

# 1 Beaumaris Primary School

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## 1.1 School profile

Beaumaris Primary School is located in the northern coastal suburb of Ocean Reef, some 35 km north of Perth CBD. The school is 11 years old and services a relatively affluent local community, which provides active and ongoing support for many school initiatives. Its facilities and aesthetic appearance make it an attractive and welcoming environment.

Over the past three years its population has increased from the low to middle 700's. The majority of students reside within the local catchment area and enter school in the Kindergarten program for 4 year olds. The majority of new enrolments are from overseas, namely the UK and South Africa, as well as families choosing to move their children from neighbouring schools, or moving into the catchment zone for special programs offered by the school, its reputation or parent perceptions. This trend has enabled the school to maintain its Level 6 status for longer than previously expected.

### Summary of Some Key School Characteristics

<b>Student population</b>	765		
<b>Number of staff</b>	70 (35 teaching staff and 35 support staff)		
	14% of teaching staff are male – 86% female		
<b>Teacher qualifications</b>	Bachelor Degree 100%		
	Post graduate qualification 10 – 26%		
<b>Overall teaching experience</b>	<b>Teaching experience at BPS</b>		
Level of experience	Number of teachers	Level of experience	Number of teachers
1 Year	5%	1 Year	10%
2 Years		2 Years	
3 Years		3 Years	10%
4 Years	5%	4 Years	5%
5 Years	5%	5 Years	5%
6 – 10 Years	5%	6 – 10 Years	45%
11 – 15 Years	5%	11 – 15 Years	25%
15+ Years	75%	15+ Years	

### School Vision

To ensure that students develop the understandings, skills and attitudes, to each individual's full potential in order to be responsible and effective members of our community.

### School Aims:

Beaumaris Primary School aims to:

- create a positive environment within the school so that teachers and students can work together in harmony
- create a caring school environment where the rights and responsibilities of individuals are recognised and respected

- recognise those members of the school community whose exemplary behaviour promotes a positive and caring school environment
- establish a set of rules that protect the rights of individuals'
- establish a clear set of consequences for individuals who do not accept their responsibilities and break rules, so that they are encouraged to recognise and respect the rights of others
- establish procedures so that conflicts can be resolved in a positive non-violent manner

### **School Values**

- The pursuit of knowledge and a commitment to achievement of potential
- Self acceptance and respect of self
- Respect and concern for others and their rights
- Social and civic responsibility
- Environmental responsibility

### **School Structure**

The school is relatively unique in its structure, in comparison to other primary schools. Three distinct sub schools service three transitional multi aged group communities: Junior (K-3); Middle (4/5) and Senior (6/7). The structure aligns itself to the WA Curriculum Frameworks and is consistent with Lifelong Learning and Middle Schooling cultures, as part of the future vision for the school. This promotes collaborative teaching – learning strategies, longer relationships, a sense of belonging and a wider support base for students, parents and teachers. Each is semi autonomous with a focus on teamwork for success.

### **Curriculum**

In achieving its vision, the school has a strong academic focus along with a balanced variety of non-academic and extra curricular offerings. The vast majority achieve above national benchmarks and are motivated towards achievement in general. In addition to core academic areas, students are provided with opportunities to pursue interests and develop skills in Art, Music, Sport, Languages Other than English and Information Technology.

A strong Student Support Services program extends opportunities for personal, social and moral support and development through special programs provided by teachers, parents and outside services. Some include: Rock & Water; Art & Drama Therapy; Volunteer Enrichment Program; BWell Program; Support a Reader; Staff/ Student Mentor; and The Quiet Achievers Club. An extensive acknowledgement and awards program compliments the school's holistic approach to improving outcomes for all students, in all areas.

Staff professional development centres around these programs and future directions shaped by the whole school community, in particular - technology and strategies that support Lifelong Learning and Middle Schooling cultures.

