



ST. JOHN'S SCHOOL

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Annual Principal's Report: 2017 Annual School Community Meeting Wednesday November 21 2017

As I began to reflect in preparation for our AGM and my delivery of the Annual Principal report I began to look to quotes about Catholic education by educational and Church leaders. But as I reflected I thought of the wisdom of those within our school community who can talk of the lived experience of Catholic education here at St John's School.

And so as I begin this report about the 2017 school year I looked and, with his permission, share the wisdom of Mr Tony Scally, who has given 30 years of dedicated service to the St John's School community....

Despite the obvious changes in 30 years, from chalk to whiteboards and pencils to laptops, I think the thing about St John's that will always be with me is the students. From such a diverse range of backgrounds and interests their friendliness and their endeavours have always been a great motivation for me to be at St John's. I look at my own four children and they are all proud to say they went to St John's and the friendships they made are still strong today. I think the community spirit has also been a highlight over the years.

I also thought of our Year 6 students, as they complete their primary education at St John's School and what Catholic education at St John's School has meant for them.

Their thoughts and sharing have included:

I have been at St John's School throughout all my life. I have had many teachers who have been caring and taught me a lot. About how to act towards each other and things that will help me throughout my life and everyone's life. I think I speak for everyone when I say, "We have had a lot of wonderful fun".

And another student wrote:

Since I've moved to a Catholic School I learnt a lot more Religious Education and teachers help me and encourage me in my work at St John's School.

At my time at St John's School they've taught me all the values and the Fruit of the Spirit. But most of all they encourage you to do the right thing and help you in your learning and progress.

Today we had the wonderful experience of celebrating our St John's School Day of Celebration and the Feast of the Presentation of Mary. The Day of celebration was to honour of rich history of our school, the founders, their vision and charism which has been incorporated into the life of the school and what we have and are achieving. We began with a Mass which involved staff, students and parents/carers and extended family members. The children as always showed reverence and prayerfulness during the celebration of the liturgy. After Mass we presented our Nano Nagle awards which recognised two students in each class who have been identified as living out the Gospel values, as examples by Nano Nagle. This afternoon the school joined together for tabloid sports, during which it was evident that our older students are so caring and beautiful with their peers and the younger students in the school. The day was finished off with an icy pole.

This too was an example of us, as a school achieving one of our school improvement priorities for 2017, in a real and practical way.

It is my pleasure to present the 2017 Principals Report to outline the operations of the school during the year and the achievement of our 2017 Annual School Improvement Plan goals. And so, while I share some insights as to what we have achieved this year, they are but examples of what has been achieved overall. They provide a snapshot of some of the school's foci and events. I am sure there is more that has, and will be, brought forth in the lives of the individuals in the school that we may ever know, as evident in the quotes from our two Year 6 students.

As I present my report, it is probably the photographs that accompany the PowerPoint Presentation that show greater glimpses into what has been happening and has been achieved in the school this year.

Before I begin I wish to acknowledge our Leadership Team, Damien and Brett, and the staff who worked collaboratively with me to achieve and review the 2017 Annual School Improvement Plan (ASIP) and forward plan for the 2018 Annual School Improvement Plan which will also be presented tonight.

For 2017 our strategic plans continued to be organised around four key elements established by the Catholic Education Commission of Western Australia (CECWA) – Learning, Engagement, Accountability and Discipleship (LEAD). It is within each of these areas that I will provide a summary report, giving a broad overview of the year. As will be evident, we are blessed to have a number of highly talented people leading and living out our school strategic plans and school improvement.

