



ANNUAL REPORT TO THE SCHOOL COMMUNITY



**ST MARY'S PRIMARY SCHOOL
SALE**

2018

REGISTERED SCHOOL NUMBER: 0183



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Contact Details

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Minimum Standards Attestation

I, Mrs Cathy Mesaric, attest that St Mary's Primary School, Sale is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

4/04/2019

Governing Authority Report

At the start of this year we began an exciting new chapter for Catholic Education in our Diocese. Under direction from the Bishop of Sale, Bishop Patrick O'Regan, a new company, Diocese of Sale Catholic Education Ltd (DOSCEL), was formed to allow the Priests of the Diocese to concentrate on their pastoral, faith and spirituality responsibilities without the complication of being an employer and manager of schools.

In a historically significant move, DOSCEL was recognised by the Victorian Registration and Qualification Authority as the owner and operator of 42 Catholic primary and secondary schools within the Diocese of Sale on January 1, 2018. We are the first Diocese in Victoria to centralise the ownership and administration of Diocesan Catholic schools.

DOSCEL is governed by a board of directors. The board delegates all matters associated with the day to day management of Catholic education in the Diocese to the Chief Executive Officer. This includes, but is not limited to, all matters pertaining to employment of staff, financial and other regulatory and compliance issues, which were previously the responsibility of the Parish Priest or Association of Canonical Administrators.

The Parish Priest or Canonical Administrator continues to support the school community through their pastoral presence, celebration of Mass and other liturgies, and assistance with the faith and spiritual development of members of the school community.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented in all schools to comply with the regulatory requirements of the Corporations Act. These structures were formalised in 2018 in discussion with principals.

Other structural changes occurred within the Catholic Education Office to accommodate the new reporting and accountability regime, including the establishment of an Industrial Relations and Human Resources team, and changes to the Catholic Identity, Leadership, Learning and Teaching team.

As providers of Catholic education, we aim to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best. To achieve this goal, we continue to invest in leadership and support for school communities to promote expert learning and teaching practices. We collaborate with Parish Priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

2018 was a very positive year for Catholic education in the Diocese of Sale. We have created a strong basis for the future, and I look forward to sharing that journey with you.



Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our School Vision

At Saint Mary's Catholic Primary School, we envisage a Catholic school community where all members have a strong connection with the church. We strive to live by the gospels and strengthen our faith through the school, family and parish partnership.

We envisage a school community where all feel safe, happy and accepted; where all students have, their talents and interests celebrated and developed.



School Overview

St Mary's Catholic Primary School is a school rich in the traditions of family involvement and quality education. We seek to share in the vision and mission of the Catholic Church by ensuring the message of Jesus is alive within the school community. As a community of Faith, we endeavour to provide opportunities for children to develop their unique talents and personalities.

We believe in providing an inclusive curriculum to meet the needs of all children. We have trained literacy and numeracy intervention teachers and education support officers to assist children who need support in these important areas. We offer Reading Recovery in Grade One, Extending Mathematics Understanding (EMU) in Junior Primary and Leveled Literacy Intervention (LLI) across all year levels. We recognize that we are a community working in partnership with parents and families and the wider Parish and town community to promote learning for each individual. Student welfare is a high priority and we believe that we need to develop resilience amongst children through our Pastoral and Wellbeing programs.

St Mary's offers comprehensive specialist programs appropriate to the needs of our students including Student Wellbeing, Italian, Physical Education, Swimming, Art and Music.

We value our partnership with families in educating their children and the support of parents and community in school activities including:

- School Board
- Class Parents Program
- Twilight Carnivale
- Liturgies & Sacramental Program
- Sporting and swimming events
- Celebrations and Feast Days
- Tuckshop
- School magazine
- Reading and classroom assistance
- Meals on Wheels
- Working Bees
- Parents and Friends Association

Principal's Report

Last year was a challenging and rewarding year. Not only for our leadership, but for the whole school community with many exciting events and achievements. We welcomed new families to our school community and said farewell to families who have had a long association with St Mary's School. We also finished our new building and renovations which was done during our school review as well as making sure we were compliant through the VRQA audit. I would like to thank all involved as there was lots of work done prior.