## 1.2 *Leadership team perspectives*

### 1.2.1 Overview of school characteristics which contribute to high demand

The leadership team emphasises school reputation as a general driver for its high demand status, both within and without the community – *“Especially in terms of meeting academic aspirations expected by the community and subsequently shared by staff and students.”* Potential parents commonly ask about school academic standing and curriculum offerings prior to enrolling their children. So too do they ask about school ethos, values, discipline and how teachers can meet the needs of their children. In doing so, new parents take time to make appointments for interview and a tour of the school. While academic standing is a key driver, the leadership team recognise – *“It is one important characteristic that is part of the overall package that makes Beaumaris a good school and popular choice for parents.”*

Central to this is the team’s belief the school actively seeks to match student interests and needs within the overall context of its organisation, curriculum delivery and student services. *“Parents know the school offers a broad curriculum that incorporates academic focus, inclusivity and non academic opportunities in the arts, sports, languages and outside experiential learning.”* In this way, they believe all students have opportunity to be successful.

The leadership team emphasis this is only possible because of the *“extra yard”* put in by skilled and caring teachers, a quality often recognised and acknowledged by parents.

While these collectively enhance high demand, the team also recognises the added value and positive impact of school facilities. The breadth of development reflects community aspirations and the importance placed upon aesthetics, specialist learning centres, opportunities for safe play and comfortable and motivated learning environments, the vast majority of which have been established by the P&C and parent helpers over the years. The strong partnership between school and community has not only developed facilities and grounds, but also shaped the evolution of school goals, ethos, vision and planning.

The leadership team doesn’t regard any single feature as *“...the prime driver,”* but rather an integrated culture that has evolved in partnership with the local community, where pride and effort are rewarded by successful outcomes and reputation. Collectively they motivate staff and students, promoting the school to potential parents.

#### 1.2.1.1 Key determinants of high demand characteristics

##### **Academic reputation**

Beaumaris staff are proud of the school’s academic achievements. The leadership team emphasise these achievements reflect high expectations, but at the same time are matched with developmental philosophy where every student can achieve success, to the best of his or her ability. Each student is challenged with an expectation they can succeed – *“Even in Kindergarten teachers look to ‘push the bar’ and encourage students to more complex issues.”* Subsequently the vast majority of student outcomes are above the national benchmark.

##### **Teacher quality**

The leadership team highly regard teaching quality as a key determinant. Staff at Beaumaris are experienced and actively continue their self – learning and development. Less experienced and less skilled staff receive support and guidance from others around them thereby imparting a local culture of expectations and collaboration. Both the quality and flexibility of individual styles make

it easier to cater for different student needs and learning styles. Being a large primary school the opportunity to match these is greater and is actively structured by the team, across the school.

Beaumaris utilises these structures within cooperative and collaborative teaching teams that enables broader support for each other and for students. Expertise is shared in common planning and assessment strategies, without removing individual teaching styles. In this manner staff learn from each other and develop an ethos of high expectations and meeting individual student needs.

Teachers also recognise and acknowledge peer strengths and contributions to the school. This year one teacher, nominated by colleagues and parents for the Premiers Teacher of the Year Award, has won the district level round and is now in the finals. Such acknowledgment is held in high regard by the school community and adds to its reputation.

The leadership team also emphasises the fact Beaumaris is a 'merit select school' making it possible to match teachers with school ethos, directions and needs. This process has delivered a core of high quality staff - *"...and a professional community that is now attracting similar teachers."* The nature of this community makes the school progressive, viewing modern educational trends positively with a will to be innovative, to enrich learning and improve outcomes. Awareness of this community adds considerably to its high demand status. As one team member stated, *"Without opportunity for merit selection, this would not be possible."*

Along with academic and non-academic reputation, teacher quality reassures parents about any concerns regarding transition to secondary school. Successful transition is an expected norm and feedback from the leadership team suggests this has been the case over the years, regardless of destination. For them a larger challenge arises from parents wishing to place children in private secondary schools with policies that demand earlier enrolments in Years 5/6/7 to guarantee a place in the school of choice. Parents prefer Beaumaris to these private schools and will delay transfer as long as possible, or reconsider options. The leadership team claim only some 50% or less of graduating students enrol in the local government secondary school - *"This reemphasises the regard with which Beaumaris is held by local and neighbouring communities."*