2017 Annual School Improvement Plan Overview

| Learning | Engagement | Accountability | Discipleship |
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| Effective teaching and learning practices will be embedded: <ul style="list-style-type: none"> Criteria based self-assessment by students Instructional Walk and Talks, Three Levels of Feedback Reading Data Wall Case Management Meetings processes for students at risks | Use of Digital technology to engage parents/ carers in student learning <ul style="list-style-type: none"> Facebook Website Blogs | Involvement of staff, parents and community members in school review processes <ul style="list-style-type: none"> Code of Conduct QCS reviews | Embed the Nano Nagle Chrism into the life of the school, through: <ul style="list-style-type: none"> the newsletter information using key sayings of Nano Nagle the school Feast Day |
| The expansion of Digital; Learning skills, knowledge and curriculum <ul style="list-style-type: none"> Expand staff and students Digital Literacy skills, Teacher knowledge of the Digital Technologies Curriculum Expand the integration of Digital Literacy within student learning | Nature Play area and Play Pods The collaborative establishment of Stage 3 Natural Play areas and Play Pods by the P&F, School Board, staff and school community | Staff Performance Management and Professional Development processes , linked to AITSL Standards, will be reviewed and developed | A scope and sequence detailing the key teachings about the Church will be developed |
| Incorporate inquiry based teaching and learning of Mathematics within STEM Science, Technology, Enterprise, Mathematics <ul style="list-style-type: none"> Active student learning investigations within Mathematics (STEM) | Establish 0-4 year old playgroups | | |

| Learning | |
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| <p>Effective teaching and learning practices will be embedded:</p> <ul style="list-style-type: none"> Criteria based self-assessment by students Instructional Walk and Talks, Three Levels of Feedback Reading Data Wall Case Management Meetings processes for students at risks | <ul style="list-style-type: none"> Staff have implemented co-constructed Success Criteria into their teaching and learning. Students are now self-assessing their work against the co-constructed success criteria to make further improvement and reach the high expectations set by all teachers. The walk and talks are providing valuable school-wide data on the initiatives that have been implemented. Instructional Walk and talks need to become more common place. Staff were provided with further professional development on Effective feedback, using John Hattie's model of three levels of feedback and Douglas Fisher and Nancy Frey's model on the Gradual Release of Responsibility Model. The coalition of school wide Reading Data Walls have been further developed. Staff are breaking into cluster groups whilst altering these data walls. This practise is providing valuable professional dialogue on student growth. Case Management Meetings processes have become more refined but need to become more frequent. The value of having all staff sit on these Case Management meetings became quickly evident. Mrs Christine Kerr also visited SFX to ascertain ideas on how to administer these meetings, which was then brought back to St John's School. St John's School has completed the Regional School Improvement Collaborative Work presented by Professor Lyn Sharratt. This two-year work has provided valuable teaching and learning practises for both staff and students. St John's School has continued to implement Visible Learning into the teaching and learning practises, particularly within Mathematics |
| <p>The expansion of Digital; Learning skills, knowledge and curriculum</p> <ul style="list-style-type: none"> Expand staff and students Digital Literacy skills, Teacher knowledge of the Digital Technologies Curriculum Expand the integration of Digital Literacy within student learning | <ul style="list-style-type: none"> In 2017 the staff were introduced to the Office 365 suite. PLC time was used to give exposure to some of the applications in O365. This included OneNote, OneDrive and Teams. The use of Teams as a form of communication between staff has been trialled and gaining momentum, not yet embedded. Several Teams have been created for different applications within the school (e.g general, leadership, teachers, daily news) Staff professional development occurred to develop rich task and deep thinking foci in Mathematics. Students across all year levels have been issued with O365 student accounts. Years 3-6 have activated their O365 accounts, including creating passwords, familiarising themselves with log in procedures and basic introductions to OneDrive and Forms. Staff Professional Development around the difference between ICT Capability and Digital Technologies. A brief introduction to the new Technologies curriculum for full integration into 2018. Reporting has been separated into two sections in readiness for full implementation in 2018- Design and Technology and Digital Technology. The school is a part of a Technologies project with ACARA and assistance with the Technology curriculum will be available into 2018/2019. Students/Teachers-Purchase of Edison robots, specifically a focus in Year 4 with Mr Matthews. Mr O'Malley introduced all students in year levels to basic coding, via Code.org all year levels consolidated their coding skills by programming tasks and challenges with the Edison robots. |

