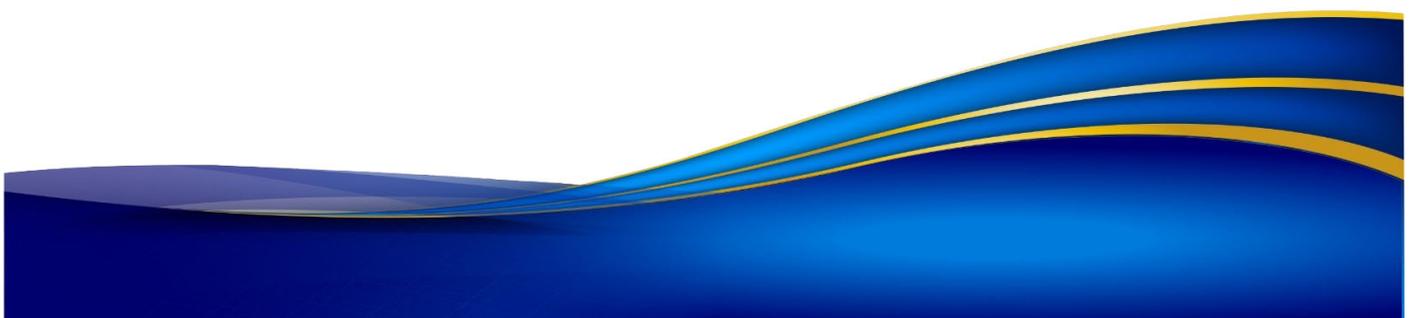




Bayview College

To Believe. To Think. To Achieve

2020 Annual Report



Annual Report



Welcome to the 2020 Bayview College Annual Report. Under the Australian Government Compliance Requirements (Schools Assistance Act 2008) all schools are required to ensure that School Performance Information is made publicly available.

Founded in 1884 as Loreto College, a Catholic girl's school, Bayview was incorporated in 1977 as Christian Community College, a co-educational secondary ecumenical school. It was renamed "Bayview" in 1994 acknowledging the cottage on site that housed the Academy conducted in 1864-1865 by (Saint) Mary Mackillop.

Bayview College provides a Christian and holistic education, developing academic, spiritual, emotional, and physical growth in each individual student. At the heart of a Bayview College education is an emphasis on instilling in our young people our core values, Compassion, Integrity, Respect and Responsibility.

Bayview College plays a significant role in the lives of the Christian Community in Portland and as such it continues to work in conjunction with the participating churches – Anglican, Baptist, Catholic, Lutheran and Uniting Churches as well as the Loreto Institute.

Representatives from the Loreto Institute meet with Bayview College Board members and the College Executive regularly to ensure that the College continues to operate according to the constitution.

The arrival of the COVID-19 pandemic resulted in many of the usual community events, camps, national and international trips being postponed or cancelled. Students experienced a relatively unchanged Term 1, but after that the year took on an unpredictable and vastly different set of experiences on campus and in our new virtual campus. Staff and students worked collaboratively inside and out of the school, to re-think what teaching, and learning looked like, when we were not able to be physically together in the same place. often assisted and supported by generous community members and parents.

The Educational Strategic Plan 2018 – 2021 whilst still the overarching blueprint for our development, was put to one side as we quickly pivoted to the new reality of remote learning. We were still committed to be: A Christian Community, A Learning Community, A Caring Community, and A Connected community. Each priority areas goals, strategies, and criteria for achievement were still our guides, however, the operational needs of the College, the welfare of the students. Staff and families, and the learning engagement of our students were the highest priorities.

Bayview College's student enrolments are responsive to local community issues and the local economy. The constant challenge is to increase our market share by persistently improving the educational provision we provide; to extend the vision and aspiration of students, to develop their Christian faith and their awareness and responsibility, so that they have a broad world view and engage in the pathways and opportunities that Bayview College offers. In 2020 our enrolments built upon the increased interest that occurred in 2019, and new students joined us each term with families indicating that they are choosing the College because of our programs and approach to teaching, and in the latter half of the year because of the manner in which we supported our community during periods of lockdown.

