

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



Resurrection Catholic Primary School
Kings Park

2019

REGISTERED SCHOOL NUMBER: 1764



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Minimum Standards Attestation

I, Desmond Noack attest that Resurrection Catholic 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.

01/05/2020

Our School Vision

Our school vision statement, developed during 2016, is as follows;

We learn passionately

We serve joyfully

We care



School Overview

Resurrection Primary School was opened in 1978 and gained registration in February, 1979. The area covered by Resurrection Parish, and therefore our enrolment clientele, encompasses St Albans West, Kings Park, Delahey, Albanvale, parts of Taylors Hill, Cairnlea, Burnside and Burnside Heights. The school has always catered for a diverse cultural community and grew rapidly to a peak enrolment of around 700 in 1990. Over the next decade, the school began to decline in numbers until around 2000 when it began to again increase in numbers reaching an enrolment of 556 in 2011. Our diverse clientele originate from 36 countries around the world. Our students are from ethnic groups representing Asian, Africa, South American and European nations.

The community has always been an active and involved one with a very strong emphasis on the welfare of all concerned. This continues today with a well-defined and implemented approach to Wellbeing. During 2017, Resurrection Catholic Primary School worked as a Lead School in the “Rights, responsibilities and respectful relationships” program. The educational needs of our children are, and have always been, the focal point of this community. The diversity represented in our families continues to ensure that the individual learning needs of our children are driving our approach to learning and teaching. This has resulted in a very successful Prep - 6 learning program based on the Australian Curriculum using the Integrated Inquiry Approach.

In 2017, there were 22 classes in the school; 4xPrep, 3xYr1, 3xYr2, 6xYr3/4 and 6xYr5/6. Our school employed 55 staff; teachers, administrative staff and learning support officers. Specialist teaching areas include The Arts, Italian, Reading Recovery, Physical Education, Information and Communication Technology, as well as Reading and Numeracy Intervention.

Over the years since the school's official opening, buildings were added in 1982 and 1988. In 2003, an eight room 'infant area' was built along with a new play area. As this project was nearing completion, we commenced a refurbishment of the Administration Area, Sick Bay and children's toilet block. A new car park was established at the same time and the playground was completely resurfaced. All areas of the school had air conditioning by 2007. In 2008, we focused on the upgrade of the oval with the installation of an irrigation system and large water tank for this purpose. Interactive whiteboards were installed into all classrooms including the computer lab. 2009 saw the beginning of a Government Funded building program which was completed in 2010. In 2011 we replaced the floor in our school hall. This has enabled more usage of the hall for a range of school activities. During 2012 a new staff planning room was created, staff officers, a functional resource room and the widening of a main school corridor was completed. In 2014 the canteen was refurbished with a new kitchen, tiles and appliances. We are very proud of these achievements, which add to a safe and engaging learning environment for the children placed in our care.

The founding leaders of Resurrection planted deep seeds of pastoral care and community involvement, which are the hallmark of the Resurrection community nearly 40 years later. The strong links between school, Parish and the wider community continue to be that which makes Resurrection a special place, which nurtures and cares for each individual belonging to this community.

Principal's Report

It gives me great pleasure to present the 2019 report to the community. It is hoped that this report provides a reflection and insight into key activities and achievements of Resurrection Catholic Primary School, its students, staff and parent community, throughout the 2019 school year.

2019 has presented a year of growth and challenge, not only in student numbers but most importantly, student achievement in literacy and numeracy. Supported by the school community, the changes introduced in the later half of the year have been embraced positively and has enriched who we are and what we do in the name of our Catholic faith and Catholic Education.

I am conscious that in many ways, the last 12 months continues to be a period of significant transition as the school continues to adjust to some new ways and ideas that come from addressing the findings of our previous 'school improvement report'. Most importantly amongst these are:

- Improving student literacy and numeracy outcomes
- Ensuring that the principles of Child Safety are reflected in our school culture and organisational behaviour.
- Developing high quality and engaging teaching across the school.
- Implementing the learning gained through a review of learning and teaching practices.

The support, encouragement, and confidence from staff, parents, students, parish and wider community to address these key improvements has been outstanding.