### **Level of care**

Leadership team members rate this characteristic as a prime driver in making Beaumaris a high demand school. Parents have a very high expectation for student safety, discipline and well being, whether they be current or potential school partners. The leadership structure reflects these expectations:

- Student Services Coordinator – managing support services, support programs, education assistant support, Inclusivity, Student Behaviour Management policy and processes, parent support and achievements and reward programs
- Curriculum Services Coordinator – combining with the above in a Student Curriculum and Services Committee, ensuring student learning and personal needs are matched and catered for
- Facilities Services Coordinator – managing comfortable, safe and motivating learning environments and any special student needs
- Sub School Heads – leaders of smaller communities managing teacher collaboration in meeting student needs and developing a sense family culture within each community

Collectively they offer a tangible framework of support and care that parents acknowledge and hold in high regard. Beaumaris has many special needs students, several of whom have been enrolled from outside the local area, due to reputation alone. Students also have a reputation of

positive behaviour and pride in the school – *“Feedback from various outside school service providers, camps and the community in general have complimented them as outstanding ambassadors to the school.”* This reputation attracts potential enrolments.

A strong values system underpins everything in the school. Leadership members promote these actively and publicly in their day-to-day operations, as do staff and students. They are made more visible by the school’s Achievers, Endeavour and other award programs that recognise effort and achievement, as well as being actively on show at assemblies and special days. Parents acknowledge and readily comment on the positive culture within the school. The team also indicate some parents benefit from the values focus where support from school has also helped family situations.

### **Learning and experiential opportunities**

Broader learning and experiential opportunities is also a highly rated characteristic by the leadership team. The size of the school enables a diversity of experiences that smaller primary schools would find difficult to offer. Parents and students alike find this attractive. Specialist teachers run highly successful programs in:

- Art – highly acknowledged by the education community, public displays and competitions
- Music – instrumental studies with performances at assemblies, competition performances and special events
- LOTE – long term French program that includes competitions and celebrations
- Physical Education and Sport – extensive development program and opportunities in a range of sports and competitions, as well as a very active school faction competition
- IT – expanding program developing whole school skills and integrating IT into learning pathways for teachers and students

In addition staff provide a wealth of other connected learning experiences:

- Camps, programs and excursions - for classes, special achievers, leadership, graduation and tours interstate
- Competitions – OZ Spell; Westpac Maths; Joondalup Festival (which the school won in 2004)
- Choir – three choirs in the school (Junior, Middle & Senior) that perform publicly and enter competitions
- Integrated learning – from K-7, linking learning with the outside world, across all Learning Areas
- Clubs – Chess Competition; Recycling Club
- Assemblies – class performances
- School Spirit – sub school activities promoting togetherness
- Student Leadership – Student Councillors, Faction Captains, School Ambassadors, running assemblies, Environment Leaders

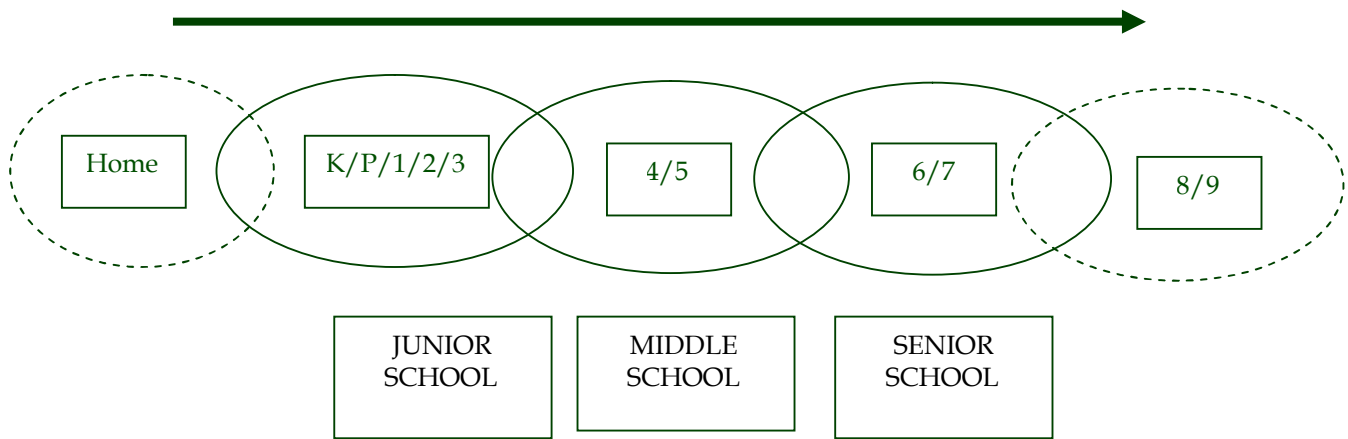
All activities are visible to parents and the community and held in high regard. They give the school a reputation for being active and providing a broad range of programs that meet different student interests.

