

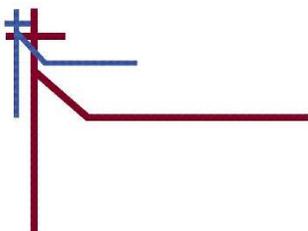


ANNUAL REPORT TO THE SCHOOL COMMUNITY

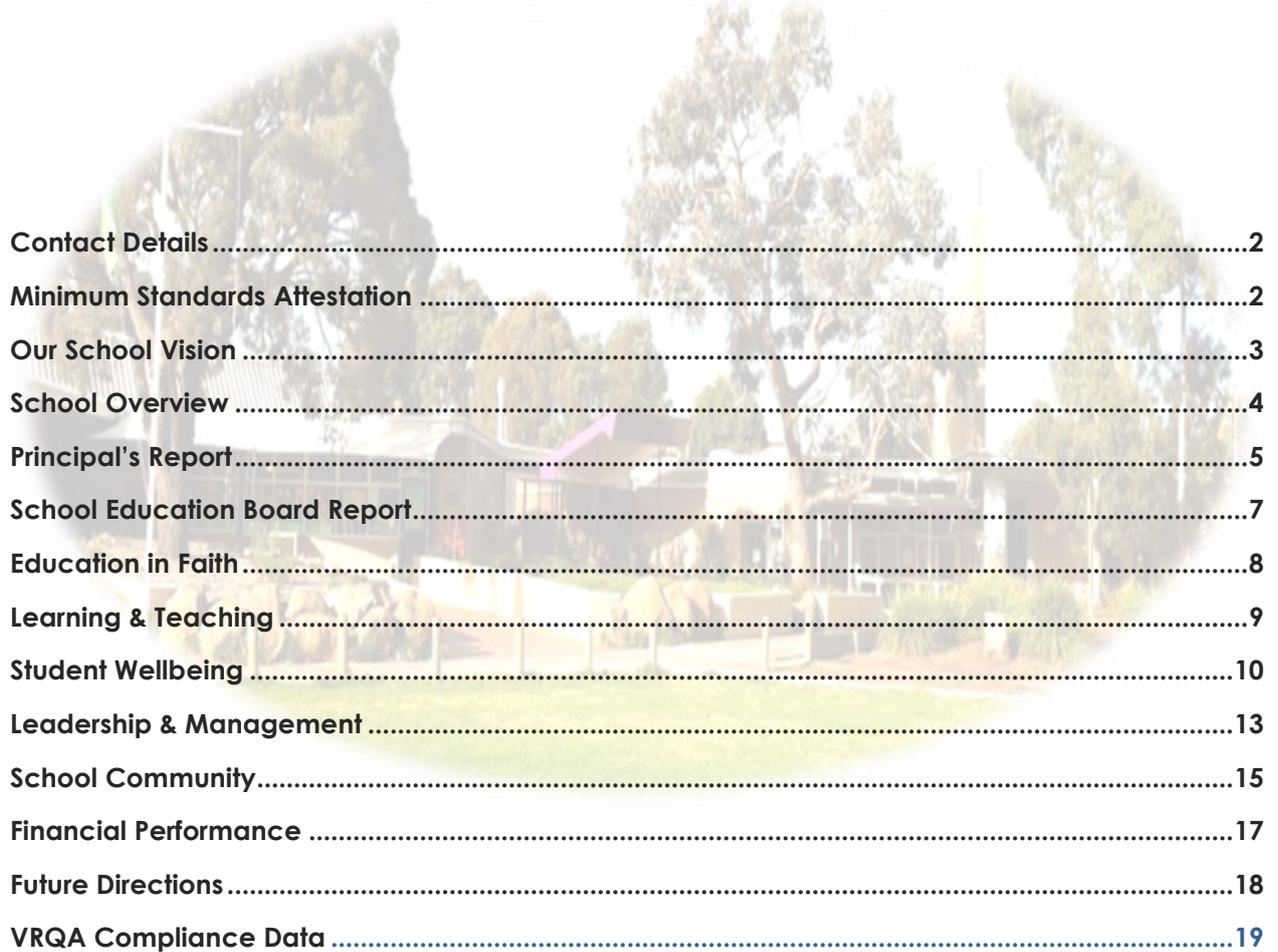
St. Elizabeth's Primary School
Dandenong North

