

St Robert's School Newtown

2020

Annual Report to the School Community



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Minimum Standards Attestation

I, Sarah Kelly, attest that St Robert's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

11/06/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our School Vision

At St Robert's, following Jesus and enlightened by faith, we aspire to create a learning environment that respects the past, rises to the challenges of the present, and inspires hope for the future. St Robert's Primary School is a vibrant learning community and strives to realise a vision to prepare children for life as it is now and for how it may be in the future. Our school is well known for being most welcoming and family-oriented, with parents appreciative of the dedication and hard work of its teachers. The spirit of partnership between parents, teachers, students, the parish and wider community, and other schools is very much the fabric of the school.

Central to all our efforts remains a continuing determination to live out this Vision in all aspects of school and school community life. This vision continues to allow us all as the members of the Body of Christ, in partnership with parents, the Parish Priest, Father James Clarke, and the community, to provide our students with a safe, nurturing, and evidence-based education.

School Overview

Wominjeka Keembarne

You are welcome here

Tu Sei il benvenuto qui

Our schools' welcoming statement is encompassing of our school community, as staff, students, and families arrive at our school each day they are welcomed and supported. Our families are our students' first educators and our educators work in partnership to support the development of each student's spiritual, social, and emotional needs each and every day. Our welcome is first written in the language of our First Nations People, then in English, and finally in our school language Italian.

St Robert's School is a vibrant learning community that supports educators and families to flourish. St Robert's Primary school is well known for being welcoming and family-oriented, with parents appreciative of the dedication and hard work of its teachers. At St Robert's, our educators are committed to providing a research-based approach to educating our students. In 2020, we had 14 classes and 382 students as part of our school community. For the 2020 school year, our philosophy supported multi-age classrooms this will be reviewed for the 2021 school year.

2020 presented challenges and required the school community to pivot, iterate, and support each other through the COVID-19 global pandemic. Multiple school closures, a positive case within the community, and the effect the pandemic had on families resulted in staff focusing on the mental wellbeing of our students when we returned to onsite learning in Term 4 of 2020.

As a community, we encourage ongoing communication between home and school so that we can develop a shared understanding of what is best for not only the academic development of our children but also their spiritual, social, and emotional growth. As a Catholic school, we foster an understanding of the messages that Jesus gives us through the Gospels. These values are the fabric of our school with a simple but profound message of God's love and acceptance of all.

The professional development of all staff remains a priority at St Robert's. In 2020, all staff were inducted into our immersive language program that supports all staff as co-learners of language. As part of our focus on staff improvement, a facilitated planner was employed for Semester Two to support our staff with creating the best possible educational experiences for our students. After school hours Professional Learning Development sessions are scheduled on a weekly basis for all teaching staff with a learning focus derived from our Annual Action Plan.

St Robert's whole-school approach to 'Restorative Practices' and 'Respectful Relationships' are features of the school's approach to building a culture of resilient and confident learners. St Robert's is an inclusive education setting that caters to all and uses inclusive education practices for all students identified under the NCCD Framework.

Principal's Report

UNPRECEDENTED. PIVOT. PARTNERSHIP.

2020 was a year unlike any other I have experienced as an educator. As I assumed the role of Principal at the conclusion of January, I was not aware of just how different 2020 was to become.

The year began with promise, a new chapter was beginning as we entered our 78th year as a school. We had an opportunity to begin the year with our family 'meet and greet night', a night dedicated to staff and families getting to know each other. We were able to take two days as teaching staff to network and work towards building stronger staff relationships in Lorne. Our classes were engaged in units of work and a school rhythm was in motion.

Then our Prime Minister closed our Country. It was surreal and the unknown concerning for our community. As a community, we were able to face the unknown, the school had a plan led by our leadership team. I communicated with our community regularly, took on feedback at intervals and by working in partnership with our educators created many iterations of learning for our community as we opened and closed throughout the remainder of the year.

We were led in faith by Fr James Clarke, our Parish Priest. Our resilience was tested and our ability to adapt was required frequently. We shared the Word of God through our newsletter and at times used our Parish Bulletin as a source for families to draw strength from.

