School context statement
Bega Valley Public School was named in January 2012, following the amalgamation of Bega West and Bega Public Schools. This school, situated on the newly redeveloped Bega Public School site has facilities which are second to none in the Bega Valley.

The ongoing commitment to quality education coupled together with a unique physical setting which includes expansive playing fields and attractive heritage buildings provides an exceptional foundation for establishing an environment conducive to both learning and to developing pride in the school.

With a fundamental belief in full involvement, in the capacity of all students to learn, in solving disputes peacefully, in care at all times, in equity and in quality, the school community of Bega Valley Public School continues to develop and maintain a culture which values achievement and endeavour equally. This culture is one which emphasises the celebration of learning, provides a wide range of academic, sporting, cultural and social experiences and provides an environment responsive to individual student needs.

Principal’s message
This year we have been building on the successes of previous years and Bega Valley Public School has continued to strive for excellence in all aspects of school life. The school is a vibrant place of learning, characterised by a sense of energy and warmth of welcome, where the care and welfare of our students is utmost.

Bega Valley Public School has a solid academic focus. Our skilled and highly experienced staff works collaboratively to provide quality programs teaching and learning programs, underpinned by student engagement, student well-being and high expectations.

The Early Action for Success (EA4S) program was introduced at the start of this year. This strategy aims to improve students’ performance through a targeted approach in the early years. The school has additional staffing including an Instructional Leaders to ensure the effective implementation of this program.

Additional support programs such as Multilit, Minilit, Speech pathology, Targeted Early Numeracy (TEN) and Taking Off with Numeracy (TOWN) cater for the individual needs of students in order to improve learning outcomes. There are also rich and diverse learning opportunities for students in Creative and Performing Arts with specialized teachers delivering drama, music, dance and environmental education programs. Aboriginal Education, including engagement programs and Indigenous studies is a high priority.

There is a strong focus on continual improvement at our school. Bega Valley Public School benefits from additional Equity funding which contributes to supporting teacher professional development programs.

There was an excellent response from our parent survey on our first Multi Categorical class, as well as our Student welfare programs and practices. We will analyse the data collected from these surveys to inform school decisions and policies in these areas. The positive feedback we receive about the varied learning environment is a tribute to the team effort of all staff, students, parents and the broader community. An example of the broader community support is the offer of sponsorship for our garden program in 2014 by the Bega Agricultural Society.

We have a Positive Behaviour for Success program that promotes and teaches skills in student self-regulation based on the school’s values of respect, responsibility, cooperation, friendship. Leadership opportunities are provided to students from Kindergarten to Year 6 through assembly presentations, whole school play productions, a student representative council and a buddy and peer tutoring program.

I feel privileged to have led this strong, hard-working school community through a year of great achievement, both individual and collective, of our students, staff and the School as a whole.
It has also been a year of intensive and meticulous school planning for programs and initiatives to implement over the next three years to make sure our students receive the best 21st century education and achievement. I congratulate the students and staff, and indeed our entire school community, on all that has been achieved this year.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mark Farrell
Acting Principal 2014

P&C message
Bega Valley Public School P&C 2014 has had a quiet, yet productive year.

Successful events included:

- the Easter Egg Hunt, which is becoming a Bega Valley Public School tradition
- Red Day, students wore red clothes to school and donated a gold coin to help us raise money for a new fridge for the Red Cross volunteers running Breakfast Club at school every day. The P&C matched dollar for dollar the money raised and Bega Betta Electrical helped make up the difference.

Funds raised throughout the year have been used in a variety of ways to support students at Bega Valley PS. This has included:

- $2000 for Stage 3 Jindabyne Camp through raffles
- Installation of coloured lights and a disco ball in the hall
- $4000 to Early Stage 1 and Stage 1 for classroom resources
- Principal’s Class Award, which 56J were recipients
- new musical instruments for the band

The school canteen, under the management of Sheryl Bartlett and with the support of our volunteers, has made a healthy profit. In 2015 we will be revamping the outside of the canteen and opening with a brand new name. The students have entered in their ideas and voted to choose the final name - The Snack Shack!

The P&C extends their thanks to all staff, teaching and non-teaching for their commitment to the education and wellbeing of our students.