We have set ourselves the goal to be a place of educational excellence, that reflects contemporary research, is responsive to the needs of our students, and focussed on the future world that our graduates will inhabit. Our vision and our pursuit of excellence constantly shapes

the positive culture of our school. As a member of the Future Schools Alliance, we continue our journey of innovation.

It is important to us that we maintain and establish new links with educational and employment organisations that expose our students to work opportunities and learning prospects beyond our classrooms, and the possibilities that a tertiary education may provide. As such we are still working closely SW TAFE, the University of South Australia, and Deakin University. Through our participation in the Leading Learning that Matters project we have a direct link with the Graduate School of Education at Harvard University, Cambridge, USA. Although, these partnerships were also impacted by the pandemic we were still able to engage with our colleagues, students were able to participate in online programs, and we were able to learn from each other.

Vision

To Believe

To Think

To Achieve

Mission

As an independent Christian Community College, we journey towards this Vision by delivering high quality teaching and learning through curricula that consistently challenges our students:

- To grow in Unity in Christ
- To act with compassion, integrity, respect, and responsibility
- To be conscious of the needs of others
- To be confident to challenge and respond to injustice
- To have active, curious, creative, and questioning minds
- To develop a passion for learning
- To understand their role in a diverse, global society
- To be informed decision makers
- To build strong positive relationships
- To be resilient and confident young people
- To strive to achieve personal excellence in all their endeavours
- To develop their strengths by providing them with the tools necessary to do so

We believe that the partnership that exists between the parents, students, teachers, and community is central in realising this Vision.

College Board

There was a change of leadership at Board level in 2020. After a decade's service to the College Mr David Stafford, Chair of Board, retired at the Annual General Meeting. David had also chaired the finance committee for most of his tenure on the board, as well as being an integral member of the Risk and Property committees.

A smooth transition was planned throughout 2019 and the work of the Board has continued seamlessly under the leadership of Mrs Nikki Edwards. Fr Greg Tait remains as Deputy Chair, and we welcomed Jeff Primmer onto the Board Executive. We also farewelled Mrs Trudy Thorp after three years of service to the College. We welcomed Mrs Margaret Donald and Mrs Tara Pritchard onto the Board at the AGM. Our board has a diverse skill set which include representatives from the member churches, and expertise in legal, building, education, and finance matters. The sub-committees of the Board continue to engage with the College Leadership Team. Each of the subcommittees, the Christian Identity, Finance, Property, and Risk Committees, meet regularly and provide reports to the College Board at the monthly meetings. All meetings were held remotely from April 2020, and the Board had regular oversight and input into the management of the pandemic, school operations and oversight of OHS issues.

The ongoing support of the Loreto institute is valued and appreciated. Despite the absence of a Loreto Sister within the Portland community, our Director of Christian Identity, Chaplain, Faith & Values teachers, and House System keep the Loreto Charism alive in our school community. Loreto continues to actively support Bayview College and a representative of the Loreto Institute remains on the Bayview Board which provides us with a direct link to the institute.

Staffing

Bayview College has professionally qualified, committed educational professionals who thrive on teaching in our supportive and innovative school environment. The staff have increased their focus on developing individuals so that they have the capacity for self-learning, self-discipline, motivation, and metacognition.

In 2020 the teaching staff comprised a total of 17 full-time and 11 part-time professionals. Of these, 8 were male and 20 were female. There were no staff members of indigenous Australian background. 39% of teaching staff have taught at Bayview College between 10 & 30 years, a further 25% have more than 4 years teaching at Bayview.

