



# 2024 Rosary School Performance Report & AGM Report

This report is a requirement of the Commonwealth Government as outlined in the Schools Assistance Act



## VISION

*Rosary School educates young people to be hope filled leaders who  
make the world a better place.*

Rosary is a Catholic co-educational school from Reception to Year 6 and caters for the diverse needs of the families and children in Prospect and the surrounding areas. Rosary School is situated in the North Adelaide/Prospect Parish which is overseen by the Dominican Fathers. Our Parish Priest is Father Mannes Tellis op.

Rosary School was dedicated to the Holy Rosary and was solemnly opened and blessed on 8 August 1908. It was staffed by the Dominican Sisters who would travel daily from the Convent in North Adelaide to provide instruction. While there are no longer any Dominican Sisters in our school, we remain true to the Dominican charism and focus on the four Dominican pillars of Prayer, Ministry, Study and Community.

In 2024, 53% of our students come from a Catholic background and while 94.5% of our students were born in Australia, culturally we come from 23 different nationalities. In 2024 our school catered for 494 children across 22 classes.

Rosary School prepares the next generation for the future and lays the building blocks for generations to come. Education at Rosary School is defined by diversity and flexibility to meet the needs of children in our rapidly changing world.

Rosary School offers three specialist subjects that provide instruction in Physical Education, Performing Arts (Music, Dance & Drama), and Italian. Rosary School also employs a teacher/librarian who provides release time for classroom teachers.

Regular professional learning enables staff members to explore how children best learn. This involves planning and good pedagogy. Teachers continually evaluate teaching and learning by reflecting on student outcomes.

Parental involvement is recognised as an important layer across our school through committees and events. Parents come together on the School Board, Parents and Friends Committee and the Parent After-School Sports Committee. Parent participation at liturgies, masses, school assemblies, learning events and excursions and as coaches and team managers for after school sport, are important ways they support the learning opportunities offered at Rosary School.

In 2024 Rosary School continued to run a SPICE playgroup for children in our school and local community. In 2024 the playgroup was located to Our Lady of the Holy Rosary Parish Centre on Barker Road. Our playgroup co-ordinator provided engaging, meaningful and purposeful play opportunities for parents and carers to explore with their child. The families were involved in two early Literacy programs "Paint Playgroups REaD " and " Words grow minds " both encouraging language development in the early years .

87 families engaged in playgroup in 2024 with an average of 30 families attending each session. We have a large number of grandparents attending with their grandchildren and are fully engaged with all the activities making it an unofficial intergenerational playgroup.

## Enrolments (2024)

	REC	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
BOYS	50	48	28	37	33	34	20	250
GIRLS	41	38	43	40	28	24	30	244
TOTAL	91	86	71	77	61	58	50	494

## Student Attendance

The average student attendance rate for our school in 2023 was 91.2%.

Term	1			2			3			4			Total
Year Level	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
Reception	95.3%	94.6%	95.0%	90.9%	90.5%	90.7%	86.3%	89.4%	88.0%	91.4%	92.3%	91.9%	91.0%
Year 1	93.9%	93.5%	93.6%	91.1%	92.2%	91.7%	90.7%	90.2%	90.4%	92.6%	92.9%	92.7%	92.1%
Year 2	91.5%	91.6%	91.5%	90.1%	91.9%	90.8%	91.0%	88.8%	90.1%	92.7%	91.3%	92.1%	91.1%
Year 3	95.2%	93.8%	94.5%	88.3%	89.9%	89.1%	87.7%	89.7%	88.6%	91.9%	90.4%	91.2%	90.9%
Year 4	91.6%	92.9%	92.3%	90.5%	92.2%	91.4%	88.5%	91.3%	90.0%	91.6%	90.4%	91.0%	91.2%
Year 5	93.6%	89.3%	91.1%	88.3%	91.0%	89.9%	87.8%	88.5%	88.2%	91.0%	93.0%	92.2%	90.3%
Year 6	92.4%	92.9%	92.6%	91.5%	91.7%	91.6%	90.2%	91.6%	90.8%	92.6%	91.4%	92.1%	91.7%
<b>Total</b>	<b>93.4%</b>	<b>92.6%</b>	<b>93.0%</b>	<b>90.1%</b>	<b>91.4%</b>	<b>90.7%</b>	<b>88.9%</b>	<b>89.8%</b>	<b>89.4%</b>	<b>92.0%</b>	<b>91.8%</b>	<b>91.9%</b>	<b>91.2%</b>

