


The Lakes
CHRISTIAN COLLEGE

Annual Report 2021



206 East Wilchard Road, Castlereagh NSW 2749

Locked Bag 1001, Cranebrook NSW 2749

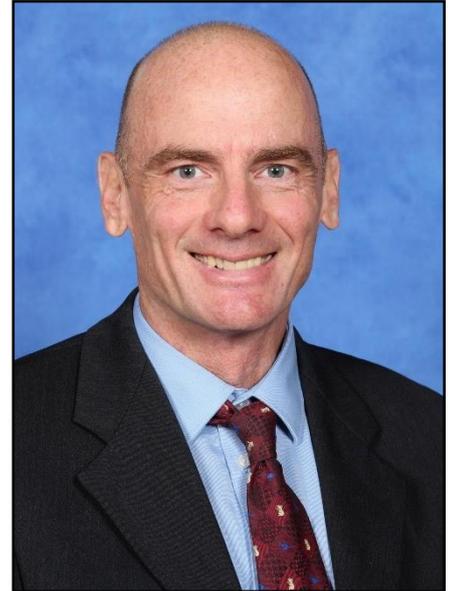
Phone: 02 4708 9800

Email: office@thelakescc.nsw.edu.au

ANNUAL REPORT 2021

REPORT FOR 2021 FROM THE LAKES CHRISTIAN COLLEGE PRINCIPAL

Our school vision is to glorify God in a Christ centred community where students build skills for lifelong learning, strong character and spiritual responsiveness. We believe that prayer, hard work, and adhering to the principles of the Word of God produces good fruit. In this way, working prayerfully and providing excellence in education for every child educates them for eternity and equips them for life.



The 2021 school year was a year full of challenge and opportunity. We are also grateful to the tireless hard work of our teaching staff who adapted their mode of learning to online. Our parent community, as well, did a commendable job in supporting their children and communicating with our teachers over much of Semester 2. Our growth through the Covid pandemic saw the focus on the following three improvement areas:

- Literacy and numeracy improvements
- Differentiation through technology
- Positive Behaviour for Learning for respect and resilience

As we head into 2022, we will continue a Christ-focused education that holds our College community together. Our emphasis will continue to be on school improvement, professional development of staff, and to build successful school outcomes for all our students.

Darren Dick
College Principal

ABOUT THE COLLEGE

School sector:	Independent
Year levels offered:	Prep to Year 12 co-educational

The Lakes Christian College is ministry of CCM (Christian Community Ministries). It resides in a peaceful, rural setting that offers opportunities for challenge, innovation and spiritual formation where children are nurtured to develop skills for work, life and study. The vision of The Lakes Christian College is to give glory to God by providing a Christ-centred education to each child. The Lakes Christian College aims to do this by encouraging each child academically, spiritually, socially and in service.



The College is registered as a Kindergarten to Year 12 school with the New South Wales Educational Standards Authority (NESAs). This report is provided for parents, the wider College community and NESAs as an introduction to the College's achievements and characteristics.

PURPOSE AND VISION

The Lakes Christian College is a distinctively Christian College with a core commitment to working closely with parents to nurture students to develop the whole child spirit, soul and body. It is a growing co-educational College where students are known individually. The College partners with parents in the education of their children.

The Vision of The Lakes Christian College is to give glory to God by providing a Christ-centred education to each child and aims to fulfill this vision by encouraging each child:

- Academically - to develop individual God given gifts and talents to the best of each child's ability.
- Spiritually – with the help and guidance of the Holy Spirit to nurture each child's relationship with God.
- Socially - so they will come to appreciate their personal value and worth to God as well as the value of other people in the community.
- In service to one another and to consider the needs of the wider community, our environment and particularly people with special needs.

Message from Early Learning School

In 2021, Preparatory School to Year 2 was a dynamic team led by Mrs Jasmin Donoghue who had a passion for early literacy and began to put in place some excellent interventions supported by AISNSW to continue to improve Early Literacy outcomes. Early learning also ordered decodable readers to complement the new NSW English Syllabus.

While COVID was difficult, the Early Learning staff put into place some excellent online learning for students who were unable to attend, and Mrs Vincent and Mrs Pale Eli even created a 'Playschool' style podcast.