Four new full and part-time staff were appointed at the commencement of the year. One teaching staff member retired and another moved away, to be closer to the city at the end of 2020. The retention rate for the whole staff at the end of 2020 was 95%

The fourth year of the funded National School Chaplaincy Programme (NSCP) witnessed further breadth in the wellbeing programs that we were able to provide for our students and their families, and this was particularly important during the management of the pandemic and school closures.

Teaching Staff Qualification Number

Bachelor's degree 31

Post Graduate Diploma/Cert 17

Honours 2

Master's Degree 5

Doctorate 1

The infrastructure support-staff (12) consisted of:

Business Manager

Executive Assistant/ College Registrar

Library Manager/Accounts Clerk (full-time)

Educational Support Officers (2 part-time office support staff)

Property Manager (Full-time)

Grounds Maintenance (1 employed on a part time basis)

IT Administrator

Learning Mentor (two full time, one part-time)

Science Lab Technician (2 part-time)

Attendance

Due to the COVID-19 pandemic, school closures resulting in working from home, and then increased hygiene measures very few sick days, or professional learning related travel occurred in 2020. We again took advantage of providing all staff with a flu immunisation. This helped to minimise days lost due to illness particularly over the winter months.

The College is fortunate to have a substantial bank of experienced and trusted Casual Relief Teachers who were able to continue the educational programs for the students without significant disruption, however these were rarely called upon across the year.

Staff Professional Learning

Staff members across all levels of leadership continue to model the concept of lifelong learning for students. The collaborative professional learning culture within the college has continued to grow and strategically focussed staff meetings, professional reading, and team activities around the goals of the College as articulated in the Educational Strategic Plan and identified by staff during their Annual Review Meetings formed the basis of the PL undertaken. The focus of Teaching & Learning Meetings responded to the requirement to transition to remote learning for extended periods of terms two and three. We developed a greater understanding of the Learning Area Pages in SIMON to support student learning and assessment and utilised many of these features to communicate with students and their families during remote learning. We spent a considerable amount of time building capacity with apps, communication tools and relationships during this time.

As part of the ARM (Annual Review Meeting) process, teaching staff we reflected on the impact of this experience, costs, and benefits, and started a deep review of schooling and our ongoing adoption and use of various ICT (Information and Communication Technology) platforms to enhance the educational experience for students, and staff professional learning.

Priority professional learning areas for 2020 were:

- Development of skills on SIMON for assessment & reporting

- Enhanced use of SIMON Learning Area Pages
- Skilling staff and students in a range of APPS for online learning e.g. Microsoft Teams & OneNote, ZOOM, etc
- Increased use of Edrolo usage to support VCE learning.
- Encouraging staff to become VCAA assessors.
- Promoting the Culture of Thinking during online learning
- Utilising Ed Perfect as part of the Middle Years online platform
- Cognizance Project
- Project Wayfinder
- Personal Learning Plans
- Participating in the ISV and Harvard University Leading Learning that Matters program.
- VCE webinars for teachers to understand the changes made to VCE study designs considering the COVID restrictions.
- For the third year, Year 9 students worked with Harvard Graduate Dr Jared Cooney-Horvath to develop a deeper understanding of how the brain works and how to learn more effectively through the Cognizance Project. This program continued during the period of remote learning.

Our membership of the Future Schools Alliance provided us with access to numerous online learning opportunities, especially during the transition to online learning. The College Executive started the *Momentum Series*, which focuses on leading cultural change. Our work with other educational leaders who are prioritising innovation and contextual educational change is critical in our ongoing journey as a school, and the ability to connect with schools around the nation in online platforms positively impacts on our community.

Independent Schools Victoria (ISV) also provided staff with webinars, resources, and network opportunities to develop the skills required to navigate the transition to remote learning.

Christian Identity

Bayview College's Faith and Values program explores our human response as children of God. The College takes seriously its mission to produce students who model faith, compassion, integrity, respect, and responsibility, striving to make the school, community, country, and world better for the future. This occurs through the Faith and Values curriculum, College assemblies, the church services held each term and staff and student prayer held on regular occasions.

