



# ANNUAL REPORT TO THE SCHOOL COMMUNITY

2019



# St Augustine's Primary School, Keilor

Registered School Number: 1779

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## Minimum Standards Attestation

### Contact Details

ADDRESS	Augustine's Way, Keilor, Victoria 3036
PRINCIPAL	Mrs Catherine Steere
PARISH PRIEST	Fr. Peter Hoang
SCHOOL BOARD CHAIR	Trevor Goodison
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E NUMBER	E1303

## Minimum Standards Attestation

***I, Catherine Steere, attest that St Augustine's Primary School is compliant with:***

- ***All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA***
- ***Australian Government accountability requirements related to the 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)***
- ***The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.***

***May 20th 2020***

**St Augustine's, Keilor**

# Our School Vision

A welcoming learning community:

United in Catholic faith

Inspired by St Augustine and the Gospel values

Empowering animated life-long learners

Enabling responsible global citizens

Nurturing the potential of all

# *Grow with God*

## **School Overview**

The Marist Sisters opened St Augustine's Primary School, Keilor in 1979. It was built as the second school by the Parish of St. Christopher's, Airport West, to service the needs of the Keilor area. The school is situated on the western edge of the Parish, approximately 10 km from St. Christopher's and on the opposite side of the Calder Freeway.

St Augustine's is a suburban school in a rural setting. It overlooks the gum trees along Taylor's Creek, which abuts the school oval. The building takes advantage of the views and comprises six internal classrooms, a library, multi-purpose facilities and a small canteen. Four classes are housed in portables. The school provides extensive and picturesque play areas including basketball, netball and volleyball courts. The synthetic grass area is popular with the students for play and physical education lessons.

As a Catholic School we are committed to working with parents in a partnership to continue the faith development of our students. Through instruction and prayer we aim to develop in our students a deeply personal relationship with God that is life giving and purposeful.

Through student leaders we focus on building a positive culture of responsibility and care. We challenge our students to contribute to the life of the school as a model of good citizenship. We empower our students to look beyond the school fence and explore their world and the difference that they can make. Students are empowered with the skills, knowledge and capacities to respond to the challenges they will face in their world. Our aim is to enable every student to be a successful and engaged lifelong learner.

Our Wellbeing programs provide opportunities for our students to feel a sense of inclusiveness, support and connection to our school. We encourage the active engagement of parents in their child's learning so a collaborative partnership can be developed.



# Principal Report

2019 has been an auspicious year for the St Augustine's PS community as we celebrated 40 years. On the second of April 1979, forty years ago, ninety three children moved into the newly built St Augustine's school. This year has been a year of celebration, story and reflection culminating in contributions from each family to create a family mural to commemorate this memorable occasion.

The celebration of our 40th year was realised over many events including a community mass held at the school with a number of invited dignitaries. The theme of the celebrations centered around 'story and identity'. With this in mind, a visual timeline was created representing the major events at St Augustine's over the past forty years. House names were voted on by the student body with the team names of Bunjil - red, Marist - blue, Chisholm - gold and Taylor - green. Each name was drawn from significant historical figures in the Keilor area.

The tri-annual art show reflected the theme of story and identity with the title of the show, 'Down Memory Lane'. The children created many art pieces using a variety of mediums. These were displayed in Cooina, the schools hall, for viewing by family, dignitaries and the school community.

During 2019 the staff have participated in a five school collective focussing on Evidence Based Learning. This initiative has resulted in professional learning focussing on school wide improvement with high impact learning and teaching. The children have been reflecting on what they are learning, why they are learning it, how they know they have met the success criteria and what the next steps are. The whole school community contributed their ideas towards the learning dispositions that are essential for a good learner. The dispositions of curiosity, flexibility, adventurous, collaborative, reflective and persistent have been recognised as the 6 learning dispositions that the school will continue to explore and implement to 'Make a Difference Every Day'.

Our wider community engagement has been enhanced through working with various local agencies including the Loaves and Fishes, participating in the Keilor Gift activities, spending time at the local nursing home and working with Brimbank Council through the 'Seeds for Schools' planting program. This program culminated in an indigenous smoking ceremony on the school oval, facilitated by an Aboriginal Elder, 'Uncle Bob'.

