



St Charles Borromeo School Templestowe

2022 Annual Report to the School Community



Registered School Number: 1861

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Minimum Standards Attestation

I, Miranda Zuzic, attest that St Charles Borromeo 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

10/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Inspired by the life of Jesus, we at St. Charles Borromeo aspire to be loving, respectful and inclusive of all through our learning and faith community.

School Overview

HISTORY AND PROFILE OF OUR SCHOOL

St. Charles Borromeo is a Catholic Primary School in the Parish of St. Kevin's, Lower Templestowe. It opened in 1983 as the second primary school in the parish.

In 2007 St. Charles Borromeo completed building a new state-of-the art school including classrooms, offices and multi-purpose facilities. In 2009 our Discovery Centre was completed which incorporates a new library and e-learning hub for the children to enjoy.

In 2010, we saw the completion of another new building, our Art and Sports Complex. This building consists of a 3/4 basketball court, an indoor/outdoor stage area to accommodate Performing Arts, a Visual Arts studio, an Italian classroom, a foyer and kitchen facilities.

St. Charles Borromeo's classes consist of students at different ages in "multi-age" settings. Such groupings reflect our beliefs and understandings about how students learn. We employ a wide range of dedicated teaching staff, including a number of specialists.

All classrooms are networked and have access to the Internet. St. Charles Borromeo has vast facilities and grounds and is involved in many programs including inter-school sport, LEGO Engineering, dance, music; and a Year 5/6 camp program.

At St. Charles Borromeo, we aim to be a place of learning - and fun! We offer a comprehensive curriculum, encompassing Religion and the Victorian Curriculum. School liturgies and sacramental programs, involving children and families, are important in our commitment to developing a Christian community.

Our focus is on the individual needs of students. The students have opportunities to work with others based on skills, interests, personality and age. Much like a family, the students support and are supported by other members of the group and work cooperatively with students of different ages, allowing them to recognise the range of abilities and talents within their class group. This results in a wider variety of relationships and social experiences.

Since 2020 St Charles has been involved in Learning and Teaching programs developed through the Eastern Regional Office. These include '14 Parameters

Another important part of St. Charles Borromeo is our focus on values. In October 2009, we were granted Values Education validation. We are the first school outside of the United Kingdom to be recognised as teaching Values Education. Our focus on values helps nurture the development of well-rounded students.

Our school motto is 'Large enough to provide, small enough to care'

Principal's Report

Relationships across the St Charles Borromeo Catholic Primary School community reflect the enactment of its vision to build a vibrant community based on the values and teachings of Jesus. The connections to Parish, the focus on Catholic teachings, and the social justice initiatives are examples of the deep commitment to the school's vision and mission and its Catholic identity. There is a strong sense of pride and identity that characterises the school.

St Charles Borromeo presents as a peaceful, happy and very settled learning environment. The Principal and staff are held in high regard by parents and the wider school community. Teachers and leaders support each other both professionally and personally and work together as a united team with common purpose.

St Charles Borromeo Catholic Primary School is committed to supporting the physical and emotional wellbeing of their students. The school community has established a safe, respectful and supportive environment where students have a strong sense of belonging and connectedness.

The Positive Behaviour for Learning approach underpinned by restorative justice principles has supported this. There are whole school approaches to social and emotional wellbeing, supported by strategic partnerships with organisations, has cultivated a deep understanding of wellbeing as well as providing a comprehensive program and support service for students and their families. Decisions about improvements to teaching and learning reflect a commitment to evidence based practice.

The Visible Learning Project at St Charles Borromeo Catholic Primary School has been a priority for the school and all staff have a comprehensive understanding of the underpinning practices of visible learning. These practices are well embedded in classrooms.

The leadership team have been astute in the establishment of strategic, formalised and sustainable partnerships that have had impact on improving student learning and wellbeing. There is a comprehensive and coherent whole school curriculum delivery plan has been developed. Teachers have been supported in the development of quality planning documentation to guide their teaching.

St Charles Borromeo is empowering its young people to make a difference not only to its school but to the wider school community. It promotes student voice through its leadership and student representative council model and active groups.