2015

REGISTERED SCHOOL NUMBER 1762



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Contact Details

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Minimum Standards Attestation

I, **Christine Ash** attest that **St. Elizabeth'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 2007 (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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

Our School Vision

St. Elizabeth's Parish School is a Catholic Parish Primary School striving to make faith real in the world for all within our care. Parents and Staff support our students to grow to their full potential as active participating members of the faith community following Christ's example.

Our educational purpose is to meet the needs of the current generation by supporting all our students to become independent and self-motivated. We encourage them to be learners who have a deep understanding about themselves, others and the world around them. We strive to develop their capacity to build and maintain relationships and actively and positively contribute to the global community.

As teachers we see ourselves as a community of lifelong learners committed to the provision of innovative learning opportunities for every student. We believe that focussed teaching brings about powerful learning. We take advantage of contemporary tools and learning environments to support the provision of relevant, rich and personalised learning opportunities.

School Overview

St Elizabeth's Parish School is situated in the suburb of Dandenong North close to the Waverley Gardens Shopping Centre and the intersection between the Monash and Eastlink Freeways. Built in the 1970's the school and church share a contemporary architecture full of light and open space. The buildings are set in large grounds with native trees and garden spaces.

The students who work and play alongside each other at St Elizabeth's come from many nationalities and cultures. Currently, 360 students are enrolled here and they represent 30 different nationalities and speak 35 different languages. This rich tapestry ensures that we see ourselves as a welcoming and blessed community. Traditionally an area where migrants have made their first home, the area is becoming a place where young people choose to renovate older homes to be closer to the city.

St Elizabeth's school is a Catholic Parish School where we practice our Christian faith in the Catholic tradition but we also welcome and respect people of other faiths. Our Church is connected to our school physically but also as our spiritual home. We gather to celebrate, share story and participate in liturgies that remind us we are called to be God's people in this local community.

St Elizabeth's school is not only contemporary in its architectural design but also in its approach to education. We strive to provide an education that will equip our students for their future not our past. This has resulted in a great focus on student engagement, purposeful learning, contemporary approaches in teaching and learning, the creative use of space and the integration of technology with learning and teaching.

In our organisation of the school and its curriculum, we pay attention to meeting the needs of students in a personalised and differentiated way. All children learn and develop at different rates and each child needs to be encouraged by having success at every stage of their experience. Our own Developmental Approach to learning through interest based play in the junior school and deep inquiry based learning at the other levels provides children with appropriate learning for their particular needs.

We offer our students specialist classes in Mandarin Chinese, Media, Physical Education, Performing Arts and Music. Our Foundation students have extra physical learning opportunities with a Perceptual Learning Program (PMP) and all children enjoy the opportunity to take part in Sustainability Programs as well as Incursions and Excursions.

St Elizabeth's staff are committed to the challenge of constant improvement. Contemporary learning, with its emphasis on meeting the needs of individual students, is a relatively new concept and our staff have been engaged in Projects and Professional Development to meet the needs of the students and their families, both now and into their futures.

We recognise that a strong partnership between home and school is essential if we are to realise the potential for each student. We constantly seek ways to help parents be involved in the education of their child/ren because in today's world, education is so complex, it is vital that we trust each other and work closely together on our educational vision.

Principal's Report



All of us will remember 2015 as the year we spent trying to build the Library and Parents Meeting Place, to be known as the Nano Nagle Nook. It seemed to take forever to get through the planning process. Our Library Manager, was on tenterhooks for months as she waited to pack away the library resources in the container. However, in the end it all came together and the Nook project was set to go. This would be a splendid contemporary and welcoming resource centre for the whole community.