Staff have undertaken a wide variety of professional learning opportunities to improve the learning and teaching process. They have participated in the OLSEL program, (Oral Language Supporting Early Literacy Years P-2) and HRLTP, (High Reliability Literacy Teaching Procedures Years 3-6). The staff continues to attend professional learning on THRASS with LSO and new teachers all being up skilled in this area.

Other professional learning includes: Phonics In Context, Words In Context, Grammar In Context and Developing Mathematical Understandings. We were privileged to work with Susan Ongarato from Catholic Education Diversity Unit, where she presented information

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regarding ASD and behaviour management strategies. She was also able to include a question and answer session with Chris Varney from the 'I CAN' Network. This proved to be a relevant and worthwhile experience for all staff members. The Leadership team have also undertaken a two-year program, 'Enhancing Leadership Team Capabilities' where they have participated in 360 feedback from the community.

The St Augustine's Education Board is an integral forum for parent voice where it meets formally to discuss matters concerning the school. This year the Education Board has been integral in discussing school data, straight prep grades for 2020, school fees, and proposed changes to the technology program. They began the year by participating in a Plenary Council Consultation meeting with members of the St Augustine Church committee.

Our Parents Auxiliary have worked diligently this year and organised a number of fundraisers. This year they successfully introduced 'Healthy Lunch Orders' made from whole foods. Another inclusion to the vast array of fundraisers was the movie night held in Cooida. I thank both the Education Board, Parent's Auxiliary and all the parent community for their continued support and commitment.

Thank you to all the staff for their commitment, passion and care of our children. Thank you to the leadership team, Trish Walsh, Jacinta Fedoruk, Jodie Velardo and Vanessa Dal Santo who have worked tirelessly and as a support to myself and all the staff and families at St Augustine's. Finally, thank you to Fr Peter Hoang who has entrusted me with the privilege of leading the St Augustine's school community and who has continued to provide me with ongoing support throughout the year

The following reports provide a summary of the initiatives, goals, outcomes and achievements for 2019.

Cathy Steere

# School Education Board Report

2019 was a productive year for the Education Board as the 40<sup>th</sup> anniversary of our wonderful school was celebrated.

In a collaborative discussion with a member of the St Augustine's Church Committee, the board members looked seriously at the question posed by the Plenary Council Consultation of "What is God asking of us in Australia at this time?". A very thought provoking session which allowed the board to explore the many facets of the Catholic faith with a strong focus on the bond between the St Augustine's Church and our school. In association with this, all board members completed the "Enhancing Catholic Identity" survey, which was used as a platform to build ways on which our faith can be integrated into our busy and often time-poor modern lives.

The data from the school improvement survey was analysed and discussed with some very open and honest dialogue being a feature. Board members looked at both the pros and cons of the parent feedback and were very flexible in looking at the comments from varying perspectives. This survey is a critical feedback tool in shaping the future of our school, so it's imperative that the school receives as many responses as possible to get a true indication of the "pulse" of the school community.

In somewhat a return to the past, the board considered and approved the proposal of creating straight Prep classes in 2020 and as such increasing the number of classes from ten to eleven. The board also looked at proposed fee structures and the exciting technology plan for the future, including the introduction of iPads for students in Years 3-6.

The highlight of the board was undoubtedly the participation in the 40<sup>th</sup> anniversary activities held by the school including a commemorative mass and morning tea, the brilliant art show and school tours. Given some of the board members held links to the school either via family or friends or from being past students themselves, these events only strengthened the community spirit that exists at St Augustine's and is often the envy of many nearby schools.

I would like to thank all of the 2019 Education Board members for their commitment, participation and support of the school and I look forward to the years ahead at St Augustine's knowing the school is in the best possible hands.

Trevor Goodison

*Education Board Chair*



# Education in Faith

## Goals & Intended Outcomes

To continue to integrate faith and life that is inspired by Christ and his teachings.

- That knowledge and understanding of Catholic scripture, tradition and liturgy is connected more fully to our daily lives.

## Achievements

As a school we continue to strengthen our Catholic Identity with a strong focus on scripture, prayer and social action.