2019 can certainly be looked upon as a year during which the spirit and words of "We Care" that embody our school has continued to grow and flourish in its desire for a quality education and its belief in supporting the faith development of each child. I am ever so grateful for the ways in which the entire school community has worked together in the desire for and achievement of common goals and in the attainment of a real and common vision.

In 2019, the school continued its strong focus on learning and teaching and improving student outcomes through a commitment to adhere to the principles of creating a performance development culture. Through a strong focus on collaborative professional development, a culture of high expectations continues to permeate the school.

The coming 12 months provide us with lots of opportunities to dream, envision, and to work towards a reality that is exciting and rich in possibilities. Therefore, as we look forward to the continued commitment of all to Resurrection, we ask that God continue to bless our school abundantly and inspire us to progress our work in service for the betterment of our students, their learning and their wellbeing.

With kindest regards,

Mr Desmond Noack

Principal.



Education in Faith

Goals & Intended Outcomes

- To deepen our Catholic identity within a contemporary world
- that all have the opportunity to engage in meaningful and relevant education in the Catholic Faith

Achievements

Resurrection proudly expresses and celebrates its Catholic identity by providing diverse experiences and opportunities that support all to grow in their faith journey. We are committed to knowing and nurturing our Catholic tradition and welcoming families, staff and the worshipping community on this journey. Education in Faith at Resurrection offers an invitation to be part of a community that reflects our motto “We Care.”

The new Religious Education Curriculum framework continues to enhance teacher knowledge, confidence and skills through effective planning. Staff are committed to engaging and deepening the faith of students through learning experiences that voice what it means to be a catholic today.

Many opportunities to reflect on faith, pray together, celebrate liturgies, the sacraments and be active in social justice actions are also a high priority. Through daily interactions and work in the classroom we aim to embed our Catholic identity and school vision within a contemporary world.

- Continued work and implementation of the Renewed Religious Education Curriculum Framework through planning and professional development
- Introduction of new planning sheets to incorporate teacher dialogue through the pedagogy of encounter
- Providing an authentic Religious Education Curriculum
- Facilitated planning with the Religious Education Leader
- Staff completing or continuing the Accreditation process
- REL Involvement in Scripture Collective
- Opportunities for school and parish to participate in liturgies
- Sacramental Family Commitment evening
- Sacramental evenings took a new format to the past – children were also involved
- Reflection days for the Sacraments
- Positive working relationship with the parish priest
- Celebration of Resurrection school’s 40th anniversary
- Friday Class masses
- Rich Whole school Eucharistic and non Eucharistic liturgies for Beginning of the year, Staff Commitment, Ash Wednesday, Holy Week, Resurrection day, Mother’s day, Father’s day, Grandparents Day, Feast of the Sacred Heart, St Mary Mackillop,

The Assumption, The Rosary with parish Rosary team, Year 6 Thanksgiving, End of the Year

- Change to First Reconciliation celebration
- A successful Sacrament program: Year Three (Reconciliation), Year Four (Eucharist) and Year Six (Confirmation)
- Presentation of children for the Sacraments at weekend parish masses
- Staff attended one or more sacramental meeting and celebrations
- Social justice Team initiatives to raise funds for The St Vincent De Paul society
- Support of Caritas
- Attendance by the Student Leadership Team for the Feast of St Patrick at St Patrick's Cathedral
- REL as the companion for the embedded third year pre service teacher

VALUE ADDED

- Continued professional development on the Renewed Religious Education Curriculum Framework
- Continued evaluation to establish structures that provide opportunities for deep and meaningful teacher planning
- Audit of staff and students in regards scripture knowledge
- Three staff members attended professional development on Christian meditation as an introduction to the possibility of 2019
- Increased parental participation at Sacramental meetings
- Staff attended one or more sacramental meeting and celebrations
- Increased numbers at Friday community mass
- New format for the celebration of the sacraments of Reconciliation
- Growth of the school choir
- Actively integrated our faith into our everyday life in the school and wider community
- Celebrated our faith through rich Liturgical celebrations
- Continued to foster positive relationships with the parish community
- Evidence of a strong catholic culture within our school community is reflected through High scores in the variables of the Staff Catholic Culture survey. Most scores were either in or close to the top 25% of schools.



Learning & Teaching

Goals & Intended Outcomes

To foster an environment that supports the growth and development of each learner.