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| <p>Incorporate inquiry based teaching and learning of Mathematics within STEM Science, Technology, Enterprise, Mathematics</p> <ul style="list-style-type: none"> Active student learning investigations within Mathematics (STEM) | <ul style="list-style-type: none"> The Faces on Data Team presented to the rest of the staff professional Development on using Lyn Sharratt's Five High Impact Instructional Strategies: Higher Order Thinking, Differentiated Instruction, Gradual Release of Responsibility, Rich Tasks and Accountable Talk. The staff further applied these five strategies to the use of rich tasks in Mathematics and the relationship with surface/deep/transferable learning with all students. Each teacher embedded a series of rich tasks into their planning and teaching. The success of these rich tasks were then presented back to the teaching staff at a scheduled PLC. Staff found that the rich tasks: <ol style="list-style-type: none"> Extend the knowledge of students and they could then apply this knowledge in new contexts Allowed for different methods to present the student's learning Gave opportunities to broaden student's problem-solving skills Deepened and broadened mathematical content knowledge |
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| Engagement | |
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| <p>Use of Digital technology to engage parents/ carers in student learning</p> <ul style="list-style-type: none"> Facebook Website Blogs | <ul style="list-style-type: none"> Engagement through Facebook of school families and community has increased in 2017. This has been evidenced in the increase of users (traffic) reached within the administration section of the St John's Facebook page. Increase in people following and liking St John's Facebook page. Successful when used in conjunction with events in the school that show children being involved and engaged. Most engagement occurs when quality photographs are used. Uploading of clips onto Facebook engages followers. School website is being accessed, needs to be updated on a more regular basis. Newer students to be added to the site. Some classes attempted Blogs to communicate with families with varying success |
| <p>Nature Play area and Play Pods The collaborative establishment of Stage 3 Natural Play areas and Play Pods by the P&F, School Board, staff and school community</p> | <ul style="list-style-type: none"> P&F Committee, led By Nicole Beaver worked together and in consultation with KIDSafe to develop plans for the Nature Play area, which is designed to stimulate creative play. The plans were discussed with school Board and put into action in May of this year. Series of busy bees and through a small number of contractors. On August 30th P&F opened the new Nature playscape to the students. It includes the spider climbing web, tunnel, tire wall and with rope pull, a dry creek bed made of logs and one made from river sand, a large tepee, structure made of logs, refurbished stairs with artificial grass and Fruit of the Spirit mosaics. The shade house has now been transformed into an outdoor classroom, with garden beds and seating, storage, a chessboard made from pavers and the family / pavers. A new pathway runs through the play area to enable easy access to the area and to the hall. |

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| | <ul style="list-style-type: none"> • A storage area to enable the children's play equipment and final fencing will complete the project in the coming weeks. • The project which was brought to life through the hard work, organisation and dedication of the P&F over a number of years and to completion through the current P&F executive and committee under the leadership of Nicole Beaver. |
| Establish 0-4 year old playgroups | <ul style="list-style-type: none"> • The Aboriginal As First Educators O-4 Year old Aboriginal playgroups operates using the Abecedarian Approach Australia (3a) which places priority on adult-child interactions to promote language. Language is the main priority for early learning and school readiness. The approach involves Enriched Caregiving, Conversational reading and Learning games. • The Aboriginal Playgroup commenced in Week 3 of Term 2 operating on Monday mornings from 9.00-11.00am. • On Friday mornings operates a Multicultural Play. • Mrs Nicole Henderson is the teacher leader and Zoe Whitby to be the Family Liaison Officer. • It has also provided the funding for the purchase of additional age appropriate resources, the provision of morning teas and advertising to the school and wider community. • At the end of Term Two Nicole, Zoe, Damien, Brett, Kylie and Maureen were received training in the Abecedarian Approach Australia (3A) approach to operating a playgroup. • During Term Three and Four Nicole and Zoe have been introducing the 3A approach to parents and carers. • At the end of Term Three Mrs Nicole Henderson, Zoe Whitby and I attended the 7th SNAICC National Conference held at the National Convention Centre in Canberra. • During Term 3 the playgroup was named Mayu Biyamanha (meaning Kids playing) Aboriginal Playgroup in collaboration with playgroup staff, parents and the Irra Wanga language Centre at Bundiyarra. • The name was officially launched at our Playgroup Open Day in week 3 of Term 4. • We are currently in the process of finalising our playgroup logo which will then be printed on hats, t-shirts, water bottles and all of our promotional materials. • We believe the playgroups have been successful in its first year of operation with an average of 23 children accessing the playgroup each term and an average of 13 parents weekly. • Approximately 3 new families from the wider community are accessing the Playgroup. • It has been wonderful to have the support shown by organisations, including the Ngala Child Parents Centre Rangeway, GRAMS, Bundiyarra, Radio Mama, Day Care Centres and organisations affiliated with the Mid West Early Years. • We are presently waiting for official confirmation that we will receive the grant funding to continue the 0-4 year old playgroup next year. |