The Christian Identity Board sub-committee is charged with ensuring the ongoing Christian identity of the College. The Chaplain and Director of Christian Identity, along with the representatives of the member churches work with the principal on ensuring that our unique Christian ethos is maintained.

The role and purpose of the Christian Identity Committee is:

- To help guarantee the Christian faith and Christian world view are maintained in the life of the school.

- To pray for the school and to be supportive of the Principal and Chaplain.
- To help guarantee the ecumenical stance of the College.
- To play an appropriate part in the Bayview College Church services.
- To provide oversight of the College Chaplaincy and the Faith & Values Programs.
- To be involved in the recruitment process of the Chaplain.
- Provide generic reflection on the work of the Chaplain and the Director of Christian Identity
- Contribute to the Faith and Values classes as appropriate.

Our annual Staff formation and wellbeing day that is in the calendar as part of the annual in-house professional learning activities that we provide for staff also moved online in 2020. The Director of Christian Identity, Chaplain and Principal developed a series of activities that encouraged reflection, creativity, and teamwork. The ZOOM Chapel session set the tone for the day, along with the bag of reflective readings and mindfulness activities.

Regular Faith and Values faculty meetings were held, as well as a term meeting with the Christian Identity Committee comprising the clergy of the churches affiliated with the College, the Principal, the Chaplain, and the Director of Christian Identity. The support of the ministers is appreciated by the staff team and the open dialogue that continues to enliven the spirit and the ethos of the College.

Church services were held online across terms 2, 3 and 4. Whilst not the same communal experience as a face-to-face service we were still able to reflect on issues relevant to us as a Christian school community. A highlight was our innovative, outdoors Valedictory Service for the Year 12s held at the South Coast Speedway in classic cars.

Curriculum

Within a short window of three weeks between the end of term 1 and term two we successfully migrated all our teaching and learning programs to online and remote delivery. Utilising a hybrid model with take home packs for practical subjects, and online delivery for academic subjects we responded to the situation and adjusted curriculum materials as required. We chose to model our on-campus timetable for synchronous learning, with scheduled periods of asynchronous learning scheduled throughout.

Assessment and reporting adjustments were also made to recognise the alterations to teaching and learning.

Our continued emphasis on the “Stage not Age” concept to timetabling enabled us to increase the breadth of our offerings, particularly in the technology and music areas and with some extension units introduced for highly able students. All students, in partnership with their parents, developed their Personal Learning Plan (PLP), which we refined to incorporate a recognition of skills and knowledge developed in activities that occur outside of school hours and within the community. The PLP flexibly maps student pathway choices for years 8 - 12 of their education. Within this framework the timetable is divided equally with subjects receiving equal amounts of time per cycle from year 9 onwards.

In 2020 core subjects for Years 7 and 8 were English, Mathematics, Humanities, Science, Faith & Values and Health & Physical Education. All Year 7 students also studied Japanese. Japanese is offered as an elective from Year 8. Year 7 students completed a rotation of practical subjects for one semester each.

- Arts/Technology rotation – Art, Visual Design, Performing Arts, Food Technology, Textiles, Wood, and Digital Design

Years 8, 9 and 10 students studied electives offered in the Arts, Technology, Humanities, Physical Education, English, and Science.

Coursework for all subjects except LOTE (Japanese) includes:

- Learning Area Structure
- Scope and Sequence – Topic/Timeline, Learning Intention (Knowledge and Skills), Evidence of Learning (Assessment), Teaching/Learning Sequence (Steps and Activities), Thinking Routines, Resources.
- Standards for the specific level
- General Capabilities
- Cross Curriculum Priorities
- Thinking Skills

Coursework for LOTE (Japanese) includes:

- Domain Structure
- Learning Focus
- Concepts and Skills
- Standards for the specific level

Details of units in course work – Topic, Learning Foci, Class Activities, Assessment Tasks and Resources

- General Capabilities
- Cross Curriculum Priorities – located in the Physical, Personal, Personal and Social learning strand and the Interdisciplinary Learning strand in VELs.
- Thinking Skills

Semester Reports to parents focus on students' achievements in a specific subject. The Australian Curriculum standards for all subjects except LOTE (Japanese) and were modified to reflect students experience in remote learning.