Prep-Year 2 are passionate about creating meaningful learning experiences for all students in our care.



Message from Upper Primary

In 2021 Upper Primary met the challenges of bushfires, floods and the global Covid-19 pandemic with resilience and flexibility. Our team was able to create flexible learning opportunities for all students, using the CCM provided learning platform, Learner.Link. The teaching staff used online learning strategies to maintain engaging and high-quality lessons to minimise the disruption to learning. Student well-being was prioritised and both teachers and teacher aides were utilised, to contact students, via telephone calls and online meetings. This was an effective strategy in helping students stay connected with our community.

Stage 3 enjoyed using their new classrooms and were extremely thankful for the beautiful learning space. In Chapel we were able to celebrate Harmony Day, Easter and focus on other communities in need. Upper Primary enjoyed the democratic process as demonstrated through the successful induction of a new Primary Student Representative Council. We recognised the value of leadership and provided an opportunity for the Primary leaders to attend the GRIP leadership conference, together with one thousand primary leaders from surrounding schools. Year 6 enjoyed celebrating the end of year with a game of bowling and laser tag and the entire primary enjoyed a fun day on the college campus with fun games and activities. Parent and teacher interviews were successfully managed throughout the year both in-person and virtually.



Message from High School

The High School and students had a productive 2021. Key events in Term One included our Dedication Service, Swimming Carnival, School Sport, and Cross Country Carnival. We also faced the challenges of flooding in the Hawkesbury-Nepean region, where our teachers were able to flex the online learning skills which they had learned in 2020. The online literacy program WordFlyers was introduced in the English program from Years 7-10 to support current literacy activities and select High School students participated in the MacqLit intervention program with the Learning Support Team for additional assistance.

In Term Two we introduced the PeaceWise framework for conflict resolution and respectful behaviour as a whole-school initiative, and this was rolled out to High School students during Chapel and Pastoral Care sessions. The High School staff began to restructure our curriculum programming to become more Bible-centred and big picture-focused, ensuring that our lessons are focused more on student learning through a Biblical lens, along the guidelines of the Transformation By Design framework. In Term 2 we also faced the challenges of more flooding occurrences which unfortunately cancelled our Year 7-9 Camp at Percy's Place, but thankfully our senior students were able to attend their Camp at CCC Lutanda Toukley. Other featured events included a Medieval Day incursion, the Anzac Day memorial service, an English excursion for the senior students to a performance of The Tempest, and the Athletics Carnival. Despite the challenges of the term and the presence of Covid-19 in the Sydney region, we celebrated many academic successes including excellent NAPLAN scores.

In Term Three our resilient staff worked hard to transition to full online learning through our online learning platform Learner.Link. During this period student wellbeing was prioritised through Pastoral Care check-ins. Books, instruments, sewing materials and other resources were laid out in the Hall for pick up at the Kiss and Drop area; some materials were even hand-delivered to students' homes to ensure learning would continue seamlessly. The Learning Support Team organised additional tutorial sessions and helped students plan effectively for assessments. The school continued to remain open for students who were not able to learn effectively from home for various reasons, and the High School staff were on a skeleton timetable to accommodate these changes on a weekly basis.



GOVERNANCE

The Lakes Christian College Board

In November 2012, Christian Community Ministries (CCM) became the governing body of The Lakes Christian College.



SNAPSHOT OF STUDENT ACTIVITIES 2021

School Formal Assemblies

- School Commencement Service – K-12
- School Easter Service
- Chapel Services throughout the Year via VC
- Academic Achievers Assemblies for Secondary school
- Yr 12 Graduation
- Prep Graduation
- K-2 Presentation Day
- 3-6 Presentation Day
- 7-12 Presentation Day



Excursions and Camps

** Due to COVID restrictions most events were postponed or cancelled in 2021*

- Kindy – Year 2 Zoo Excursion
- Year 9-10 PASS Trees Adventure Excursion



Sport

- Swimming Carnival
- Prep-2 Water Fun Day
- Mountain Bike Program
- Netball
- Athletics Carnival

VET courses through our Key Alliance network of trade schools in 2020, when Covid restrictions allowed. Stopped in Term 2.