We are proudly a Catholic School even though we welcome people with other Faiths. In 2015 we ran our usual programs covering the Sacraments, Reconciliation, Eucharist and Confirmation. Bishop Peter Elliott was once again impressed by the student's depth of knowledge and spiritual awareness. As he said in his homily at our Confirmation, when he comes to our Parish he knows that the school and the family here work together to deepen the children's understandings and there is a strong link to traditional cultural faith practices.

In 2015, in partnership with St Paul the Apostle North, Endeavour Hills, we received a grant under the Commonwealth Performance and Development Funding to develop the practice of teachers coaching each other. We chose teacher to teacher coaching in the Religious Education program as a focus. Coaching has been shown by research across the world to be a very powerful way of improving teacher practice and to ultimately achieve better student outcomes.

We also celebrated many milestones throughout the year. The most significant one for me was the Transition Mass where we farewelled our Year 6's and wished them all the best for their future. We followed this with a Presentation Ceremony and a Disco for the students and a supper for their parents and all the staff. Our community was very happy with our new and inclusive format.

The children continued to learn in 4 specialist areas, Media, Performing Arts, PE and Sport, LOTE Mandarin for Years 3-6 and Design, Creativity and Technology for the Foundation-Year 2's.

Parents value Transition programs and rightly so. They prepare children to exit or enter a new stage in the educational journey. We increased our Prep Orientation by another day bringing this valuable learning opportunity to 4 sessions in the year before they begin school. The extra session celebrated Book Week. We also run a transition program at the Year 6 level to prepare our students for Secondary School whilst the Year 5's are participating in a leadership Course in November / December.

Our school places a great deal of emphasis on resourcing programs and practices to support the Wellbeing of Students. Led by Ms Nan Perazzo, we always begin our school year with SWEL week and in 2015 we again included Student Wellbeing Day and the Footsteps program to support children to develop close positive relationships with their new classmates.

The 'You can Do It program' is well embedded into our school culture and it supports the Adlerian approach to wellbeing that is pivotal in our thinking and behaviours. Our new staff receive training in this approach at the beginning of each year and all current staff have a refresher course. We use Restorative Practice procedures to help children make amends after

poor choices lead to problems. This is very intensive and involves a great deal of time and effort. In resolving playground and community issues we take the time to listen to everyone's story.

Our community is very supportive of the school in terms of school fees and support through involvement in the school activities. Although we keep fees as low as possible, we had saved the money needed to fund the Library refurbishment project ourselves as we did not qualify for any grants.

We always budget for a proportion of our income to be spent on maintenance. Our school is in great condition with large and flexible spaces for all kinds of contemporary learning activities. We use social media extensively to keep our community informed and engaged in the school's life in a timely manner.

We also regularly practiced our Emergency Management procedures and updated them as required. We engaged a professional company to set up our processes and practices to keep everyone at our school as safe as possible.

Staff professional Learning at St Elizabeth's is very much internally driven but it is also supported also by a Network of Teaching and Learning run through the Southern Area Catholic Education Office and by our critical friend Lane Clark.

The School Education Board has been a very productive and cooperative group. The Board was responsible for the new Transition Program, the House T-shirt strategy and a very comprehensive look at parents' perception of the value of homework as well as looking at Government Guidelines and recent research about its educational value.

The School Education Board informs and supports the work of the school within the community. We are very grateful to all who give up their time to do this work.

Our work with our sister school in Matutinao showed our Christian faith in action and has united our community in raising funds to send supplies to the children in the school there. The Parish has also joined with us and this is also bringing our school and parish closer together. We began planning to send two teachers to our sister school to seal our friendship pact with Matutinao PS.

Our community can be proud of the work we all achieved together in 2015. I thank everyone who contributed, Father Tad, the Board, the P & F and the staff, parents and students. In particular, I want to single out Ms Sue Hatley-Smith. Sue has given 3 consecutive terms of service on the Board and has been willing to work alongside the staff for the good of all our students, much of it as chairperson. Six years is a long time to commit and I have always valued her suggestions and her thoughtful questions and her willingness to ask about things so she was fully briefed to advise other parents.

Thank you Sue for the energy and enthusiasm that you have shown to this community over the last 6 years. We are a better school because of your care and concern.

