



Capella State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 94 Capella 4723
Phone	(07) 4988 7111
Mob	0436 805 886
Email	principal@capellass.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Christie Minns Principal

School overview

Capella is located 323 kilometres west of Rockhampton just north of the Tropic of Capricorn in the Peak Downs area, which has a broad and varied economic base that includes coal, grain and beef industries. Capella State School is situated in the township of Capella, which is located in the local government catchment of the Central Highlands Regional Council. We are a coeducational school offering students from Prep to Year 6 individualised programs according to their needs and interests through flexible classroom programs, learning support and special needs programs. Extension programs are provided to develop the talents of high achieving students. Teaching approaches vary from single classroom with delivery by one teacher to full team teaching in double teaching spaces. Composite/Multi-age classes are formed to meet class size targets. Our aim is to implement and embed the 2018-2022 State School Strategy and enact the mantra of 'every student succeeding'. Young, experienced and enthusiastic teachers work closely with learning support staff and educational advisors to ensure the needs of every child at Capella State School are addressed. Specialist lessons are provided in Physical Education, the Arts and Japanese (Years 5&6). An instrumental music program offers instruction to students in Years 4,5 & 6 in woodwind, brass and percussion. Capella has a strong tradition of participation in sport, arts and cultural events, with a number of teams competing in local touch football & rugby competitions. Parents make valuable contributions to the growth of our school through their involvement with the Parents and Citizens Association (P&C). Capella State School is a proud Positive Behaviour for Learning school and we instil in our students the practices of Being Respectful, Being Responsible, Being Safe and Being a Learner. Through the teaching and modelling of these skills, we are assisting students to be productive members of society and to be responsible for, and own the choices they make.

School progress towards its goals in 2018

Positive Behaviour for Learning

- Ensuring students are enacting the PBL mantra and to continue with the PBL roll-out process.

Curriculum

- Ensuring authenticity in A-E Data using the Australian Curriculum Achievement Standards and giving accurate grading.
- Supporting students and teachers with the literacy and numeracy demands of the curriculum.
- Implementing a whole school approach to the teaching of Science.
- Implementing a whole school pedagogical approach to the consistent teaching of Reading, Writing, G&P and spelling.

Quality Teaching

- Developing and implementing staff professional engagement/ capabilities in the usage and application of the Australian Professional Standards for Teachers.

Future outlook

Reading

- Explicitly teach reading strategies from P-6 in focussed lessons as a whole school approach.
- Use the Literacy Continuum to support effective teaching, learning and assessment to suit individual students and schools context.
- Analyse student data regularly to monitor progress, guide professional practices and prompt early intervention.

Australian Curriculum

- Systematic curriculum delivery - develop a deep understanding of the Australian Curriculum and the requirements of the P-12 curriculum, assessment and reporting framework.

- Use the Curriculum into the Classroom (C2C) materials to support effective teaching, learning and assessment to suit individual student and school contexts.

Quality Teaching

- Implement and monitor the use of an agreed, research-validated, school wide pedagogical framework.
- Create a systematic approach to collaborative inquiry-based coaching, mentoring and feedback process to improve teaching practices.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	183	171	171
Girls	90	85	87
Boys	93	86	84
Indigenous	15	12	18
Enrolment continuity (Feb. – Nov.)	89%	98%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Capella State School is a co-educational school in a rural remote area offering students individualized programs according to students needs and interests. Currently there are 183 students enrolled in Prep to Year 6. The majority of the students come from a mining background with a lesser number with parents working in the farming sector. Less than 10% of students come from an indigenous background.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	21	25
Year 4 – Year 6	22	22	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our Approach to Curriculum Delivery

Our school focus is to ensure consistency of practice in the three key message systems of education – curriculum, pedagogy and assessment. Our teachers use the Australian Curriculum and accompanying Achievement Standards to ensure best practice ensues.

Teaching approaches are predominantly single classroom with delivery by one teacher. Composite classes are formed to meet class size targets. Specialist lessons are provided in Physical Education, the Arts and Languages Other Than English (Japanese). An Instrumental Music Program offers instruction to students from Years 4, 5 & 6 in woodwind, brass and percussion.

The school caters for the individual needs of students through flexible classroom programs, learning support and special needs programs, and access to a full range of visiting support personnel. Intervention programs assist those students experiencing learning difficulties, and extension programs are provided in classrooms to further develop the talents of high achieving students.