Non-attendance is monitored on a daily basis via the SEQTA platform. In consultation with staff, students who regularly do not attend are followed up. Families are contacted and a discussion takes place to determine the reasons for non-attendance. Appropriate measures are put in place where needed to try and ensure more regular attendance. Should a high level of absence continue without an adequate explanation, a member of the school leadership team will report unexplained absences.

## Workforce Composition

Our 2024 staff was made up of 23 full-time and 11 part-time Leadership and Teaching staff either on short-term or year contracts or in permanent positions, and 23 part-time educational support officers (administration and curriculum support) who worked as permanent, contract or casual staff members at Rosary School at different times throughout 2024.

### Staff qualifications:

Qualification	Number	Undertaking Study
Cert III or IV	12	1
Diploma	11	
Bachelor Degree	43	5
Graduate Certificate	15	6
Master Degree	5	2

In 2024 we farewelled a number of staff: Alison Fiske, Stephen Campion, Hannah Pace, Stevie Hearl, Sarah Burns, Savannah Crompton, Olivia Huggart, Millie Lane, Franca Notarangelo and Erica Brigden.

One staff member identified as a First Nation's person, working at Rosary School until her resignation in November 2024.

All staff are supported in working towards their goals, including access to high quality professional learning. Our school staff participated in a number of professional learning opportunities throughout 2024.

- Aspiring Leaders
- Aspiring Principal
- Playberry Laser – Science of Reading
- Playberry Laser – Tier 2
- Seven Steps Writing
- MITIOG
- Crossways
- NAPLAN Analysis
- Curriculum Mapping
- Assessment Task Design
- Trauma Training
- Circle Time
- Curriculum Planning for Languages
- SPICE Playgroup
- Indigenous Spirituality

- Ferocious Warmth
- CSMF Choir Training
- MiniLit PD
- CIVICA Training
- Diabetic Training
- Contact Officer Training
- Fire Warden Training
- WHS Training
- Inclusion & Diversity
- Become
- SPICE Playgroup
- Indigenous Spirituality

## NAPLAN

### Standardised National Literacy and Numeracy Testing

Rosary School						Latest Year
Year Level	Reading	Writing	Spelling	Grammar	Numeracy	
3	422	450	419	426	407	
5	507	512	505	511	505	

Compare To						Year
National						2024
Year Level	Reading	Writing	Spelling	Grammar	Numeracy	Latest Year
3	404	416	402	409	404	
5	491	485	486	498	489	

## Community Satisfaction

Families, Staff and Students completed Living Learning Leading Surveys in 2024. Detailed survey results are available on our School website.

## Catholic Identity

Our Rosary School theme for 2024 was “**Loving Service to All**” and through living out this theme we celebrated our Dominican tradition through the Dominican Pillar of Ministry/Service. This theme of ‘Loving Service to All’ also reminded all members of our community of how we should support each other and respond in a Christian manner in all situations. There have been numerous examples of how our staff and students lived out this theme in 2024, for the greater good of the Rosary School community.

We served members of our community and the wider community during National Reconciliation Week, NAIDOC Week and through our membership of NATSICC; we responded to the plight of those less fortunate in our midst through our community's extremely generous support for the Vinnies Winter and Christmas appeals as well as our support of the Hutt Street Centre through our Year 5/6 students participating in the 'Walk a Mile in My Boots' initiative; we focused on the Pillar of Ministry in our own spiritual tradition through our celebrations for St Dominic on his Feast Day and our Mass of the Roses in October; our community displayed our commitment to Ministry through allowing God into our lives in

supporting our students as they received the Sacrament of Reconciliation in Term 1 and the Sacraments of First Holy Communion and Confirmation in Term 3.