- A symbolic representation of our St Augustine's story was created. House names were launched at the Beginning of Year School Mass. These were well received and have strengthened our connection to the school's history and community, as well as indigenous roots. St. Augustine quotes have been placed on display around the school; community art work has also been commissioned.
- The renewed RE Curriculum is being implemented, using learning intentions and success criteria, reporting to Achievement Standards. Teachers planning authentic units based on the content descriptors and standards of the renewed curriculum continue to strengthen. Learning intentions and success criteria are included in each phase of each unit. Key objectives identified and linked to assessment statements; then matched to unit/descriptors.
- A series of three liturgies were presented by the Year 3/4 level depicting the events of Holy Week, in line with the whole school Easter unit focus
- We celebrated our 40th anniversary with various events: Mass, feast day activities, 'Walk Down Memory Lane' Art Exhibition
- Monday morning community prayer at assembly was introduced. Teachers follow a simple format given to them; roster system implemented; students present the prayer at assembly
- Family Masses were advertised and families were invited to join the Sunday parish mass at St. Augustine's Church on specific dates throughout the year. Families were invited to volunteer to read a Prayer of the Faithful and bring up the gifts during the Offertory Procession
- Prayer information pamphlet put in each class RE folder that explains SM prayer, email explaining Monday Morning Prayer and template shared/saved on Google Drive in order to gain clearer expectations about prayer across the school.
- A guest speaker from St. Vinnie's came and spoke with the Social Justice Group regarding their important work and how we can help the local community
- A number of contemporary teacher resource books were purchased to support teacher knowledge and understanding of the Catholic Faith

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- Each class created a prayer cloth that was displayed in the classrooms and used during prayer times
- Sarah Smith, from Sarah Smith Consulting presented the child/parent sacramental workshops for Reconciliation, Eucharist and Confirmation. Sarah engaged the parents and students in discussion and delivered relevant information in preparation for the sacraments. Parent feedback was very positive
- The REL and teachers attempted to use a range of religious imagery (art) to stimulate and deepen staff and student connection to scripture

## VALUE ADDED

- *School Masses, Liturgies*
- *Sacramental Celebrations – Reconciliation, Eucharist and Confirmation*
- *Parent /Child Faith Nights (Eucharist, Reconciliation, Confirmation)*
- *St Augustine's Feast Day*
- *40th Anniversary Mass and celebrations*
- *Confirmation Reflection Day*
- *Social Justice Initiatives - raising money for Catholic Social Justice Agencies including Project Compassion, St Vincent de Paul and Opening the Doors Foundation*
- *Cure for Cancer fundraising*
- *Anzac Day prayer service*
- *Weekly Monday Morning Prayer*

# Learning & Teaching

## Goals & Intended Outcomes

To build a culture of deep learning.

- That students' learning growth in literacy and numeracy is improved.
- That student engagement is increased through purposeful teaching and deep learning.

## Achievements

The learning and teaching sphere is focused on developing high performing learners.

- The purpose of Learning Intentions & Success Criteria was revisited in order to gain consistency across school. Learning Intentions & Success Criteria for Literacy & Numeracy, RE and Inquiry Learning are being planned for during facilitated planning sessions and PLTs with the expectation that these will be made visible in all classrooms.
- Relevant learning programs are continually being designed using the Victorian Curriculum. Staff are planning inquiry units with a focus on student led Inquiries. A curriculum audit and review of 2 Year Inquiry overview was completed to ensure coverage of all areas.
- Evidence Based Learning (EBL) has been introduced at St Augustine's. A staff 'Activation Day' was held to unpack Evidence Based Learning with staff. Deb Masters presented and staff attended various workshops throughout the day to look at how EBL is currently being implemented in different schools. As a school we continued to explore the process for introducing learning dispositions.
- Individual and whole school targets were set for Literacy and Numeracy. A data wall is being used to monitor and track student growth in reading across P-6.
- Levelled Literacy Intervention (LLI) was introduced for students identified as 'at risk' in literacy.
- The 'Learning Sprint' process continues to be used to build teacher capacity and to monitor student growth in reading. Our Literacy, Numeracy & Learning and Teaching Leaders attended the Agile Learning Sprints Professional Learning Seminar.
- The NCCD process was used to identify and support students with individual needs across the curriculum.
- THRASS pedagogy and training has been extended to include the Year 5/ 6 level and teachers new to St. Augustine's. Ongoing Thrass PL was provided for teachers to include classroom support and modelling.
- A strong focus on Oral Language and vocab development continues in the P - 2

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Area. OLSEL professional development was provided for teachers through facilitated PD /PLTS.