College Community

- Parent / Teacher nights conducted by phone.
- The Primary school participated in the Premier's Reading Challenge.
- Marketing of the school continued with banners on arterial roads.
- All new Primary staff have been trained in THRASS and online PM benchmarking and online.
- ACER PAT testing has continued to be implemented as tools to strengthen Literacy and Numeracy in 2021.

Grounds and Property

- An Outdoor learning area was formally opened by the Honorable Alan Tudge, Federal Minister of Education.
- The school grounds benefited from a returfing of the oval over the Christmas break 2021.
- Refurbishment of the existing house on the newly acquired property converting into 2 classrooms and a breakout space.
- The College submitted a BGA as part of our 2020 Master Plan. Amendments to the BGA were required and delivered.



2021 ENROLMENTS

The Lakes Christian College welcomes families who want their children taught in a distinctively Christian college with the procedures and policies that seeks to be specifically Bible-based in all aspects of schooling. Families come to The Lakes Christian College from nearby Castlereagh region, the suburb of Cranebrook, and wider areas including Richmond, Penrith, Emu Plains, Ropes Crossing, St Marys, Jordan Springs and Glenmore Park, covering a total geographic area of approximately 1000 sq.km.

The Lakes Christian College welcomes enrolment applications for children with a broad range of learning abilities, physical development and social backgrounds. We are delighted to provide the best support we can for those with disabilities in any area and encourage students to pursue and develop individual gifts in the best possible way. High-capacity students working beyond the norm in academic, creative and sporting areas are also provided with individual support to the best capacity of the College.

Enrolment in 2021 for Kindergarten to Year 6:	168
Enrolment in Year 7 to Year 12:	116
Total enrolments:	284 (136 male, 148 female)

- | | |
|--|---|
| Primary classes: | High school: |
| <ul style="list-style-type: none">• Kindergarten• Year 1• Year 2• Year 3• Year 4• Year 5• Year 6 | <ul style="list-style-type: none">• Year 7• Year 8• Year 9• Year 10• Year 11• Year 12 <p>* with electives in each stage.</p> |

ENROLMENT POLICY STATEMENT



CCM Colleges enrol children of those parents who choose for their children and themselves to participate in a Christ-centred educational community in the Christian faith tradition of the College, including as outlined in the CCM Statement of Faith. Parents seeking enrolment for their children undertake to support the College in its creation of a community of faith, which will both nurture and support Christians in their faith and reveal the gospel of Christ to those who do not yet hold that faith.

In assessing whether to make an offer of enrolment, Colleges consider a range of factors including:

- a) availability of places and composition of classes;
- b) adequate classroom and specialist facility space and resources being available;
- c) parent/carer and student commitment to support the Christian faith tradition of the College;
- d) ability of the College to meet student needs; and
- e) impact on the student body if the applicant was to be accepted.

Full enrolment policy is available on [The Lakes Christian College website here](#).



2021 STUDENT ATTENDANCE



Overall attendance percentage for 2021 is 95.5%.

Form	Attendance %
Kindy	98
Year 01	97
Year 02	95
Year 03	97
Year 04	96
Year 05	97
Year 06	96
Year 07	96
Year 08	95
Year 09	94
Year 10	94
Year 11	95
Year 12	91

MANAGING STUDENT NON-ATTENDANCE

COVID precautions impacted schooling in many ways in 2021. Remote learning took place for much of Term 3, with 15-20% of students attending on campus. Attendance at school is a requirement under the Public Instruction Act. Legitimate absences are provided for in the Act and the school must determine on the acceptability of reasons given for such absences. If a child is absent for any reason, he/she is required to present a note on the day of return to indicate the date of and the specific reason for the absence.

The full Policy is available from the College.

STAFF

Part of the platform of delivering distinctively Christian education is that all staff at The Lakes Christian College profess the Christian faith and are active members of a local church congregation.



STAFF ATTENDANCE AND TEACHER RETENTION

Data for Staffing Information (Based on 2021 data) (Excludes casual staff).