We have had wonderful parental support this year over a variety of activities and programs from reading, cooking, mathematics, sport days, our Carnivale, supervision of excursions of all types – our school continues to be a vibrant centre of learning. We are blessed with generous, thoughtful and selfless people in our school community.

Educationally we continually aspire to provide quality learning environments and effective teaching learning strategies, which will empower our students to become successful lifelong learners. They will become confident and creative individuals who are active and informed citizens contributing to the Church's mission to proclaim the Good News of Jesus Christ.

2018 was a busy school year. During the year, our major foci were as follows:

- Completing our school review
- Developing our new strategic plan
- Completing the building of our new administration offices and classrooms
- Involvement in the Collective project working with four other schools lifting our literacy results and the diocesan literacy and numeracy strategy
- Promoting our Catholic Schools particularly St Mary's
- Continuing to implement the Victorian Curriculum and RE Curriculum 'To Live in Christ Jesus'.
- Employing a new music teacher with all classes having music lessons
- Completing the survey for Insight SRC in order to inform our school review
- Receiving a grant through the Languages Partnership Grant for Italian (\$1500)

Educationally we continually aspire to provide quality learning environments and effective teaching learning strategies, which will empower our students to become successful lifelong learners. They will become confident and creative individuals who are active and informed citizens contributing to the Church's mission to proclaim the Good News of Jesus Christ.

During 2018, the school had a particular focus upon building community within the school, parish and wider community. Many of our children were part of the Parish sacramental program. Our children were once again involved in Meals on Wheels, supported Caritas and the Missions by raising money throughout the year, as well as supporting the Cancer Foundation, St Vincent de Paul Society and St Mary's Soup Kitchen. We also participated in Wellington Shire Walk to School/ Ride to school events and many local and district sporting events ranging from swimming to equestrian. We competed in spelling and national writing competitions. The children were extremely gracious winners and our staff was extremely proud of their humility and sportsmanship. We won the small school SPSSA swimming and athletics competition. We

had children reaching the state finals in swimming, cross country, netball, athletics and basketball which is an outstanding achievement, as well as, swimmers going on to compete at the national level in swimming. Recently we received a certificate of excellence recognising St Mary's for outstanding writing and only a small percentage of schools nationwide showed this level of achievement. We also won the poster competition for the National Ride2School and the students enjoyed sessions on the Pump Track.

The essence of this work is the teachings of Jesus Christ, which is central and permeates all that we do at St Mary's School. The children's education in faith can not only be seen in their learning, but in their participation in Sacraments, Masses and their social justice action. It is very much experienced in the culture of the school and in the positive relationships that are nurtured.

Our school is central to the lives of our children and is a significant place in which their aspirations for their futures are shaped.

It is a privilege to work at Saint Mary's School. I thank Dean Bickley and Father Solomon for their support of the staff and myself; they are always interested and encouraging of what is happening in the school. I congratulate the staff for their dedication to the children, for their support of each other and for their willingness to trial new ideas. I thank the parents for their trust in allowing us to collaborate with them in the education of their children. I thank them also for their assistance over the last 12 months – in the classrooms, in fundraising – in the myriad of ways that they have supported the school in 2018. I congratulate and thank the children for all their efforts in learning and play, for their respect for others, for openness and cheerfulness that augurs towards them becoming responsible adults.



Catholic Identity and Religious Education

Goals & Intended Outcomes

To ensure St Mary's is a vibrant school community actively engaged in living the Catholic faith.

- That strong connections are made between faith and life, utilizing the Religious Education Curriculum, *To Live in Christ Jesus*.
- That Social Justice is strongly grounded in Catholic Social Teaching.

