McLaren Flat Primary School

Annual Report

2011

Principal: Stuart Hage
Site: 0250
Region: Southern

McLaren Flat Primary School has a tradition of providing quality community based education from Reception to Year 7.

The school was established in 1855 and has a strong rural history. In recent years the town has seen growth particular with the close proximity to the metropolitan area.
This growth has been in the form of housing development and hence a significant rise in student numbers and a community that is not necessarily rural in background.

**School Values:** resilience, responsibility, pride, respect and honesty

The 2011 school year started with 4 key elements to enhance the delivery of the 8 areas of learning:

- Seeing the individual (valuing what students bring to their learning environment)
- Rich, Authentic Feedback (being clear in the learning intentions, letting children know what they do well and how to improve in areas that need development)
- We do the right thing because it is the right thing to do (instilling in students a sense that we are all part of the learning community and cooperate for the benefit of all)
- Living and understanding the school values

The school saw vast changes from 2010. These included a new principal, throughout the year 5 new teaching staff, new families and a growth in population that saw us finish the year with 194 students and while change can be viewed as threatening or difficult I strongly believe it has brought with it differing experiences and qualities that have enhanced the existing community.

The school year started with 7 classes and an 8th class was started in term 3.

**South Australian and McLaren Flat Primary School NAPLAN mean Scores:**

Each year the school collects and analyses achievement data. The Naplan testing process is one of these areas. All year 3, 5 & 7 students throughout Australia sit the same tests on the same days and results are provided to parents and the school for analysis and use in the formation of targeted areas of improvement in following years.
The school’s results indicate we have a capable student body who are progressing well particularly in the middle range. However there is certainly some targeted areas which need to be addressed and after analysis of individual results and particular areas where students did not perform to the level desired **Reading** is highlighted. In particular the following points:

- Types of questioning – ensuring our students are exposed to a variety of written questions (asking the same thing in different ways)
- Reading and re-reading, developing the skills to read carefully, persist by re-reading to be clear (if at first you don’t understand try again).
- Reading for meaning and understanding (what is the question asking of you?)
- Vocabulary – giving students a rich experience of words, using rich language, technical language
- Reading for a purpose – identifying the purpose and main idea of a text
- Numeracy – the students often know the maths but are not interpreting the written question

**School Growth 2011**

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 5</th>
<th>Site</th>
<th>National</th>
<th>Region</th>
<th>Index</th>
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<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 7</th>
<th>Site</th>
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<th>Region</th>
<th>Index</th>
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<tr>
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<tr>
<td>Spelling</td>
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<td>537.8</td>
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<td>Numeracy</td>
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<td>544.9</td>
<td>529.8</td>
<td>538.1</td>
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</table>
These growth tables are a study of students performance in the NAPLAN testing process as they travel from year 3 to 5 and year 5 to 7.

It is pleasing to see our students moving from year 3 in 2009 to year 5 in 2011 have made significant growth in their results – particularly in Numeracy.

Our students in year 5 in 2009 now in year 7 have also shown pleasing growth – but as previously noted ‘We are doing well in the middle range’ and while this can be deemed satisfying a target of getting more of our students to demonstrate high end growth is desirable and an area for the school to focus on.

*Proficiency Bands 2011-12-28*
The analysis of the proficiency bands data once again reaffirms our students are performing strongly in the middle range but there is a target and challenge to get more of our students performing in the upper bands. (It must also be noted our smaller numbers make percentage graphs very difficult to interpret with any confidence as only one student can make a significant change in the graph as they represent a large percentage)

**Running Records:**

All students in year 1 and year 2 are assigned a reading level after assessment. This data is collected regularly by the teacher to assist in allotting appropriate reading material and to ensure student’s reading is challenging, building confidence, fluency, improving skills and encouraging an understanding of reading and what is read.

This process is known as running records and gives an indication of the development in reading of our year 1 and year 2 students.

**Year 1 Running Records**
As can been seen through the data collected in 2011 our student data indicates that our students perform well and are making good progress in their development as confident emerging readers. On both a state and regional level we have high achievement in comparison. Many of our students have also progressed to novels and they are now beyond
the running record level of 26, however the data can not reflect this as the highest level to be recorded is 26. It must also be noted that this data collection does not reflect student comprehension of reading and while the year 2 results are pleasing, analysis of their comprehension skills when they reach year 3 is also critical to get a true reflection of reading development.