Staff undertook professional learning in delivering the Crossways Curriculum, Made in the Image of God training and indigenous spirituality.

Other ways our Catholic identity is visible at Rosary School includes:

- Daily prayer in classes
- Staff prayer
- Class liturgies and masses
- Whole school masses
- Parish family masses
- Ecological awareness and action committees
- Rosary School Ministry Care

## Learning

The School Quality and Performance Team (QPT) meet throughout 2024 to continue to ensure that all students experience success and are provided with support as required.

In 2024 all Professional Learning Teams completed curriculum mapping for English and Mathematics. Assessment of learning was completed using Catholic Education South Australia's Performance Standards, Assessment Task Design, Ochre, PATM, PATR, NAPLAN, FYOSLA and DIBELS.

### English

Students at Rosary School accessed the Playberry Laser Program. Classes were involved in the explicit teaching of synthetic phonics each day, following a systematic program. Year 2 to 6 students were grouped to allow for a targeted approach to their needs.

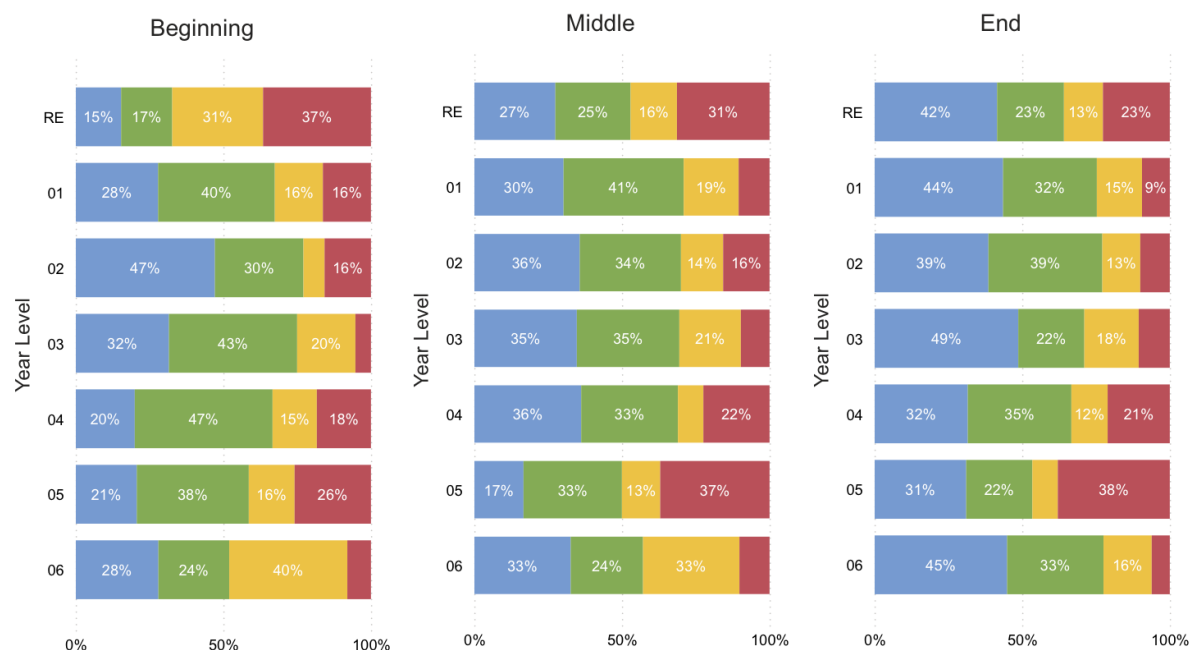
A Literacy Agreed Practice, developed by staff, will be presented to the School Board in 2025.

### DIBELS Monitoring at Rosary School

DIBELS testing three times each year to evaluate the effectiveness of our phonics program. The graphs below illustrate the progress across all year levels (Reception to Year 6) from the beginning to the end of the year.