Sally Benedyka

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

![Enrolments graph](image)

Enrolment numbers in 2014 were greater than anticipated and we were able to form 14 classes. Enrolments climbed to as high as 363 as the year progressed.

Student attendance profile
At Bega Valley Public School, our staff and community value increasing levels of engagement of students who are willing participants in their own education. We have a number of extra-curricular programs including art/craft, organised games, breakfast club, and edible garden and cooking programs to engage and provide an
attractive learning environment where students are happy to attend and wholeheartedly participate in their learning.

The school works closely with the Department’s Home School Liaison Officer (HSLO) to monitor students’ attendance. The school also makes regular contact with families of students whose attendance is of concern.

**Workforce information**

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The school staff comprises both teaching and non-teaching personnel in full-time, part-time, permanent, temporary and casual positions. Students who require assistance in learning or are experiencing difficulty in Literacy and Numeracy are assisted by the Student Learning Support Team (SLST). A Reading Recovery program supports targeted students in Year 1 who are not achieving expected outcomes in the development of their literacy skills.

This year the school has benefitted from the Early Action for Success strategy. This strategy is the Department’s approach to improving students’ performance in literacy and numeracy. The strategy relies on high quality leadership combined with a focus on the needs of each student, early intervention and ongoing monitoring of progress in literacy and numeracy.

The school has employed an Instructional Leader and an early intervention teacher to work with teachers and students so that students achieve national benchmark levels in literacy and numeracy. This reform has also enabled us to provide professional development for all K-2 teachers in literacy and numeracy.

Bega Valley Public School has two Aboriginal School Learning Support Officers who work with indigenous students and liaise with our Aboriginal community. A principal, three assistant principals, a deputy principal and an instructional leader are responsible for leading and managing the school.

### Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Instructional Leader (EAfS)</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>14</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
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<tr>
<td>School Counsellor</td>
<td>0.4</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.4</td>
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<tr>
<td>School Learning Support Officers</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>34.3</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Bega Valley Public School has a very experienced staff and maintains a high level of retention of teachers and support staff. In addition to allocated staff the school uses some funding to employ additional staff to further support the implementation of quality teaching and learning programs. This includes the employment of two part time Aboriginal Education officers.

### Teacher qualifications

All teaching staff met the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>5</td>
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<tr>
<td>Australian Standards accreditation</td>
<td>15</td>
</tr>
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</table>
Professional learning and teacher accreditation

Throughout 2014 all members of staff participated in a variety of professional learning activities in staff development days, whole staff and team meetings, Early Action for Success initiatives as well as participation in training for specific programs such as L3 (Language, Learning and Literacy) and TEN (Teaching Early Numeracy).

During staff development days teachers undertook the following training:

- Adobe connect sessions focussed on the new mathematics curriculum
- Professional learning based around literacy and numeracy continuums and using these tools to inform teaching and learning outcomes.
- Dealing with students with trauma in our classrooms. Effective strategies to use in the classroom to manage and engage students.
- Introduction to the new science syllabus
- Development of the new school plan

Mandatory DEC training:

- CPR
- First Aid
- Anaphylaxis training (theory and practical)

K-2 staff professional learning as part of Early Action for Success:

- L3 (Language, Learning and Literacy) Kindergarten teachers 2014
- TEN (Teaching Early Numeracy) all K-2 staff

Education Standards (BoSTES) accreditation:

- Voluntary professional learning in preparation to seek proficient and higher levels of accreditation.

During Term 2 2014 Bega Valley Public School became part of the Early Action for Success initiative. All K-2 teachers have received substantial professional learning during 2014 in the areas of literacy and numeracy under the guidance of an instructional leader. These processes and initiatives will continue to be developed over the next two years improving teacher capacity.

The total expenditure for Professional Learning for 2014 was $34,380.