We continued our strong partnership with Southwest TAFE to provide our senior students with access to a range of VET courses that they can choose to undertake as part of their VCE or VCAL programs.

Students

Students' participation in curricular/extra-curricular activities and opportunities across a range of personal, spiritual, academic, social, and physical areas was curtailed after term 1. Opportunities for leadership were varied, and some moved online and occurred through the sports and outdoor education activities and the Portland Aluminium Future Leaders of Industry Program. The Tournament of the Minds, the Live4Life program, \$20 Boss initiative also continued in a virtual capacity. Within the school during House activities and fundraising ventures both on campus and virtually we continued to develop fun and awareness raising activities.

Students were recognised through their involvement in the National Youth Science Forum and the Pierre De Coubertin Olympic Award. Students were selected for University of Melbourne Kwong Lee Dow Young Scholars program, and the Creative Leaders Project.

The multi-age House Care group system provides many opportunities for nurturing and supporting students new to the school, and for leadership within the group. 2020 saw the Middle Years Leaders have a prominent profile within the community and this resulted in many competent and enthusiastic young people stepping up for leadership opportunities throughout the year. The Term 2 Ice Bucket challenge was a highlight of the year, raising funds and awareness around MND.

The Students with a Cause program was cancelled due to the pandemic, as was the exchange program to Japan.

The College Camps program also experienced a re-imagining. Year 7 commenced the year with a 3-day transition camp held at Robe, South Australia. This camp always plays an important part of the transition program that we implement to assist the students, making the move from primary to secondary school as smooth as possible. The usual Year 8 and 9 camps were scheduled during the lockdown period, and therefore were cancelled, however, students participated in a combined 3-day camp at Halls gap at the end of the year which focussed on team building activities and proved to be a positive end to a tumultuous year. The Year 11s had a short 2-night study camp prior to exams which also included some physical challenges, and the Year 10s undertook 5 days of the usual 10-day challenge.

In 2020, the student population at August census was 230. This was an increase on the previous year, with similar numbers of students leaving at Year 12 to that of incoming Year 7 students.

Average student attendance for the year across all year levels was 89.53 % based on daily class attendance averages.

Average Attendance

Non-Indigenous & Indigenous

Yr. 7 – 91.62%

Yr. 8 – 89.02 %

Yr. 9 – 89.74 %

Yr. 10 – 88.20 %

Yr. 11 – 85.66 %

Yr. 12 – 92.95 %

Percentages based on whole-year figures for 2020, taken from SIMON Learning Management System attendance module.

Given that the greater percentage of 2020 was remote learning, attendance at class sessions was marked at the beginning of each ZOOM online lesson. Students were required to 'check in' at the beginning of their regular timetabled class to have their name marked on the roll. Once the teacher had delivered the task for the day and spoken with each individual to clarify any questions, students were to attend to schoolwork for their lesson on their own but could access staff assistance.

Our main focus during remote learning was to continue to ensure that the students had contact with the school each lesson, and that their wellbeing was monitored while off campus. Offering this personal contact each day enabled them to access schoolwork and the school community with ease. Students who did not regularly attend were followed up by their Year Level Coordinator.

During remote learning, we endeavoured to keep to our usual method of record keeping regarding class attendance to ensure consistency throughout the year. Class teachers use the Learning Management system, SIMON, to record student attendance. Administration staff and Year Level Coordinators manage the records. Administration staff monitor daily attendance, and contact parents if they have not notified a student's non-attendance. Year Level Coordinators manage further follow-up, where absence extends to more than 3 days. The Student Wellbeing officer identifies issues that may result in ongoing absences and works to resolve these issues with students and parents.