Parish Priest's Report

Over the last 12 months I have worked alongside Fr Charles Balnaves and Miranda Zuzic. Miranda provides strong leadership at St Charles Borromeo's, it is a school that is collaborative and committed to the growth of the students' faith.

I remember with fondness the Ash Wednesday service held at the school this year. The large room used by the school for Mass is decorated with Aboriginal Catholic symbols. It is a warm, hospitable venue conducive to reflection and prayer. A great environment for a service preparing the children for Lent.

The staff work hard to support the students' faith journey. This is evidenced by their commitment to the sacramental program (the REL works closely with the parish pastoral worker), their social justice

initiatives and regular weekly Masses with Fr Charles. These are some important examples of it.

Miranda has shown great leadership on the importance of faith. Miranda, Fr Charles and the principals of St Kevin's and St Gregory's schools have been meeting regularly to share ideas and foster the faith formation of staff across the schools.

Miranda attends the Parish Council's meetings regularly and her input is invaluable. We are grateful for her commitment towards and support of the parish long term plans.

I look forward to working with Miranda and the school community in the months ahead.

Tiziana D'Costa

Lay Ecclesial Leader

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To embed an authentic Catholic community rich in dialogue and inclusivity based on Catholic Social Teaching.

Intended Outcomes:

- 1) That teachers deepen their confidence and understanding of Catholic pedagogy across the school so that learners engage in dialogue connecting tradition, faith, culture and life.
- 2) That the Catholic ethos underpins policies and practices so that the Catholic identity of our community is strengthened.

Achievements

- Fr Charles Balnaves' has continued to be the parish priest and support the St Charles community.
- The school continued its participation in the FIRE Carrier programme. As part of this, a new display was created to promote indigenous culture and support their action towards reconciliation. The FIRE Carrier programme also co-constructed and introduced a St Charles Acknowledgement of Country that relates to our school values of love, respect and inclusion. Prior to the commencement of all whole school gatherings, a member of the FIRE carrier team reads our St Charles Acknowledgement of Country.
- Continued to support teachers with planning and assessing Religious Education by regularly scheduling collaborative planning sessions where the REL joined classroom teachers at their planning session.
- Classroom teachers participated in PL focused on Pedagogy of Encounter and incorporating provocations into lessons. Whole school Christian Meditation was introduced as part of our morning routine. Staff participated in PL with Jude Caspersz and Michelle Cameron.
- Led by Paul Spence and involving all stakeholders in the school community, a new Mission statement was completed. The new Vision and Mission were ratified by the school's advisory council and was launched in October 2022.

VALUE ADDED

- RE Leader and teachers meet regularly to discuss and plan Religious Education contributing to a whole school approach in regards to delivering the Religious Education curriculum and Sacramental Programs
- Strong partnership with new parish priest and parish
- Establishing a new Vision and Mission Statement that better reflects the school's objectives and approach to achieving them
- Raising appreciation of the Aboriginal peoples and awareness of reconciliation and promoting peace and justice for all.
- RE Leader attended REL Network Days to liaise with other schools and build professional capacity.
- Ash Wednesday Mass
- Graduation Mass & Dinner
- End of the School Year Mass
- Preparing students to understand receive sacraments of Reconciliation, Eucharist and Confirmation.

Learning and Teaching

Goals & Intended Outcomes

To improve learning outcomes and experiences ensuring continuous improvement and success for all students.

Intended Outcomes:

- That student achievement in Numeracy and Literacy will improve.
- That the learning environment is engaging and purposeful for all students
- That NAPLAN data will be AT or ABOVE the Victorian State Mean

Achievements

Achievements for the school in 2022 include:

- Established the practice of “Collaborative Planning” where classroom teachers plan, assess and moderate regularly with an expert school leader. This was weekly for maths.
- Introduced a Data Wall for Maths in order to make student progress visible. To make data and its transformation into actionable strategies a central pillar of when teachers meet and plan.
- The school continued in its participation in the School Improvement Learning Collaborative lead by Dr Lyn Sharrat and Dr Simon Breakspear looking at implementing proven strategies that raise teacher capacity and student learning - particularly in the area of maths.
- Emily Black (MACS Maths Learning Consultant) supported the school with implementing regular staff meetings focused on unpacking the Maths Curriculum and establishing a whole-school approach towards teaching and assessing this.
- Regular Professional Teams (PLTs) were conducted by members of the Leadership team focused on building professional capacity through data dialogue, planning and moderation.
- A teacher was employed by the school to provide learning intervention to students experiencing difficulties in Literacy and Maths.
- An extension opportunity for students in the area of Mathematics was established by the school through its participation in the Maths Olympiad program.
- Explored Dr Lyn Sharatt’s contemporary theories and research related to the third teacher and introduced a whole school approach towards using Learning Walls, Bump it Up Walls and anchor charts in classes.
- Completion of a review of all assessment practices to develop a thorough Data Plan
- Review of Student Progress was introduced as a regular standing item for each PLM