**Legend**

● Core^ Support   ● Core Support   ● Strategic Support   ● Intensive Support



### Targeted Interventions

33 students were enrolled in MiniLit, 13 students accessed the Playberry Laser Program (Tier 2 or 3) and 28 students from Years 3-6 received targeted support in reading.

### EAL/D 2024

A 2024 English as an Additional Language school improvement plan was developed to ensure excellence in teaching and learning for our EAL/D students. Oral language and writing samples were collected and levelled using the LEAP levels. Feedback was provided to teachers regarding EAL/D children's learning needs. Students and teachers participated in goal setting. EAL/D Learning English: Achievement and Proficiency levels were forwarded to Catholic Education South Australia for 2025 funding.

### Mathematics 2024

During 2024, with the support of the Leader of Learning and Leader of Mathematics, teaching staff completed the curriculum mapping process for Mathematics. The Agreed Practice for Mathematics was shared with the School Board and is now a curriculum support document.

With the support of the Leader of Learning and Leader of Mathematics, teachers began to engage with the Performance Standards created by Catholic Education South Australia, to support with planning high quality Assessment Task Designs.

Teaching staff were supported through professional learning opportunities to analyse PAT M and NAPLAN data to continue to improve teaching and learning. Teachers were able to identify

students who required greater support in the classroom context as well as students who were excelling in mathematics to inform their planning and teaching.

This year, staff were introduced to Ochre Education and were invited to engage with Daily Reviews of mathematical concepts as the 'Warm Up' in each lesson. Many Professional Learning Teams created goals to engage further with Ochre Education to benefit the teaching and learning of mathematics using the explicit teaching model.

Teachers and students from Year 3-6 continued to access the Numerical Acumen program, as well as IXL Online to develop their understanding of mathematical concepts and skills. Using Learning Through Doing, teachers were provided with engaging resources for teaching mathematics through a hands-on approach. Reception teachers continued to implement the Rules for Base Ten into their daily mathematics lessons to support foundational number concepts.

In Term 2, seventy Year 1 students completed the Year 1 Number Check Assessment which provided a clear insight into each student's foundational number skills, assisting teachers identify areas of strength and areas for improvement.

### **Digital Technologies 2024**

During 2024, with the support of the Leader of Digital Technologies, staff were able to refer to the newly created 'Rosary Digital Technology Equipment Resource Guide' to plan the use of technology for each term. A Digital Technologies Scope and Sequence was created to support staff with teaching and learning and the integration of technology into other curriculum areas.

With the support of the Year 6 Digital Technologies Leaders, the new Digital Technologies Hub was set up and classes began to utilise this new space for their learning. Throughout the year, the Year 6 leaders have enthusiastically supported the younger students to develop their skills using iPads, coding skills, and technology use.

In Term 3, all Year 3 students engaged in Sumo Robotics through the RoboCup Junior, where they were able to further develop their coding skills using EV Mindstorms and LEGO Spike Robots. Students engaged in Rosary RoboCup where their group robots battled against others in Featherweight, Standard and Heavyweight divisions. Successful groups competed in the National Competition hosted by St Peter's College.

This year, all Year 5 students engaged in the Artbot competition, where technology and art come together, which was also organised by RoboCup Junior. The students worked collaboratively and creatively to design and code a Dash Bot to create a piece of artwork. A Year 3 student who was extended in Digital Technology learning, won the Most Clean Linear Prize for creating crisp shapes that showed defined outlines, particularly those who made circles or ovals. Three Year 5 students from the Code Crackers team won the Most Life Like Prize.



Our Year 6 students participated in Catholic Education South Australia's ArchD Radio program facilitated by James Meston. Some of our students were nominated for awards and attended the Awards Ceremony at Sacred Heart College.

### **Physical Education**

Students have been able to develop their skills across a range of different sports and activities. Students have improved their fundamental movement skills, have learned how to operate as a member of a team and how to persevere when faced with adversity. Students have learnt to follow rules effectively and developed their tactical understanding within a range of games and activities. Students have developed their social skills and have learned how to support others to achieve their goals. Students have improved their individual fitness levels through a range of engaging and rewarding activities.