Student Welfare

Celebrating the achievements of our students and staff is a key part of Bayview College. Each student has unique skills and talents that need to be recognised by the school community. The annual Bayview College Presentation Ceremony was held as an online event in 2020 and was an opportunity to celebrate and acknowledge those students who excelled academically, and/or who have consistently given their best efforts in class. We were able to gather in Year levels at school, film the awards ceremony, and edit the footage for uploading on the website. Student leaders and other key community members pre-filmed their speeches for inclusion in the awards ceremony. Whilst we were not physically present as a whole school community, we were able to acknowledge the contributions and achievements of many.

Ritual, ceremony and rites of passage are important markers of a school and ways that schools create culture. The pandemic meant that many of these were not able to proceed in 2020. We were determined that the Class of 2020 had their graduation acknowledged and celebrated. Our 2020 Valediction process was celebrated in unique style with an outdoor church service and awards presented at the South Coast Raceway. Classic Cars, formal attire, and the thrill of "crossing the finish line" proved an appropriate celebration of the year that was and a wonderful way to mark the end of the student's secondary school journey.

The two periods of extended lockdown presented several challenges in supporting our students with their emotional and social wellbeing. Teaching content took second place to connecting and establishing strong relationships online. The Wellbeing team offered an outreach service to students placing phone calls home, having regular ZOOM contact with students and their families, and monitoring online attendance, work completion and the feedback gained from student pulse check surveys. Some young people thrived with the independence and the ability to self-pace that the remote learning offered, others struggled with the social isolation it imposed. There

was increased pressures on relationships when on-campus learning returned as group dynamics changed. The wellbeing officer and chaplain both reported an increase in case load across 2020 with students self-referring.

The shire wide Live4Life program was rolled out in term 4 for Year 8 and 10. This important opportunity for young people to learn more about Mental Health, supporting peers and seeking help provides our students with tools and language to navigate life's challenges.

Our annual giving projects saw the younger students reaching out to residents in the local aged care facilities during the extended lock down periods. Cards and letters were warmly received by the residents, many of whom wrote back to the students sharing their personal stories. The wellbeing team along with inclusion have seen significant personal and academic growth in our students. Student's wellbeing, self-confidence, and strategies to deal with challenges have grown under the guidance of this team. Senior students completed small workshops that provided skills and strategies for dealing with challenges associated with exams and assessment by learning about mindfulness and self-care.

2020 VCE / VCAL

Post Compulsory Completion and Achievement Information (source VCAA)

Number of Unit 3 / 4 studies taken up by students in 2020	21
Number of VET Certificates in 2020	8
Number of students enrolled in at least one VCE Unit 3 / 4 level in 2020	48
Number of students enrolled in a VET certificate in 2020	13
Number of students enrolled in VCAL Senior in 2020	1
% Study Score over 40	0.9%
Total number of Year 12 students in 2020	26
VCE	22
VCAL senior	4
Percentage satisfactory completion of VCE in 2020	100
Number of students awarded the VCE Baccalaureate	1
Percentage VET units of competence completed in 2020	100%
Percentage VCAL Units completed in 2020	75%

Median VCE Study Score 30

Tertiary Placement.

