



St Peter Julian Eymard
Mooroolbark

2015



REGISTERED SCHOOL NUMBER: 1655

Contents

| | |
|-------------------------------------|----|
| Contact Details | 2 |
| Minimum Standards Attestation | 2 |
| Our School Vision | 3 |
| School Overview | 4 |
| Principal's Report..... | 5 |
| Parish Priest's Report..... | 6 |
| School Education Board Report..... | 7 |
| Education in Faith | 6 |
| Learning & Teaching..... | 8 |
| Student Wellbeing | 10 |
| Leadership & Management | 12 |
| School Community..... | 14 |
| Financial Performance..... | 16 |
| Future Directions..... | 17 |
| VRQA Compliance Data..... | 18 |

Contact Details

| | |
|---------------------------|--|
| ADDRESS | Reay Rd Mooroolbark 3138 |
| PRINCIPAL | Mrs Maria Bast |
| PARISH PRIEST | Rev Joseph Lu Xin |
| SCHOOL BOARD CHAIR | |
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Minimum Standards Attestation

I, Maria Bast attest that St Peter Julian Eymard 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

Spirit filled people

Working together

On a journey of learning

Embracing life and creating our future

School Overview

- St Peter Julian Eymard School is located on the edge of the Yarra Valley in the outer eastern suburbs of Melbourne and draws its student population from the Parish of Mooroolbark and environs.
- In 2015 SPJE School had an enrolment at Census of 588 students.
- The school structure comprised 3 Preparatory classes, 7 Junior Level classes (Years 1 and 2), 7 Middle Level classes (Years 3 and 4), and 7 Senior Level classes (Years 5 and 6).
- Specialist programs were offered in Physical Education, Performing Arts incorporating Music and Drama and LOTE (Italian). Additional private music tuition was available on request.
- In addition to Reading Recovery for Year 1 intervention/support programs were conducted in Literacy (Years 1 to 6) and Numeracy (Years 2 to 6).
- A Student Wellbeing Leader was in place.
- Wellbeing lessons were taught by a Wellbeing Skills teacher with dedicated wellbeing lessons and library sessions alternating fortnightly.
- A total staff of 56 (11 non-teaching and 45 teaching).
- A well-resourced and modern Library incorporating an eLearning Laboratory has pride of place amongst other well maintained facilities.
- Our students participate in a number of systemic and non systemic initiatives including the sporting and cultural events.
- SPJE is a strong and committed school community. Parents in our school are active in the school in many ways.
- We strive to develop the whole child in order to empower them to take personal responsibility and action to create a better future.

Principal's Report

The Annual Report to the school community is an opportunity to highlight many achievements of the 2015 year in the 5 spheres of School Improvement: Education in Faith, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community. Much of the success for this year can be attributed to the dedication of a truly professional staff whose expertise is admirable, to the support of families and the valuable contribution they make to the life of the school and most importantly to the students who give us so many reasons to celebrate their achievements.

Implementing our School Improvement Plan and Annual Action Plan provides our focus. We particularly focused on the area of Inquiry Learning as a vehicle to develop a more engaging curriculum. To this end staff participated in various school based and off-site professional learning initiatives. We continued to benefit from the More Support for Students with Disabilities (MSSD) and Literacy Assessment Project (LAP). Professional learning for school leaders in personalisation of student learning and coaching as a vehicle for supporting and developing teacher pedagogy were other initiatives continued in 2015.

Our school achieves its mission by: positive attitudes to learning, self-motivation, academic excellence, development of leadership skills, and social and cooperative skills. Our school has an outstanding sense of community where students, staff and parents work together to create a fulfilling learning environment where each student has a strong sense of belonging. The curriculum at St Peter Julian Eymard School is designed to reflect the changing nature of education, an increasingly complex and challenging world and the community. We teach individually and in small groups with attention to each student's needs. We aim to provide the best for each student by teaching a diverse and engaging curriculum.

Highly experienced and dedicated staff work collaboratively in professional learning teams to plan and implement an engaging curriculum that supports the diverse developmental needs of our students. Empowering students in the learning process is key to ensuring that students are engaged in their learning.

The school has many students involved in outside school activities, enjoys active parental involvement and encourages parental decision making and responsibility.

