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Contact Details

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<tr>
<td>PRINCIPAL</td>
<td>Mr Gavin Brennan</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr. Kevin Davine</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Robina Locke</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 59841291</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@sjsorrento.catholic.edu.au">principal@sjsorrento.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.sjsorrento.catholic.edu.au">www.sjsorrento.catholic.edu.au</a></td>
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Minimum Standards Attestation

I, Gavin Brennan, attest that St Joseph's 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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

Vision
As a vibrant Catholic learning community, we will develop engaged, independent and successful learners who will contribute to the world for the good of all!

Mission
To provide a rigorous and contemporary Catholic education that integrates faith, life, culture and social and emotional wellbeing.

Values
An understanding that each person is created in the image of God and called to communion with Him, underpins our values at St. Joseph’s.

Respect

Honesty

Learning

Team Work
School Overview

St Joseph’s School is situated in a very unique setting. It is set between Port Phillip Bay and the back beaches facing Bass Strait. The surrounding beaches, lack of busy traffic and beautiful scenery place the school in the most idyllic of settings. It is within walking distance to the township of Sorrento.

St Joseph’s School Sorrento has served the needs of the Southern Peninsula since 1932. In the early days the school attendance was less than 50, with a staff of two nuns. Lay principals have been leading the school since 1984 after 51 years of the school being served by the Sisters of Mercy.

The school architecture is a federation style and sits comfortably in the local environment. The school underwent extensive renovations in 2012. The renovations created three flexible learning spaces that housed our Preps, 1/2s and 5/6s. A Capital Grant will enabled us to begin stage two in 2014, with completion in early 2015, so that our whole school will be operating in flexible learning spaces.

A strong commitment has been made to improving and maintaining the facilities. The school playground easily accommodates the students. Many favourable comments are made about the school’s charm and quaint setting.

The school enrolment for 2014 was 205.2 students and thus provided a structure for nine classrooms. The school structure consisted of two Preps, three 1/2 multi-age class, two 3/4 multi-age classes and two 5/6 multi-age classes.

Specialist classes were offered in the areas of LOTE (languages other than English) – Italian, Art and Physical Education.

The school’s 2014 Annual Action Plan which is part of the 2012 – 2015 School Improvement Plan takes its life from the School Vision Statement. Our Vision Statement is the fabric of our school. It represents our key beliefs that we hold for students and the school community, based on Gospel values.

Our 2014 Annual Action Plan attempted to improve student outcomes by setting the following goals.

- To nurture the Catholic faith in our school community and embed the values of the Gospel in every sphere of school operation.
- To enable all students to experience success in learning, and to develop the skills to become independent, lifelong learners.
- To improve student engagement in learning.
- To ensure all students experience a sense of wellbeing and positive engagement with school.
- To develop a safe learning environment
- To create and sustain a staff culture that is characterised by shared vision, a strong sense of team work and a focus on continuous improvement.
- To grow an inclusive school community in which all members work together in positive partnership
Principal’s Report

It is with great pride and pleasure that I present the 2014 Annual Report to the school community.

St. Joseph’s enrolment for the 2014 school year was 205.2 by the time of the August census. We welcomed Jacqui Day who joined us as a prep teacher. We had nine learning groups which included 2 preps, and multi-age class groups made up of three 1/2, two 3/4 and two 5/6. Curriculum support in three specialist areas: LOTE (Italian); Physical Education; and Visual Arts was provided to allow each team to plan together on a weekly basis. Targeted programs were supported in the areas of literacy intervention, student wellbeing, and student welfare.

The hard work and dedication of the staff saw a maintenance of the improved student outcomes across all curriculum areas, we experienced in the previous year. The staff again undertook professional learning in the areas of Social and Emotional Learning and contemporary curriculum, especially in the area of numeracy. Religious Education and Literacy were also a major focus of our Professional Learning Teams.

As we reflect on the achievements of 2014, I would like to express my thanks and gratitude to all families of St. Joseph’s for the valuable contribution they have made to the life of our school. The commitment and support of the Parish School Board and the Parents and Friends Association enable our school to continue to grow and improve. The staff is continually striving for ‘best practice’ and their professionalism and expertise is admirable. The support and encouragement provided by our Parish Priest, Fr. Kevin Davine OMI along with Fr. John Hannah OMI, Fr. Bill Ousley OMI and Fr. Bernie O’Brien OMI, in all areas of school life is also greatly appreciated.
Education in Faith

Goals & Intended Outcomes

*To nurture the Catholic faith in our school community and embed the values of the Gospel in every sphere of school operation.*

- That we will be able to demonstrate a strengthening of links between school and parish.
- That compassion will be easily identifiable in the school.