### Other determinants of high demand

**School structure** – The school is deliberately structured with three sub schools, each aligning with the WA Curriculum framework and largely made up of multi-aged classes. The leadership team identify three transitional phases for the school:

*Whole school transitional development of core skills, learning, understandings, knowledge and practices frameworks*

#### Curriculum Framework



This structure matches students with teachers for a minimum two-year period where outcomes and relationships are longer-term developments and collaborative practices provide a sense of sub school community. While the leadership team acknowledges the initial implementation was met with concern by the community, many of whom come from very structured classrooms and learning schedules in the UK and South Africa, early workshops and ultimate student outcomes have turned this around. The support from parents with students in P-1, 4/5 or 6/7 multi age classrooms is positive - *“Parents appreciate the longer term relationship with staff and can more readily appreciate teachers’ relationships and efforts in meeting student needs.”* The team add that parents also comment on the positive personal development of students, reflected in the decrease of instances such as bullying and misbehaviour. The structure is now popular with parents and adds to school reputation.

**Leadership** - The team see their role and especially that of the principal as critical to the well being and reputation of the school. They place significant importance on the capacity to conceptualise and articulate a shared vision, then to actively empower the whole school community with the will and capacity to work towards it, in partnership - *“This means the team has an ‘open door policy’ with parents and when it comes to what the school is about, it ‘walks the talk’ and models things such as values, inclusivity and expectations.”* They believe their actions are well received by parents and add to reputation, by word of mouth, influencing other parents- *“If parents don’t get on with the principal and leadership team members they get negative about the school.”* The team believes leadership doesn’t just stop with administration but includes teachers taking leadership roles as well, as it enables more variety and expands learning opportunities for students. The team regard themselves as being supportive in achieving this, structuring Sub School Heads and collaborative time enabling staff to do so.

**Parent Involvement** – Parent involvement at Beaumaris is high. Many existing programs would not happen without this support. These include: Parent Volunteer Program; Mentor Program; Help a Reader Program; and general help in classrooms and around the school. The development of facilities and grounds are directly attributed to the P&C and parent help. The School Council actively supports and assists with policy, future directions and promoting the school. Successful events such as assemblies, Learning Journey, class excursions and parent workshops would not be possible without this support for the school. The level of involvement is well known within the community and is one extra characteristic for being in high demand.

### 1.2.2 Approaches adopted by the school to inform prospective parents of its differentiating characteristics

Various strategies are used to promote the school amongst local and global communities. These include:

- Publications – Most publications are targeted at the existing school community, promoting school activities, achievements, future directions, policies and programs:
  - Nouvelle de L’Ecole – the fortnightly school newsletter on happenings, awards, celebrations, achievements, information and updates
  - “Tips for Parents” – a brief suggestions paper on topical matters about children and families
  - Parent Handbooks – articulating school policies and programs and helping parents with understanding about the school in general
  - Pamphlets – generally targeting a specific policy, excursion, camp or program
  - Promotional Pamphlet – promoting the image, culture, activities and reputation of the school
- Media – High interest stories and achievements are shared with local media outlets, keeping up the school profile. Students also participate in local radio programs, which is popular with parents.
- Special Days and Events – These vary from whole school to smaller special activities and include:
  - Assemblies – performances; awards presentations; student run; and also include special P&C and Staff performances
  - Learning Journey – These are a whole school open day/evening where students take their parents through their ‘learning journey’ portfolios and classroom displays. They are extremely popular with almost 100% parent attendance
  - Easter Festival – An Enterprise fund raising activity organised by the Student Council, involving all classes and the community to fund raise for special student projects
- Global Promotion – The Beaumaris web site is often the initial point of contact for families abroad who are moving to Western Australia and are seeking a school of choice. Over half the overseas enrolments have been through the web site.

- Word of Mouth – This is by far the largest means of attracting new enrolments. The school has many immigrant families, particularly from the UK and South Africa, as well as those working as expatriates around the globe. The leadership team indicate the majority of these came to know about the school and the web site through someone else. Beaumaris is held in high regard amongst these communities abroad and is one of the main reasons why numbers are still increasing.

### 1.2.3 Other factors which might lead to high demand parents such as:

#### External factors such as location or population growth

Beaumaris is a beach side suburb, with high cost housing, expansive beaches and established parks and play areas. The area has been developed for over a decade and adjoins the new prestigious Iluka development. Combined these factors make Beaumaris a desired residential location and the additional families moving into Iluka also add to the schools' enrolment. The beachside lifestyle is attractive, especially to overseas families, providing the school with ongoing enrolments.

In a similar sense, the reputation of the school adds to the desirability of the area and to the cost of houses within Beaumaris and Iluka. The two compliment each other.

Local business partnerships also help school image through grants and opportunities to bring the community and school closer.

#### Relationships with external agencies

The school has a compact with Edith Cowan University which has expanded from focusing only on student teacher training to a developmental partnership in assisting Beaumaris with its vision and implementation over the next five years. Staff and parents regard this relationship positively.

## 1.3 Parent perspectives:

The parent focus group represented a cross section of the school community, with representatives from School Council, P&C Association, school helpers and interested parents.

Gender	Female – 10	Male 2		
Out of Area	20%			
Expectation to Leave High School	Over 90% - Year 12			
Aspirations for students	University – 74%	Apprenticeship – 4% VET – 6%	Workforce – 4%	Own Choice – 12%
Occupations	Unemployed/Home/Retired – 26%	Professional – 44%	Trade – 16%	Services – 14%
Family Level of Education	Left Before Yr 12 – 18% Left after year 12 – 22%	Trade – 14%	Professional – 28%; Para-Professional – 14%	Other – 4%
Parent Schooling	Government – 70%	Non-Government – 20%	Both – 10%	
Nationality	Australian – 80%	Other – 20%		

### **1.3.1 Elements of the school which contribute to parent choice in deciding to enrol their children at the school:**

Parents identify a range of attributes that influence choice rather than one single driver. Most parents chose to reside in the Beaumaris catchment area because of its location and preferred lifestyle. For them Beaumaris has always been a school deserving of a high reputation and one of which they are proud. Once involved within the school awareness of those positive elements has influenced decisions to enrol other siblings and influence families outside the local area to also choose the school.

Parents who have deliberately moved to Beaumaris because of the school identify similar characteristics that have driven choice. Word of mouth, the school web site and advice from local real estate agents have initiated enrolment requests. Again there is no single driver, but rather, a collection of positives that have shaped school reputation and culture. These key elements have been identified as:

#### **Academic performance**

Student performance is highly rated not only at academic levels but also achievement across the board in non-academic areas and personal development. The result of present and past students and their reputation of success in secondary school add to the reputation.

*“Academic performance is very important, but it’s part of the overall school package and at first you might not realise it until you are here. Then word of mouth and the reputation of the students and high school feedback make this a desirable school.”*

Parents recognise the pursuit for excellence for all students in all Key Learning areas, extracurricular activities and interests. The school’s capacity to meet individual differences is highly rated.