In looking back at 2015, we celebrate our successes and focus on new ways to continue to drive school and student improvement within a spirit of engagement and empathy. These are essential aspects of learning, which abound at SPJE, enriching us all in our work as Spirit filled people working together on a journey of learning.

Maria Bast

Education in Faith

Goals & Intended Outcomes

To enrich and deepen personal engagement in faith across the whole school community

- That student engagement and understanding be improved in RE
- That the links between school families and the parish be strengthened

Achievements

As part of our School's cycle of continuous improvement and School Improvement Planning, surveys with key stakeholders are conducted each year. This survey includes question focusing on the Catholic culture of the school. The students, parents and staff of the school are given opportunity to respond to these questions.

The results of 2015 InsightSRC Surveys indicate that parents' responses were in the top 25% of all Victorian Catholic Schools. In particular, parents recognised that the school provided opportunities for their child to reflect on their faith, pray together, and celebrate liturgies and sacraments. Parent and teacher responses indicated that the school sees compassion as an important value for children and provides opportunities for children to act in a compassionate manner.

Parent and student survey data concurred in responding strongly that staff at SPJE School behave in a way that is consistent with faith-based values. There was also alignment in parent and students' positive response to 'students having plenty of opportunity to reflect on and practise their faith'.

Also pleasing was the response from students on the extent to which they perceive that student behaviour is consistent with faith-based values. The data received through Enhancing Catholic School Identity constitutes a solid basis for describing and analysing the school's Catholic identity. Support for the catholic school in our community is strong with encouraging results in how we learn about our catholic faith and how we show we are catholic around here.

VALUE ADDED

- *Monthly meetings of the Faith Development Team consisting of Fr Joseph Lu Xin, Parish Priest, Mr Rudy Vail Religious Education Leaders and Mrs Maria Bast Principal. St Richard's School was represented on this Team by their Principal Mrs. Maureen Stella, and Mrs. Annie Engellener Religious Education Leader.*
- *Religious Education lessons use the Religious Education Framework as the template and supported by the Archdiocesan Religious Education Texts reflect the Calendar of the Church e.g. Lent, Easter, Advent, Christmas as well as providing links with Inquiry Learning.*
- *Sacramental program incorporating Reconciliation, Eucharist and Confirmation and including classroom lessons and Retreat Days for students and Adult Education meetings for parents.*
- *Each classroom is equipped with a prayer focus to be used for daily prayer and meditation. Meetings and assemblies begin with prayer.*
- *Staff meetings and training conducted as per School Improvement Plan to address Intended Outcomes.*
- *Social Justice action by the school community through fundraising initiatives for Missions, Project Compassion, St Vincent de Paul Society and Catholic care were led by the 'Community' Student Action Team.*
- *Our vision statement challenges us to be Spirit-filled people. Class, whole school and level family Masses along with liturgies are celebrated throughout the year allowing us to give witness to our traditions.*
- *The Parish newsletter is attached to our school newsletter and emailed to families allowing them to know more fully about the life of the parish.*
- *Students contribute learnings to the Julian's Journal, a Parish magazine published three times a year.*
- *To further staff learning, regular opportunities are provided for staff to reflect on their faith, pray together and celebrate liturgies.*
- *Formulated F.I.R.E. Carrier Covenant and Professional development for staff.*
- *Development of the FIRE Carrier SAT(Student Action Team)*
- *Created Sacramental Blogs to keep parents informed about current news related to sacramental preparation.*
- *Weekly reflections in the newsletter.*
- *Student reflections of what's happening at school in weekday masses.*
- *Attended St Patrick's Day Mass and celebration.*
- *Professional Learning on Christian meditation.*
- *Banners and foyer displays to denote catholic identity*

Learning & Teaching

Goals & Intended Outcomes

To provide a stimulating learning environment that maximises student learning and supports students in reaching their potential.

- That student outcomes in English and Numeracy will improve.
- That student engagement improves.