- Emphasis was given on developing teachers capacity in the analysis and consistent use of data to inform planning e.g through writing moderation
- Student work samples were moderated in and across year levels to ensure consistency in assessment, reporting, learning and teaching.
- Fountas and Pinnel Benchmark Assessment Systems (BAS) were introduced and used to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments in years 3-6.
- Developing teacher knowledge and capacity of the writing curriculum was developed through regular PLM meetings to identify the required skills at each level.

STUDENT LEARNING OUTCOMES

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. However, the growth of the Year 5s can be reported.

NAPLAN data from 2019 and 2021 indicated that:

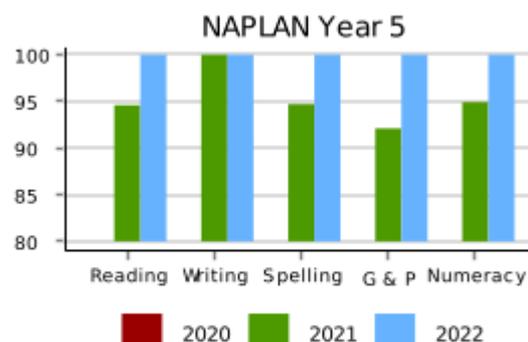
- In Reading, 68% of students made medium to high growth
- In Writing, 81% of students made medium to high growth
- In Spelling, 45% of students made medium to high growth
- In Numeracy, 61% of students made medium to high growth
- In Grammar and Punctuation, 71% of students made medium to high growth

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	94.1	-	100.0	5.9
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	92.1	-	100.0	7.9
YR 05 Numeracy	-	94.9	-	100.0	5.1
YR 05 Reading	-	94.6	-	100.0	5.4
YR 05 Spelling	-	94.7	-	100.0	5.3
YR 05 Writing	-	100.0	-	100.0	0.0

* 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

Inspired by the school values 'Love, Respect and Inclusion' at St Charles we aim to;

To develop a systematic, inclusive and rigorous professional learning culture across the school.

That there is a culture of teachers who routinely interpret data to ensure that student growth is maximised.

To maximise all students' growth grounded in evidence, research and practice.

That there is a comprehensive, systematic approach to the observation, feedback, mentoring and coaching of staff so that collaboration and reflection of practice results in continuous improvement.

Achievements

During the last weeks of the school year all students took part in the 'Flying Start' program with their 2023 classroom teacher and their 2023 student cohort.

All students attended the St. John's Ambulance First Aide in Schools program;

St Charles Borromeo was invited to be part of the Department of Education Respectful Relationships Space and Play Lead project.

St Charles Borromeo Student Wellbeing Leader continues to lead the MACS SWL cluster of 21 schools.

St Charles Borromeo is the Respectful relationships Lead school for 12 schools.

Whole school, daily Christian Mediation followed by the Morning Circle routine that focuses on relationship building and social capability

Wellbeing professional development during staff meetings

PSG meetings were conducted

Whole school facilitated planning to develop students' personal and social capability

VALUE ADDED

- Continued to embed the Berry Street Education Model through dedicated staff meetings, collaborative planning and explicit teaching
- Continued to explicitly teach Social and Emotional learning through the Resilience, Rights and Respectful Relationships resource;

- Cyber safety professional teaching for staff, students and parents;
- Support for the school community through the regular Student Wellbeing newsletters, resources, tip sheets and links to parent/community supports;
- Collaborative planning with all classroom teachers on Student Wellbeing;
- Professional learning through dedicated staff meeting to classroom teachers and learning support officers
 - 1-on-1 phone calls to families to maintain connection and provide support when needed

STUDENT SATISFACTION

St Charles Borromeo Primary school continued to show continuous improvement in the area of Student Wellbeing. We were proud to achieve 'Above average' responses in the Annual MACSSIS survey.