No. Staff	No. of School Days	Total Days of Staff Attendances	Average Staff Attendance Rate
24	191	142.9	96.9%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96.9% in 2021.			

No. of Permanent Teaching Staff attend of 2020	No. of these staff retained in 2021	% Retention Rate
26	23	88%
From the end of 2020 88% of staff were retained for the 2021 school year. (Results excludes unvaccinated teaching staff who were not on campus as of 8 Nov 2021.)		

STAFF QUALIFICATIONS

Under the Education Act, teachers in NSW are classified into one of three categories. The table below indicates the category that all teachers employed at TLCC during 2021 fall into.

Category	Number of Teachers
Teachers having qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	24

WORKFORCE COMPOSITION & STAFF QUALIFICATIONS

In 2021 there were 24 teaching staff (16 full time and 8 part time), 5 other instructional and 17 non-teaching staff. In 2021 two staff members identified as being of Aboriginal / Torres Strait Islander Heritage.

Staff teacher accreditation status:

- Provisionally accredited teachers = 1
- Conditionally accredited teachers = 1
- Proficient teachers = 22

PROFESSIONAL DEVELOPMENT

The staff are required to attend Professional Development days approved by the College, and provision is made for attendance at additional specialised in-service courses through the year – some NESAs approved courses and some Teacher Identified courses. At TLCC Professional Development and Learning is presented as follows:

1. Professional Development Week.

This is held at the beginning of each school year in the week before the school year commences. All staff are required to attend. Our full PD days included instruction on:

- Positive Behavior for Learning using “Peacewise” conflict resolution. External provider (PeaceWise Trainers)
- Differentiated Teaching. External Provider (AISNSW)
- Teaching students with Autism. External Provider (Sue Larkey)

2. Professional Development Days

The first day of each term is set aside for Professional Development and is a student free day. We looked at curriculum from a Transformation by Design perspective and focussed intently on using technology for supporting learning at home.

3. Weekly Staff Meetings

Staff meetings are held weekly. Professional learning is often included in these meetings as well as general business. We completed book studies of Transformational Education and Transformation by Design.

4. Lessons Observations

These may take the form of Peer Observations or lessons observed by a supervisor or fellow teacher in professional development planning groups.

5. External Courses, Workshops and Conferences.

All staff are encouraged to seek out courses and workshops to achieve teacher accreditation Proficiency Level and then maintain their teacher accreditation and improve their knowledge and general practice. All staff received training in PeaceWise conflict management resolution for ensuring respectful behaviour.

6. COVID Small Group Intervention

We had 4 staff formally trained in MacqLit.

Part of the platform of delivering distinctively Christian education is that all our staff profess the Christian faith and are active members of a local church congregation. We provide daily morning devotions for wellbeing.

The Staff were also encouraged to spend time networking with staff at other schools to build a collaborative network.

SCHOOL DETERMINED IMPROVEMENT TARGETS FOR 2021

While the school is pleased with our performance in a range of areas, we recognise that it is important to continually evaluate programs and set new goals to achieve improvements in specific areas and programs. We set some specific targets for 2021 that are related to our 2020-2025 Strategic Plan that we have identified for our community. These include:

2021 Goal

- 1. Lifelong Learning: Literacy & Numeracy**
Improvements result from Quality Teaching
 - Increase use of Data to diagnose & design interventions
 - AITSL standards are reflected upon for instructional improvement
 - RTI & Tutoring models are effectively employed
 - TA's are used effectively
- 2. Strong Character: Character is developed through Positive Behaviour for Learning**
 - Update Discipline Policy & Positive Behaviour Flowchart
 - Increase capacity to manage exceptional behaviour
 - Sue Larkey PD on Teaching Students with Autism 29 Jan
 - PeaceWise Training for Respectful Relationships 19 April
 - School wide thematic approach to devotions based on Respect, Responsibility, & Resilience

2021 Measure

Repository of data assessment tools available includes links for further training
Teacher PDP included explicit use of data as measures of progress
PDP groups focus on evidence
AITSL standards are embedded in teacher PDP
Targeted student achievement
TA/Teacher qualitative survey