#### **School ethos and values**

How parents feel about their school is linked closely to the ethos and values that underpin school operations – *“At Beaumaris the ethos is centred around community involvement which in turn promotes broader contributions by parents, teachers and students. There is a wider sense of community which makes the school attractive to others.”* Parents see this ethos as a motivation towards success both inside and outside the classroom. For parents who have come from other areas this spirit of community ranked highly in determining their choice.

Parents also place a high value on the ethos of openness and encouragement for parent involvement in their students’ learning – *“The school has an open door policy and everyone is prepared to listen and take interest.”* Feeling welcome and a part of the school is a highly desirable aspect of school ethos. As one parent who enrolled children from outside the catchment area emphasised, *“The process of enrolment was much friendlier and more welcoming than other schools I visited. You were made to feel welcome and a part of the school from the outset.”*

Other parents commented on the role of student School Ambassadors who took them on their initial tour of the school. *“Their friendly and helpful nature impressed us. They knew so much about their school and showed obvious pride which made us feel good and welcome. Once we met the Ambassadors our decision was confirmed.”*

Like ethos, school values rate highly in parent choice and feeling about school. The fact everyone within the school models these values is added confirmation that students are cared for and well prepared for life.

*"The school values are typified by our school song which encapsulates how it promotes and encourages children to strive for the best and to encourage each other and acknowledge each others success."*

The supporting awards and achievement recognition programs that underpin values are also recognised by parents as elements that make the school desirable.

Another major reason why parents have enrolled at the school is the positive and valued relationship between students and teachers and.

*"Teachers walk the talk, modelling values for students who in turn do the same. Children talk about these at home. Teachers always have a positive approach to problem solving, without any put - downs. Where there may be a problem the school first tries to find out why and then work to a solution."*

### **Student services**

Parents choosing Beaumaris put a high value on the school's discipline policy, level of care for student welfare, inclusivity programs and dress code. The school has a high reputation in its Student Services portfolio which has attracted parents seeking a safe and caring environment for their children. Policies such as Anti Bullying are highly parent friendly. So too are special support programs that target students at risk and employ a range of strategies and personnel, including parent volunteers.

*"Children feel safe in the classroom and playground which is very important. Teachers are very accommodating in listening to parent concerns or special needs about their children and they follow up."*

*"The anti bullying policy is good and effective and is one reason why some parents transferred their students to Beaumaris."*

*"Bullying is a big issue for parents. Teachers here are aware and act immediately."*

For parents of siblings with special needs, the inclusivity policy and support programs were reasons for enrolment, being attracted by the school's student services reputation.

*"I heard about the school and its student services support and did everything to enrol my student here. I can't believe how my daughter has changed and how the students are here. It's like a private school. No, it's better."*

### **Learning opportunities and options**

Parents also regard the quality specialist programs as part of the generic that makes the school high demand. An outstanding Arts program has a wide reputation within the district. The ability to offer choice and experiences in three choirs, sports, instrumental music and languages is similarly acknowledged, as are extensive experiential opportunities. Success in competitions such as the Joondalup Festival further enhances school prestige.

*"I like the global focus where children can connect learning and interests to outside activities, audiences and competitions."*

### 1.3.2 Other elements that attract families to the school:

#### Teacher quality and leadership

Parents agree that both teaching and leadership quality have enhanced the school reputation. Stability, high professional culture and open door policies are all highly regarded. They say the school is known for its commitment, innovation and expectations of work standards and student outcomes, as well as preparedness to do that bit extra that makes the school special. Parents find these attractive recognising a collective team approach that adds value.

*“My children have been part of the multi year level sub school changes and we’re all very positive about them. We have good relationships with teachers, making it easier to support their learning and share any concerns. We can go to several teachers about our children as they all work together”*

#### School Environment

Parents who have enrolled out of area all comment on the positive impact of the school’s aesthetic environment and sub school structures. For many this was one of the reasons confirming enrolment at the school.