| Accountability | |
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| Involvement of staff, parents and community members in school review processes <ul style="list-style-type: none"> Code of Conduct QCS reviews | <ul style="list-style-type: none"> Parent, staff and community members are involved in feedback and review processes, both formal and informal throughout the year. These include feedback from the school representatives on the School Board and P&F, groups of parents, such as those attending the Playgroups, families within the school attending enrolment meetings and conversations with school community members throughout the year. The Code of Conduct Has been distributed and made available to all members of the staff and parents carers. It is posted in the school website. It has been discussed with the School Board, P&F and various parents and staff representatives throughout the year. Aspects of the Code of Conduct has been referred to within the school newsletters and conversation with staff Contractors employed by the school are required to read and adhere to the Code of Conduct as part of the contracting process, as the expected basis. Feedback indicate it is both comprehensive, practical in the examples given and thoroughly in line with our values and ethos as a Catholic school. QCS Reviews During 2017 CEWA is no longer using the Cultural School surveys, consequently the staff have developed a combined survey focusing on the three areas of school development which are our focus for review for 2017: The survey has been issues to parents in Week 6, with a requested deadline of Week 8. The survey is available through a website link, the school website and in hard copy sent home with the newsletter. The information gained through the survey will be collated with feedback gained from staff and parents/carers throughout the year as data for the QCS review processes which the staff will undertake in Week 10 of this term. |
| Professional feedback, Staff Performance Management and Professional Development processes will be developed. | <ul style="list-style-type: none"> During 2017 our St John's School staff have reviewed our previous formal professional feedback processes. Processes have been designed, suited to the varied roles within the staff, to incorporate more time effective processes and the use of Office 365 applications. Staff One Note is used by the teaching staff now to basis for record their practice and feedback related to their individual goals foci and the AITSL Teaching Standards, It is also used to record goals, observations and feedback of non-teaching staff related to the roles and duty statements. |

| Discipleship | |
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| Embed the Nano Nagle Chrism into the life of the school, through: <ul style="list-style-type: none"> the newsletter | <ul style="list-style-type: none"> Information about Nano Nagle has been included in the newsletter from terms 1-3 This included the timeline of her life, her involvement in founding the Presentation Sisters, prayers, sayings and quotes from religious about her mission. Key sayings have been included in the newsletter, sharing, caring, sense of justice, "May love be our lantern" are used in the Nano Nagle award certificate. Parents of Nano Nagle award recipients invited to attend the community |


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| information • using key sayings of Nano Nagle • the school Feast Day | mass. • The School Feast Day celebrations are to fall on or near the 21 st November of each year. • During these celebrations whole school community mass, Nano Nagle awards presented and references to St John the Apostle, including Whole school activities. |
| A scope and sequence detailing the key teachings about the Church will be developed | • Instead of formulating focus the scope and sequence on areas within the Religious Education units (specifically Church) we decided to unpack the focus areas with the Units of Work at each year level and by analysing the results of the Year 3 & 5 BRLA results. • These were used to assist in setting the foci for 2018. • |

As well as the aforementioned strategic priorities,
our ongoing school improvement has continued in the areas of:

- Literacy, Early Intervention Support, Reading Recovery
- Numeracy
- Catering for students with Learning and Special Needs.
- Digital Technology

The success of these school improvement initiatives continues to be seen in student achievement growth as examples by the growth in NAPLAN achievement from our current Year 5 class from their Year 3 results who achieved Above National growth in all areas and Australia (Pat R , Pat M) and school based assessments.