School Education Board Report

Governance of the school resides with our Parish Priest, Fr Tadeusz Ziolkowski and the Principal, Ms Christine Ash O.A.M. They are supported by advice from the St Elizabeth's School Education Board which meets twice a term to offer advice and information.

In 2015, we welcomed a new member to the Board, Ms Mary Sunanj-Mazar as a Parent representative and we welcomed back Ms Pina Martino for another 2 years. Other Parent representatives in their second year of their term of office were Ms Sue Hatley –Smith, Ms Samantha Pirotta and Ms Joanne Cameron. Ms Lyn Dennett continued as staff representative and Ms Kate Robinson was the Parish representative. Ms Nan Perazzo (Deputy –Student Wellbeing) shared the role of Principal's nominee with Ms Rebecca Gage (Deputy Teaching and Learning).

The School Education Board informs and supports the work of the school within the community. We are very grateful to all who give up their time to do this work.



Education in Faith

To further strengthen the understanding of faith in life within a contemporary context. That staff and student engagement and knowledge of Religious Education is strengthened.

That staff interactions with students, parents and each other are increasingly based on respect and trust.

Achievements

We are proudly a Catholic School even though we welcome people with other Faiths. In 2015 we ran our usual programs covering the Sacraments, Reconciliation, Eucharist and Confirmation. Bishop Peter Elliott was once again impressed by the student's depth of knowledge and spiritual awareness. As he said in his homily at our Confirmation, when he comes to our Parish he knows that the school and the family here work together to deepen the children's understandings and there is a strong link to traditional cultural faith practices.

In 2015, in partnership with St Paul the Apostle North, Endeavour Hills, we received a grant under the Commonwealth Performance and Development Funding to develop the practice of teachers coaching each other. We chose teacher to teacher coaching in the Religious Education program as a focus. Coaching has been shown by research across the world to be a very powerful way of improving teacher practice and to ultimately achieve better student outcomes.

Our work focused on beginning all Inquiry Units by looking through the lens of our Faith. We encouraged the teachers and students to ask what do we need to know, see and do as Christians when we explore the world through geography, economics, history, art, science etc.

Our school has a rich Catholic culture of liturgy and prayer but we also help our students to appreciate and value the traditions and cultures of the faiths of others.

VALUE ADDED

- School based Sacramental program for Reconciliation, Eucharist and Confirmation and access to Parish based Baptism program as required.
- Confirmation and Eucharist Workshop days.
- Parent Faith and Information Nights
- Preps in PJ's Prayer Night
- Year 1 Good Shepherd Night
- Year 5 Social Justice Night
- Renewal of Baptism Promises Year 2's Celebration
- Whole School Celebrations according to the Church Calendar as well as School celebrations e.g. Feast of St Mary MacKillop, Ash Wednesday, Feast of the Sacred Heart along with Opening and Closing of the School Year Mass, Family Week Mass and St Elizabeth's Feast day Mass.
- Fundraising Activities for Matutinao PS

Learning & Teaching

Goals & Intended Outcomes

To further strengthened contemporary learning approaches in which learning is personalised and all students are challenged and supported to achieve ongoing improvement, success and engagement.

That student learning is purposeful and differentiated. That student achievement in Mathematics is improved.

Achievements

Rebecca Gage continued to lead us in the development of a contemporary approach to teaching and learning. We have been a leading school in contemporary learning and have a well-established e-learning program.

For many of our students mastery of the English language is a key to success. Our students come from 30 different nations and speak 35 different languages and our evidence and data, collected over several years shows us that our children are gaining control over English at a better rate than previously. Our data on the Record of Oral language test which measures children's ability to use English was greatly improved in 2015. We believe that our introduction of developmental learning through play is largely responsible for this improvement. However, we were not satisfied that the model we were using met all the children's needs so in mid-2015, we introduced an extension to developmental learning where children were able to pursue their own interests by producing evidence of extended learning about a matter of great personal interest. The evidence could take any form, a written text, a model or a PowerPoint. We call this Discovery Learning and children move into it from Investigations as they were ready. The children continued to learn in 4 specialist areas, Media, Performing Arts, PE and Sport, LOTE Mandarin for Years 3-6 and Design, Creativity and Technology for the Foundation-Year 2's.