We experienced a rapid closure and enacted our Emergency Management Plan. We were able to action all expectations by DHHS and were able to return to site eight days later.

Our School Board, and P & F, were amazing supports for the school in 2020. They provided funding for a large influx of STEM, Art and reading materials. Whilst the majority of meetings moved online, the attendance from our parent community was consistent and helpful for sharing information.

In the later part of the year, we were able to gather our students with an Olympic event run by Kaboom Sports, we were able to hold our sports day and give our Year 6 students modified graduation.

During 2020 we lived our vision statement.

At St Robert's, following Jesus and enlightened by faith, we aspire to create a learning environment that respects the past, rises to the challenges of the present and inspires hope for the future.

We recreated what our learning environment was, we rose to the challenges that arose frequently and we move into 2021 with hope for where we are heading as school, as we take our 2020 learnings with us.

Education in Faith

Goals & Intended Outcomes

Goals & Intended Outcomes

- To engage students in the exploration of our Catholic faith and Catholic social teaching principles in an agile and remote learning environment
- That staff, student, and parent knowledge, understanding, and appreciation of Catholic faith tradition are deepened.
- That teacher confidence in Religious Education - Pedagogy of Encounter be developed and improved

Achievements

Even though 2020 presented us all with many unforeseen challenges and uncertainty, Religious Education has again continued to be held in high regard at St. Robert's. As a key school priority, we have again successfully maintained the profile of Religious Education in the school for staff, students and parents. This was particularly evident when we commenced our school year with our annual 'Beginning of School Year Mass with our Parish Priest Fr James Clarke. We continue to nurture a strong sense of Catholic identity within the Geelong community and the Parish of St Mary's of the Angels.

Teacher agility was clearly demonstrated throughout our time of remote learning during term 2 and term 3. Rich and interactive RE activities were planned collaboratively in partnership with our Religious Education leader and teachers. These activities were posted to Seesaw for easy student access and teacher feedback was provided. An interactive 'Prayer Room' on our student Portal was also created to allow for families and students to experience the presence of God through prayer on a daily basis. This also assisted a sense of belonging, connectedness and purpose for our students during this time of their learning.

VALUE ADDED

Activities that contributed to the achievement of our goals include, but were not limited to:

- Collaboratively providing annual Staff formation opportunity conducted by our Parish Priest, Fr James Clarke during Term 1
- Creation of an Interactive 'Prayer Room' for students to access remotely.
- Non-liturgical liturgies and communal prayer sessions were provided for all students and families throughout the year.
- Working Closely with Parish Priest, Fr James Clarke to facilitate the safe facilitation and celebration of both the Sacraments of Confirmation and Reconciliation during Term 4

We also continued as best we could in both an online environment and within our school setting to provide the daily connection between praying, learning, belonging, celebrating and reaching out. We fostered participation, inclusion and empathy through our actions of love, compassion and peace. All of which are expressions of our religious dimension at St Robert's.

Learning & Teaching

Goals & Intended Outcomes

Goals:

To improve academic and wellbeing outcomes for all students.

To enhance and improve teacher capacity to differentiate the curriculum.

Intended Outcomes:

To continue to build student engagement, responsibility, and independence in learning.

To encourage and support effective teamwork across the school.

Achievements

Our Curriculum Team expanded in 2020, our team included four leaders from across the school. These leaders were innovators throughout 2020, they worked in close partnership with our STEM specialist to create learning content and experiences.

Classroom teachers were supported to analyse data to inform their content design aligned with the Victorian Curriculum, Religious Education Framework and eXcel for Wellbeing.

Though 2020 presented educational challenges it also opened the door for innovation. We moved to intentionally engage students and staff as we made the shift to our Educators as Co-Leaders of Language approach.