2017 NAPLAN Results

| Year Level | | Reading | G&P | Numeracy | Spelling | Writing |
|--|--------------------------|--|--|---|--|---|
| Year 3 1 child absent for all assessments | ST J Mean/average | 402.5 | 432 | 393.6 | 374.1 | 376.8 |
| | National Mean/average | 431.3 | 439.5 | 409.4 | 416.2 | 413.6 |
| | | | | | | |
| | % Above or At bench mark | 95.6% | 86.3% | 95.8% | 87.5% | 91.6 |
| Year 5 1 absent and 1 withdrawn for all assessments | St J | 485.5 | 475.5 | 478.2 | 461.7 | 441.6 |
| | National | 505.6 | 499.3 | 498.8 | 500.9 | 472.5 |
| | | | | | | |
| | % above or at benchmark | 92.3 | 84.6 | 100% | 80.7% | 84% |
| Growth from Year 3 to Year 5  | | Reading | G&P | Numeracy | Spelling | Writing |
| | School Growth | 115 1.43 X National average of growth | 157 2.38 X National average of growth | 133 1.38 x National Growth | 116 1.26x National growth | 57 1.01 x of National growth plus 1 point |
| | National growth | 80 | 67 | 96 | 92 | 56 |
| | WA growth | 86 | 68 | 101 | 98 | 61 |
| | CEWA Growth | 84 | 73 | 102 | 98 | 60 |
| | CEWA Similar shcools | 82 | 76 | 107 | 101 | 60 |
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Proposed 2018 School Improvement Plan

And so as we review our 2017 Strategic School Improvement Plans and Achievements we look to our proposed 2018 School Improvement Plan.

This year the Overview format used in our Catholic Schools recognised that some priorities can flow over more than one of the Domains of Learning, Engagement, Accountability and Discipleship, which is the case for our priorities:

2018 School Improvement Plan overview

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| <u>CEWA Strategic Intent</u> | <u>LEARNING</u> Leadership Formation: Transforming our people to lead outstanding Catholic communities | <u>ENGAGEMENT</u> Early years learning and care: Partnering across communities to provide the best opportunities for young families | <u>ACCOUNTABILITY</u> Health and well-being of students and staff: Providing learning environments where everyone feels safe and can flourish | <u>DISCIPLESHIP</u> Educating at the margins: Engaging with the most vulnerable and marginalized in our society |
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| Focus Area | As evidenced by |
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| To continue to deepen and refine the pedagogical (teaching and learning) practices LEAD | <ul style="list-style-type: none"> ❖ Refine Instructional Walk and Talks so they are more common place ❖ Refine the Case Management Meeting Process ❖ Explore the idea of a Writing Data wall. Possibly integrate with the Brightpath Moderating Scale ❖ Development of oral language and thinking skills through the use of conversational questioning and rich tasks. |
| The expansion of Digital learning skills, knowledge and curriculum, including computational thinking LEAD | <ul style="list-style-type: none"> ❖ Embedding the SCSA Digital Technology curriculum ❖ Develop computation thinking across the school ❖ ACARA Digital Technologies and STEM initiatives ❖ Conversion of ITC room into 21st Century Learning space |
| Embed levels of feedback feedback, and staff performance appraisal and development model LEAD | <ul style="list-style-type: none"> ❖ Staff to students, students to student levels of feedback ❖ Leadership and teaching staff using Staff OneNote to record feedback, goal and professional development based on AITSL Teaching Standards ❖ Non teaching staff, Leadership and teacher using Duty Statement / Performance Feedback form or Staff OneNote to record performance appraisal, feedback and goals |
| Aligning and development of key scripture passages and understanding from the RE Units of Work at each year level and across the school LEAD | <ul style="list-style-type: none"> ❖ Develop and chart the Scripture passages used within the RE Units at each Year level ❖ Purchase additional resources for the teaching and development of Scripture and key understanding in the RE Units of Work ❖ School focus on the development of understanding key Scriptural passages, within the school and staff |

In conclusion

As can be seen much has been achieved in our School Improvement Plans and the day to day operations of St John's School and this does not just happen. We can have all the plans we want but the success and the fulfillment is through the hard work, generosity and collaboration of many, many individuals working together within our school community.

On behalf of the school community and myself, I would like to acknowledge and thank:

Parish priest

We are very, very blessed to have such wonderful Parish priest in Father Larry to support and model Christ's love within the school and parish community. It is wonderful to have the active involvement and support of Fr Larry who make himself so readily available to be active and involved in the life of St John's School. Father Larry who is a weekly visitor to the school and classrooms and he often leads our school and class liturgies to enrich the faith life and faith experience of all within our school community.

The School Board

The work of the School Board is a vital aspect of the school's management and operation and all members are to be congratulated for their voluntary work.