As well as continuing our work with Lane Clark on deepening children's learning we engaged Ms Kerry Strapp to coach us in providing our students with a different structure for learning to read called CAFÉ reading. CAFÉ stands for Comprehension, Accuracy, Fluency and Extending Vocabulary. During 2015, staff were becoming confident in using CAFÉ reading at the Year 5 / 6 level, we worked to embed it at Year 3 / 4 level and we played with elements of it at Year 1 / 2 Level. Using this strategy, children showed excitement about reading and generally displayed an enthusiasm for reading that we have not seen before.

STUDENT LEARNING OUTCOMES

Our NAPLAN scores showed that we continued to perform well especially in the Writing component. Our Year 3 students performed substantially above the Australian average. Results for Reading, Grammar and Punctuation remained consistent with previous years at both Year 3 and Year 5. Our Numeracy results are beginning to show an improvement. The average Numeracy results for our Year 3 & 5 students is not considered to be statistically above the Australian average but our average score is now higher. This is pleasing as Numeracy continues to be a focus for our staff. Interestingly, Numeracy scores across Australia show little sign of improving and this is of concern for all of us into the future.

Student Wellbeing

Goals & Intended Outcomes

To develop students who are resilient, engaged and connected to the school and to each other. That students will demonstrate greater resilience and develop an enhanced sense of their own learning and behavior.

Achievements

Our school places a great deal of emphasis on resourcing programs and practices to support the Wellbeing of Students. We always begin our school year with SWEL week and in 2015 we again included Student Wellbeing Day and the Footsteps program to support children to develop close positive relationships with their new classmates.

The 'You can Do It program' is well embedded into our school culture and it supports the Adlerian approach to wellbeing that is pivotal in our thinking and behaviours. Our new staff receive training in this approach at the beginning of each year and all current staff have a refresher course. We use Restorative Practice procedures to help children make amends after poor choices lead to problems. This is very intensive and involves a great deal of time and effort. In resolving playground and community issues we take the time to listen to everyone's story.

Attendance

We follow the Victorian Governments and Catholic Education Office procedures regarding attendance at school.

Our Parents use a simple App called Tiqbiz on their Smart Phone to inform the school of student absences. All absences are tracked by the Wellbeing Leader who follows up any prolonged or unexplained absence where there has been no contact between home and school. In individual cases where we have concerns about wellbeing, contact may be made on a daily basis.

VALUE ADDED

Student learning Expos

Buddy Program (Alannah and Madeline Foundation)

You can Do It program

Footsteps Dance program

Jelly Bean Music Program

Cross Arts Performances

Wellbeing Days, Inter-school Sports, Cross Country Race, Picnic Sports)

Wakakirri Festival

School Choir

MacKillop, Nagle, Polding and Chisolm House Events

Incursions and Excursions (e.g.: Surf Lifesaving, Melbourne Zoo, Drum Theatre,)

Interschool Sports Programs

Mothers' Day Cup Cake and Fathers' Day Breakfast Celebrations

Sustainability Program (supported by Bunnings)