Achievements

During 2018, it was important for us to continue our work in maintaining and enhancing the Catholic Identity of our school. Once again, we embarked on an advertising campaign with our neighbouring Wellington Catholic schools to highlight our uniqueness and role within the wider Catholic community and local context.

Again, we participated in the Peace Mass with our local Catholic secondary and primary schools. The theme was '*Jesus, the Way to Peace*'. The Peace Mass is an annual event and an important means of displaying the unity of our schools and the fellowship that exists amongst pupils and staff.

The Parish of Sale Education Committee (POSEC), which comprises of principals from local Catholic feeder schools and Catholic College Sale meet each term to discuss issues and plan events that promote and maintain our Catholic Identity. This committee is always searching for ways to highlight effectively the role of Catholic schools within our community. The Peace Mass is one means of achieving this goal.

The results of our participation in the Enhancing Catholic School Identity (ECSI) emphasized the value parents placed on the presence of the Catholic school within the local community, appreciating its ecumenical nature and valuing the contribution that other faiths can add to our Catholic School community. However, our families still stressed the need to preserve the traditions and teachings of the Catholic Church and to find fresh and welcoming ways of doing so. It is important for us to listen to the message of our families and we will continue to support them by always extending the invitation to participate in the liturgies, prayer, sacramental preparation and the Catholic life of the school. During 2018 classes regularly attended a weekly Parish Mass where they joined with parishioners, parents and friends in celebrating the Eucharist.

Religious Education units across the school allowed regular opportunities for children to give witness to their faith. Teachers attended professional learning sessions to assist them in developing contemporary Religious Education units of work that challenged children and invited them to explore what it means to be Christian in the modern world. Prayer forms part of our daily practice. We conclude the school week with an assembly at which we acknowledge our Catholic Australian Identity. We pray our school prayer, sing the National Anthem and raise the Australian flag. The whole school also focused on singing the new responses to the Mass.

VALUE ADDED

The school reached out to their local and wider community by raising money for St Mary's Soup Kitchen, the Paediatric Ward Gippsland Base Hospital, Cancer Council, Meals on Wheels, Ashleigh House, St Vincent's De Paul Christmas Appeal and Caritas. Our school choir sang at the Parish First Communion Mass. All classes shared the Sunday Gospel with parents and parishioners at weekly assemblies and liturgies. Once again, weekly contributions by the principal in the school newsletter provided development in faith opportunities for parents. Invitations to take part in school and parish celebrations were also regularly offered in the newsletter.



Learning & Teaching

Goals & Intended Outcomes

To promote the use of differentiated teaching to ensure that every student is engaged and learning successfully.

To improve learning outcomes for all students.

- Teachers are responsible for the learning outcomes of all and the progressions of learning in the Victorian curriculum are known. Therefore, teachers can make adjustments for all students as needed.
- That systematically collected data is utilized to inform decisions, interventions and initiatives

Achievements

In 2018, we re-emphasized our commitment to improve learning for all students and for ourselves as teachers. It is important that we are always looking to improve and enhance learning outcomes for our students.

Literacy and Numeracy, as always, are high on the agenda at St Mary's School. We were able to critically evaluate our student data and make plans for the future. We saw a need to review our numeracy and reading programs to address some of the observations made from our NAPLAN results. Added to this, teachers use data throughout the year to drive teaching and learning.

Teachers are very much aware of some of the challenges that NAPLAN testing may present for some children and regularly monitor student learning. With this in mind, we maintained our early intervention programs such as Reading Recovery, EMU and implemented Levelled Literacy Intervention (LLI) across the school. We will continue monitor and support these children as they move through the school. It is essential for us to support these children and to communicate effectively with parents our concerns.

The Victorian Curriculum was implemented across the school and units of work have been trialled, reviewed and revised as needed.