Percentage applying for Tertiary placement in 2020	71% (VCAA data)
Percentage receiving a First Round Offer (Data for Victorian universities only)	80% (VTAC data)
Percentage receiving a Second-round offer	10%

General overview of student pathways:

Performing Arts, Design, Social Work (Honours) International Studies (x 2), Science, Nursing, Biomedical Science, Public Health & Health Promotion, Construction Management (Honours)

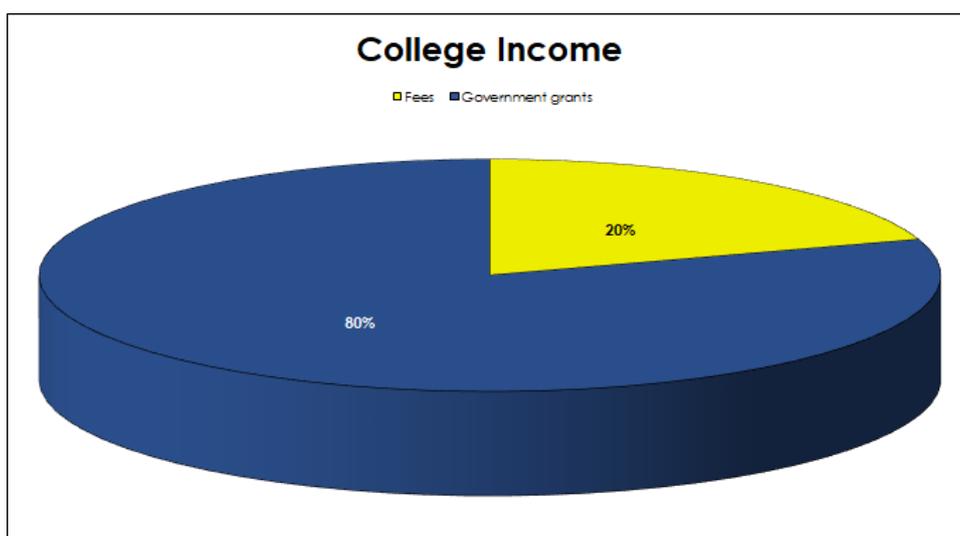
Students acquired Apprenticeships: Building, Butchery, Keppel Prince Engineering, Hair and Beauty, Administration Traineeship, and the Glenelg Shire.

NAPLAN Data Service

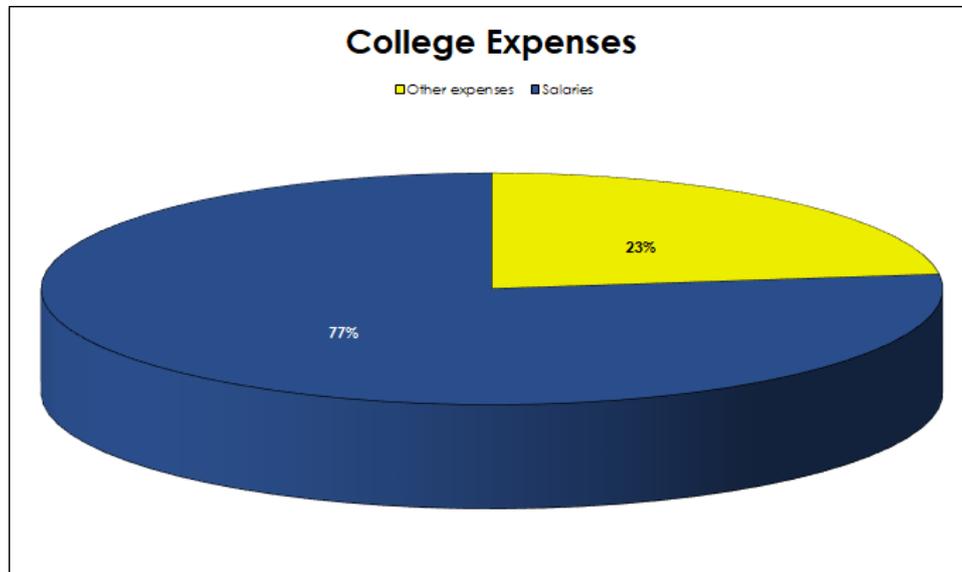
NAPLAN was cancelled in 2020 due to the pandemic, therefore there is no formal report for the 2020 academic year. As a school we continued to use VCAA On Demand testing to track student progression, and we were pleasantly surprised that most students demonstrated their predicted growth across the year. However, a small group of highly able students, despite performing well, did not grow as much as anticipated or desired. At the end of 2020 plans were developed to support and challenge this group of young people.