Mini Vinnies

Carols by Candlelight

Year 6 Leadership Program

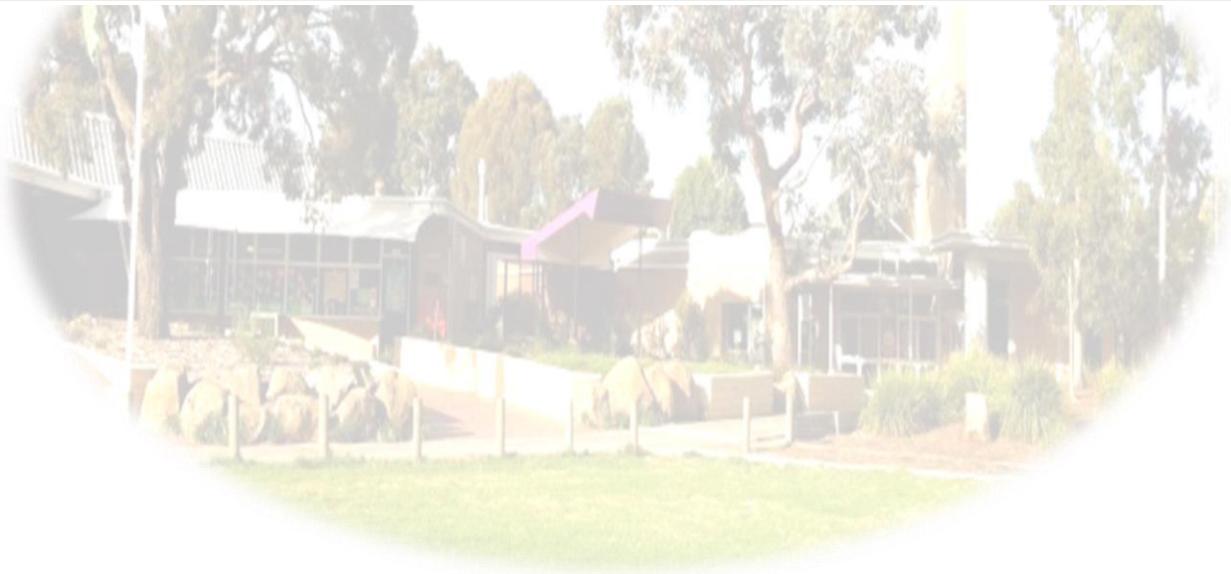
After School Programs (Auskick, Net Set Go Program, Guitar lessons)

Out of School Hours Care (Morning and Afternoon Programs.

STUDENT SATISFACTION

In 2015, our students recorded scores on the Insight SRC Survey that were very similar to the 2014 scores in Learning Confidence, Student Motivation and Connectedness to Peers which are all aspects of Student Engagement.

All scores registered in the top 30% of schools across Australia. Parents' perception showed a slight drop in Learning Focus but perception about the satisfaction with Homework was virtually the same as 2014. Of concern to us was the fact that parents also registered a drop in satisfaction with student engagement. Their observation was that their children were overall less connected to school. The drop was from 81% satisfaction in 2014 to 69% in 2015.



Leadership & Management

Goals & Intended Outcomes

To further develop as a professional learning community were all staff are committed to and share responsibility for improving their own work and the work of their colleagues through engaging practices.

That staff engagement improves through more effective teamwork, shared decision making and the use of feedback. Support an effective whole school approach to curriculum development and teaching and learning.

Achievements

Leadership and management is the sphere which looks at the governance, expenditure and opportunities for staff development at the school. The school has sound financial systems in place and we engaged a new Accountant, Mr. Bernard Negline from Cussen Group. We received a good report from Deloitte's, our Auditors and we had saved enough money to fund the Library refurbishment project ourselves as we did not qualify for any grants.

We budgeted a good proportion of our income on maintenance and this was money well spent. If you let maintenance slide, you set up bigger problems for the future. We also made sure that we looked at issues of occupational health and safety regularly. In 2015, we repaired the soft-fall rubber surfacing under the playground equipment and we updated all our phone equipment which was 20 years old. This was very costly and time-consuming and Lisa managed it brilliantly. It is important for the health and safety of everyone that there is a reliable and efficient method of communication both within the school and between the school and the wider community.

We also practiced our Emergency Management procedures and updated them as required. We engaged a company called EMQ to set up our processes and practices but we have to use them regularly to ensure that if they are needed, everyone knows what to do.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

Teachers participated in a range of professional learning Activities designed to deepen our knowledge, understanding and skills in teaching pedagogy. We have now worked with Lane Clark, our Canadian educational mentor for six years and once again we provided staff with a series of workshops over 2 days so that new staff could be introduced to her concepts about learning and teaching and experienced staff could continue to deepen their teaching knowledge.