Put simply, learning a language involves actively learning new words, and knowing how to put them together for the purpose of communicating. At St Robert's we understand that learners need to hear and use new words a lot before they retain them - up to 40 times. This is best achieved by Multi-modal input in the form of learning words, gestures, visuals, digital, animated cartoons and text. In 2020 St Robert's moved to a daily immersion format for learning a language. Parents were surveyed at the commencement of Term 1 and overwhelmingly the Language of Italian was chosen from our parent community. Teachers are now operating as Co-learners of Italian alongside our Language assistant for 15 minutes on a daily basis. Here is a reflection from a staff member.

Teacher Reflection:

How fortunate we have been to have such an enthusiastic & authentic language educator as Signorina Claudia. She has been wonderful with the students and very supportive as staff have learned alongside her. Her enthusiasm and gentle approach with staff, students and our school community is very much appreciated! Gracie!

STUDENT LEARNING OUTCOMES

The Curriculum team ensured our Assessment Schedule was adjusted and administered to inform teacher practice throughout the year.

NAPLAN did not occur in 2020 due to COVID.

Students completed planned PAT assessments as our annual assessment test. Progress was recorded and reflected in student reports.

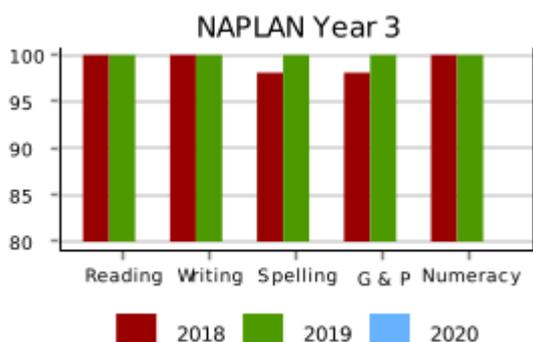
Families received phone calls at different points through the year to communicate progress, these calls also served as an opportunity for teachers to check on student welfare.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	98.1	100.0	1.9		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	98.1	100.0	1.9		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	98.1	-1.9		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	98.1	100.0	1.9		
YR 05 Spelling	98.1	100.0	1.9		
YR 05 Writing	98.1	100.0	1.9		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goals

To continue building a culture that develops resilient and confident learners, in partnership with parents and caregivers.

Intended Outcomes

That student learning is personalised and differentiated, supporting the development of interpersonal skills, independence, and resilience.

That students continue to develop as autonomous, resilient, confident, and responsible learners and leaders.

Achievements

2020 was, to borrow an overused term, an unprecedented year. It presented many challenges to our community but offered some opportunities for us to refine and refocus on the things that are truly important to us - the fundamentals.

Throughout the year as the lockdown and other pressures continued, as a community, we maintained a strong and steady focus on Wellbeing.

Some of the initiatives that were continued or introduced included:

At School

- Our behaviour management processes were reviewed and refined. These were ratified by the Advisory Board.
- Split break times were introduced. As well as facilitating greater distancing for COVID safe reasons, it created a greater sense of space and freedom and allowed for more movement and vigorous games.
- Kids for Kindness group continued to meet and work shopped ways to highlight Wellbeing in our school
- Several student videos were produced to highlight International Harmony Day, and Focus on Friendship. These were shared to Facebook.
- Specific Wellbeing time was built into the timetable every day
- The "Friendship 101" program was explored and the language and follow-up process of "friendship fires" or "mean on purpose" became generally understood and implemented by the students and staff.
- A "Be the "I" in KIND" display invited every student to place themselves in the centre of the message - reminding us and them how important every person is in our community.
- Teachers were provided with resources and information to update their understanding of "Circle Time" and were strongly encouraged and supported to implement this practice on a regular basis.
- As a community, we dealt with the tragedy of the death of a former student. As well as our personal sorrow, the student had two siblings who are current students. We provided

opportunities for families and students to express their grief and offered support - both practical and emotional - to our community, the two siblings, their teachers, and the family.

- The "Peaceful Kids" small group program was implemented with a selected group of students.
- Ongoing support was offered to individual teachers, staff, and students from leadership and the SWL.
- Forward planning was undertaken to implement the Berry Street Training for our entire staff in 2021.