Individual student results from this running record data has allowed the school to identify students who need extra support and there are a number of students who as a result will receive reading intervention programs in 2012.

**Attendance Rates:**

<table>
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<tr>
<th>Attendance</th>
<th>% Attendance</th>
<th>% Attendance</th>
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<tr>
<td></td>
<td>2009</td>
<td>2010</td>
<td>2011</td>
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<tr>
<td>Rec</td>
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<td>5</td>
<td>94.3</td>
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<td>6</td>
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<td>7</td>
<td>94.5</td>
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<td>92.9</td>
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<tr>
<td>Total all years</td>
<td>93.8</td>
<td>93.0</td>
<td>92.8</td>
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<tr>
<td>Total ACARA</td>
<td>93.5</td>
<td>92.7</td>
<td>93.5</td>
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</table>

Overall attendance figures for 2011 are good. The school has a clear policy on attendance and families are phoned each morning if a student is absent and no notification is given. The Leadership, Spec Ed Teacher, CPSW and DECD attendance officer has worked successfully through out 2011 with on family of a reception student (from complete non attendance to almost 100% attendance through out terms 3&4).

**Enrolments:**

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<td>M</td>
<td>F</td>
<td>T</td>
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<td>12.0</td>
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<td>12.0</td>
<td>19.0</td>
<td>5.0</td>
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<td>15.0</td>
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<td>13.0</td>
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<td>10.0</td>
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<td>19.0</td>
<td>9.0</td>
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<td>15.0</td>
<td>10.0</td>
<td>11.0</td>
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<td>Year 6</td>
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<td>15.0</td>
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<td>8.0</td>
<td>6.0</td>
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<td>6.0</td>
<td>9.0</td>
<td>15.0</td>
<td>12.0</td>
<td>10.0</td>
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<tr>
<td>Total</td>
<td>62.0</td>
<td>70.0</td>
<td>132.0</td>
<td>81.0</td>
<td>84.0</td>
<td>165.0</td>
<td>96.0</td>
<td>92.0</td>
<td>188.0</td>
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(data from term 3 enrolments each year)
The enrolment pattern has continued from 2010. We are experiencing continue growth as housing developments are completed in the township and interest continues from the United Kingdom. There is also significant enrolment pressure from neighbouring areas outside of what could be deemed our catchment areas.(people looking for the small community school scenario).

**Destination:**

2011 year 7 students moved to Government and Non Government High schools in approximately a 50% to 50% split.

It is noted some year 6 students have left at the end of 2011 to attend the local non government school ( indications from parents – would like to have gone on to year 7 at McLaren Flat PS but were concerned about getting accepted at the private school if they did not take up a year 7 position) A small number of students left the school from different year levels – these coincided with a residential move.

**Staff Retention:**

All permanent staff will continue at McLaren Flat PS for 2012.

Two PAT staff have also been appointed to on going position at McLaren Flat for 2012 and beyond.

**Staff Qualifications:**

All teaching staff hold appropriate Teaching Qualification and a registration certificate with the South Australian Teachers Registration Board.

The 2011 Site Improvement Plan targeted four main areas **Wellbeing, Science, Mathematics and Literacy.** Throughout the year staff addressed areas of the plan as a whole, in groups and as individuals. Areas of the plan were acknowledged and reported at Governing Council meetings. Targeted outcomes were agreed and have been acknowledged as they have been achieved or will continue to be a work in progress and feature in the 2012 Site Improvement plan.
McLaren Flat Primary School
Site Improvement Plan 2011

Wellbeing

Strengthening the Learning & Engagement

Students are explicitly taught the school Values and gain an understanding of each
Whole community is aware of the school values
Students will be given Rich, Authentic Feedback
A social skills program ‘Play is the Way’ will have it’s philosophy “We Do the Right Thing because It Is the Right Thing to Do” embedded in the school/student vocab.
Special Programs will support personalised learning and school priorities including:
- Active After School Communities,
- Student leadership
- Child Protection Curriculum
- Sports day/ SAPSASA sports
- Choir
- Concert band
- Chess Club
- School/community garden
- Premier’s Active Challenge