Beginning Teachers

In 2014 Bega Valley Public School had one permanent beginning teacher. The school receives funding to support beginning teachers in their role. The funding has been used for attendance at a Beginning Teachers’ Conference, to enable participation in online and in-school professional learning. Beginning teachers also work alongside experienced teachers to collaboratively plan teaching and learning programs that align with the Australian Curriculum NSW syllabuses.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>959773.91</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>60554.49</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>63123.66</td>
</tr>
<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>46022.97</td>
</tr>
<tr>
<td>Maintenance</td>
<td>28266.13</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>4061.62</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>1093773.79</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>651832.04</td>
</tr>
</tbody>
</table>
school plan initiatives for 2015, including teacher professional learning, beginning teacher support, literacy and numeracy programs and the implementation of new syllabuses.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

NAPLAN

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

School based assessment

During 2014 Bega Valley Public School teachers in primary (Years 3-6) continued to plot students on the literacy and numeracy continuums in the areas of reading (literacy continuum) and number (numeracy continuum).

As part of Early Action for Success, K-2 teachers have been plotting their data using PLAN software. Early Action for Success focuses on three areas in literacy: reading, writing and comprehension, and two areas in numeracy: numeral identification and early arithmetical strategies. This information allows teachers to track students’ progress in literacy and numeracy including ‘where are they’ and ‘where to next’.

Continuums support teachers to plan learning activities for their students and are a valuable tool for showing achievement and growth. At the beginning of each year this data is rolled over with the student to their new class, providing the new teacher with access to student achievement levels.

Best Start

All kindergarten students are tested and plotted on PLAN software. This is each student’s starting point from which we track and monitor their progress. Teachers in kindergarten use this important information to begin planning and implementing differentiated programs in literacy and numeracy.

Literacy intervention programs

Reading Recovery is a researched intervention program that is aimed at accelerating the reading and writing of the bottom 20% of students in Year 1. It is a systematic and comprehensive program where the teacher works on the specific needs of each child daily to ensure they function successfully back in the classroom. Every child that has discontinued off the program at BVPS this year has attained the expected outcomes in literacy.

MiniLit and MultiLit are evidence based literacy intervention programs that support students in making progress in literacy through systematic and explicit teaching. Selected students in Year 1 and Year 2 undertake MiniLit lessons four days per week, with students in year 3-6 participating in MultiLit lessons. Support teachers, SLSOs and volunteers deliver lessons to students designed to improve their spelling and reading accuracy and fluency.

Other achievements

Performing arts

Sport

Sport at Bega Valley Public School was another highlight of 2014. Students throughout the school participated in a variety of sporting programmes allowing them to learn skills in a variety of areas including:

- Fitness
- Ball skills
- Balance
- Skipping
- Kinetics

Bega Valley Public School entered teams in PSSA state knockouts, as well as a variety of gala days that fostered not only sporting skills but those of participation, teamwork and sportsmanship.
Sporting highlights of 2014 were:

- Tarni Evans represented us proudly at State and National level becoming Bega Valley Public School’s first ever national champion in high jump clearing an astonishing 1.65m. Her achievements have led to her receiving a South Coast Sporting Blue.
- NSW PSSA School knockouts - Two teams, the girls’ touch football and soccer teams, coming equal 9th in the state.
- Swimming, athletics and cross country carnivals.

Students help to create an enthusiastic and supportive atmosphere at sporting events and sport remains a highly valued part of the school community and culture.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Bega Valley Public School has worked closely with the community and implemented programs to ensure engagement and achievement of Aboriginal students. The School uses equity funding to employ two Aboriginal Education Officers to support the learning, engagement and welfare of Aboriginal students. Attendance of Indigenous students has continued to improve. The work of the Aboriginal Education Officers and learning opportunities at Bega Valley Public School contribute to this improvement.

The school has maintained strong partnerships with the AECG seeking out and implementing ideas from our community on how best to improve the educational and social outcomes of our Aboriginal students.

The Aboriginal Education Officers in our school work closely with students to foster cultural awareness and provide students with extra learning support. The development of the Koori Newsletter with the students and ‘Yarning Circle’ are initiatives that have been highly engaging for Indigenous students. They have also worked within the classrooms on literacy programs within reading sessions.

This year students had the opportunity to participate in a number of activities to celebrate NAIDOC week. All Stage 3 attended an excursion at Jigamy Farm where they learnt about some locally significant places and traditions. The whole school also had the opportunity to participate in boomerang throwing, traditional dancing and games with the support of local Indigenous community members, the AECG and our Aboriginal Education Officers.