Behaviour policy updated
Staff participation in PD
School wide positive behaviour posters made visible
PeaceWise was embedded into practice
Student devotions take 3 week focus on Respect
Responsibility
Resilience

3. **Spiritual Responsiveness:** Framework for Christ-centred transformation

- Professional learning on Transformation by Design framework
- TBD is linked to larger CCM Vision for learning
- Students experience Transformational Christian Education
- Opportunities to study (eg Alpha)
- Opportunities to serve

Staff read through TBD book
Programs use BP threads
Service day created to increase opportunities to serve

POLICIES

CHILD PROTECTION

The safety, protection and well-being of all students is of fundamental importance to the College. Both individuals and the College have a range of different obligations relating to the safety, protection and welfare of students including:

- a) a duty of care to ensure that reasonable steps are taken to prevent harm to students;
- b) obligations under child protection legislation; and
- c) obligations under work health and safety legislation.

The purpose of this Policy is to summarise the obligations imposed by child protection legislation on the College and on employees, contractors, and volunteers at the College and to provide guidelines as to how the College will deal with certain matters.

Child protection is a community responsibility. The full policy is available on [The Lakes Christian College website here](#).

STUDENT WELFARE AND DISCIPLINE

At The Lakes Christian College it is important to emphasise that the Bible plainly shows that discipline is simply an aspect of Pastoral Care and thus student welfare. We continued implementing Positive Behaviour for Learning framework for student welfare that was introduced in 2020. This included modifying our behaviour flowchart and involving AIS for staff training. The full Behaviour Policy is available on [The Lakes Christian College website here](#).

ANTI-BULLYING

CCM does not tolerate harassment or bullying and is committed to providing safe and caring learning environments for all students. CCM acknowledges every person is unique and created by God, in His image. Therefore, all members of the College community are to be treated with the utmost respect and courtesy — regardless of their race, gender, religion, physical appearance, socioeconomic status, or academic ability. This includes students with disability and those experiencing gender dysphoria or incongruence, as well as their families. All reports of harassment and bullying are taken seriously and will be investigated. The Anti-Bullying Procedure is available on [The Lakes Christian College website](#). The full Anti-Bullying Policy is available upon request through the College office.

GRIEVANCE AND CONFLICT RESOLUTION

While hoping always to be able to resolve issues within the community in a rapid, effective, and peaceful way, sometimes matters become more difficult and complex. The College has a Complaints Policy that is designed to ensure that in such circumstances there is a more formal approach that all parties accept to bring matters to a conclusion. The Complaints Process Guide is available on [The Lakes Christian College website](#) and a copy of the Complaints Policy is available upon request through the College office.

STUDENT OUTCOMES 2021

We continued our focus on core literacy and numeracy skills in providing broad programming within a small school setting. Our staff worked diligently in providing continuity of learning through the entire Term 3 lockdown, often teaching students in the class and at home concurrently. We provide additional support for those who do not progress in the core areas, being part of the Key Alliance of other local Christian and subsidising DE courses where we cannot offer content.



We continued to use Literacy Bench Marking and introduced MacqLit in 2021. The data we receive from students participating in these programs enables us to analyse individual progress and how particular groups of students are developing. This informs our teaching of individuals and allows us to evaluate our programs of study. We can then plan for and apply school resources to address learning needs. We also increased the number of online learning tools our students have access to, particularly Mathletics and Maths Online.

COVID Intensive Learning Support Program 2021

The Lakes Christian College received \$56K as part of the COVID Intensive Learning Support Program. A teacher coordinator was hired and a range of literacy interventions were reviewed. After consultation with the Learning Support team and discussions with staff from other institutions, MacqLit was pursued as a Tier 2 Intervention. The benefits of MacqLit were that it could be done in small groups instead of other interventions that were designed to be implemented individually. MacqLit was intended to be delivered systematically and explicitly, also targeting students above Year 3. A range of skills, including fluency, word attack, phonemic awareness, phonics, vocabulary, and comprehension, fit with the general needs identified in literacy.

Sessions of 3-5 students were planned for 4 sessions per week. There was disruption during lockdown, though individual support was provided.