- Phonics in Context strategies were extended to include teachers new to Junior classes through PL provided by CEM. Phonics in Context strategies embedded into P - 2 literacy planning.
- Teacher knowledge of Orthography was built on through professional learning in Words in Context CEM - with Lyn Anderson. Words in Context strategies have been introduced into our balanced literacy program P - 6 to include: Morphology, etymology and phonology.
- Essential Assessment is being used as a tool to provide feedback to students. Teachers are using this data to explicitly explain where the students are at and to set goals that are specifically targeted to their learning needs.
- Teachers have been examining a range of Evidence Based Teaching Strategies that promote deep mathematical learning through the provision of PL offered by CEO - Our Maths Leader and a rep from 3/4 and 5/6 attended this Professional Learning.

## Student Learning Outcomes

The overview of the NAPLAN data for 2019 demonstrates a significant improvement in our Year 3 data. Significant gains have also been made with Numeracy in both Year 3 & 5. Significant growth is evident in our relative growth over time Year 3-5 data indicating that as a school our students are making the expected 80-point growth over a 2 year period.

### Year 3 Summary

- Above state mean across all areas
- Bottom cohort is significantly above state across all areas
- Top cohort was above state in all areas except writing where they were similar to state

### Year 5 Summary

- Above state mean in Numeracy
- Similar to state mean in Reading, Spelling, Grammar & Punctuation
- Bottom cohort are significantly above state across all areas
- Top cohort similar to state in Numeracy

### Extra Curricular programs and events:

X factor, Interschool Sport, Robotics, Athletics Carnival, Robocup Competition, Down Memory Lane -Art Show, 40 Year celebrations, Camps, Incursions and Excursions, 100 days of school, Prep Breakfast, Choir, Super Uke, Keyboard/Guitar lessons, Maths Olympiad, GATEways, Lunchtime Clubs – computer, games, music and robotics, Tree Planting -Brimbank Seeds from School Program, Welcome to Country, Swimming Program, Out n About Year 2 camping program, Twilight Sports Carnival, Billy Tea Bush Dance, Grandparents Morning, Pj Movie night, Soccer Gala Day





# Student Wellbeing

## Goals & Intended Outcomes

To provide a learning environment that is inclusive, nurturing and engaging.

- That students will be more engaged, connected, confident, self-motivated and resilient learners.

## Achievements

At St Augustine's we aim to promote a school culture where children's physical, intellectual, moral, social and emotional needs are addressed.

- Professional Learning was provided for staff around Social Emotional Learning. Staff meetings were allocated each term for teachers to plan for and work on SEL and Respectful relationships. Wellbeing whole school themes were introduced to the school community. Term 1 - Zero tolerance- bullying no way, Term 2 - Manners in May.
- The Respectful Relationship program continued to be implemented across the school. Parent information in this area was put in the newsletter at the beginning of each term looking at what we are focusing on in Respectful Relationships.
- Behaviour Management /Restorative Practice processes were reviewed. 'Zero Tolerance For Put Downs' was introduced to the school community. We reviewed our management processes to ensure we are consistent throughout the school. Our school rules and restorative approach was revisited with the staff.
- Our new school values were introduced to both staff and students in Term 1. Displays were created and put up in all classrooms to ensure the values are visible. Teachers worked together in teams to plan activities to introduce into classrooms at the beginning of the school year. The new school values were introduced to the school community through school assemblies and through the newsletter.
- Student leaders explored opportunities for students to have a voice in their learning and school life. The Wellbeing leader worked with student leaders looking for ideas on how to promote no bullying across the school. Students created posters and presented their work at morning assemblies during 'No Bullying' week.
- Our Wellbeing Leader ran targeted social thinking sessions.
- Professional reading was sent to staff regularly throughout the year in order to build teachers confidence in dealing with challenging parents.
- Feedback was sought from students regarding Behaviour & Wellbeing. Our Wellbeing Leader liaised with Year 5 & 6 grades regarding the introduction of Wellbeing themes and what this could look like in our school. Wellbeing whole school themes were introduced to the school community in Term 3 and 4. (Cool To Be kKd & Funtastic Friendships).