We also provided the staff with a 2 day off-site Conference on Understanding Scripture facilitated by Dr. Michael Theophanous.

The work done across the year at internal staff professional learning was mostly concerned with embedding the CAFÉ reading strategy and unpacking the Ausvels approach to curriculum particularly in Mathematics.

Staff also participated in learning related to Coaching both from the perspective of the Coach and the Coachee.

All staff attended training in Asthma Management and Anaphylactic responses.

Individual staff members also attended professional learning in Subjects related to their roles within the school e.g. Leadership, Religious Education, Physical Education

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	21
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$62,436



TEACHER SATISFACTION

Staff satisfaction with Teaching and Learning was almost identical to 2014 in Student Motivation, Partnership with Parents and Engaging Practice but they registered a slight drop in their satisfaction with their own level of confidence and their capacity to engage in quality teaching. This is to be expected in a school where there are very high expectations that we continue to challenge our level of knowledge and improve our practice every day.

School Community

Goals & Intended Outcomes

To strengthened dynamic community partnerships in support of student learning and wellbeing.

That local and global networks provide students with authentic learning experiences.

Achievements

Our Community Coordinator, Ms Trixie Martin has continued her valuable work encouraging and supporting members of the Parents and Friends Group and the school community in general. The Parents and Friends group supported the school with fundraising and community services like the Father's Day Stall and the Mother's Day Stall but as many of our parents are working, the group found it difficult to increase its numbers. A dedicated few worked extremely hard to keep our school tuck-shop running. The children loved having Mums come in and cook their meals and especially loved that they could get cold drinks and icy-poles in summer term and warm food in winter. The group who worked so hard deserve to be thanked for their generous commitment of time and energy. Their profits were directed towards the money being raised to install lighting to the stage. The profits made in 2014 / 15 will help us to install lighting on the stage in 2016.

Our parent group also runs the Uniform shop and this supports other parents and makes it so easy to meet the children's clothing requirements in a convenient and timely manner. This commitment is often taken for granted by those who do not see the effort and enthusiasm that goes into ensuring that we have the right supplies at the right time. On behalf of all parents, I want to say 'Thank you for a job well done'

The introduction of and the teaching use of the school's apps (TiqBiz and CareMonkey) has ensured that our parents have user friendly portals of communication between home and school. Continued use of class blogs, school's Facebook page as well as Level newsletters alongside of the school newsletter including specialist's news.

We continued working with Regis Nursing Home, St Vincent De Paul, Nazareth College and their cluster schools.

We also began preparations to send to teachers to our sister school in Matutinao in the Philippines.

PARENT SATISFACTION

The trend with Parent satisfaction was similar to 2014 although slightly lower in some categories and higher in others. Parents perceived that Student Safety improved slightly but remains high at 66%. Parent also thought there was a good improvement in Students' connectedness to each other, increasing satisfaction by 8 percentage points. Parent's satisfaction with Homework stayed consistent with a score of 66%.

Parent perception of their relationship with the school did not show any changes but remained consistent at 65%. One concern for us was that in the Survey in 2015, parents continue to score

St. Elizabeth's Primary School Dandenong North

our extra-curricular programs as being low but in actual fact, we offered Net Set Go, AusKick and Kanga Cricket after school as well as Wakakiri which was a doubling of activities on 2014.

We also have high numbers attending the OSHC program both before and after school. Some nights the program is so full that it cannot take casuals.



Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	137496
Other fee income	124358
Private income	71583
State government recurrent grants	775935
Australian government recurrent grants	2556133
Total recurrent income	3665505
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	2440928
Non salary expenses	664045
Total recurrent expenditure	3104973
Capital income and expenditure	Tuition
Government capital grants	0
Capital fees and levies	163723
Other capital income	0
Total capital income	163723
Total capital expenditure	129163
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	0
Total closing balance	0

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

Future Directions

St. Elizabeth's school recognizes the speed of change that is part of the 21 Century human experience. Our workplaces, our homes, our relationships are all subject to the stress and challenges of meeting these changes. Schools are no exception but here at St Elizabeth's we will continue to educate our students so that they can confidently take their place in society and make a positive difference. We each have a mission from God grow to be the very best person we can be.

