items for 2023	
This school is well maintained.	87%	I have opportunities to have a say in the direction of the school and its education programs.	47%
Teachers at this school expect my child to do his or her best.	82%	This school takes students' opinions seriously.	54%
I can talk to my child's teachers about my concerns.	80%	This school takes parents' opinions seriously.	55%
Staff			
Most Positive items for 2023		Least Positive items for 2023	
Teachers at my school motivate students to learn.	100%	Student behaviour is well managed at this school.	53%
My school is well maintained.	100%	I would recommend this school to others to enrol their children.	63%
This school has an inclusive culture where diversity is valued and respected.	100%	Students are making good progress at this school.	67%

Audited Financial Statements

Please refer to the auditor's letter and report.