Development and implementation of Personalised Learning Plans (PLPs) at the school has been a collaborative process involving the AECG and Bega High School. This process engaged the community and through discussions with students and parents, learning goals and plans for Indigenous students are developed, revised and evaluated through the year.

Speech program

Bega Valley Public School implements a speech program four days a week with a Student Learning Support Office (SLSO) who works with students from kindergarten and some Year one students who require support. Four times a year a local speech pathologist assesses the needs of selected students and works with the SLSO to set up appropriate programs to be implemented over a term, providing ongoing support. These programs operate depending on need, either as individual or small groups in both language and speech interventions. These are reassessed each term.
Smooth Start

Smooth Start is an early transition readiness program designed for a smooth transition into the school setting. It runs for eight weeks and over term 3 and 4.

The sessions are run on the same day each week with the first seven days being split into three sessions offering 20 student placements each.

This program familiarises the students with the school layout, the kindergarten teachers, other students attending kindergarten the following year and the structure of a session at school. It is delivered by a kindergarten teacher, a local preschool teacher and a SLSO. Feedback from parents has been positive stating it is a rewarding experience for all who attend, making it a smoother entry for all students into kindergarten.

In addition to these programs equity funds received through the resource allocation model were used for a range of strategies to support improvement in student achievement including employment of additional staff to support school leadership and management, student welfare programs, a music program, technology initiatives and literacy and numeracy programs.

Multicultural education and anti-racism

Students at Bega Valley Public School have engaged with different perspectives through English units of work that have been developed. Through learning, children are exposed to Asian perspectives through studies of culturally rich literature that enhances their knowledge of different people and places in the world.

K-6 students at the school learn Indonesian language through specialised lessons. Songs and games support student learning of the culture and language.

Students are also given the opportunity to learn more deeply about a variety of cultures through study in HSIE.

Other significant initiatives

Student Leadership

Bega Valley Public School provides opportunities for all Year 6 students to take responsibility for leadership. Leadership opportunities have included:

- Our four elected school captains leading fortnightly assemblies and special occasions including ANZAC Day and presentation day.
- A group of Year 6 students proudly took part in the War Memorial Soundscape project – recording the names of fallen soldiers to be played in the Hall of Remembrance.
- The Buddy Class program had Stage 3 students providing weekly peer support in a K-2 class in reading, maths and creative lessons.
- Year 6 took on responsibilities across the school in communication, pride in our school grounds and flying the Australian and Aboriginal flags.
- Playground program – In Term 1, Year 6 ran games and activities at lunch time with an emphasis on our values and fun.
- Year 6 organised Market Day, a fundraiser for Year 6 t-shirts and the farewell.
- Our 16 sport House Leaders promoted participation and fair play throughout the year in the carnivals, gala days and weekly sport.
Family and Community Programs

This year Bega Valley Public School set up a school Facebook page which enabled parents and community members to be kept informed of events and issues related to the school on a social media site.

Parents and Community members now have access to school information through a variety of means, school newsletter- hard copy or emailed, students newsletter, Koori newsletter, the school web page, Facebook, Meet the Teacher afternoons, school assemblies, the school performance, music performance and the Easter Egg hunt.

This year the school is in the process of setting up a parent/community skills register. This was completed as a hard copy but is also attached to Facebook for community members to complete. This will enable parents to share their skills and expertise in a learning environment within a classroom. The register will allow teachers to access expertise from within the community.

Festival of the face

As part of a Bega Valley initiative The Bega Chamber Of Commerce started ‘Festival of the Face’, a month long celebration of Art in the Bega Valley to coincide with the Shirley Hannan National Portrait Awards. K to 6 students were involved in workshops given by local artists and all classes made masks and portraits which were displayed in an art exhibition in the school hall. Students also participated in a community event in Littleton Gardens in Bega.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- analysis of school and system data
- classroom observation
- focus meetings
- community, staff and student surveys and questionnaires

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

- To enhance staff knowledge, understanding and use of the English and Mathematics K-6 syllabus.
- For teachers, students and parents to have a shared understanding of the expectations of the teaching of literacy and numeracy in our school.
- To improve student learning outcomes in literacy and numeracy.