Achievements

- To Know, Worship and Love texts and Exemplar units used throughout the school, inquiry learning
- Tracking tool modelled and used by teachers in planning and assessing R.E.
- Grade 5/6 children participated in Catenians 24 hour Adoration of the Blessed Sacrament (In Term 2)
- school prayer recited at School Assemblies
- Prayer table with the Liturgical cloth for the Church season displayed and a decorated Class Candle in each learning space
- Curved wall display of important religious topics and sacraments
- Meditation across the school weekly
- Whole school Masses at the beginning of the year, Ash Wednesday, St Joseph, St Mary MacKillop, Feast of the Assumption and at the end of each term
- Class level Masses rostered each term and Reconciliation from Grade 4 – 6
- Sacramental Nights for Reconciliation and Eucharist led by Paul Spence (Spiritual Director)
- Sacramental nights, Reconciliation and Eucharist, with 99% attendance
- Grade 6 children attended St Patrick’s Day Mass and participated in Banner procession and Concert in the park.
- Altar servers from Grades 4– 6 assisted with Class Masses and Whole School liturgies
- School choir practice with children from Grades 1-6
- Whole School participated in Prayer Reflections during Holy Week (held in Hall)
- R.E. Staff Meetings twice per term; one RE Curriculum, one Staff Formation
- Increased awareness of Mary Statue in Playground
- Introduction of “Going Deeper” program for Staff Faith Development in Term Three.
- R.E. planning across the school to support Sacramental Grades and to align with important Feast Days
- Regular update to Staff and parents of relevant R.E. issues
- Celebration of St Joseph’s day with Mass and activities within levels
- Whole school Participation in the 7th National Prayer Crusade for Vocations
- Food for All – Whole school participation – each class ‘constructed a building’ with donations
“Kick in a Can” day for St Vincent de Paul
Fund raising activities for the Missions, e.g. Pyjama Day to raise money for postage of clothing to Northern Territory schools, Socktober Day
Social Emotional Learning Program was connected to the R.E. Program in class planning and implemented during first two weeks of school year.
Implementation of MJR (Making Jesus Real) across the school
Prayer Journals used with senior children
MJR Journals used in Grade 5/6
3 Day Inservice to students on MJR during the year, led by Jason Perry
Grandparents’ Morning with Celebration of Mass and activities (over 200 grandparents attended)
Recognition of St Eugene De Mazenod and the Oblate order on Saint’s Feast day
Video presentation for awareness of Mercy Works, led by Sr Mary Lewis (Sisters of Mercy) in Mission work
End of Year Christmas Concert – musical Version of the Christmas Story with 97% parental attendance
Design by students and completion of large wooden cross with School Motto for special celebrations and prayer gatherings
Emblazoned cover made for school banner when used outside the school
Addition of Religious Pictures in the school
Update of R.E. music and literacy Resources for each class level
Four decorated Candles representing the School Values

VALUE ADDED

- Insights SRC survey data shows staff believe the Catholic culture of St. Joseph’s has maintained its high standards in 2014.
- Insights SRC survey data shows students believe that St. Joseph’s has improved its high standards in Catholic culture in 2014.
- Students have identified compassion as an area that has improved from the previous year.
- Insights SRC survey data shows Parents believe that St. Joseph’s has maintained its high standards in Catholic culture in 2014.
Learning & Teaching

Goals & Intended Outcomes

To enable all students to experience success in learning, and to develop the skills to become independent, lifelong learners.

- Students will be actively engaged in their learning
- That students’ numeracy outcomes will improve.
- That students’ writing outcomes will improve.

Achievements

- Strong literacy and numeracy focus in PLT meetings
- Shared curriculum planning in teams
- Reading Recovery Intervention for “at risk” Year 1 students
- Extra literacy support for “at risk” Year 1, 2, 3 & 4 students
- Art, Physical Education & LOTE (Italian) specialist teachers
- Extra curricular and co-curricular activities such as St Joseph’s Day, Book Week, Great Book Swap, Sports Days, Inter school sport (Summer & Winter)
- Team boards in all levels
- ICT Lab
- Bank of iPads for use across all levels
- Offer of extra-curricular music lessons (guitar & piano)
- Flexible learning spaces for Prep, 1/2 and 5/6
- Growth in NAPLAN results
- M Power and Revved Up Programs in Year 5/6
- Learning Expo for parents
- ENVISION Maths implemented in all areas
- Ray Bickerton’s BLITZ Masters Program for number facts and response times
- Continued staff professional development through staff meetings and PLTs
- Daily 5/CAFÉ Reading implemented in 5/6 and trialled in other areas
- Purchase of resources to complement Primary Connections in Science
- Celebration of Learning presentations at Assembly
- Class Blogs trialled
- Prep teachers implemented clinics as part of the literacy learning experience
- All classes attended the Life Education van
- Excursions relevant to the curriculum across all levels
- Christmas concert
- World of Maths whole school incursion
- Leadership Team worked with Lyn Watts in the planning of a contemporary and engaging curriculum
STUDENT LEARNING OUTCOMES