Covid Support by Grade	
K-6 students assisted in ILS program	35
7-10 students assisted in ILS program	22
Total students assisted	57
Covid Intensive Learning Target	63

STUDENT RETENTION

Number of students	<u>2019 Yr 10</u>	<u>2020 Yr 11</u>	<u>2021 Yr 12</u>
	26	14	7

27% retention of students from Year 10 through to Year 12. We continue to work towards providing broad programming as a small school.

HSC POST SCHOOL DESTINATIONS

We presented 7 candidates for the 2021 High School Certificate.

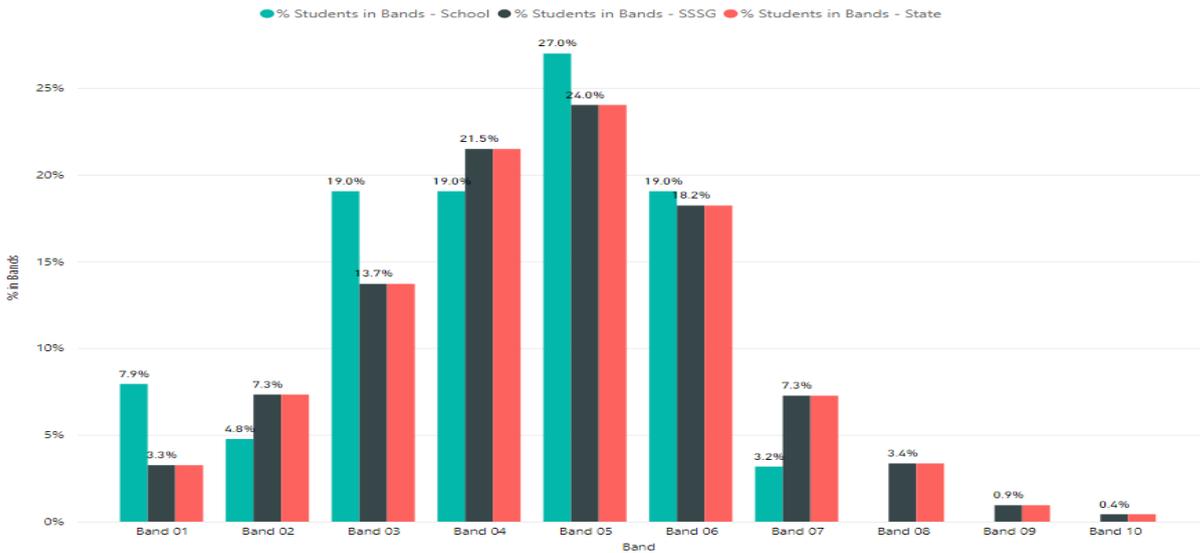
- 1 student studying Engineering
- 1 student studying Fine Arts
- 2 students employed in apprenticeship.
- 1 student gained HSC but on a gap year.
- 1 student is pursuing Nursing
- 1 student unknown

THE LAKES CHRISTIAN COLLEGE 2021 NAPLAN RESULTS

NAPLAN was successfully completed for our 2021 cohort. We are pleased with the results, particularly our Yr 7 cohort who performed above similar schools in most domains. The results indicate progress though continued work is required in both reading and numeracy given the interruption to learning in 2021. Please refer to the MySchool website www.myschool.edu.au for full NAPLAN results.