Students in Years 4, 5 & 6 at Capella State School participate in dynamic outdoor programs. In 2018 Year 6 students attended a camp at North Keppel Island. The Year 5 students attended a camp at the Camp Fairbairn Outdoor Educational Centre and the Year 4 students attended a camp at Kinchant Outdoor Education Centre. Our camping program aligns with our Health Education Curriculum.

Capella has a strong tradition of participation in art and cultural events. Participation in sporting and cultural events remained strong in 2018 with the school continuing to promote student representatives at Peak Downs and Central Highlands Regional level for Netball, Tennis, Rugby League, Rugby Union, Cross Country and Athletics.

Capella State School plays an integral role in building social networks for students. In 2018 a Bush Dance, free dress days and various programs run by our Student Council, Staff and Chaplain were held to support social skilling for students and encourage community engagement.

Co-curricular Activities

Term 1

- Lunchtime Clubs (Art, Games, Dance, Choir, Touch Football etc.), Student council fundraising events
- Year 4, 5 & Year 6 Camp
- Incursions

Term 2

- ANZAC Day Parade and Concert
- Capella Show Entries
- Mother's Day Stall
- Capella/Tieri Cup
- Touch Football in Emerald
- Lunchtime Clubs (Art, Games, Dance, Choir, Touch Football etc.)
- Student council fundraising events
- Incursions

Term 3

- Incursions
- Eisteddfod
- Bush Dance (Whole School)
- Lunchtime Clubs (Art, Games, Dance, Choir, Touch Football etc.)
- Student council fundraising events
- Under 8's day
- Pre-Prep information sessions

Term 4

- Free Dress Days
- Year 6 Graduation and School Awards Evening
- Lunchtime Clubs (Art, Games, Dance, Choir, Touch Football etc.)
- Student council fundraising events
- Pre-prep information sessions
- Incursions

How information and communication technologies are used to assist learning

All classrooms at Capella State School have access to high speed internet connection. The school has two computer labs with twenty-five networked work stations. Ipads are used extensively as tools to enhance student learning experiences. At Capella we have implemented a Digital Technology School Overview aligned to the Australian Curriculum which outlines Digital Technology C2C Units and accompanying assessment tasks for Prep-Year 6. Classes utilize the computer labs for regular lessons. In 2018 our school worked alongside our P&C to purchase a fleet of 30 laptop computers. This has made a significant difference to our ICT learning at Capella State School. All teachers include effective strategies for making technology a regular feature of each student's daily learning in their curriculum planning.

Social climate

Overview

Overview Social Climate

Students enthusiastically contribute to the positive climate of the school through the peak body of students that make-up Capella State School's Student Council. The Student Council play an active role in the pastoral care program in place at Capella State School. Each term members of the Student Council conduct a significant social event for their peers as well as providing activity days throughout the term that involve students in alternate programs with a social focus. In 2018 Capella State School introduced Student Body Leaders in Year 6. These students oversee and manage the student council meetings and fundraising events, under the guidance and direction of a teacher.

Throughout the year consistent practices towards acceptable behavior through the school's revised Responsible Behaviour Plan have been implemented. With students given positive behavior cards to gain stamps and work towards achieving passes in each of the four areas of PBL (Respectful, Responsible, Safe and a Learner). With the ultimate goal being a gold pass (achievement of passes in all four areas of PBL). Each term in Week 10 a positive behavior reward afternoon takes places, and students (according to PBL passes obtained) select activities that they would like to participate in. The reward afternoon is a celebration of success re positive behavior choices made throughout the term.

Capella State School strives to create positive, predictable environments for all students at all times of the day. The teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying at Capella State School. Research indicates that both those bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Capella State School including name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful or untruthful rumors.

Prevention of Bullying:

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behavior in all areas of the school is not kept to a low level. Therefore, our school wide 'Positive Behaviour for Learning' (PBL) support practices will be maintained at all times. This will ensure that:

- Our PBL processes will always remain the primary strategy for preventing problem behavior, including preventing the subset of bullying behavior.