The data shows that children are achieving the minimum standards at Grade 3 and Grade 5, with the five year trend showing a consistency overall. We note however, that we continue to exercise caution when examining the raw data of these figures because the comparisons are between different groups of children with different abilities. This and other factors can make ‘changes over time’ data unreliable in terms of measuring ‘school performance’, which is also problematic given that, while most in the education community recognise that tools such as NAPLAN and their results are not appropriate tools for measurement of school performance, others will attempt to suggest so.

Overall the curriculum delivery continues to be enhanced with the literacy block, parent helpers and small teacher focus groups. There was a Professional Development focus on Social and Emotional learning, writing and numeracy to skill staff in these area and to deal with the individual learning differences of the children in our care. A commitment to continuing to set higher standards remains a focus for all our children.
Student Wellbeing

Goals & Intended Outcomes
To ensure all students experience a sense of wellbeing and positive engagement with school.

- That students’ interpersonal relationships will improve.

Achievements
- Student Wellbeing Leader employed 0.3
- Social/Emotional Education Program (major 1st Term focus with revisits each term
- Family Fun Night in February with a large number of families attending (5pm – 8pm)
- OnPsych services provided fortnightly
- Buddies Program -Grade 5/6 with Preps
- Employment of two Teacher Aides
- ILP’s and PSG Meetings each term for ‘at risk’ students
- Multi Age activities for special events
- CEO Specialists’ support with ‘at risk’ students
- Student Action Council with weekly meetings, supervised by Deputy Principal
- Greeting expectation
- Reading Recovery and Literacy and Maths Support
- Life Ed Van
- Yard Duty Jackets and First Aid Bumbags
- Brain Food Breaks
- Meditation across the school
- Mpower Girls Program for Senior girls/ Revved Up Program for Senior Boys
- Assemblies weekly with certificates / awards/birthdays acknowledged and Celebrations of Learning led by Class levels
- Student Leaders presenting Assemblies
- Vegie Garden active across the grades
- Prep Transition Program with Information Sessions for Parents
- Sandpit with extended Play equipment for use in sandpit
- Lunchtime inside games(Chess Club) and drawing activities
- Installation of the Friendship Garden
- Seasons Group (Term Four
- Special Lunch Days
- Grandparents’ Day Activities
- Buddy Reading across the school
- Circle Time
Parents are asked to phone the school on the morning of each absence and follow this up with a written explanation handed into the classroom teacher once the child returns to school. If a staff member is concerned with the non-attendance of any child, a phone call is made to the parents to seek clarification as to the reason for the non-attendance. Follow-up meetings are arranged if warranted.

**VALUE ADDED**

Insight SRC survey data shows that students’ Emotional Wellbeing has been significantly improved.
Insight SRC survey data shows students’ Teacher Relationships has improved significantly.
Insight SRC survey data shows students’ Engagement in Learning has improved significantly.
Insight SRC survey data shows students’ perceptions of their behaviour has improved significantly.
Insight SRC survey data shows staff have seen an improvement in student behaviour across the school.

**STUDENT SATISFACTION**

According to data from the Insights SRC School Improvement Survey 2014, students’ attitudes to school, as reflected in their scores, have shown significant improvement across all areas. Students have identified improvement in all measurements but in particular, student classroom behaviour. Motivation, learning confidence and connectedness improved and will remain a focus in the future.
Leadership & Management

Goals & Intended Outcomes
To create and sustain a staff culture that is characterised by shared vision, a strong sense of teamwork and a focus on continuous improvement.
- That staff teamwork will further improve.
- That the level of staff engagement will be enhanced
- That staff will learn and develop in their roles through formal and informal processes that enable staff to receive and give feedback on their performance

Achievements
- Refurbishment of upper level to create contemporary open flexible learning spaces for prep, 1/2 and 5/6
- Class groupings organised to enhance team planning and teamwork
- Specialist timetable designed to enable team planning
- Weekly Leadership Team Meetings
- Parish School Board
- Provision of professional development for staff
- Staff meeting schedule
- PLT meeting schedule
- Leadership Planning Day

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
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<th>DESCRIPTION OF PL UNDERTAKEN IN 2014</th>
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<td>Social Emotional Learning (SEL)</td>
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<td>Australian Curriculum – Indigenous Perspectives</td>
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<td>Positive Behaviour Management</td>
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</table>

**TEACHER SATISFACTION**

Insight SRC staff climate survey data would indicate that staff satisfaction has remained relatively high in 2014, however there was a slight decline in school morale and improvement in individual distress.
School Community

Goals & Intended Outcomes
To grow an inclusive school community in which all members work together in positive partnership

- That our links with the wider community will grow
- That St. Joseph’s will be more visible within the wider community.