Our Physical Education curriculum was enhanced through the attendance at a number of Catholic School Sporting Carnivals – swimming, athletics, tennis, cross country, basketball and netball; along with coaching clinics, swimming lessons, Kelly Sport and the After School Sports Program.

Senior Rosary School students were provided with opportunities to represent the SAPSASA North Adelaide region. A number of our children were chosen as SAPSASA Representatives in swimming, netball, athletics, soccer, tennis, cricket, softball, hockey, cross country and AFL.

The Rosary School Sports Day was held at the SA Athletics Stadium on Wednesday, 15 May. A fantastic community gathering where all children from Reception to Year 6 had the opportunity to participate as part of a School Sports Day Team.

### **Italian**

In 2024, students from Reception to Year 6 engaged in weekly Italian lessons. In July the students moved into the Italian Room in the new building, enhancing the learning.

#### **Learning Highlights:**

- Reception and Year 1 children explored greetings, simple questions, counting to 10, family, animals, colours, shapes and stories. Activities included songs, rhymes and interactive technology.
- Year 2 and Year 3 children responded to greetings and expressing their feelings in Italian. They created their own stories inspired by simple texts, fostering creativity in language use.
- Year 4 focussed on communication and interaction by exchanging greetings, responding to questions and expressing their ideas. They produced imaginative texts, shared profiles about themselves and discussed their holidays
- Year 5 and Year 6 children explored various topics to exchange information and express ideas. They wrote and performed partner dialogues and delivered oral presentations about their favourite sports.

## Performing Arts 2024

In 2024, our Performing Arts program provided all children with the opportunity to engage in Music and Drama lessons weekly. Highlights included:

- Reception, Year 1 and Year 2 students focused on fast/slow, loud/soft, high/low. They created compositions using the “Bluey” theme song, and colour chants featuring Italian words for colours. They explored drama using movement journeys.
- Year 3 and Year 4 students used ICT to beatbox with the Incredibox app. They focused on their growth mindset through the piece "Exploring the Allegretto" using movement, instruments and composition skills. Students used Book Week book covers to explore ‘freeze frames’ and ‘thought tracking’ drama techniques.
- Year 5 and Year 6 students created original compositions using a “Paper Song.” They used ICT to create and name compositions with Chrome Music Lab and performed these on boomwhackers and Djembes. Students experienced drama games and presented fractured fairy-tale role-plays in small groups.
- Year 5 students used Djembes – focusing on the “heart beat,” exploring group rhythms and solos and drumming games. Playing the Djembe links in with the Resilience Project focus at Rosary School.
- Year 6 students explored punk music and created "pub feed" compositions presented through bucket drumming.

The whole school performed a Book Week Dance “Make Magic and Read” at the Book Week assembly. Through the song “Make Magic and Read” students reflected on and demonstrated their understanding of the elements of music. The dance was inspired by the Book Week theme “Reading is Magic.” The Year 6 cohort performed the bucket drumming routine “Magic In The Air” at the whole school Book Week assembly.

In 2024, 16 Year 5/6 students were involved in the Catholic Schools Music Festival choir. This involved weekly rehearsals in Term 1, 2 and 3, workshops with Denise Rothall the Choir Director, a hub assessment, combined rehearsal and the performance as part of the massed choir at the Festival Theatre. Year 6 student Chrissa sang the National Anthem with 11 other students who represented their school on the evening of our performance. Year 6 student Matilda was selected to perform a solo “Don’t Nobody Bring Me No Bad News” with the Festival Choir. Matilda auditioned for this role at the hub assessment and attended a soloist workshop. She performed her solo over three of the festival evenings. The choir performed to our school community at Assembly in Term 4. Each choir student was presented with a certificate from the Catholic Schools Music Festival Director Denise Rothall.

The Performing Arts teacher coordinated the Instrumental lessons at Rosary for 84 students and co-coordinated the 4 instrumental concerts which were held over two nights, giving 80 students the opportunity to perform. The concert featured students performing on piano, guitar, ukelele and harmonica. In 2024, 12 students started learning the harmonica as part of instrumental lessons at Rosary.