We will strive to educate our students in a safe and welcoming contemporary environment where learning is based on the needs of the individual student. We will also educate our students so they are well equipped to be flexible team players. We will encourage independence and a strong sense of responsibility towards others and our planet.

Staff will continue to keep informed with the latest research into effective teaching and learning strategies and we will continue to support staff with quality Professional Learning.

We are mindful that change places enormous stress on people and so Student Wellbeing and connections to our school community and beyond will continue to be of the utmost priority. We are committed to supporting our students to face the future with confidence and hope.

We will continue to work closely with parents to provide children with programs that enhance and develop attitudes and skills and qualities that enable them to be independent, self-motivated and responsible citizens. We will continue to encourage them to reach their potential and to in turn, encourage others to do the same.

We will continue to witness to our Catholic Faith, to respect the Faiths of others and to teach the Good News of the Gospel in language and experiences that are real and sustainable.

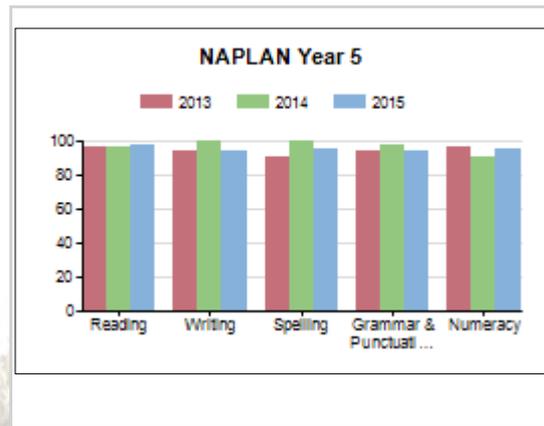
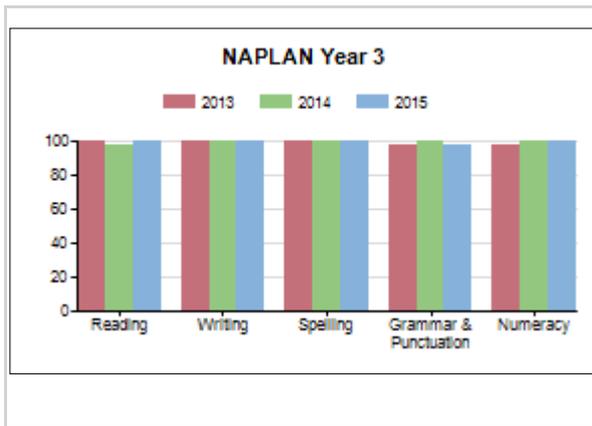
VRQA Compliance Data

E1298

St Elizabeth's School, Dandenong North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2013 %	2014 %	2013-2014 Changes %	2015 %	2014-2015 Changes %
YR 03 Reading	100.0	98.3	-1.7	100.0	1.7
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Grammar & Punctuation	98.1	100.0	1.9	98.2	-1.8
YR 03 Numeracy	98.0	100.0	2.0	100.0	0.0
YR 05 Reading	96.4	96.5	0.1	98.0	1.5
YR 05 Writing	94.7	100.0	5.3	94.0	-6.0
YR 05 Spelling	91.2	100.0	8.8	96.0	-4.0
YR 05 Grammar & Punctuation	94.7	98.2	3.5	94.0	-4.2
YR 05 Numeracy	96.4	91.2	-5.2	96.0	4.8



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.49
Y02	93.41
Y03	95.46
Y04	95.44
Y05	94.63
Y06	93.51
Overall average attendance	94.16

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.9%

STAFF RETENTION RATE	
Staff Retention Rate	87.50%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	4.55%
Graduate	18.18%
Certificate Graduate	0.00%
Degree Bachelor	81.82%
Diploma Advanced	18.18%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	30
FTE Teaching Staff	22.760
Non-Teaching Staff (Head Count)	10
FTE Non-Teaching Staff	9.729
Indigenous Teaching Staff	0