Levelled Literacy Intervention continues to have a high priority and is implemented in Foundation to Year Six and supported our children at risk as well as challenging our high achievers under guidance of our Middle Leaders working with the Diocesan Collectives. In turn, EMU (Extending Mathematics Understanding) continued in 2018, supporting children in Years 1 & 2. These children will continue to be monitored as they move through the school. This program also enhanced teachers' skills in the teaching of numeracy.

We continue to provide a wide and varied curriculum with many opportunities to participate in Physical Education Programs at a local, regional and state level, which is very much appreciated by parents.

We encourage children to participate in a variety of sports at these levels, not only for competition but to boost the self-esteem of children who may not necessarily participate in weekend sporting programs. Our swimming programs, together with winter sports programs and athletics are always well supported by families. They provide another opportunity for parents to be involved within the school.

Our employment of a Music teacher continues to be a success with positive comments from students, staff and parents about the school choir and music across the levels.

We provided our children with many opportunities to access learning through incursions and excursions assisted by funding from the Parent's and Friends Association.

STUDENT LEARNING OUTCOMES

The results over the last three years demonstrate that literacy and numeracy levels across Years 3 and 5 are improving. All students in Years 3 were at the expected level in writing, numeracy, spelling, grammar and punctuation spelling. All students in Years 5 were at the expected level in reading, writing, spelling, numeracy, grammar and punctuation.

The school is focusing on reading and numeracy in Year 3 and Year 5 to continue this improvement.



School Community & Student Wellbeing

Goals & Intended Outcomes

To build the professional capacity of all teachers to be expert teachers.

Building upon the existing culture of caring and respect to create a school environment that is safe, that celebrates difference and diversity, promotes inclusion and nurtures positive relationships.

- That the school implements and develops the Whole School Approach to Positive Behaviour support so all staff have a clear understanding of student management ensuring all students are engaged in purposeful learning in a safe, inclusive environment.
- Build confidence in students through the development of their individual talents, interests and relationships.
- Develop meaningful ways to involve families and access the wider community.
- Continually promote and celebrate our identity within the parish.
- To develop safe digital citizenship practices.

Achievements

During 2018, St Mary's School continued to develop links between the school, home, parish and wider community. St Mary's School was highly involved in the wider Sale community, actively supporting the local agricultural show and running a "St Mary's Carnivale Night" as well as an end of the year play "The Wizard of Australia". The school has received written appreciation from Wellington Shire for our ongoing support and initiative. Last year one of our Year Six students received the inaugural John Printz OAM Leadership Award during the ANZAC Day ceremony in Sale.

We are a Sporting School, which enables us to offer the Sporting School Program in which the students have been instructed in athletics, hockey, tennis and baseball by specialised coaches. The students from Catholic College Sale are involved in the Partnership Program, which supports our classroom programs during the morning Literacy blocks, and we appreciate their input. Likewise, these students have supported us by helping at our athletics and being coaches and umpires for our netball and basketball teams.

During the school's Open Days in term two a number of our senior students conducted tours for prospective parents sharing what they felt about their school. Many visitors were welcomed with a number of these making repeat visits. The school community is always actively encouraged to participate in school activities and to share ideas about how we can make things better for our children.

The Parent and Friends Committee and School Board are two particular leadership groups that engage in conversations and practically set about the task of school improvement. We are truly blessed to have such supportive and positive members within our school community. In turn, the school has parents who take the lead to ensure that the children can participate effectively in a

variety of learning experiences during and outside school hours and who value what can be achieved when working together with staff for the benefit of their children.

During 2018, parents continued to welcome new families and support families in need through the "Class Parents" program. Parents provided coaching for Winter School Sports and weekend sporting competitions. They were prepared to research and access opportunities for new learning using the resources within our local community. They were prepared to accompany teachers on excursions and took care to ensure that Working with Children Checks and volunteer inductions were completed so that they could be actively involved in particular activities.