Our Christian Pastoral care Worker will support/develop/run programs to encourage the wellbeing of the whole school community. Eg Cybersafety
Grounds development-improve outdoor learning environments
Student Behaviour data will be recorded (EDSAS)
Restorative practise principles implemented
Behaviour Management Policy reviewed

Science

Strengthening the Learning & Engagement

Access to Cluster facilitator
Tonya Bishop ‘Specialist Science Teacher’
All students accessing lessons with Tonya
Staff timetables reflecting guaranteed instructional time for science
Resources to support Primary Connections Science maintained
Staff encouraged to familiarise themselves with the Australian Curriculum
Staff meeting time set aside for T&D with the Australian Curriculum
Promotion of Science to students and community through visiting groups ie.. Csirosec ‘Lab on Legs’

Targeted Outcomes

McLaren flat PS provides a safe environment built on –acceptance for all
- seeing people as individuals
- School values, Resilience, Responsibility, Pride, Respect, Honesty
McLaren Flat PS recognised as a safe environment by local community
Students at risk—identified and supported
Positive recognition is given for positive behaviour and work ethic
Students will demonstrate/live the school values
Success is celebrated with the whole school community
Relationships are built on mutual respect
Random acts of kindness
Consistent BM across R-7
Common language used by staff/students and common understanding of Restorative Practise/BM processes

Primary Connections—Core Science Program R-7
Students experiencing –R-2 up to 90mins instruction, Yr 3 90 mins instruction, 4-7 120 mins instruction of science per week.
All staff trained in Primary Connections Science
All staff familiar with the Australian Curriculum
Consolidation & maintenance of Science as a site focus
**Literacy**

**Strengthening the Learning & Engagement**

Lexile Reading program implemented 4-7  
- providing feedback & data to staff and students  
**Literacy Agreements—Early years**  
- Primary Years  
- Middle years  
Jolly Phonics (core approach for R-1)  
Jolly Grammar (core approach for Yr1-Yr3)  
Purchase Jolly Phonics, Jolly Grammar resources  
Purchasing of Big Books and development of Literacy packs  
Running Records data R-2  
Explicitly Teaching Genres/Text types  
(genres skills continuum developed/curriculum Mapping)  
Investigation of appropriate Yr 4-7 Spelling and grammar Program to develop systematic approach to this area of Literacy  
Interpretation of NAPLAN data—individual class planning to address areas of need  
Intervention through employment of Spec. Education Teacher and SSO classroom support  
Familiarisation of Australian Curriculum

**Targeted Outcomes**

All students above national minimum standard for yr 3,5,7 NAPLAN testing  
School NAPLAN means scores in all areas of Literacy i) Above Region ii) Above or on par with index  
Whole School Approach to the Improvement of Literacy  
Student’s Achievement/progress in Spelling Age & reading Age matching or above chronological age change  
Student Achievement data—successfully recorded and forwarded to future teacher  
Literacy Agreements documented  
All students R-7 receiving minimum of 300 mins Literacy per week

**Mathematics**

**Strengthening the Learning & Engagement**

Staff will receive T&D in PMSS (whole school)  
Early years team, Primary years team and Middle years team—attend yr level appropriate T&D for continuity of learning  
Cluster Facilitator will be engaged to offer staff support  
Australian Curriculum—familiarisation and T&D at staff meetings  
Planning time for Year level teachers to look at Australian Curriculum  
On going identification of resourcing needs, stock take of existing resources  
On-line learning to support students engagement in maths :  
trial Mathletics, Smart Kiddies, Maths On-line  
Interpretation of NAPLAN data—Individual class planning to address areas of need  
Use variety of assessment tools to collect student data – plan/develop format to record and pass on student achievement data from year to year  
Students engaged in 300 mins of Numeracy & Mathematics instruction per week  
Break down of content—3 strands agreed allocation of time for each

**Targeted Outcomes**

Teachers familiar with Australian Curriculum therefore prepared for implementation in 2012  
Year level teams—planning together, consistent in expectation and approach  
Class teachers—minimum 3x T&D days in line with PMSS workshops ‘Maths for All’ initiative, Number & Algebra, Measurement & Geometry, Statistics & Probability  
All students above national minimum standard in 3,5,7 NAPLAN testing  
NAPLAN means scores in Numeracy i) Above Region ii) Above or on par with index  
An increase in students skills development Maths knowledge transferred to other areas of the curriculum  
Student Achievement data—successfully recorded and forwarded to future teacher
The Annual School Opinion Survey is another source of data that is used to shape directions for focus and improvement in future years. The key elements of this feedback are:

- A common desire for high quality teaching, teacher training and high expectations of the students
- Effective open communication between the school and community around individual student learning & achievement, notification of events and activities
- Opportunities for parent involvement in all areas of school life including decision making
- Promotion of student leadership/older students mentoring younger students
- Intervention and support for students with learning difficulties

**Governing Council 2011**

Membership:
- 7 parents
- 1 staff representative
- Principal
- Community Member – Christian Pastoral Support Worker

Meetings held twice per term

There are 4 sub committees of the Governing Council - Chaired by a Governing Council Member, open to any parent/staff/community person to attend and contribute.

Sub Committees are: Finance, Education, Grounds and Fundraising

**2011 Chairpersons report:**

Being on the G.C. is an important responsibility. Our role is to support, Mr Hage (principal), teachers, staff and the students in the interest of the whole school community. This includes developing relationships between families and the wider community. These involvements create a positive and supportive network for the whole school.

As part of our responsibilities G.C. is involved in reviewing school policies and developing the schools Site Learning Plan. This is achieved by working with the Principal and the Teachers. Our role is to maintain focus on the school priorities. The Site Learning Plan is reviewed periodically and outcomes are assessed to see if their target goal has been met. We then review what has worked most effectively and what needs to be altered to benefit the students learning.

It has been a fantastic opportunity to be on the G.C. and work with its members. I would like to thank all the volunteers and the G.C. members for their support in making McLaren Flat Primary School a great place to learn.

**Sarah Davis – Chairperson of the Education committee.** Sarah shows genuine passion for the wellbeing of the students and school community.

**Simon Bagshaw – Chairperson of the Fundraising committee and deputy Chair.** What an outstanding effort, you and your army of volunteers raised funds well above our expectations, congratulations, your efforts are greatly appreciated.

**Kent Ford – Chairperson of the Finance committee and of the grounds committee.** Kent is a great team player and shown great determination and enthusiasm. Well done.

**Kirrily Tugwell – Represented the school in the management of Out of School Hours Care (OSHC).** Kirrily has been very supportive on various committees, your efforts are greatly appreciated.

**Kerry Auricht – Actively supported the Education and Fundraising committee.** Your commitment in running the second hand uniform shop has been a wonderful contribution to the school community.
**Victoria Ryan** – Actively supported the Fundraising and Education committees. Your involvement in all school events has been remarkable. Well done.

**Marie Cester – Community Representative.** Marie’s involvement in the school community has been in special projects such as love in a box, special aid programs and student leadership events. She is passionate about student wellbeing and the importance of the whole school community activities. Her involvement at the school is of great benefit.

**Patty Payne – Teacher.** Thanks for your support, advice and active contribution to the running of Governing Council. Your genuine passion for the student’s learning achievements is a credit to you.

**Stuart Hage – Principal.** Your dedication to the learning outcomes and wellbeing of the students is great. Your advice and leadership skills are to the benefit of each student and the whole school community. Your philosophy – do the right thing because it is the right thing to do is of great value to the children, teaching them important life skills.

Karen Jahn – Chairperson of G.C.

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**Professional learning:**

When talking about learning it is often interpreted as only student learning but to see continuous improvement in our school it is imperative that staff are challenged in their practice and engage in professional development. This has occurred through site based requirements and through the professional initiative of teachers and non teaching staff. Whole school training has occurred in ‘The Big Idea in Number’ to assist in the introduction of the national maths curriculum. Jolly Phonics training for JP staff has seen the program adopted as our R-2 core approach to the initial development of reading and emerging writing. All staff participated in ‘Play is the Way’ training to enhance the development of social skills, resilience and positive behaviour. Individual staff have followed learning paths in an enormous range of fields to upskill themselves and directly improve the learning outcomes for our student cohort. Examples being: Mathletics, Maths for All- problem solving and mental computation, study Ladder, spelling Matrix, working with e-texts, working with students with hearing disabilities, Interactive white board training, Multi-sensory approach to literacy, Using running records and guided reading in the classroom, Australian Curriculum conferences, Effective assessment in maths practices, Why Test? Diagnostic testing analysis, Teaching for Effective learning, Giving rich authentic feedback and many more.