VALUE ADDED

Throughout lockdown periods:

- Using Seesaw, we issued daily Wellbeing messages which were taken up by a number of families.
- Teachers were strongly encouraged and supported to include a Wellbeing focus and activity each day - (mindfulness meditations, brain breaks, SEL activities...)
- Teachers were provided with Professional Development in this area through our regular PLT gatherings (virtually)
- Families and teachers were encouraged to take a designated lunch break and go outside, get into nature, ride bikes, move, etc. The timing of Google Meets facilitated this process.
- A "Virtual Wellbeing Hub" for students was prepared and shared with families and students via the Student Portal
- A "Parent Wellbeing Hub" was prepared and shared with families via the Student Portal "Families" tab
- Both of these improved access to a wide range of resources and support services
- Support for staff was paramount and each staff member received a "care pack" from the school. Apart from the small items included, it maintained a sense of connection and encouragement.
- Regular Zoom meetings and sharing time enabled each staff member to stay connected and focused.
- Students were encouraged to create a Wellbeing Self Care Plan during their time at home so that they could identify ways they could help themselves if needed.
- The school provided care and supervision for students who needed this for a well-being the reason - not just for families of essential workers.

STUDENT SATISFACTION

Throughout 2020, many types of data were collected in the form of remote surveys.

Families received surveys in the form of Google Forms on three occasions.

Students were surveyed on their well-being and asked for feedback in regard to their Google Meets.

Student engagement was measured through samples of work which were uploaded via Seesaw and Google Drive.

STUDENT ATTENDANCE

Non-Attendance

In 2020, when we were not in a period of remote learning student attendance is taken by class teachers. Attendance is taken twice a day. Non-attendance is followed up by the administration staff with a non-attendance text. Phone call follow-ups can also take place if a reason for absence is not given.

During 2020, taking attendance changed over each lock down period, the school was guided by the operations manual throughout these periods. Below is a brief summary of some of the adjustments made to attendance.

COVID-19 Attendance

Lock down 1: Student attendance was marked by engagement in the Seesaw platform. Students who did not post work within a 72-hour period were contacted by the classroom teacher. Due to the nature of this our first experience of closing this was refined for our subsequent periods of remote learning.

Students who attended the school site were marked as present and absent if they were booked in for learning but did not arrive due to families shift change or supervision need.

Lock down 2:

Student attendance was marked by engagement class Google Meets and via the Seesaw platform. Follow-up phone calls were made to families whose child/children did not participate in offered learning via Google Meets or Seesaw.

Students who attended the school site were marked as present and absent if they were booked in for learning but did not arrive due to families shift change.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	96.1%
Y02	96.0%
Y03	97.0%
Y04	96.7%
Y05	96.7%
Y06	96.3%
Overall average attendance	96.5%

Child Safe Standards

Goals & Intended Outcomes

Goals and Intended Outcomes

- To develop and maintain a policy whereby the care, safety, and wellbeing of children and young people is a central and fundamental responsibility of our school.
- To ensure all in our community are aware of the requirements of the Child Safe Standards.
- To enact the strong commitment to the care, safety, and wellbeing of all students at our school which is drawn from and inherent in the teaching and mission of Jesus Christ, in line with the values and beliefs expressed in our Vision statement.

Achievements

Achievements Throughout the course of 2020 the school remained focused on satisfying all the requirements of Ministerial Order 870.

In 2020:

- Staff in the Wellbeing team attended Professional Learning opportunities offered by CEM.
- The Principal was fortunate to undertake the Berry Street Professional Development
- All staff participated in professional learning about the standards.
- Codes of Conducts for Staff, School Community, and Students were revised and signed by all staff, contractors, and volunteers.
- Parent volunteer's briefings were conducted once prior to lockdown.
- A School list and all relevant documentation was collected, collated, and stored in a folder and electronically
- The previously purchased Via tech sign-in system was replaced with a QR system inline with COVID.
- There was regular discussion on the Child Safety Standards at staff meetings, these discussions were also held outside of meeting times due to the nature of COVID within the community.
- Employment practices included questions about the way applicants have worked with children in the past.
- Student Wellbeing was facilitated at whole staff development sessions at regular staff meetings to ensure child safety.
- Students completed Cyber Safety units
- The school has used a variety of resources from VRQA, CECV, DET, Independent Schools Victoria, Berry Street, Brave Hearts, and Respectful Relationships.