- That student outcomes in reading and numeracy will improve.
- That student engagement and capacity to co-create the learning will improve

Achievements

Participation in Visible Learning Program with a strong focus on Learner Dispositions and introduction of Teacher MindFrames as a lens for Teacher Evaluation.

The continued provision of English, Mathematics and Learning and Teaching leaders.

Staff were led through a process of examining current practice in order to identify the dispositions which promote students to develop ownership and control of themselves as learners. The aim was to create school wide “Learner Disposition” statements. These were then shared and unpacked with the students, explored as tools to help students examine themselves as learners and set goals for improvement.

Staff began to develop progressions of learning with students so that they were aware of what they have achieved and where their learning needed to go next.

English Achievements

- Over the past two years, NAPLAN data has shown that over 90% of year 3 and 5 students have achieved the minimum standard in Spelling, Reading, Writing, Grammar and Punctuation.
- The continuation of intervention programs for “at risk” students e.g. Reading Recovery, Levelled Literacy Intervention and oral language development for prep and year 1 students.
- Whole school assessments from P-6 which include annual online testing and ongoing testing, focusing on the assessment of comprehension as well as accuracy.
- Facilitated planning for all classroom teachers to ensure learning intentions and success criteria catered for the needs of students.
- Continued use of Prep-8 Fountas and Pinnell continuum of Literacy Learning, which ensured consistency throughout the school.
- The introduction of workshops, teaching students with similar needs across the year level. Shared commitment from teachers to all students in the same year level.
- English as Additional Language(EAL) professional development for all teachers with the CEO consultant
- Four teachers took part in three full days of “Phonics in Context” professional development conducted by the CEM. Phonics in context has been a focus in the teaching of Literacy in the P-2 classes.
- Professional development for teachers in P-2 in phonological programs such as Cued articulation and the analysis of the Record of Oral Language.
- New Arrivals program was undertaken for our new arrivals and refugee students, with the employment of a teacher for two days on a weekly basis.
- Implementation of Sunshine online and Literacy Planet, interactive reading programs.

Mathematics Achievements

In 2019 we have continued to introduce the Learning Framework in Number (LFiN) into the junior school. The year 1 & 2 teachers were involved in 3 Professional Development sessions around the LFiN that were run by Catholic Education Melbourne. The teachers in Foundation were supported to continue the LFiN journey with 2 Professional Development sessions run by Catholic education Melbourne staff.

We have continued to fund two Number Intervention teachers part time in 2019. All children who were part of the Number intervention program showed substantial growth. All children moving in every domain with some children moving 3 or more domain levels.

This is the eighth year that Resurrection has been part of the primary-secondary transition collective (AGQTP). The Mathematics and Literacy coordinator of Resurrection, along with leaders from several other schools, met during the year to discuss results from the Years 5 – 7 NAPLAN testing. Philip Holmes-Smith and his SPA program was utilized to analyse the 2017 NAPLAN data. Areas of success and concern within the curriculum were highlighted and data was shared between the schools to track these areas to see how we can improve student growth.

In 2018, Resurrection continued to maintain its high-quality resources. Items that were broken or unusable (e.g. calculators) were replaced with new items. Other items have been purchased for the school, these have included LFIN teacher reference books as well as a LFIN resource tub for all junior classrooms.

The school has continued its subscription to Mangahigh in 2019. We have also purchased a subscription to Essential Assessment which is an online math's assessment tool. Teachers are able to pre and post test students during units of work, the program groups students according to needs which gives teacher an understanding of the skills that students need learn.



Student Wellbeing

Goals & Intended Outcomes

- To authentically imbed social emotional learning (SEL) in all aspects of school life
- Continue to build the capacity of staff to understand, utilities and integrate the core competencies of social emotional learning into the school's curriculum and pedagogical practices.

Achievements

Resurrection primary school continually strives for an inclusive, safe and secure environment where students are engaged in schooling, socially, emotionally, cognitively and spiritually. Through social and emotional learning programs (SEL) Resurrection aims to enhance student resilience.

During 2018:

Resurrection continued as a lead school in promoting student resilience, wellbeing and positive social attitudes through the Resilience Rights and Respectful Relationships program. This program is evidenced based and developed by the Victorian Department of Education and Training to support schools in taking a school -wide approach to enhancing resilience. Explicit teaching of social and emotional learning (SEL) is recognised as a key element of this work.