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**Value added Highlights/Programs in 2011:**

In 2011 to support improvement of student outcomes the school appointed a dedicated Special Education teacher who worked specifically with students who had been diagnosed with a learning disability. Through this process these children had targeted lessons specific to their needs and an NEP (negotiated education plan) was developed between the school, student and parents to allow individual progression and monitoring of growth. Particular areas of focus included: Maths tuition, reading, letter recognition, jolly phonics, speech, attendance and social skills development.
The 2011 school year also required the staff to embrace aspects of the National Curriculum in readiness for its initial introduction in the areas of maths and science in 2012. Staff were able to attend 3 T&D opportunities in the area of maths/numeracy to add to the T&D opportunities in science during 2009/10. As part of a school initiative two staff members also trialled aspects of the National History curriculum and this proved very successful to the point of enhancing our school links to the community and providing wonderful resources for future learning.

Acknowledging that the school community must focus on the curriculum outcomes is certainly paramount but there is so much more to providing our students with an engaging and complete education and with this in mind I highlight the wonderful opportunities our students have to pursue areas of interest, experience success and personalised learning.

The extra curricula activities made possible by dedicated staff and community volunteers: Aquatics/Swimming, Almond Blossom, SAPSASA sport, Sports Day, Assemblies, Veggie Garden, Footsteps dance, CSIROSEC lab on legs, Play is the Way, Camp Quality Puppets, Sausage Sizzles, Harmony day, Student Voice Fundraisers, Discos, Instrumental Music Program, Fun Runs, Camps & Excursions, History Week Activities, Mathletics, BER recognition ceremony, Cyber Safety workshops, Be Active Challenge, Premiers Reading Challenge, Outside Chess board, Choir, Count Us In music sharing and Spellathon to name a few.

The school does not and should not function as an isolated identity within McLaren Flat. We are part of the community and it is important that community members/parents continue to be involved in the directions and growth of the school as a whole.

I would like to thank the dedicated group of parents and community members who make up the Governing Council.(Karen Jahn, Kirrily Tugwell, Simon Bagshaw, Kent Ford, Victoria Ryan, Sarah Davies, Kerry Auricht, Marie Cester, Patty Payne) This can be a time consuming task but I believe rewarding and certainly informative. Your support for the students, staff, parent body and principal (me) has been enormous and greatly appreciated. Your input to school improvements enhances learning opportunities for our students and has been significant this year.

- Fundraising – committing to $ 10,000 and raising in excess of $ 13,000
- Grounds Development – Outdoor Chessboard, swings, garden plantings, seating, playground edging and impact mulch – all leading to aesthetically pleasing outdoor learning environments
- Financial planning
- Support for whole school activities
- Representing the Whole School Community, seeing the big picture

I would also like to acknowledge and thank the army of parent volunteers who support school programs, help in classrooms, on excursions & camps, are part of Governing Council sub committees, coach and transport sporting teams, attend working bees and basically are always willing to step up when things need doing. Our student body in 2011 have made coming to McLaren Flat for me an absolute privilege. They are in the forefront of everything we do as a school community. They have continued to meet the needs and demands of an ever expanding/changing Global learning environment with enthusiasm and optimism. I have been delighted and impressed to see the growth they have made and the way they go about their business.
The more interaction I have with them the more confident I am in their abilities to respond to our changing future. I gain much pleasure as I am sure other community members do in seeing them share their learning at assemblies with broad smiles and a sense of pride.
Finally I can not complete my report without addressing the professional approach of the school staff. There are 21 teaching and non teaching members of staff who have directly or indirectly influenced the learning opportunities of the students. It is these teachers and support staff who create the important link between curriculum, local community relevance, societies expectations and requirements, a rapidly changing world and a student’s ability to comprehend, engage, and experience success. Our students are experiencing success and this is because they spend time with staff who are compassionate, skilled, knowledgeable, willing to model learning and share a sense of humour with their pupils.

Stuart Hage
Principal

Stuart Hage
Principal

Karen Jahn
Chairperson – Gov Council