Leadership & Management

Goals & Intended Outcomes

Goal:

To confirm the school's explicit improvement agenda that articulates a clear vision and direction.

Intended outcomes:

That a consistent, collaborative and facilitated planning structure exists for all learning teams and curriculum areas.

That the aspirations, roles, and responsibilities for all stakeholders are clearly defined and understood.

That communication between home and school is strengthened.

Achievements

Our vision and intentions for 2020 were altered as COVID unfolded. The focus shifted to engagement with technology, adjustments for learning, and beginning our journey as an evidence-based school.

Communication with our school community was an integral part of the year. The school launched a new website to assist families in gaining information, this became a timely update with the needs of information sharing as COVID unfolded.

The school nominated Operoo as our key communication tool during the COVID period. In Term 4, as part of our ICON roll out we launched our Community Portal for families to access their school reports. This required staff training due to a change in staff, as the ICON Reporting Suite was new to St Robert's in 2019.

As a school, we communicated as frequently as possible with our community, we launched our student portal for families to access via our school website. This portal was updated weekly with learning and supportive resources for families during the lockdown period.

Our school experienced a rapid closure due to a positive case. This was a difficult time as families waited for communication from DHHS. It took 9 days for DET to produce our certificate to return to the site. This period was difficult as communication is directed by Government protocol, our community was resilient and rallied together to support each other. Leadership support staff, students, and families during this and other difficult periods caused by the lockdown.

2020 began with teams planning as year level groups, released in accordance with our employer agreement, post-COVID a facilitator for planning was appointed. This appointment was placed to support the further development of technology and supporting our reporting processes. This facilitator also began the process of alignment for the school. This will be further developed in 2021.

Our weekly newsletter was a vital part of sharing information with the community during 2020, the format was altered to preference dates for families and acknowledge our countries First Nation People.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

As part of the school's SIP and AAP, a conference was planned for staff at the beginning of 2020 with Project Thrive. This initiative was led by the school improvement team. The intention was continued development of staff wellbeing and our school's approach to wellbeing within our classrooms. This conference was facilitated by Project Thrive over a two-day period at The Mantra, Lorne.

Due to the need to move to remote learning/ learning from home due to COVID, the professional development plan then shifted and the following was undertaken to increase staff capacity to facilitate learning from home.

Staff unpacked Google Suite in staff sessions. These sessions focused on:

Google Drive
Google Docs

Gmail

Google Slides

Google Meet

YouTube

Some teachers went further and became Google Certified Level 1 (2 teachers) and 1 staff member became Google certified Level 2

Staff required new devices in 2020 to facilitate learning from home, iPad basics were addressed with all staff on the receipt of new iPads after being given a new one. Seesaw basics were also covered in staff meetings and some teachers became Seesaw Pioneers.

Staff watched "how to" videos for Home Learning - creating movies, Loom, Google extensions to help with Google Meet, recording lessons.

Staff in our Junior School were enrolled in the LLLL training days in preparation for the 2021 move to this program.

Number of teachers who participated in PL in 2020

35

Average expenditure per teacher for PL

\$562

TEACHER SATISFACTION

2020 present a year for staff to engage with change in a positive way. The staff were ready to embrace a new leadership structure and were grateful for the teacher support staff who supported them as they further embedded our NCCD process.

Technology skills were built throughout the year. The staff were pleased at the level of support provided by our Digital Technologies Leader. Staff embraced the Seesaw platform as a

communication tool and communicated with families regularly. Supporting our school goal to continue to deliver better communication options to our families.

Staff voice was valued at each closure period, with structures changing each time to reflect the needs of students, staff and families. Staff voice was captured on Google surveys and via google docs where input was sort from all staff. These options provided an equal voice to a staff of fifty.