This program builds skills to

- o Understand and manage emotions
- o Set and achieve positive goals
- o Feel and express empathy
- o Establish and maintain positive relationships
- o Make responsible decisions
- o Develop resilience to deal with change
- o Create positive gender norms
- o Contribute to social cohesion

The school follows the restorative practices approach and uses this as a base to promote resilience, positive relationships and positive behaviour. Positive behavior support provides consistent school-wide and school- based guidelines for responding to student behavior.

In an effort to provide extra support and promote emotional health and wellbeing to our school community we continue our partnership with Relationship Australia. A four-week program for year six students introduced knowledge, skills, and attitudes that promoted healthy, equitable and respectful relationships. National family week activities were sponsored through our partnership with Relationship Australia.

The school continues to provide outsourced services to support the wellbeing of the school community. A qualified psychologist offers services to students and their families

at no cost under the GP Health Plan. The counselor additionally is available to talk with staff and parents to support student needs. The school is also able to provide specialized social skills programs for students, delivered by the psychologist through the Chaplaincy Funding Scheme.

Resurrection has been an accredited eSmart school since 2013. Cyber safety is a major issue in the 21st century and incidents have far reaching impacts on students, parents and teachers. The school has taken action to create a positive school culture and protect students from cyber-risks and in particular, to address bullying and cyber-bullying.

We continue to provide the services of a specialist speech pathologist to support our junior students and staff who may present with communication difficulties including, articulation, language and social difficulties and phonological early reading difficulties.

Non attendance

Every effort is made to ensure that student non-attendance is addressed. Meetings with parents are arranged to discuss issues of non-attendance and establish a plan to assist students and parents with continued and supported school attendance.

VALUE ADDED

- We ensure a culture is maintained at Resurrection where student's rights to learn in a safe environment are embedded in all school practices and procedures. We believe that student wellbeing affects all aspects of student's life at school and therefore we aim to create an environment where students feel, safe, happy and inclusive.
- Positive Behaviour Management and processes were reviewed and strengthened. New staff were inducted through Professional Learning – Restorative Practices.
- The integration of students with disabilities has continued to be a strong focus at Resurrection. With the support of various agencies including the Catholic Education Office, these students have been assisted in accessing the curriculum at a level of participation that is personalised and based on their needs.
- Curricular and extracurricular activities that have been a major focus in 2018 included: gardening club, ICT lunchtime workshops, library, dance, robotics
- Better buddies' program supported relationships across the whole school. All children participated in activities together on a regular basis, developing strong friendships throughout the year as well as developing pro-social skills such as respect, caring for others, responsibility, friendliness and valuing others.
- Professional Learning was facilitated with Staff to become familiar with and implement the requirements of NCCD (National Consistent Collection of Data) in regard to catering for and documenting learning programs for students with

additional needs.

- School wide data collection tools were implemented to track student progress in relation to NCCD requirements
- The SRC met throughout the year to discuss leadership, student voice, social justice issues and suggestions for the improvement of the school
- Transition initiatives involving Kinder to Prep, Year 6 to secondary school and from Year level to Year level continues to support the students to develop social skills, resilience, readiness and coping strategies. These programs have been revised and altered to meet the needs of the students involved.
- Child Safety Standards and professional learning Information is provided for all staff



Child Safe Standards

Goals and Intended Outcomes

- All children have the right to feel safe and to be protected at all times

Achievements

- Resurrection Primary School is committed to ensuring our school is a safe, supportive and caring environment, which respects and fosters the dignity and self-esteem of all young people.
- Our school's Code of Conduct aims to protect children and reduce any opportunities for child abuse or harm to occur.

During 2019:

- We trained classroom helpers in accordance with the Child Safe standards
- All adult volunteers required a working with children check
- All staff completed online training for Mandatory reporting and Disability Standards
- All staff were briefed with the Child Safety Policy and commitments to everyday practice in keeping our young people safe
- We continued as a lead school in the 'Rights, Resilience and Respectful Relationships' program (complies with section 7) ^[L-1]_[SEP]
- Policies were updated in order to remain in line with the standards
- Community consulted
- Student voice heard through student forums and Insight SRC survey

Leadership & Management

Goals & Intended Outcomes

To strengthen the professional learning culture of the school.