Evidence of achievement of outcomes in 2014:

- All staff have indicated they have an increased knowledge of the English and Mathematics syllabuses
- PLAN data indicates student achievement and progress K-2 is in line with state expectations. Overall NAPLAN data for Year 3 and 5 students has shown a downward trend however a significant number of students have achieved expected at and beyond expected growth from year 3 to Year 5.

Strategies to achieve these outcomes in 2014:

- Professional learning and collaborative programming and planning in literacy and numeracy
• Implementation of key literacy and numeracy initiatives K-6.

School priority 2
Community

Outcomes from 2012–2014
• To develop a deep understanding of Aboriginal culture and reflect it through interactions, educational programs and partnerships.
• For Aboriginal students to be achieving at least the equivalent of their non-Aboriginal peers
• Develop quality partnerships with the whole school community.

Evidence of achievement of outcomes in 2014:
• Enhanced PLP process. Increased student participation in cultural programs and extra-curricular activities.
• School-based assessment data indicates that there is still a gap between Aboriginal student performance and that of their peers however this gap is narrowing.
• Improved communication with local Aboriginal families, representative groups and support agencies

Strategies to achieve these outcomes in 2014:
• Coordinated collaborative process for the development of PLPs
• Aboriginal perspectives included in planning and programming. Differentiation of lessons to support identified learning needs
• Employment of two Aboriginal Education Officers.

School priority 3
Student Welfare

Outcomes from 2012–2014
• Develop whole school programs allowing students to reach full potential.

• Implement the Quality Start program focused on creating effective and engaging learning environments.
• Improve pre-school to kindergarten transition procedures

Evidence of achievement of outcomes in 2014:
• PBS implemented across the school with a focus on developing greater consistency
• All classroom environments optimised for learning
• Evaluations indicate the pre-school to kindergarten transition program was extremely successful and highly valued

Strategies to achieve these outcomes in 2014:
• Continuation of Positive Behaviour for Success (PBS) program with a focus on an agreed set of values and expectations
• Implementation of the Quality Start program
• Implementation of a comprehensive Smooth Start program

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school through a number of evaluations and surveys. The key evaluation was in the area of student welfare.

Student Welfare evaluation

Ensuring the overall wellbeing of students at Bega Valley Public School is an area of ongoing importance. The school develops a range of processes and practices to ensure the needs of individual students are being met.

This year a School Self Evaluation of Student Welfare was completed by the school. The process involved surveying students, families and teachers about Student Welfare at Bega Valley Public School. After receiving and collating the survey results parent and teacher interviews were held to go into more depth regarding their thoughts. Student focus groups were conducted to gauge students’ feelings about school.
The findings were overwhelmingly positive. The vast majority of parents, teachers and students recognised the school as a supportive environment that is a friendly, happy place to be. The report team made some recommendations to be implemented in the future. Some of the key recommendations are:

- Creation of team to implement and lead the Positive Behaviour for Success (PBS) program.
- The BVPS policy be revised and updated to include all current practices and procedures, including an explicit communication strategy and consistent approach to record keeping.
- Investigate strategies to support 5% of students that data shows struggle to be successful in the classroom/playground.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The new plan will be based around the three strategic directions for Bega Valley Public School 2015-2017. The strategic directions and the purpose for each are:

1. Expert teaching for engaged learners - to provide staff and students with opportunities for continuous learning
2. Student health and wellbeing - to implement quality programs and strategies to meet the personal, social and learning needs of all students
3. Effective partnerships and connections - to strengthen partnerships between the school and key community stakeholders

School contact information
Bega valley Public School
21 Auckland Street, BEGA NSW 2550
Ph: 02 6492 1280
Fax: 02 6492 3965
Email: begavalley-p.school@det.nsw.edu.au
School Code: 1168

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mark Farrell, Principal
Kerrie Vogele, Deputy Principal
Gina Barnes, Assistant Principal
Peter Bennett, Assistant Principal
Megan Bobbin, Instructional Leader
Heather Cross, Assistant Principal