Achievements
- St. Joseph’s school opened its new Contemporary Flexible learning spaces in 2014 in Prep, 1/2 and 5/6 areas.
- In all learning spaces, including the traditional space in 3/4, teaching and learning practices have evolved and take into account the need for grouping students in different ways to encourage a sense of community.
- The Senior area known as the Leadership Hub encourages a strong leadership role in its Year 5/6 students.
- The Atmosphere in the Learning spaces encourages independence, personalised learning and a shared vision of co teaching practices.
- The updated Outdoor Education policy (2014) reflects the need to go out into the community confidently and so includes a P-6 scope and sequence of outdoor activities, breakfasts, dinners and overnight stays according to age.
- Excursions outside of school, into the community are an important part of the curriculum each term small local walks are encouraged to utilize the surrounding environment.
- An excellent transition process exists for pre-preps and Yr. 6’s to ensure and confident transition into a new community.
- Teachers encourage community through their approachability and willingness to invite parents as helpers into the learning spaces.
- Teachers provide extra-curricular activities during lunchtimes to build on the children’s sense of community such as Library sessions, Chess club, Lunchtime netball and basketball and Choir.
- Welcoming parents is important at St. Joseph’s all through the year but particularly at the beginning of a school year, through a Family Fun Night. This invites a sense of community.
- Positive partnership is encouraged through our assessment and reporting process; parents are informed of their children’s progress and we work with them to ensure growth and development.
- Several fund raising events support relationships within the school and within the wider community through Progressive dinners using local businesses and accessing local services.
• Parents are informed of school happenings through several mediums such as the newsletter, class bulletins, class Blogs, school website, school App, information evenings, workshop nights and social activities.
• Curriculum information nights are always offered to provide information to our parents and prospective parents.
• The Parish of St. Mary’s Star of the Sea interact to inform the community of events and information.
• The students attend Mass twice per Term as a class and through out the year as a whole school. They celebrate as part of the community.
• We share facilities and equipment with Sorrento Primary and try to use as many local services together to build relationships such as Sorrento Yacht Club and Historical Society.
• Local service clubs such as Rotary offer the children the opportunity to achieve recognition of their talents.
• Local service clubs support the school through donations
• The school supports the local businesses for goods and services.
• Sustainable practices continue to be supported through...
  ▪ Paper free lunches
  ▪ Recycling of waste paper
  ▪ Composting and worm farm
  ▪ Power saving/ auto switch off on aircon and heating
  ▪ Growing our own vegetables
  ▪ Waste water collected from taps
  ▪ Use of solar power
• Participation in the funded Community Arts Project this year produced a beautiful Friendship Garden near our Art Room. Parents, students and teachers all contributed to the design and making this beautiful space.
• A student Action Council was formed this year and runs Semester teams who meet to organise student voice issues and fundraising events. This encourages leadership and a sense of community spirit.
• We run school tours for prospective parents.
• We visit local kindergartens and child care centres
• We have weekly assemblies including Celebrations of Learning
• Parish School Board meets every term and includes both school and Parish reps.
• Parents and Friends meets each term.
• Active After School Care Program.
• Community Beach Days.
• Interschool Sport Program.
PARENT SATISFACTION

Survey data from the 2014 ‘Insight SRC’ indicate the following:

- Parents perceptions of Community Engagement and Learning Opportunity have decreased slightly
- Parent perceptions of Staff Engagement has remained steady
- Parent perception of Student Engagement has remained steady
- Parents perceive a decline in Peer Relations
- Parents perception of Student Behaviour has remained steady
## Financial Performance

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<tr>
<td><strong>Total capital expenditure</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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**VRQA Compliance Data**

**E1134**
St Joseph’s School, Sorrento

<table>
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<td>Year 4</td>
<td>92.23</td>
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<tr>
<td>Year 5</td>
<td>92.28</td>
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<tr>
<td>Year 6</td>
<td>92.60</td>
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<tr>
<td>Overall average attendance</td>
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TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 90.25% |
### Staff Retention Rate

| Staff Retention Rate | 76.47% |

### Teacher Qualifications

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<th>Percentage</th>
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### Staff Composition

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<th>Category</th>
<th>Count</th>
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<tr>
<td>Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Teaching Staff</td>
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<td>Non-Teaching Staff (Head Count)</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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