Achievements

- SPJE has a focus on improving the learning and teaching practices and maximising opportunities for student learning.
- A variety of excursions and incursions for all Year Levels enhance learning units.
- Year Six three days/two nights Outdoor Education Camp coincides with a Bike Education program for Year Five students.
- Extra Curricula activities include private music tuition, School Choir and the interschool sports competition.
- In addition to the eLearning lab, classroom computers, chrome books, banks of computers on wheels and iPads have added to the ICT resources available to support students' learning. There are now five mini iPads per class in Prep to Year Four and one chrome book between two in Year 5/6.
- Contemporary Inquiry Learning Units are developed in teams with a PLT dedicated to pre-planning of these each term.
- A dedicated day for level planning is provided each term.
- PLT meetings devoted to Personalised Learning saw the school wide inclusion of clear Learning Intentions in all lessons and the use of Success Criteria in some learning areas.
- Whole school PL day with a focus on spelling has led to the trial of a new spelling program P-6.
- Implementation of the 6+1 Writing Traits continued to drive improvement in writing outcomes.
- Middle and Senior Level teachers' participation in the Literacy Assessment Project continued.
- Professional Learning for staff occurred in the area of EAL to meet the needs of our growing Burmese community.
- Curriculum Leaders attended Network Days and other Professional Learning sessions in order to develop their capacity to lead school improvement.
- An ICT Leadership Team was developed as a result of our participation in the Change2 project.
- Ongoing assessment occurred throughout the year in accordance with the Pre and Post Assessment Schedule Preparatory to Year Six in order to ascertain students' strengths and points of need. Results of assessments are used to develop appropriate learning opportunities for students.
- Moderation of work samples to ensure consistent teacher judgement occurred in whole school and level team settings.
- A school based mini GAFE Summit was held allowing staff to share their expertise with the aim of embedding the use of technology in different areas of Learning and Teaching.

- Many staff members again attended the annual EdTech GAFE Summit during the September holidays.
- Students were involved in the mid-year parent –teacher –student conferences now termed Learning Conferences. Student goals were set collaboratively to direct future learning.
- Teachers work with students to set goals to drive learning in various curriculum areas.
- Student reporting as per Governmental and Catholic Education Office directives continue. A new reporting format was introduced in Semester 2 with the aim of being more informative for parents.
- Provision of intervention and extension programs in Literacy and Numeracy provided for identified students.
- Professional Learning Team meetings in Literacy and Numeracy led by curriculum leaders held each week.
- PLTs at SPJE are used as professional learning sessions to support additional curriculum areas derived from the Annual Action Plan.
- Classroom Blogs as used to improve communication and the sharing of learning with parents and the wider community.
- Peer coaching occurred throughout the year and involved all staff.
- Students were involved in midyear learning conferences. Student goals were set collaboratively to guide future learning.
- Teachers worked with students to set goals to drive learning in various areas.

STUDENT LEARNING OUTCOMES

NAPLAN results over the last three years have remained fairly consistent in both Literacy and Numeracy.

Steady growth has continued in the area of Writing in Year 3, with 100% of these students performing at the expected level.

Year Three data showed above average growth in the area of Reading, with our students outperforming the state (mean scores). Spelling writing and grammar results have been particularly pleasing with further gains made in these areas.

Year Five results in Reading and Numeracy were particularly pleasing; with this cohort of students achieving a good level of growth in the two year period since their previous NAPLAN test.

Student Wellbeing

Goals & Intended Outcomes

To strengthen students sense of wellbeing and connectedness to school

- That student connectedness to teachers, peers and the school be deepened and enriched

Achievements

As part of our school's cycle of continuous improvement and School Improvement Planning, surveys with key stakeholders are conducted each year. Teachers responded that classroom and student misbehaviour were not areas of significant concern.

Parents and students results also agreed that student connectedness to school was strong at SPJE (top 25% of Victorian Catholic Schools), as was connectedness to peers.

VALUE ADDED

- The SPJE Parent community makes a substantial effort to have their children attending school and that they are punctual in doing so. The average student attendance rate for 2015 was 93.39.
- School requests notification for absence and provides a proforma letter via the school intranet for parents to do so.
- Staff will contact families where frequent absences occur with a focus on instances where no explanation is provided.
- A dedicated telephone message bank exists to enable parents to notify school of student absences. Parents can advise of absences through the TIQBIZ app.
- As part of the anti-bullying policy, behaviour surveys were implemented from years 1 to 6 to identify children displaying positive and negative behaviours through the perception of their peers.
- Tuning in to Kids continued to be implemented as an initiative to educate parents in the area of social and emotional learning. Sessions were offered out of school hours to cater for parent availability. Student Wellbeing was also part of the agenda at the Prep parent information night.
- Teachers continued to explore ways to connect students across different levels with the buddy system, which has been in operation for many years.
- Student Action Teams (SAT's) continued as a form of leadership for the Senior Level Students.
- The Wellbeing Student Action Team promoted the health and wellbeing of children through a variety of initiatives.
- Play is the Way continued to be implemented, with a 'whole school buddy session' held late in the year.