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- PSG meetings and Personalised Learning Plans were set up for students who need to be supported with Social/Emotional goals and strategies.
- Ongoing Parent conversations or formal meetings were held to support individual students as required.

**Student Attendance.** *The school closely monitors student attendance. Parents are responsible for ensuring they contact the school by 9.00am if their child is going to be absent. Parents are required to access the school app to fill in the online absence form providing all required details to inform the school of their child's absence.*

*In the event that contact is not made with the school on the morning of the absence and the absence is reflected in the daily attendance records, the school will make immediate contact with the parents to inform them of this occurrence. Contact will be made with parents via a SMS with a request made for an immediate response to explain the child's absence*

#### VALUE ADDED

- Counselling services
- Transition Program for children in Prep and Year 6
- Assessments and support in speech pathology, occupational therapy and psychology services
- Fortnightly Parenting newsletters
- Active Student Leaders
- Social skills sessions
- Respectful Relationships Program
- Buddy program
- SEL sessions weekly

#### STUDENT SATISFACTION – CEMSIS data, 2019

**The overall school positive endorsement by students was 68%.** Top school strengths identified by students (based on actual scores relative to other Australian Primary Schools).

- **Learning Disposition** 82% - Students' mindset about themselves as learners.
- **Rigorous Expectations** 82% - How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.
- **School Belonging** 77% - How much students feel they are valued members of the community.
- **Teacher Student Relationships** 70% -The strength of the social connection between teachers and students, within and beyond the school.

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# Child Safe Standards

## Goals and Intended Outcomes

- To implement the child safe standards into the school community.
- To update child safe policies.
- To enforce child safe strategies to ensure the safety of all children.

## Achievements

Outlined below are our achievements in the ongoing implementation and review of the Child Safe Standards and the steps we have taken to bring about cultural change in the school community.

- The implementation of all seven standards
- Mandatory Reporting E-learning module completed annually by all staff
- Child safe policies and commitments are embedded into every day practice
- Ongoing training of teachers, non-teaching staff and volunteers in the area of child safe is provided
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' as well as provision for PL for staff in this area
- Promoting Student participation and empowerment strategies
- Implementation of Strategies addressing the principle of inclusion
- Engagement of Families and communities in promoting child safety
- Child safety – Risk Management practices are in place i.e. signing in process, code conduct
- Weekly Respectful Relationship sessions are held focused on standard seven
- Ongoing PL for staff is provided in the area of Child Safety



# Leadership & Management

## Goals & Intended Outcomes

To build a culture of shared responsibility where all are empowered.

- That all members of the school community collaborate to improve students' engagement and achievement.

## Achievements

- Evidence Based Learning was introduced through participation in the North to West Collective activation day.
- Leadership Team members participated in EBL leadership formation days.
- Leaders engaged in Enhancing Leadership Capacity Professional Learning and undertook 36-degree surveys.
- Leadership team members aligned themselves with a grade to commit time to work with the teacher and class each week
- The Education Board was engaged in AAP at the first meeting & and used as a parent focus group to discuss School Improvement Plan -parent data.
- In order to utilise experts and quality teaching within the school and improve teacher capacity all leaders were allocated to assist in classes on a regular basis. Plans were established for expert teachers to visit classrooms and model e.g. Thrass, Numeracy experts visiting classrooms to model and support teachers.
- Literacy Professional Learning was provided for staff: Thrass PL, OLSEL PL and Phonics in context.
- THRASS mentoring support was provided in all classrooms across P-6.
- Closure days were held specifically attending to AAP-EBL, ASD & Behaviour Management.
- Teaching staff was allocated 2 Professional Practice Days to attend to work commitments inline with their Individual Learning Plans.
- Mid year annual reflection meetings were introduced for all staff with professional goals assessed and reset.
- Our Number Intervention Leader worked in P/1 & Year 2 classrooms supporting, mentoring teachers.
- Our junior playground was refurbished and new seating was installed.
- The Italian room was refurbished and converted into a Year 3/4 classroom.

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# EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

## DESCRIPTION OF PL UNDERTAKEN IN 2019

THRASS Training, Phonics in Context, Enhancing Leadership Capabilities, OLSEL Extension Project, Child Safe Standards, First Aid, SEL, Emergency Management, Behaviour Management-School Wide Behaviours, Data Analysis, Policy Renewal, NCCD Moderation and Goal Setting, Respectful Relationships, Mandatory Reporting, Evidence Based Learning, Network Meetings, Anaphylaxis Training, Cyber safety, Visual Arts, I pads Workshop.