- All students know the school rules and have been taught the behavioural expectations attached to each of the four areas of Being Respectful, Being Responsible, Being Safe and Being a Learner and apply these expectations in all areas of the school and at all times, including before and after school.
- All students have been or are being taught the specific routines in the playground areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the playground areas of the school.
- A high level of quality active supervision is a permanent staff routine in the playground areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the playground areas.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	96%
• this is a good school (S2035)	100%	100%	93%
• their child likes being at this school* (S2001)	100%	100%	93%
• their child feels safe at this school* (S2002)	100%	100%	93%
• their child's learning needs are being met at this school* (S2003)	86%	96%	93%
• their child is making good progress at this school* (S2004)	71%	96%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	89%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	96%
• teachers at this school treat students fairly* (S2008)	71%	96%	100%
• they can talk to their child's teachers about their concerns* (S2009)	86%	100%	96%
• this school works with them to support their child's learning* (S2010)	86%	92%	93%
• this school takes parents' opinions seriously* (S2011)	86%	96%	96%
• student behaviour is well managed at this school* (S2012)	71%	96%	86%
• this school looks for ways to improve* (S2013)	83%	100%	100%
• this school is well maintained* (S2014)	57%	96%	89%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	97%	90%
• they like being at their school* (S2036)	100%	91%	90%
• they feel safe at their school* (S2037)	89%	92%	90%
• their teachers motivate them to learn* (S2038)	100%	100%	99%
• their teachers expect them to do their best* (S2039)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	95%
• teachers treat students fairly at their school* (S2041)	87%	91%	96%
• they can talk to their teachers about their concerns* (S2042)	98%	93%	95%
• their school takes students' opinions seriously* (S2043)	87%	90%	96%
• student behaviour is well managed at their school* (S2044)	85%	78%	79%
• their school looks for ways to improve* (S2045)	100%	97%	97%
• their school is well maintained* (S2046)	93%	94%	94%
• their school gives them opportunities to do interesting things* (S2047)	94%	93%	97%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	94%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	94%	100%
• they receive useful feedback about their work at their school (S2071)	94%	71%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	90%	100%
• students are encouraged to do their best at their school (S2072)	94%	88%	100%
• students are treated fairly at their school (S2073)	88%	71%	100%
• student behaviour is well managed at their school (S2074)	56%	65%	100%
• staff are well supported at their school (S2075)	63%	59%	87%
• their school takes staff opinions seriously (S2076)	81%	65%	100%
• their school looks for ways to improve (S2077)	94%	94%	100%
• their school is well maintained (S2078)	81%	76%	87%
• their school gives them opportunities to do interesting things (S2079)	81%	88%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Capella State School uses the Community Engagement Framework as the guiding tool to promote staff and community collegiality. With students, parents and the greater community working together to ensure the needs of every child at Capella State are addressed.

Parents are encouraged to be involved with their child's education at Capella State School. Each class requests parent help and operates rosters to foster the involvement of parents. Classes schedule culmination days at the end of work units to enable students to showcase and share their learning outcomes with parents.

Parents make valuable contributions to the growth and prosperity of the school through their involvement with the Capella State School Parents and Citizens Association. The P&C provides the necessary link between the school and parents by being the public forum for discussions affecting the school's educational and administrative program. The P&C conducts fundraising activities throughout the year with funds raised going to support the school in many areas as per the P&C budget.

Parent information sessions were held in Term 1 to outline the year ahead and to set classroom expectations re curriculum and behaviour. Written reports were provided to families twice per year. Face to face reporting on student progress occurred at the end of Term 2 & Term 3 (three-way conferencing). Teachers were available to report on progress at other times on request.

Principal assemblies are held at the end of each term to acknowledge the hard work and effort by students to improve their outcomes/results. Selected students are given a certificate on a designated parade in Week 10 of each term and the criteria for this award is: *'Major improvement in all areas of the student's work. He/she have made a significant contribution to the class or subject area'*.

Newsletters were available both electronically and in hard copy from the office. Parents were invited to attend special events, including assemblies, class performances and learning celebrations throughout the year.

Respectful Relationships Program

By implementing the Respectful Relationships education program, schools will give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

The Respectful relationships education program has been developed for Prep to Year 12 students. The Prep to Year 10 programs are aligned to the Australian Curriculum: Health and Physical Education and can be delivered through this learning area or as part of the school's pastoral care program.