- Lunchtime groups, such as, library, choir and Art Club were offered to those students as an alternative choice of play.
- Supervised inside play is available for the first half of both recess and lunchtime to students who find playing outside challenging.
- Many classrooms now provide a 'calming space' for students who need a quiet place to help them reduce anxiety levels.
- Emergency Teacher Handbooks were created to inform CRTs of particular students with special needs.
- SEDA Students worked with our Physical Education teachers for student placement.
- Secondary and Tertiary Work Experience Placements continued, with students primarily from MLMC and ACU respectively.
- All staff completed an on-line Mandatory Reporting module assessment to become aware of their responsibilities in relation to Child Protection and Child First.
- Larmenier Outreach Services continued to provide support for children and staff in need.
- The Student Wellbeing Leader attended cluster meetings each term to work in partnership with other schools in relation to programs and initiatives.
- Staff completed the Mandatory Reporting compliance.
- The school received Chaplaincy Funding and contracted CatholicCare to provide counselling for students.
- School agreements were introduced as a means of supporting social and emotional learning.
- Wellbeing classes are conducted by the wellbeing teacher each fortnight with the alternate week providing an opportunity for class teachers to continue to support the specific skill development.

STUDENT SATISFACTION

As part of our School's cycle of continuous improvement and School Improvement Planning, surveys with key stakeholders are conducted each year.

Results of 2015 InsightSRC Surveys indicate a high level of satisfaction from the student body. Students surveyed identified learning confidence and student motivation as areas of strength at our school. Of particular note is the result in the area of student connectedness. This is pleasing given the strong focus and commitment our school gives to implementing resourcing, monitoring and improving various Student Wellbeing initiatives, practices and programs. We continue to work on improving the engagement level of our students, the provision of a stimulating learning environment and the whole school approach to strengthening student behaviour.

Leadership & Management

Goals & Intended Outcomes

To further expand individual and collective leadership capacity

- That staff leadership capacity be improved
- That staff professional learning be structured to build capacity

Achievements

- Positions of Leadership (POL) reallocated in 2013 for a 2 year period reflect areas of the School Improvement Plan. These include: Religious Education, English P-2 and 3-6, Mathematics, Learning and Teaching, Student Wellbeing, Information and Communication Technology, and Student Outcomes.
- The School Improvement Leadership Team consisting of Principal, Deputy Principal and staff holding Curriculum POLs, met regularly to monitor and plan for the implementation of the School Improvement Plan.
- As per the structure of the school, Positions of Leadership also exist as Co-ordinators of Preparatory, Junior, Middle and Senior Levels.
- Review Meetings are held for staff members on an annual basis.
- All teachers hold current Registration with the Victorian Institute of Teaching. This registration includes a current National Criminal Record Check.
- Professional Learning records are kept and updated regularly for all staff via IPLS.
- Non-Teaching Staff also hold current Police Criminal Record Checks.
- The range of resources to support learning is extensive and continually updated as a result of requests by staff as they strive to maintain a high quality of student engagement.
- Administrative matters are covered in a weekly on-line briefing.
- The annual calendar provides information to staff and school families.
- A teacher led Teacher led GAFE Day to share learning amongst staff.
- Feedback from staff led to a revised coaching model being adopted.
- Used modified AITSL Standards to review our performance.
- Aboriginal Catholic Ministry-F.I.R.E. Carriers.
- Student behaviour/School agreements.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

- The average expenditure per teacher on Professional learning in 2015 was in excess of \$400. It is incumbent on a school to provide quality ongoing professional learning for teachers. Staff members participated in various Professional Learning activities. The activities in which teachers participate are in line with the School Improvement Plan and with the individual teacher's Annual Review Meeting outcomes. The Victorian Institute of Teaching also requires teachers to attend regular professional learning activities as a condition of ongoing registration.
- In 2015 teachers participated in Professional Learning activities on three tiers.

Tier one is whole school/whole staff Professional Learning in line with school priorities, the School Improvement Plan and Government and CEO initiatives. In 2015 these included: First Aid Training-Asthma, Anaphylaxis and Diabetes management, Religious Education, Coaching, Mathematics and English Moderation and Assessment and Reporting.