The Parent and Friends Association continue to support the school in fundraising. It assists with the maintenance and purchase of new ICT equipment and has been responsible for the new basketball court as well as reading resources.

VALUE ADDED

St Mary's Whole School Masses, Prayer Liturgies, Stations of the Cross, and our school concert *The Wizard ofAustralia* as well as our St Mary's Carnivale Night were all very successful events involving both the school and wider community. In addition, the involvement of grandparents, friends and parishioners celebrated the work of the school as well as helping the children learn of the past from the older generations.

St Mary's continues to be involved in a number of activities in the area of service ranging from meals on wheels at the local level to support of Caritas programs in our larger global village.

The school continues to access outside agencies (e.g. counselling to assist with specific children and family needs) and has a strong ongoing connection with local paediatricians and speech pathologists.

The school has received positive feedback and a high degree of satisfaction from families on these support networks.

STUDENT SATISFACTION

Data from the Insight SRC Survey shows students express their satisfaction with more than 77% saying they feel connected to the school, they are happy to be here and they have a strong sense that they belong. Student results show over 89% feel motivated to achieve and learn; they get on well with other students and have friends who care about them.

STUDENT ATTENDANCE

Parents are to provide a dated and signed written note, email, phone call or return a completed absence form to the school explaining why an absence has occurred. The school contacts parents/carers by phone the morning of any unexplained absence. The principal will contact parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimize absences.

PARENT SATISFACTION

Parents feel very involved in their child's education and 82% (Insight SRC) are very satisfied with the way the school has focused on improvement in student learning.

St Mary's Whole School Masses, our Prayer Liturgies and Stations of the Cross involved both the school and wider community. In turn, our Grandparent Day and our school's performance of The Wizard of Australia saw both the school and wider community, grandparents, friends and parishioners gathering to celebrate the work of the school as well as the children learning of the past from the older generations.



Child Safe Standards

Goals and Intended Outcomes

- To continue to implement the Child Safe Standards and inform the school community in relation to this.
- To continue to embed the Child Safe Standards and practices into the school's culture and to update the school community about any changes.

Achievements

- Child Safe policies and related policies have been revised with staff and students and made available to the school community on our school website and staff shared server.
- The school's Child Safety officer worked with staff, students and parents to embed the standards.
- The Child Safe standards are discussed regularly at staff meetings and Board meetings.
- Staff are regularly updated on any change or new initiative in relation to child safe standards at staff meetings as well as via the newsletter and memo.
- All staff are fully aware of the school's Code of Conduct and have signed it.
- All new staff are inducted and made aware of the child safe standards.
- Volunteer induction sessions are facilitated and will continue to occur as the need arises for example - new families entering the school, before school camps and so on.
- Contractors inductions are held yearly or as needed
- All families, volunteers, visitors and contractors have signed the school's Code of Conduct
- The school community were updated on any changes or new information through the school newsletter, school 'app' and school website.
- Staff worked with students developing their awareness of Child Safe issues such as areas where students feel safe and unsafe.
- The school's Child Safety officer worked with students to revise the child friendly Child Safe policy.
- Staff completed a detailed Child Safe Risk Assessment for all offsite activities.
- The school implemented the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'.
- Students completed posters promoting Child Safe issues and these were displayed around the school.
- School was involved in the National Child Safety Week where all classes participated in age appropriate activities as well as participating in 'A Day for Daniel'.

Leadership

Goals & Intended Outcomes

To build leadership capacity throughout the school

- All leaders are instructional leaders supporting staff to enact changes needed to improve students' outcomes which supports the diocesan plan.
- That decision-making is based on evidence.

Achievements

The school continued to focus on developing leadership capacity throughout the school. This occurred across staff, student and parent groups.

In 2018, the Leadership Team continued with a staff member taking on a leadership role for the first time. The Leadership Team met on a regular basis to discuss School Improvement, School Review and Compliance. The formation of Leadership will continue into the 2019 year. All teachers were encouraged to lead and to utilize their specific skills and interests. They were also encouraged to build upon current competencies and to extend their learning to new areas.