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. During health lessons with the designated teacher the students' focus on maintaining student health and well-being and that of others.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	12	10	10
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

During 2018, classes studied environmental sustainability topics including water conservation and protecting animal habitats. The focus at Capella State School will be to continue to reduce our environmental footprint. We shall continue solar programs and increase awareness of power saving practices. In 2018 we introduced Sustainability Captains to assist in ensuring procedures around water conservation, energy reduction and litter control. Timers in line with the school sprinkler system have been installed to reduce water consumption. The school has been implementing a number of practices/initiatives to ensure that students are aware of sustainable practices that enhance our environment. In 2019 our school is in the process of establishing a garden club. Our P&C have moved our garden beds ready for planting and our student council are funding the purchase of seedlings ready for spring.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		40,341	98,928
Water (kL)			4,955

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	12	13	0
Full-time equivalents	11	7	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	1	
Graduate Diploma etc.*	3	
Bachelor degree	8	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$11 129

The major professional development initiatives are as follows:

- Positive Behaviour for Learning Training
- Auswim
- K-2 Reading
- Beginning Mentoring Teacher Training
- BMA Read Initiative
- Leading High Performance Teams
- Administration – Leadership and Learning
- Explicit Instruction & Pedagogy
- Peer Observation and Feedback
- Digital Technologies (STEM)
- Supporting Students with Disabilities

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	95%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 82% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	92%
Attendance rate for Indigenous** students at this school	91%	92%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	94%	93%
Year 1	94%	93%	93%
Year 2	93%	89%	92%
Year 3	94%	94%	92%
Year 4	92%	95%	93%
Year 5	94%	92%	93%
Year 6	88%	94%	88%

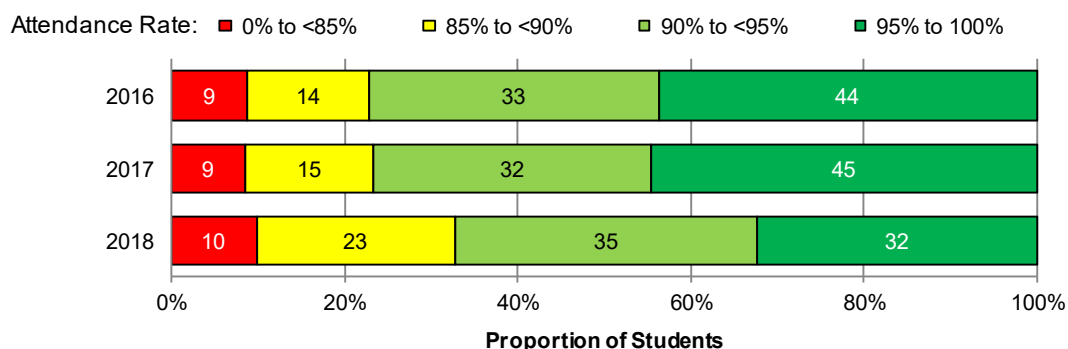
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

When students are absent from school, the absenteeism officer sends a same day text to the family requesting a reason as to the student's absence. All student absences are followed up to ensure there are no unexplained absences at Capella SS. Rolls are marked twice daily (9.00am and 2.00pm) and student absences are recorded by the teachers. Students arriving late to school are signed in at the office by a parent/carer. These procedures are in place to assist in ensuring the safety of students and the correct recording of student attendance.

Attendance posters are displayed in every classroom and in the office and have been distributed to parents via the newsletter. These posters provide parents with visual information re the importance of being on time and re-iterate the notion that 'Every Day Counts'.

Each fortnight in the newsletter the attendance percentage for the term is presented and there is an interesting fact re time missed at school, whether by absenteeism or lateness and what this equates to at the end of each year and the end of schooling. In 2019 our school has started to communicate attendance rates via a letter once a term. These letters highlight the current attendance rate and if this is within the green >90%, orange 85%- 90% or red < 85%. All of above steps are taken to promote student attendance to ensure that parents are aware that "Every Day Counts".

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Conclusion

At Capella State School we promote the three-way partnership of parents, students, teachers and community members all working together to ensure the needs of all students at Capella State School are met. Our mantra is 'Learn by Doing' and we promote the notion of forever learning. The staff uses the Australian Curriculum and the accompanying Achievement Standards to guide best practice and ensure the needs of all students are addressed, both academically and personally.

We are a proud Positive Behaviour for Learning School and adhere to the four areas of Being Respectful, Being Responsible, Being Safe and Being a Learner. Our focus is addressed on parade each week, displayed on our school sign, taught explicitly in classroom lessons and achievement acknowledged via Student of Week awards (relevant to the focus area).

Our goal is to promote active, productive citizens ready to take their place in the multi-media world of the twenty first century, and to ensure that all students' are motivated to reach their full potential.