- That staff culture will reflect a distributed leadership approach
- Develop further a positive staff climate incorporating current team building philosophies
- Encourage open and professional communication
- Engage in professional discussions to enhance learning (student & staff)

Achievements

- Further implemented Apple Mac computers in Years 5 & 6 and iPads for student use in Juniors
- Implemented the use of Chrome Book computers in Years 3 & 4
- Ensured a well-managed financial plan was implemented with appropriate fee collections and a capacity to meet borrowings
- Implemented a termly staff appraisal process
- Ensured that the Leadership Team is highly visible in all facets of school life
- Continued support for engagement in the Visible Learning Project once CEM project completion through Corwin
- Personal and Team goal setting for leaders, teachers, learning assistants and education support officers
- Engagement in the school review process
- Evaluation of the School Improvement Plan in preparation for 2019 SIR
- Unpacking of School Improvement Data
- Documentation of policies and procedures.
- Planning Structure changes to ensure focus group planning based on data and facilitated by coordinators.
- Continued implementation of Google Apps for Education within the school community
- Providing a curriculum that reflects our Catholic values and Vision.
- Updating policies and assessment procedures in light of Victorian Curriculum.
- Our most recent Insight SRC Parent data relating to school climate affirms that parents feel there are numerous opportunities to participate in school activities. There is also a strong belief that leadership structures are supportive and open to input from the community..

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- A major focus for professional learning was building teacher capacity. This was evident in the engagement of consultants to lead learning particularly in the areas of Inquiry (Visible Learning Project) and Mathematics (Strategic Support Maths). We continued to develop a contemporary

professional learning culture lead by school leaders and focusing on mentoring and collegial feedback.

- Fifty-five staff, both teaching and non-teaching, had access to both internal and external professional learning activities. A total of \$99,000 was spent on providing these opportunities. The average expenditure in this area was \$1800 per staff member. In addition to our key focus areas of Visible Learning and Strategic Support Mathematics, opportunities for further learning and understanding were provided as part of the First Aid, GAFE, Anaphylaxis & Asthma Management, Staff Appraisal, Religious Education, and Team Building. Staff have a commitment to their own professional learning and qualifications in education, with many staff seeking opportunities for further study.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

55

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1800



School Community

Goals & Intended Outcomes

To strengthen the partnerships with parents and the parish and the wider community.

- That all families will engage in supporting student learning
- That students will participate in programs that assist in child to child/child to adult dialogue
- That all in the community understand that we are One community, Many Cultures

Achievements

- Ensured that families are given opportunities to participate in the life of the school through workshops, Learning Conversations, Curriculum Family Night, Parent/Student/Teacher Conversations and Sacramental Family Nights
- Developed new processes to strengthen partnerships with parents such as 'Community Conversations'.
- Extra-curricular events for students which include a carols night, Disco Night to strengthen connection and communication across the community
- Strengthened the commitment with our parish through a number of parish-school events such as a Welcome Mass and barbeque for the Year Prep students, their parents, teachers and friends, Sacramental preparation evenings, Sacramental Masses (Communion & Confirmation), a Commissioning Mass for the staff of the school, Project Compassion, guest speakers from the parish community used to enhance the school curriculum and the weekly 8.50am Friday whole school Mass (hosted by classes).
- Encouraged engagement in Working Bees to allow parents to participate in maintaining an organized environment for their children.
- Facilitated opportunities for outside organizations from the community to promote their causes and activities, including Fire Brigade Education Incursions for Prep and Year 6, Responsible Pet Ownership Program, excursions for Year 5 students to secondary schools and Information contacts by secondary schools.
- Built a relationship with the St Alban's Migrant Resource Centre to develop links within our community.
- Provided Interschool Sport as a regular way we engage with other local schools in a competition that strengthens community links.
- Encouraged participation of families on The School Advisory Council, and facilitated discussions into future building projects, developed ideas to include into our new social skills program, discussions of Contemporary Learning philosophy.
- Supported the Parents' Fundraising Group in organizing a Fete to engage the community in celebrating with the school, fundraising and community celebrations, Year 3-6 disco, Footy lunch, Easter and Christmas hampers, etc.

Future Directions

The coming year will see the next phase of School Improvement Planning with a School Improvement review. This process will determine the future goals of the school.