Prior to the term COVID featuring in our daily lexicon, our school plan was to reinvent our approach to language. Moving towards the Teachers as Co-Learners model, implementing this throughout 2020 was only possible due to staff curiosity and persistence.

Classroom teacher reflection;

How fortunate we have been to have such an enthusiastic & authentic language educator as Signorina Claudia. She has been wonderful with the students and very supportive as staff have learned alongside her. Her enthusiasm and gentle approach with staff, students and our school community is very much appreciated! Gracie!

Classroom teacher reflection on 2020;

Our year was challenging, the most challenging I have had. We were supported by leadership, and we supported with a set plan every time we closed, this enabled us to focus on our class and our own families. I am lucky to work alongside such dedicated teachers who were so supportive as we created remote learning content as a teaching team.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	15.8%
Graduate	15.8%
Graduate Certificate	5.3%
Bachelor Degree	84.2%
Advanced Diploma	31.6%
No Qualifications Listed	10.5%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	26.5
Non-Teaching Staff (Headcount)	23.0
Non-Teaching Staff (FTE)	18.4
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goals:

To confirm the school's explicit improvement agenda that articulates a clear vision and direction.

Intended Outcomes:

That the school's explicit improvement agenda is communicated with all stakeholders.

That the aspirations, roles and responsibilities for all stakeholders are clearly defined and understood.

That communication between home and school is strengthened.

Achievements

Our school community was connected via screens throughout 2020. We proudly offered remote learning options to our communities and focused on connection upon our return to face-to-face teaching.

As a school, we provided an innovative online learning platform that delivered all resources and learning content that was easily accessible for all families. Content contained a variety of stimulating lessons and videos that provided consistent engagement. Students were also given the opportunity to attend daily google meets with their classroom teacher and peers. These allowed for a regular check-in, connection and valuable learning opportunities. The use of Seesaw by teachers and students greatly enhanced digital technologies skills as well confidence. Families were also highly immersed in the learning journey alongside their child /children. We have continued to use Seesaw in many facets of our learning within our school curriculum. We also provided onsite learning for all children of essential workers throughout this time during 2020. Overall, our families expressed much gratitude and high praise for both leadership and teachers for their commitment, attention to detail, understanding and agility.

Our weekly newsletter, communicated key information, events and updates as required. Our families were able to take part in community connection days throughout the year.

We expanded our digital media presence to include Instagram and Twitter. By providing the same message over multiple forms of media we wish to provide a consistent and accessible communication platform, no matter a families' preference.

PARENT SATISFACTION

Our community continues to be grateful for the dedicated staff who work tirelessly to provide a consistent and enriching learning environment.

A revised newsletter prioritised dates for families. To ensure families are able to manage the needs of their child/ren as well as the activities of their household.

A vital part of our community connection plan for 2020 was our ART show, due to ongoing restrictions this moved to an online presentation.

St Robert's conducted a very agile Art Show during 2020. Yes, it looked a little different but the results were incredible and long lasting for our community. Mary-Jayne Walker a renowned artist from the Geelong Region who has a passion for all things environmental, worked closely with our students and Specialist Art teacher to create a very innovative Art show on 'Endangered Australian Birds'. This was presented to the entire school community via our School Portal during Term 4.

We have included a range of parent feedback received throughout the year, to share a glimpse into the wonderful partnership we have with our parent community.

The Art Show was great, despite not being able to see the work in real life. Mrs Humphries did an outstanding job of creating such concise videos of the artwork. I can not imagine how long it took her, please thank her for us.

The introduction of Italian lessons at St Robert's has been a resounding success in our family. The immersive format has seen our children proudly speaking Italian at the dinner table within a few weeks. The daily lessons, lead by Signorina Claudia, are fun, short and memorable and the Italian language has become as much a part of their daily routine as brushing their teeth!

The leadership team, led by Sarah, have asked for feedback and taken it on board. The decision to return to single-stream classes is welcomed by so many parents, and we were thankful to be asked for our opinion.