- The second tier involves individuals or groups of teachers participating in a series of spaced professional learning activities, some of which are mandated by the Catholic Education Office. In 2015 these included, *Literacy Assessment Program, Curriculum Leaders Network Days, Interpreting NAPLAN, Cyber-safety, Interpreting Insight SRC surveys Wellbeing and Community Partnerships Conference, Personalised Learning.*
- The third tier involves individual staff members' professional learning plans as prepared during their Annual Review meeting with the Principal. These included Literacy, First Aid, Communication Skills, ICT skills and use of ICT in classroom and student management.
- A strong commitment to professional learning is demonstrated by teachers through their commitment to, and involvement in professional learning activities through weekly Curriculum PLTs, weekly Level Team Planning meetings, weekly Professional Learning Team meetings and Zone Network activities.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

56

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$400.00

TEACHER SATISFACTION

As part of our School's cycle of continuous improvement and School Improvement Planning, surveys with key stakeholders are conducted each year.

Results of 2015 InsightSRC Surveys indicate a promising level of satisfaction from the staff. Staff recognise the need to include students in decision making in order to improve student engagement. Our results in the areas of ownership, and curriculum processes, that being the extent to which there is effective communication among staff in the planning of the curriculum were our strengths.

School Community

Goals & Intended Outcomes

To develop and sustain a school community in which all members work together in positive partnership.

- That the connection and communication with the school community be strengthened
- That student learning in the wider community be strengthened

Achievements

- School Advisory Council presented an Annual Report of their achievements throughout 2015 which included developing or reviewing policies on, Administration of Medication and Anaphylaxis. Interest in our school, as evidenced by the significant numbers for school tours, indicates the high regard of families for enrolment at SPJE.
- The Parents and Friends association provides financial support to our school through fundraising. Many of these initiatives connect parents, staff and students.
- Adult Faith evenings during Sacrament preparation continue to be offered.
- Parents are invited to assist in the school in many ways - classroom helpers, canteen, excursion supervision, Parents and Friends, Book Club co-ordinator, preparation of classroom resources. Approximately twenty new parents participated in the Literacy Classroom Helpers course conducted at school and further enhanced the bank of parent helpers assisting in the classroom literacy program.
- During Literacy and Numeracy week a celebration of learning was conducted. Families were invited to view and participate in aspects of our Literacy and Numeracy programs.
- Parents were invited to be involved in our GAFE day.
- Maintenance Levies are rebatable through the attendance at working bees.
- Excursions and opportunities for involvement in sporting and cultural initiatives provided another key focal point for the development of strong school/home/community partnerships resulting in unique experiences for children involved and a celebration of their talents amongst the whole community.
- The school has strong connections with the SPJ basketball and netball club.

PARENT SATISFACTION

As part of our School's cycle of continuous improvement and School Improvement Planning, surveys with key stakeholders are conducted each year.

Results of 2015 Insights SRC Surveys indicate a very high level of satisfaction from the parent body. Our data shows a general satisfaction rate of 80% which is significantly higher than that of other schools. In fact our survey data shows higher results than other schools in most survey items with particularly pleasing results in parent's perception of approachability of school staff, the level of opportunities for parent input and the focus the school has on children's learning.

Financial Performance

| REPORTING FRAMEWORK | MODIFIED CASH \$ |
|--|-----------------------------|
| Recurrent income | Tuition |
| School fees | |
| Other fee income | 273553 |
| Private income | 115398 |
| State government recurrent grants | 1138740 |
| Australian government recurrent grants | 3805599 |
| Total recurrent income | |
| | |
| Recurrent Expenditure | Tuition |
| Salaries; allowances and related expenses | 3915527 |
| Non salary expenses | 653159 |
| Total recurrent expenditure | |
| | |
| Capital income and expenditure | Tuition |
| Government capital grants | |
| Capital fees and levies | 578153 |
| Other capital income | |
| Total capital income | |
| Total capital expenditure | |
| | |
| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | |
| Total opening balance | 277043 |
| Total closing balance | 198301 |

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

Aspects of our School Improvement Plan that will be a focus in 2016 include the improvement of numeracy standards for all students. We will continue to implement and embed philosophies of the Contemporary Teaching and Learning in Mathematics and Personalisation of Learning as vehicles to assist us in meeting this goal. We will also continue to embed and improve on the work of our Inquiry Based Learning which aims to provide students with a voice in their learning and thereby engage them in their education in a deeper way. We will continue to focus on explicit learning goals and success criteria. Naturally all other aspects of the curriculum will continue to be implemented and monitored.