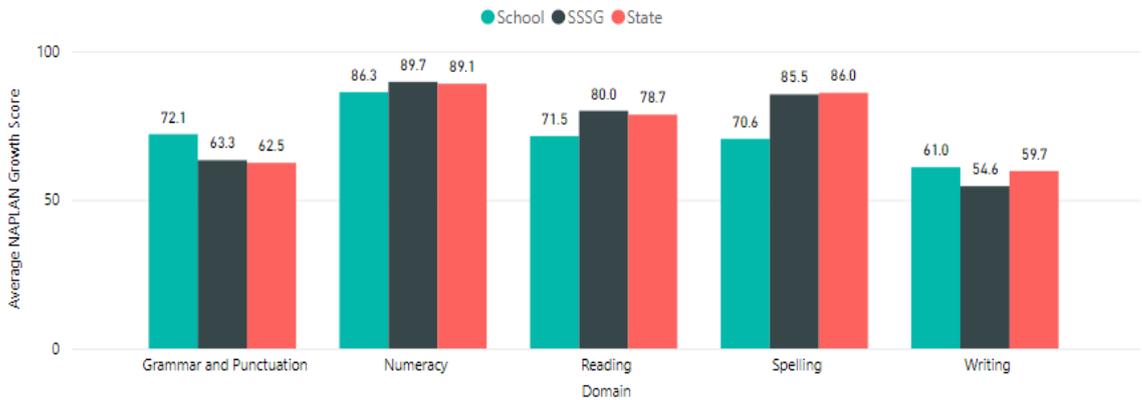
Year 3 2021 Aggregate of Domains

% Students in Bands - School, SSSG and State



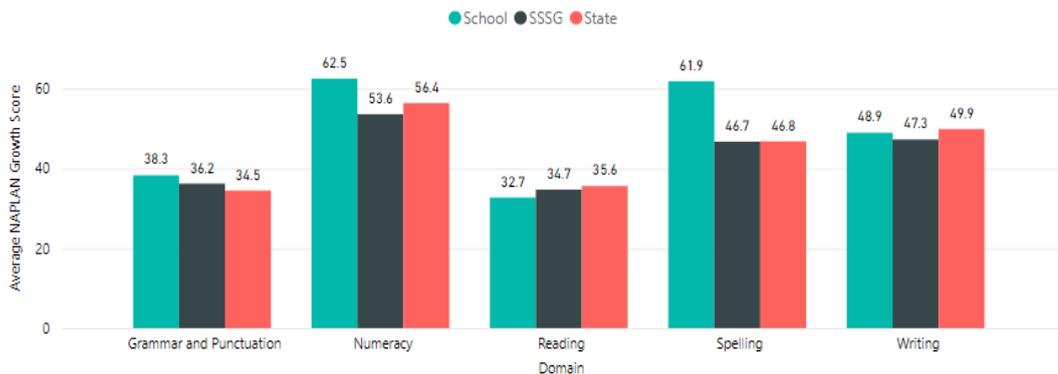
Year 5 2021

Average Scaled Growth - School Compared to SSSG and State

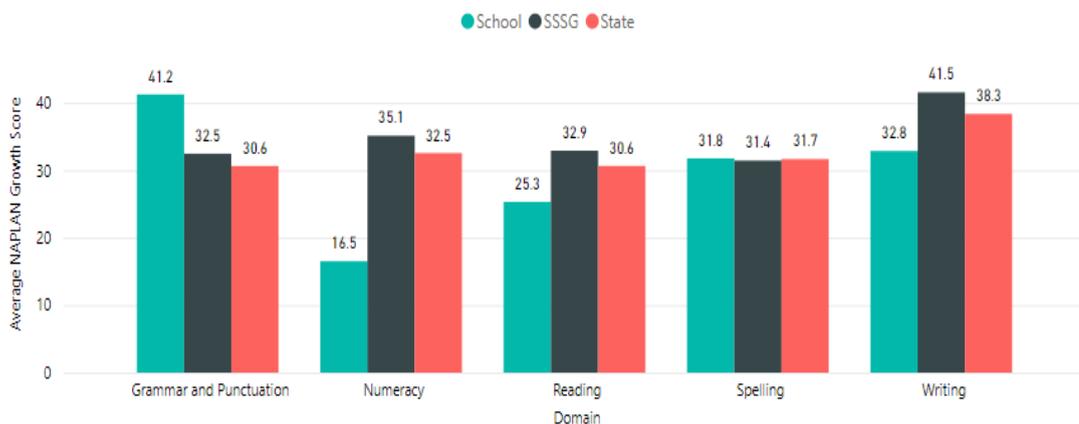


Year 7 2021

Average Scaled Growth - School Compared to SSSG and State



Average Scaled Growth - School Compared to SSSG and State



RECORDS OF SCHOOL ACHIEVEMENT – YEAR 10 2021

The Lakes Christian College presented 20 students with a ROSA in 2021

RECORDS OF SCHOOL ACHIEVEMENT – HSC Prelim 2021

Course	School	School	School	School	School	School
	Total	A(%)	B(%)	C(%)	D(%)	E(%)
English 200 hours (300)	20	10.0	45.0	20.0	15.0	10.0
Mathematics 200 hours (323)	20	25.0	20.0	15.0	30.0	10.0
Science 200 hours (350)	20	35.0	25.0	10.0	25.0	5.0
Geography 100 hours (4015)	20	20.0	30.0	15.0	25.0	10.0
History Elective 100 hours (451)	4	75.0	25.0			
History 100 hours (4007)	20	30.0	30.0	5.0	25.0	10.0
Japanese 100 hours (931)	1	100.0				
Japanese 200 hours (930)	8	37.5		37.5		25.0
Food Tech 100 hours (1626)	11	18.2	27.3	9.1	27.3	18.2
Music 100 hours (2051)	2				50.0	50.0
Music 200 hours (2050)	3	33.3			66.7	
Visual Arts 100 hours (2061)	3	66.7			33.3	
PDH P.E. 200 hours (2420)	20	15.0	30.0	40.0	15.0	

HSC RESULTS - 2021

We presented 7 candidates for the 2021 HSC exam. The HSC delay and uncertainty provided a significant amount of duress for our graduates. We had two misadventure applications due to CV19 close contact status.

Subject	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
English Standard			4		2	
Food Technology				1		
Investigating Science		3	1			
Legal Studies			1	2		
Mathematics Advanced				2		
Mathematics Standard 2			1	3		
Music 1		1				
PDHPE			2			
Studies of Religion I				3	1	
Studies of Religion II			1		1	

HSC BAND COMPARED TO STATE 2021

Course Number	Course Name	Students Included	E.M. Mean	E.M. S.D.	State E.M. Mean	State E.M. S.D.	School vs State Variation
15130	English Standard 2 unit	6	68.47	8.28	70.47	9.41	2.00-
15180	Food Technology 2 unit	1	63.80	0.00	73.36	13.36	9.56-