The following series of recommendations will act as a guide for future directions according to the Five Spheres of Schooling:

Education in Faith

Establish structures that provide opportunities for deep and meaningful teacher planning.

Provide opportunities for professional dialogue about theology and pedagogy in RE.

Provide opportunities for the wider community to be involved in the faith life of the school.

Develop an understanding of appropriate use of Scripture in RE.

Plan units around Renewed Curriculum.

Learning and Teaching

Build staff capacity to read Assessment data correctly in order to set individualised targets

Investigate tools which will enable accurate tracking of individual students

Continue to develop our approach to learning within the Visible Learning Framework

Student Wellbeing

Develop staff understanding and implementation of the reviewed NCCD requirements

Identify opportunities to embed SEL in classroom practice

Explore opportunities as a Lead School in the Rights, Responsibilities and Respectful Relationships Initiative.

Leadership and Management

Maximise community communication

Investigate the four pillars of the organisational climate and their implications

Seek out opportunities for authentic distributed leadership.

School Community

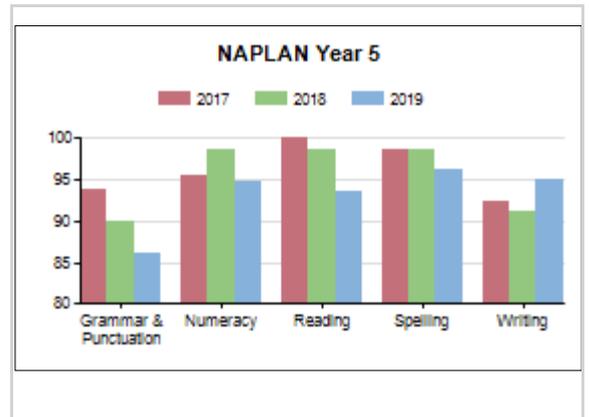
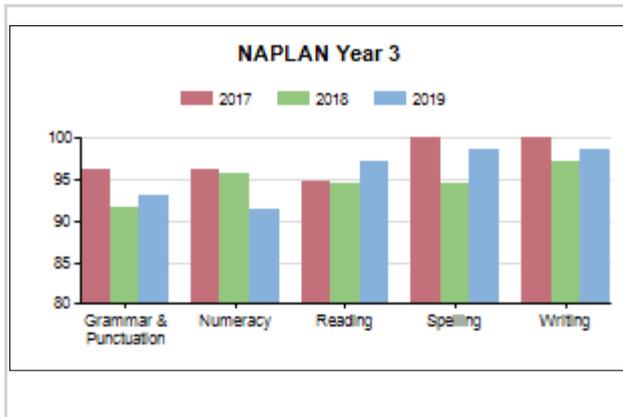
Uphold our welcoming environment.

Continue to build relationships and partnerships with all stakeholders.

Continue to welcome and involve families with all aspects of school life and ensure a partnership is formed about their child's learning.

School Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	96.1	91.7	-4.4	93.1	1.4
YR 03 Numeracy	96.1	95.8	-0.3	91.5	-4.3
YR 03 Reading	94.7	94.4	-0.3	97.2	2.8
YR 03 Spelling	100.0	94.4	-5.6	98.6	4.2
YR 03 Writing	100.0	97.2	-2.8	98.6	1.4
YR 05 Grammar & Punctuation	93.9	89.9	-4.0	86.1	-3.8
YR 05 Numeracy	95.5	98.7	3.2	94.8	-3.9
YR 05 Reading	100.0	98.7	-1.3	93.6	-5.1
YR 05 Spelling	98.5	98.7	0.2	96.2	-2.5
YR 05 Writing	92.4	91.1	-1.3	94.9	3.8



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.7
Y02	93.7
Y03	94.1
Y04	94.5
Y05	94.0
Y06	94.4
Overall average attendance	93.7

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.9%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	80.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	15.2%
Graduate	12.1%
Graduate Certificate	9.1%
Bachelor Degree	75.8%
Advanced Diploma	18.2%
No Qualifications Listed	12.1%

STAFF COMPOSITION	
Principal Class (Headcount)	7
Teaching Staff (Headcount)	54
Teaching Staff (FTE)	47.9
Non-Teaching Staff (Headcount)	23
Non-Teaching Staff (FTE)	32.1
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