The School Advisory Committee, in partnership with the Parents and Friends, continued to maintain its profile as the body responsible for working with the principal and school staff in developing the school facilities and the sense of community.

With respect to student leadership during 2018, we sought to maintain the different Leadership groups within the student cohort and enhanced the Student Council with representatives from each classroom. The Student Representative Council continued to play a role in student engagement in school decisions especially in the area of Catholic Social Teaching. The student leaders displayed excellent leadership throughout the year and set a great tone for the school. The children represented their school with pride on excursions, at sports carnivals and during community events.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

During 2018, all staff engaged in, Anaphylaxis, Asthma and CPR training. In addition, all staff successfully completed the Mandatory Reporting and Anaphylaxis e-learning modules. Our Leadership team participated in Teaching and Learning Days held by the Catholic Education Office. Such days revolved around professional development in implementing the Victorian Curriculum, Religious Education (new guidelines) Numeracy, Literacy, Leadership development and Learning Adjustment strategies. The leadership team worked with staff on implementing the Victorian curriculum, Child Safety Standards sessions and there was ongoing Professional Learning

throughout 2018 on assessment, Reading, Mathematics, Coding and technological devices. Whole day sessions for all staff were held on Writing, "What are we doing on Earth for Christ's Sake?" (Dr Richard Leonard) and The Gospels – The writing of Saint Paul (Father Christopher Monaghan). Two members of the Leadership team started their Masters of Theology and another member of the Leadership team completed his Masters of Clinical Teaching at Melbourne University.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

13

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1615

TEACHER SATISFACTION

In 2018, the school completed the School Review Process which allowed us the opportunity to be involved in whole school improvement in accordance with the Diocesan Strategic Plan in order to develop the school's new strategic plan and annual plan. Staff meetings as well as restructured professional learning team meetings, enabled staff to access professional reading, learn from colleagues and examine student assessment data to assist in the development of teaching and learning programs as well as completing the review modules which informed our decisions.

All staff valued the chance to participate in various types of professional learning on reading and mathematics in which teachers used student data to improve the children's learning outcomes in Literacy and Numeracy. Staff feel very satisfied with the school's emphasis on improvement and the standards they are achieving and over 93% (Insight SRC) are very satisfied with the way the school has focused on improvement in student learning.



Future Directions

St Mary's School continues to improve. It has wonderful students, a dedicated and talented staff group, a highly committed parent body and processes in place for future development. There are a number of priority areas for 2019. We believe that these are achievable goals as our school community works together towards positive results.

Some of these are listed below:

- To ensure the teachings of Jesus and the traditions of the Church allow our Catholic identity to be visible and relevant in our school community
- Strengthen our Catholic identity
- To continue to improve student outcomes in both literacy and numeracy



School Performance Data Summary

E4004

St Mary's Primary School, Sale

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	95.7	94.4	-1.3	95.7	1.3
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	95.5	-4.5
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	89.7	-10.3	100.0	10.3
YR 05 Numeracy	94.4	100.0	5.6	100.0	0.0
YR 05 Reading	100.0	96.6	-3.4	100.0	3.4
YR 05 Spelling	88.2	82.8	-5.4	100.0	17.2
YR 05 Writing	100.0	96.6	-3.4	100.0	3.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.4
Y02	93.4
Y03	92.2
Y04	93.3
Y05	91.3
Y06	93.0
Overall average attendance	92.8

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.2%

STAFF RETENTION RATE	
Staff Retention Rate	81.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	7.7%
Graduate	15.4%
Graduate Certificate	0.0%
Bachelor Degree	69.2%
Advanced Diploma	30.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	22
Teaching Staff (FTE)	11.4
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	5.3
Indigenous Teaching Staff (Headcount)	0

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.