This year the Performing Arts teacher commenced a marimba ensemble. This new ensemble featured 17 Year 4/5 students. They formed at the beginning of Term 3 and rehearsed weekly playing the marimba instruments. They performed as part of the Instrumental Concerts and at a whole school assembly.

The Performing Arts teacher coordinated our school concert "Let Me Entertain You - A Journey Through The Decades." The whole school concert was hosted at Prospect Memorial Gardens sound shell with students, teachers and family in attendance. All classes performed, showcasing their music, drama and dance skills that led us on a thrilling journey through the musical hits, iconic dance moves, and unforgettable fads from the 50s to today! Each year level group showcased their era with vibrant choreography and music, bringing the past to life with flair and energy. The evening ended with a whole school flash through all the eras and a "Let Me Entertain You" finale. The Rosary School students truly shone on stage, dazzling the packed park with their colourful costumes, sharp moves, and infectious enthusiasm.

### **Gifted and Talented Program**

In 2024, Rosary School participated in a range of Gifted and Talented programs to support and challenge students:

- Tournament of Minds: One Year 5 team and one Year 6 team participated in the Tournament of Minds competition, competing in the STEM Division.
- ICAS Academic Competitions: Students competed in ICAS Academic Competitions across Digital Technologies, Writing, English, Science, Spelling, and Mathematics.
- Da Vinci Academic Decathlon: A team of Year 5 and Year 6 students competed in the Da Vinci Decathlon held at St Peter's College.
- Chess Club: Chess Club sessions were held during lunchtimes throughout the year.
- Mathematics Extension Program: A tailored program for identified Year 5 and Year 6 students offered accelerated and extended learning opportunities, focusing on complex concepts and advanced problem-solving.

The Rosary School Gifted and Talented program aimed to nurture students' unique abilities through challenging and enriching opportunities, fostering academic excellence, creativity, critical thinking, and spiritual growth.

### **News from the Library**

In 2024, 100% of our students were involved in the Premier's Reading Challenge. Each student being awarded a certificate or a medal for their achievement.

"Reading is Magic" was the 2024 Book Week Theme. A highlight for Book Week is the school parade on Prospect Road and the Book Week Assembly.

Another opportunity provided by the Teacher/Librarian is Children's University. In 2024, 43 students enrolled in Children's University and completed a variety of learning activities. They attended the graduation at the Adelaide University in November.

## Wellbeing

2024 commenced with a Book A Chat, where parents had the opportunity to share with teachers their child's story as a learner and information about their wellbeing. Following this, each class commenced the school year with a "Flying Start". During Flying Start Week the children and teachers shared their hopes and expectations regarding right relationships and successful learning.

In 2024 the School Counsellor supported children dealing with significant life changes and challenges. The School Chaplain's role was undertaken by our APRIM, Mr Stephen Campion. The School Chaplain and the School Counsellor met with children and responded to their wellbeing needs as required.

Each term our children completed the Catholic Education South Australia Pulse Check In. Classroom Pulse Check In has been designed to give students an opportunity to provide information about how they are feeling about their school. Classroom teachers and the school leadership team analysed the data and followed up children who indicated that they were not always feeling safe or connected. Teachers and leadership recorded follow-up discussions on SEQTA and supported children as required.

Term 4, 2024 Pulse Survey Results:



During 2023 we received some additional funding (\$18,732) to support student wellbeing. This money has been used to fund the first year of The Resilience Project which commenced across Reception to Year 6 in 2024.

The Resilience Project delivers an emotionally engaging program, providing practical, evidence-based mental health strategies to build resilience and happiness. Every student received a Wellbeing Journal where they practised gratitude, empathy and mindfulness. Also incorporated in the Resilience Project is emotional literacy, connection and physical health activities which all contribute to positive mental health.

In 2024 we completed the first annual Resilience Project survey to provide a benchmark to track the resilience of Rosary School students.

Staff wellbeing was also regularly gauged, and needs addressed, including a 'Staff Spirituality Day'. The staff social club provided a number of opportunities for staff to gather and a staff well-being gathering was offered after school each term.