1st Level Comparison			MACS average	2021	2022
DOMAIN	DOMAIN DEFINITION	Base (n=)	28.281	89	49
OVERALL	Overall school positive endorsement %		64%	69%	71%
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.		78%	83%	85%
2. School engagement	How attentive and invested students are in school.		53%	56%	56%
3. School climate	Perceptions of the social and learning climate of the school.		61%	68%	63%
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.		73%	78%	80%
5. School belonging	How much students feel they are valued members of the community.		71%	78%	79%
6. Learning disposition	Students' mindset about themselves as learners.		73%	79%	81%
7. Student safety	Perceptions of student physical and psychological safety while at school.		58%	63%	59%
8. Enabling safety	Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school.		57%	54%	63%
9. Student voice	The extent to which students feel they have opportunities to have an impact on their school.		57%	61%	68%
10. Catholic identity	Student perceptions about the Catholic identity of the school.		63%	70%	74%

STUDENT ATTENDANCE

Any student that is identified as not attending school on a regular basis without a reason of illness or extended holiday is investigated by the Principal and Student Wellbeing Leader. We

follow 'Every Day Counts' and work with the family and student to make sure the student attends school on a regular basis. During the remote and flexible learning period which came about due to covid, the roll was taken each morning during a whole class Google Meet. Students who were identified as 'at risk' had additional check ins with their classroom teacher, Student Wellbeing Leader and Learning Support Officers.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.0%
Y02	90.4%
Y03	88.7%
Y04	86.3%
Y05	87.7%
Y06	87.8%
Overall average attendance	88.1%

Child Safe Standards

Goals & Intended Outcomes

Goal: That all students at St Charles Borromeo will be safe and protected from all forms of abuse and neglect.

Intended Outcomes: To promote a culture of child safety at St. Charles Borromeo; To ensure Child Safety is embedded into recruitment and induction of staff; To inform staff, students, parents and volunteers within the school community of expected behaviours.

Achievements

- The embedding of Child Safety policies and commitments into every day practice are reviewed by the Child Safety Committee;
- The school provides their staff with regular and appropriate opportunities to develop their knowledge of, openness to and ability to address child safety matters. This includes induction, ongoing training and professional learning to ensure that everyone understands their professional and legal obligations and responsibilities and the procedures for reporting suspicion of child abuse and neglect. All staff complete the on line Mandatory reporting modules each year, the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' resource is revisited annually and all staff have completed 'responding to disclosures' professional development;
- We provide our school community with information about Child safety through our dedicated Child Safety folder on the parent portal on our school website and through the school newsletter. Our parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership;
- At St. Charles Borromeo we actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them;
- We teach students about what they can do if they feel unsafe and enable them to understand, identify, discuss and report on child safety. We listen to and act on any concerns students raise with us;
- St. Charles Borromeo applies thorough and rigorous screening processes in the recruitment of employees and volunteers involved in child-connected work. Our commitment to child safety and our screening requirements are included in all advertisements for such employee, contractor and volunteer positions and all applicants are provided with copies of the school's Child Safety Code of Conduct and the Child Safety Policy. We have processes for monitoring and assessing the continuing suitability of school staff to work with children, including regular reviews of the status of Working with Children Checks and staff professional registration requirements such as Victorian Institute of Teaching (VIT) registration;
- We are committed to proactively and systematically identifying and assessing risks to student safety across our whole school environment and reducing or eliminating (where possible) all potential sources of harm. We document, implement, monitor and periodically review our risk management strategies for child safety and ensure that the strategies change as needed and as new risks arise.

Leadership

Goals & Intended Outcomes

Goal :

To embed a professional culture based on collaboration and shared leadership within our Catholic context.

Intended Outcome:

That the organisational climate will improve.