## NUMBER OF TEACHERS WHO PARTICIPATED IN PL

All staff

## AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 3,066

## TEACHER SATISFACTION -CEMSIS Data, 2019

**The overall school positive endorsement by staff was 86%.** Top school strengths identified by staff (based on actual scores relative to other Australian Primary Schools)

- **Collective Efficacy** 97% - Teachers' perceptions that staff at the school have what it takes to improve instruction.
- **Support for Team** 96% -Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.
- **Collaboration in Teams** 94% - How well teachers work together in teams to improve teaching and learning.
- **Staff Leadership Relationships** 94% - Perceptions of the quality of relationships between staff and members of the leadership team.

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# School Community

## Goals & Intended Outcomes

To continue to work in partnership to improve student learning.

- That student learning is strengthened through engagement with parents and the local and global community.

## Achievements

Our focus in the School Community sphere has been on building effective, sustainable partnerships with families and the wider school community so that students are supported in their learning.

- Outside agencies / specialists were utilised to support students: Speech Therapists, Local Council, CRC Secondary School, Onphys services
- Parent input was sought throughout the year on various aspects of school life via feedback Google forms, discussions, Education Board and Parents Auxiliary.
- Social Justice initiatives were led by Year 56 student leaders: St Vincent de Paul fundraising, Message Sticks- bible and Aboriginal perspectives connections
- A partnership was established through with the local Brimbank Council Initiatives undertaken included: Seeds from Schools Program, Welcome to Country and Tree Planting in local environment.
- We celebrated our 40th Anniversary with a walk down memory lane, Mass and Art Show
- Education Board participated in a Plenary Council Consultation meeting with members of the St Augustine Church committee.

## PARENT SATISFACTION -CEMSIS Data, 2019

**The overall school positive endorsement by parents was 75%** Top school strengths identified by parents (based on actual scores relative to other Australian Primary Schools)

- **Barriers to Engagement** 92% -Factors that can hinder a family's interaction or involvement with their child's school.
- **School Climate** 79 % - Families' perceptions of the social and learning climate of the school.
- **School Fit** 77% - Families' perceptions of how well a school matches their child's developmental needs.

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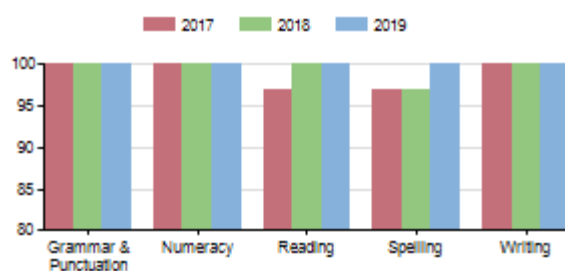
# School Performance Data Summary

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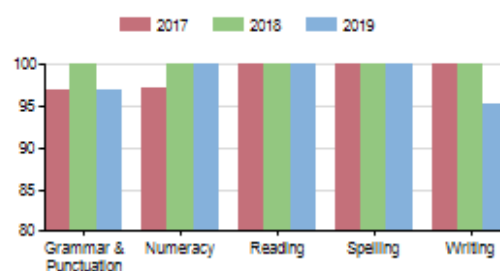
## PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	97.0	100.0	3.0	100.0	0.0
YR 03 Spelling	97.0	96.9	-0.1	100.0	3.1
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.0	100.0	3.0	96.9	-3.1
YR 05 Numeracy	97.1	100.0	2.9	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	95.2	-4.8

**NAPLAN Year 3**



**NAPLAN Year 5**



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<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y01	89.4
Y02	90.8
Y03	93.2
Y04	92.6
Y05	92.1
Y06	89.6
Overall average attendance	91.3

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	88.9%

<b>ALLSTAFF RETENTION RATE</b>	
Staff Retention Rate	82.9%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	23.1%
Graduate	30.8%
Graduate Certificate	3.8%
Bachelor Degree	84.6%
Advanced Diploma	46.2%
No Qualifications Listed	0.0%

### STAFF COMPOSITION

Principal Class (Headcount)	2
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	18.6
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	5.5
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](http://www.acnc.gov.au)