Our thanks to Father Larry, Mrs Stephany Keeffe (Chairperson), Mr Brett Morrison (Vice Chairperson), Kym Trenfield (Secretary), and Candi Forsyth Mongoo. A special thanks to our treasure Stacey Ertzen, who has not only taken on the treasures position this year but has been journeying with Louise and I as the catholic Education WA accounting system changes from a cash to accrual system. A special thank you to Jude Darby, the 2017 P&F Representative and Anita Chadwick who have completed time on the Board this year.

I have appreciated the time and commitment each member of the School Board has given to the School Board and school community over the year.

The P&F Executive and Committee

The Parents & Friends Executive and Committee have completed a monumental effort in the nature Playground project. Their achievement will live on in the life and adventures of our students and the school community for many years to come.

The Parents & Friends also continued to serve our school well by organising a number of events for fundraising and to build the social connectedness of families with and staff within the school.

Our huge thanks to the P&F Committee, Mrs Nic Beaver (President), Ursula Boreham (Vice President), Debra Robinson (Treasurer), Amber Ward (Secretary) and Stacey Ertzen. (School Board Representative) and cCommittee members of the Parents and Friend Association, for their fantastic efforts in the fundraising and community building opportunities they have provided for the school community.

For the small size of the P&F group they have achieved an amazing amount during this year. The school community and especially our students are grateful for all you have done to achieve our nature playground. The school community appreciates the opportunities the P&F have offered during the year.

Assistant Principals

My genuine thanks for Mr Damien O'Malley and Mr Brett Love. I can only express my appreciation and admiration for the way they undertake their roles of Assistant Principal. Their roles are multi-faceted and complex. However, they do a brilliant job of everything they take on. We have been exceedingly fortunate to have leaders of their calibre in the Leadership Team. We congratulate and wish Mr Damien O'Malley in his new role of Religious Education Consultant for CEWA, commencing in 2018 and know he will do a fabulous job in assisting all the schools within the Geraldton Diocese.

We also congratulate Mr Brett Love who has been appointed as the ongoing Assistant Principal RE. Next year Brett will show how multi-talented he is by taking on the Assistant Principal Administration role, as well as the Digital Technology Teacher and coordinator.

The Staff

We have an amazingly talented and generous staff, without whom all that has been spoken about would not be possible. At the forefront of all we do is the education and wellbeing of our beautiful students and they can be in no better hands than that of our wonderful staff. Each staff member goes consistently above and beyond their role and duties to ensure that each child has the best possible opportunities for growth, success and happiness. All show leadership in different aspects of the school progress and life. On your behalf, I thank each and every one of them.

Our Assistant Principals, Teachers, Education Assistants, Aboriginal Teacher Assistants, Administrative Assistants, Canteen, cleaning and grounds staff- each one is an important and integral part of our team who have contributed greatly to enable us to achieve what we have throughout the year.

Before we conclude this evening, I would like to acknowledge the staff who will be leaving St John's School this year;

Mr Tony Scally who is retiring after 30 years of dedicated service to St John's School, and Mrs Leanne Morcom who has given 13 years of service to our young children. Both will always be part of the history and fabric what makes St John's School such a great community.

We also thank Mrs Nora Johnstone who was been with us over the last 2 years and thank her for her work and commitment in our early Childhood years.

We will formally farewell these teachers at the school concert.

Next year we will welcome new staff for 2018; Mr Tim Kelleher, Miss Ashleigh Pedler and Mrs Danyela Payne.

My thank to Louise and Tracey for their help in the smooth running of the office and school. I am grateful for the happy friendly duo who are generally the first face of the school and often in the background assisting things to flow smoothly.

Thank you for your attendance at the AGM this evening, I appreciate the efforts that many families have gone to find babysitters and make other arrangements so that you can be here tonight.

Upon reflection, and as I have been writing this Report regarding the achievement of our 2017 I believe, this has again been a year of continued progress and achievement of which we can all be proud. I thank each person for their contribution and the part they have played.

Next year, when we look at our 2018 Strategic Plans, in which we continue to enhance some priorities and introduce some new foci, I believe with the continued goodwill of this wonderful community we will continue to grow, improve and achieve great things in 2018.



Maureen Barrett
Principal