### **Student Leadership/Agency**

In 2024, the Year 6 children formed leadership groups focussing on school improvement. The students identified areas of leadership where they could contribute to the work of Rosary School. The school also had a Student Representative Council that involved Reception to Year 6 children.

Student Led Learning Conversations were held in Semester 1 and Semester 2. Teachers prepared children to talk about their learning and identify the next 'step' to work towards to share with their parents.

## **Community**

### **Parents and Friends Committee (P&F) 2024**

2024 has been another wonderful year full of laughter, fun and good times for the Parents and Friends Committee. We achieved key goals, hosted some amazing events and as always have been supported immensely by dedicated committee members and community of volunteers.

The P&F Committee identified two primary goals for 2024:

1. Increase membership and ensure representation of parents from each year level.
2. Involve a broader section of the school community in P&F events, engaging more volunteers outside of the core committee.

We are pleased to report that both goals were achieved successfully, marking a year of expanded community engagement and teamwork.

### **Events**

The P&F Committee organised a range of well-attended events and activities, contributing to school spirit:

- Mother's Day and Father's Day Gift Stalls
- Mother's Day and Father's Day Morning BBQ Breakfasts
- Mother's Day and Father's Day Raffles (with proceeds donated to local charities)
- Bakers Delight Norwood Easter Hot Cross Buns
- School Disco
- Ice Block Days (Terms 1 and 4)
- Hot Chocolate Days (Term 2 and 3)
- Showdown Donut Day
- Personalised Artwork
- Year 6 Graduation Gifts

We were blessed with beautiful weather for our Mother's and Father's Day breakfasts. Attendance was high. Families came together to celebrate and were also treated to special assemblies that marked the occasions. We would like to thank the families who supported the P&F with our breakfast foods and raffle prizes.

Hot chocolates made a much-awaited return in Term 2 and 3, bringing many smiles and warmth to students. This is no easy task and would not be successful without the dedicated people who volunteer each week, from pre-preparing the mixture to pumping out the 150+ orders each week. We also thank the year 6 Community Leaders who came on board this year with supporting the distribution of hot chocolates.

The Rosary School Disco returned to home soil and was held in the new Jubilee Centre. This year's disco was split to accommodate younger students, with a special afternoon session for Receptions and Year 1 students. Special thanks to Catherine Parris for supplying the necessary equipment. In the evening, the South Australian Police hosted a Blue Light Disco for children in Year 2-6.

We extend our gratitude, thanks and appreciation to the 2024 P&F Committee Members for their hard work and commitment: Anthony Graziani (President), Bobby Truong (Secretary), and Cherie Lane (Treasurer), Melanie Melino, Hamish Mackenzie, Paola Buchan, Teresa Cocca, Lisa Pannuti, Ricki Briggs, Kelly Martin, Nicole Smith, Christina Pagano, Sally Loader, Nadia Looker, Sonia Morgante, Zrinka Jukic, Sarah Renna, Bec Parris, Cat Parris, and Amy Oh.

On behalf of the P&F, we would like to thank all volunteers for their contributions. Your time and dedication make the P&F a cornerstone of our school community.

### **Sports Committee**

In 2024 the After School Sports Committee communicated via email and has continued to provide opportunities for children to participate in Basketball, Soccer and Netball – all games are around the St Clair Recreation Centre. Over 130 children participated in soccer making up 15 teams and we entered one netball team and five basketball teams.

### **City of Prospect**

Prospect City Council provided opportunities throughout the school year for children to engage in learning experiences. This year Rosary School has been involved in Council Budget Workshop, Reconciliation and NAIDOC Week activities, Visual Arts Program and Science Week activities.

## **Resourcing**

### **School Income Sources**

Commonwealth Government = \$4,438,173

State Government = \$1,393,950

Fees = \$1,383,902

## Redevelopment Plans

A highlight in 2024, Rosary School completed our redevelopment of the school site. Students moved into the new building in July and the landscaping was completed at the end of Term 3, 2024.