We acknowledge the need to build teacher capacity to employ contemporary teaching strategies that engage and challenge students to assume greater responsibility for their learning. We propose to adopt a more outward facing stance by developing strategies to proactively build community based learning partnerships.

Religious Education will continue to be an area of utmost importance in our work and our actions with one another as we embed a whole-school approach to school improvement involving transparent collaborative decision making.

There will be a continued focus on upgrading of grounds and facilities including the preparations for a building program scheduled to be put out to tender early in 2016.

In all of our works and endeavours, we aim to be true to our School's Vision Statement, to be in

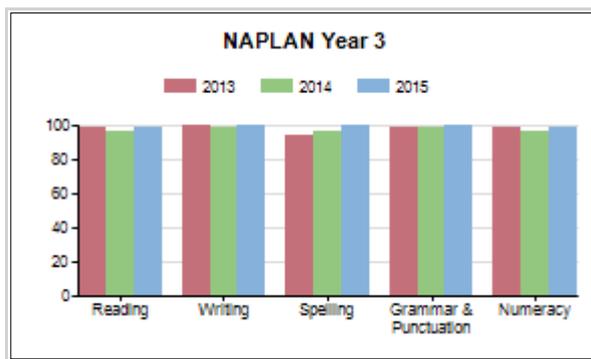
Spirit filled people, working together on a journey of learning;

embracing life and creating our future.

VRQA Compliance Data

E1361
St Peter Julian Eymard, Mooroolbark

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-----------|-----------|---------------------------|-----------|---------------------------|
| NAPLAN TESTS | 2013 % | 2014 % | 2013–2014 Changes % | 2015 % | 2014–2015 Changes % |
| YR 03 Reading | 98.5 | 97.0 | -1.5 | 98.8 | 1.8 |
| YR 03 Writing | 100.0 | 99.0 | -1.0 | 100.0 | 1.0 |
| YR 03 Spelling | 94.0 | 97.0 | 3.0 | 100.0 | 3.0 |
| YR 03 Grammar & Punctuation | 98.5 | 99.0 | 0.5 | 100.0 | 1.0 |
| YR 03 Numeracy | 98.5 | 97.1 | -1.4 | 98.8 | 1.7 |
| | | | | | |
| YR 05 Reading | 97.5 | 96.2 | -1.3 | 100.0 | 3.8 |
| YR 05 Writing | 96.2 | 98.7 | 2.5 | 95.6 | -3.1 |
| YR 05 Spelling | 98.8 | 97.4 | -1.4 | 95.6 | -1.8 |
| YR 05 Grammar & Punctuation | 98.8 | 97.4 | -1.4 | 97.1 | -0.3 |
| YR 05 Numeracy | 97.4 | 98.7 | 1.3 | 100.0 | 1.3 |



| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|---|-------|
| Y01 | 93.62 |
| Y02 | 93.22 |
| Y03 | 94.06 |
| Y04 | 93.44 |
| Y05 | 92.66 |

| | |
|----------------------------|-------|
| Y06 | 93.31 |
| Overall average attendance | 93.39 |

| TEACHING STAFF ATTENDANCE RATE | |
|---------------------------------------|--------|
| Teaching Staff Attendance Rate | 91.44% |

| STAFF RETENTION RATE | |
|-----------------------------|--------|
| Staff Retention Rate | 90.24% |

| TEACHER QUALIFICATIONS | |
|-------------------------------|--------|
| Doctorate | 0.00% |
| Masters | 3.57% |
| Graduate | 39.29% |
| Certificate Graduate | 7.14% |
| Degree Bachelor | 78.57% |
| Diploma Advanced | 42.86% |
| No Qualifications Listed | 0.00% |

| STAFF COMPOSITION | |
|---------------------------------|--------|
| Principal Class | 3 |
| Teaching Staff (Head Count) | 47 |
| FTE Teaching Staff | 37.812 |
| Non-Teaching Staff (Head Count) | 13 |
| FTE Non-Teaching Staff | 17.133 |
| Indigenous Teaching Staff | 1 |