Financial Activities

Bayview College is heavily reliant upon Government and Families to finance its operations. As shown in the graph below, 80% of recurrent income in 2020 was provided by State and Commonwealth Governments. The Commonwealth Government Cashflow Boost to support business through the COVID-19 Pandemic down-turn was also included. The remaining 20% was sourced from the parent body in the form of fees. The socio-economic range in the Portland community requires that fees remain affordable, making the College dependent on funding from Government sources. There were no significant building refurbishment projects undertaken during 2020.



The second graph shows that staff salaries and associated costs account for 77% of expenses during 2020, which is comparable with industry standards. The balance of expenditure is directed towards supporting the educational needs of students to ensure high standards are achieved at every year level. The College prides itself on the level of support shown to those in need and provides opportunities to students that may otherwise have missed out.



Parent, Student and Teacher Satisfaction

Staff members are appreciative of their voice being heard by the College Board and the Leadership Team about the emerging needs of the College. Staff opinions are frequently sought in relation to a range of policy and procedures. Parent, Student and Staff forums were conducted in 2020 to determine the community's priorities in relation to building and refurbishment works. This consultation phase helped the Board and the College executive to understand better the aspects of the Master Plan that needed addressing first.

The Bayview College community, students, parents, and staff regularly share their views on their satisfaction with our programs, our communication, and our daily operations in formal and informal ways. We introduced Facebook live communication with families during the lockdown period. This form of communication was well received and provided an opportunity for families to pose questions and have them answered in real time. It also provided the school with a good understanding of how the remote learning experience was being received at home, thus enabling us to adjust and improve along the way.

The use of student, parent, and staff pulse checks also proved valuable feedback during terms 2 and 3. These pulse checks enabled us to monitor the wellbeing and engagement of our community. Interestingly, our enrolments increased throughout 2020 due directly to parent and student satisfaction with our COVID-19 response and support during the crisis. We continued to build on the outstanding growth in our client satisfaction that occurred in 2019,

We are committed to continue our conversation with parents, students, staff and community to ensure our ongoing improvement and innovation as a Christian Independent College.

Students and parents are responding positively to the “stage not age’ approach to curriculum that has our young people working on a suite of subjects that are tailored to their personal interests and abilities and with equal exposure of time on the timetable. Both parents and students have commented on their appreciation of student voice and agency in this model. This feedback is especially apparent for young people on Individual Learning Plans (ILPs) who experience some form of learning exceptionality. The implementation of the Personal Learning Plans (PLPs) that are foundational to the model, provide an extended discussion with each family about the students’ current educational experience and future aspirations with senior members of staff.

Community interest in the College improved with an increase in enrolment enquiries throughout the year. This in conjunction with an improvement in student retention bodes well for the College as we move forward with our innovative plans.

Conclusion

Bayview College continued to experience a positive shift in 2020 as we responded to the unique circumstances that the year presented. As we continue to push forward our change agenda, which places Christ at the centre of what we do for the students now and in the future, we will grow as an attractive option for families seeking an affordable Christian and Independent education in the south-west region.

The structural, operational, and pedagogical changes that have occurred over the last few years are resulting in increased student engagement, increased recognition as a place of educational excellence, and improved community perception and student outcomes. Our refurbished classroom facilities and grounds provide us with the ideal environment for students to thrive. With continued focus on our school wide pedagogy, using data to inform teaching practice, developing, and nurturing critical partnerships, fostering student wellbeing, and leveraging off IT to support and extend student learning, Bayview will continue to provide exceptional educational experiences in Southwest Victoria.

Michelle Kearney

Principal

May 2021

To believe. To think. To achieve.

A Christian Community College - ABN 25 005 371 344