15215	Investigating Science 2 unit	4	81.85	6.30	75.52	11.32	6.33
15220	Legal Studies 2 unit	3	67.00	6.26	74.72	13.82	7.72-
15236	Mathematics Standard 2 2 unit	4	68.50	2.56	69.15	13.60	0.65-
15255	Mathematics Advanced 2 unit	2	68.20	1.20	78.41	12.72	10.21-
15290	Music 1 2 unit	1	88.40	0.00	81.34	9.45	7.06
15320	Personal Development, Health and Physical Education 2 unit	2	74.10	0.50	72.19	11.99	1.91
15370	Studies of Religion I 1 unit	4	30.68	1.73	37.38	6.00	6.70-
15380	Studies of Religion II 2 unit	2	65.50	12.30	75.86	12.44	10.36-
27199	Human Services Examination 2 unit	1	64.40	0.00	70.68	7.69	6.28-

VOCATIONAL TRAINING

TLCC offers a wide range of courses in Years 11 and 12, including V.E.T. courses, through the Key Alliance of schools. These schools include Penrith Christian School, Wycliffe Christian School, St Paul's Grammar School and Nepean Christian School. In 2021, from our HSC Cohort, 80% successfully completed Vocational Education and Training courses through the Key Alliance of Schools in the region.

(25% completed a Vocational Education and Training course)

PARENT, STAFF, STUDENT COMMUNITY

Satisfaction Data: The shift in modes of delivery impacted our usual community feedback process, thus we received feedback in a more personal nature. Communication with each parent increased as a result of home learning and the comments and feedback were overwhelmingly positive.

Parents were surveyed in Aug 2021 regarding learning and supports during lockdown. There was valuable feedback from parents that identified a desire to see a reduction in the work expected at home as well as a concern for student wellbeing. 84% of parents felt the communication was clear and 78% felt the resources provided were adequate or well done. Some of this data has been translated into the school goals for 2022.

Regular emailing to parents is a continuing part of the student welfare system, i.e. newsletters, extracurricular events, pastoral care matters etc. Also, the school Facebook page and Parent App continue to be used to keep parents up to date and informed.

INCOME AND EXPENDITURE 2021