Achievements

- Leaders at St Charles have worked together to develop a common and agreed vision that supports shared understandings which is known, valued and enacted by all members of the school community.
- We have continued to provide ongoing Professional Learning for staff in relation to Visible Learning. This has attributed to the development of shared language and understandings, as staff continue to present and encounter personalised and targeted learning for students. As a result we have developed quality teaching strategies around common understandings of differentiation, personalisation and individualisation.
- As a staff we have explored the effective use of feedback as a powerful tool for learning. This was strongly linked to Visible Learning and made meaningful to each learner based on targeted differentiation. We have also begun to establish clear protocols and processes for all staff in the areas of: Professional Learning, Mentoring and Coaching and role clarity.
- Evaluation and feedback from staff helped to drive decisions made by the Leadership Team. This was managed by ensuring effective staff engagement in decisions through a culture of dialogue, regarding their day to day work, development of curriculum and other factors which affect their role at St Charles.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2022
Berry Street training
Mandatory Reporting
Pedagogical reflection tool
First Aide Training
Numeracy Intervention and planning
Christian meditation
Monash Q Project

Number of teachers who participated in PL in 2022	20
Average expenditure per teacher for PL	\$1000

TEACHER SATISFACTION

1. Student Safety- 73%
2. School Climate- 75%
3. Staff-Leadership Relationship- 91%
4. Instructional Leadership- 65%
5. Feedback- 60%
6. school Leadership- 68%
7. Staff Safety- 66%
8. Psychological Safety- 66%
9. Professional Learning- 67%
10. Collaboration around an Improvement Strategy- 68%
11. Collaboration in Teams- 82%
12. Support for Teams- 83%
13. Collective efficacy- 84%
14. Catholic Identity- 73%

In all areas of Teacher satisfaction St Charles primary school has experienced significant growth. In particular Staff-Leadership Relationships increased by 20%.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	67.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	50.0%
Advanced Diploma	16.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	23.0
Teaching Staff (FTE)	16.5
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	12.5
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal:

To build authentic partnerships to enable lifelong learning and wellbeing. Intended Outcomes:

- That authentic engagement with families is enhanced.
- That partnerships/connections with the community are improved to support student learning.

Achievements

The use of contemporary tools to enhance communication, foster student learning and build partnerships through collaboration with families, parish and the wider community was pivotal. This has been achieved by strengthening online communication and collaboration for students, staff and parents to connect within and beyond the school to support learning.

The use of COMPASS, the St Charles Website and Newsletter have assisted us in this consistent implementation. Throughout our school we have embedded clear structures, expectations and communication with families. We continually highlight and make explicit links between the school and Parish. Our class masses and Sacramental programs continue to be a key element in building our connection with the Parish.

The School Improvement Agenda is communicated widely across the school community, including to parents. Parents readily identified visible learning as the school's priority and reflected that the school's approach to wellbeing was the reason they selected St Charles for their children. Approaches to wellbeing and visible learning are underpinned by research evidence. The school is active in partnering with other schools in collectives to share practice.

Families at St Charles work in partnership with the school during the 2022 school year attending:

Parents and Friends Meetings- Colour Fun Run

School Advisory Council Meetings

Showcase of student learning in classrooms

Parent/Student/Teacher chats

Information sessions-Learning in the classroom, Cyber Safety

Sporting events-Inter school Sports, School Athletics Carnival

Mother's Day

Father's Day

Performing Arts Showcase of learning

School Assemblies

Opening of our Pizza Garden

Mass-whole school celebrations and Year 3 to 6 class masses

Christmas Nativity and Carols

PARENT SATISFACTION

1. Family Engagement- 44%
2. Barriers to Engagement- 88%
3. School Fit- 86%
4. School Climate- 98%
5. Student Safety- 76%
6. Communication- 88%
7. Catholic Identity- 69%

Across all areas of Parent Satisfaction St Charles primary school has continued to maintain and further grow focus areas. Significant growth has been evidenced in Barriers to Engagement with a percentage of 23.

Future Directions

St Charles Borromeo aims to continue creating a supportive and inclusive environment where students are encouraged to explore their potential and achieve their personal best in all aspects of school life. Students are challenged and engaged through authentic learning opportunities that inspire them to develop creativity, confidence and resilience to become independent and ethical life-long learners. The 2023 school year is a school review year for St Charles Borromeo. We look forward to the feedback and future goals which will be set from the school review process which will inform our School Improvement Plan (SIP) for the next four years.