*“The school is a busy place but there is room to play safely, be comfortable and special facilities for art, music and the like.”*

*“I chose Beaumaris because of its size. It’s big enough to offer more choice and has more resources. There are more kids to be with and to be in competition with, as in real life. The flexibility in school organisation and structure gives the best of both worlds.”*

#### Parent opportunities

One element of particular interest was parent perceptions about the school in terms of a potential employer. While parents seek to enrol students at the school some also seek to be part of the environment as staff members – education assistants or administrative support. Parents see this as another driver for reputation, wanting to not only have their children be part of what they perceive to be a positive learning community, but to also be part of it themselves.

*“A number of parents now wish to become assistants or work in the office. I think it’s good the school allows it to happen, even if only relief work. It’s a positive for the school in how they see parents.”*

#### Word of mouth

Parents agree that word of mouth is the most common introduction to the qualities of the school. The Beaumaris reputation is shared locally, across districts and abroad.

*“We found out about the school through the expatriate network and followed up from there.”*

*“I chose Beaumaris because the real state agent recommended it as the best school in the area.”*

### 1.3.3 Means by which parents become informed of the characteristics of the school:

For parents the school employs a range of direct and indirect strategies that inform them about the school and events and achievements. These include:

- Publications – regular newsletter, parent information leaflets, pamphlets, parent handbooks and promotional materials

- Special events – as Learning Journeys, parent meetings and workshops
- Assemblies – these are highly regarded by parents who join teachers in sharing student awards and performances
- Visits and Interviews – class teachers and school leadership
- Media coverage – special events, achievements and projects
- School standing in the community – school achievements are highly regarded within the community and widely shared by word of mouth. State champions, district champions, competition winners, special projects and feedback about the students from camps, excursions and community activities instil pride about the school. Consequently the community is always keen to share the news.

Of these parents identify key drivers for choice as word of mouth within the community and media coverage of high profile successes and achievements.

### **1.3.4 Aspects of the school which remain in high regard by parents:**

#### **Teacher and leadership quality**

Parents are genuinely supportive of teaching and leadership within the school. They comment about teachers being approachable, honest, professional, enthusiastic, versatile and flexible in their work with students and dealings with parents. Parents enjoy the fun and humour in the school as it transposes into classrooms, making them fun places to be and learn.

*“Teachers have a genuine care for kids. They’re not just doing their job. They want to be there which is why the class environment is so positive.”*

For parents the school has a history of strong leadership with vision and enthusiasm, which is being continued. Developing teamwork in such a big school is regarded positively, bringing the best out of all students.

*“Everyone works as a team. It doesn’t matter who takes the reins in programs as everyone contributes.”*

*“The team gets in with the kids and the kids aren’t afraid.”*

#### **Practices and Policies**

The school’s approach to inclusivity, its values and ethos make the most of a multi cultural environment. The many families from UK, South Africa, Asia and other parts of the world are seen as adding flavour to the school. School policies and practices make this a positive aspect of the learning environment.

*“These boost togetherness and promote achievement. They recognise all student achievements.”*

Policies such as Anti Bullying, Behaviour Management and the overall Student Services Portfolio continue to be held in high regard.

#### **Parental involvement**

The level of parent involvement at Beaumaris continues to be seen as high by parents. Examples of involvement include:

- Formal organisational involvement – P&C and sub committees; School Council; School Committees
- School program involvement – Volunteer Program; Help a Reader Program; Mentor Program
- Volunteering – class help; busy bees; Student Disco; canteen; excursions
- Special days and events – Learning Journeys; Easter Fair; Assembly; sports carnivals; workshops; information seminars; parent nights and meetings; displays

### **Other**

Broad learning opportunities and experiences also continue to hold favour with parents. Parents continue to support special programs and experiential offerings.

Parents are appreciative of student leadership opportunities across the school. These exist in sub schools, as faction captains and vice captains, as well as across the whole school, such as student Councillors and Ambassadors. The new Year 6 Leadership Week has also been well received as a prerequisite for personal development in undertaking senior leadership roles.