

ANNUAL REPORT TO THE SCHOOL COMMUNITY

2019

St Mary's College
SEYMOUR



REGISTERED SCHOOL NUMBER: 0161

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Minimum Standards Attestation

I, Wayne Smith, attest that St Mary's College 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.

22 May 2020

Our School Vision

St Mary's College Vision Statement

A welcoming Catholic community that respects our heritage and looks to a sustainable future.

We inspire learning excellence, resilience and service to others

School Overview

St. Mary's College Seymour provides a Catholic co-education to students from Foundation to Year 10. The College is centrally located in the township of Seymour making it accessible to local families as well as surrounding rural and regional areas. The catchment area extends to Yea, Nagambie, Heathcote, Broadford, Pyalong, Puckapunyal and Tallarook. Our families of our students come from a range of socio-economic backgrounds. Approximately 5% of families are from the Australian Defence Force (ADF). 8% of students are funded under the Literacy Numeracy Special Learning Needs (LNSLN). 25% of our families qualify for Education Maintenance Allowance (EMA) support and the College's current Socio Economic Score (SES) is 91. As a Child Safe College, the care and safety of each student is fundamental to our actions and beliefs.

The College Vision Statement is immersed in the Mercy tradition and nurtured in all areas of College life including the College Board and the Parents and Friends Association. The parish priest, principal and staff view St Mary's College as a community sharing a common belief in a Christian setting, centred on Jesus Christ, and striving to live our lives through the model and example of love, understanding, respect and service to all. St Mary's believes in the person of Jesus and our prime responsibility as a Catholic College is to nurture a personal relationship with Christ for all within our College community.

As a Foundation – Year 10 College in a rural area where there is a flow of movement of families connected with the Australian Defence Force, a somewhat transient College community is created. Transition and family support are therefore key areas of focus for the wellbeing and learning of all students. Our relationships with the local pre-schools and Year 7 feeder schools are strong. The provision of VCE is offered with VCE units at the Year 10 level as part of students' weekly program. Transition programs for VCE to Assumption College Kilmore and Seymour College are provided.

The College is committed to an ongoing Building and Development Program and in 2020-2021 will build a Primary Learning Centre equipped with 6 classrooms inclusive of open learning pedagogies. ROAM Architects will continue to engage with the College and in 2021 complete a Master Plan of the College site. The Mercy Centre, one of the oldest buildings on the site, is a two-storey building that comprises the facilities for administration, sick bay, meeting rooms as well as some general classrooms and the specialist learning area of Home Economics. The Mercy Centre requires refurbishment and will be a central consideration for the Master Plan. There are five other main buildings in the College grounds, all single storey, which mainly consist of classrooms and/or specialist learning areas. In 2008 a new Creative Arts wing was opened. In 2010 a new Science wing and Multipurpose hall were constructed Building Education Revolution (BER). The junior-middle primary building comprises two buildings that make

up 7 classrooms. A pod of 6 portable classrooms are provided for the Year 5-7 students. The main secondary wing comprises secondary classrooms, the library resource centre and staff amenities rooms. A new Administration building was opened in 2018.

The vast College grounds are beautifully landscaped and provide an opportunity for the College community to expand its vision for recreational, environmental and educational use. Our College Board, with its strong focus on continuous improvement, places great emphasis on ensuring the safety and upkeep of the College buildings and grounds.

The College plays a vital part in the life of the parish by contributing to parish activities through class liturgies, sacramental programs, Feast Day celebrations and parish initiatives such as the St. Vincent de Paul Junior Conference. Through its close links with the rural community, St. Mary's has fostered a strong emphasis on family and community involvement. Parents at St. Mary's College participate in many ways. The next Strategic Plan will focus one of its goals on the importance of parent engagement.

The College were successful and grateful for receiving a grant of \$10 000 from the *Victorian State Government Department of Transport Flexible Local Transport Solutions Program 2019-2020* for the combined College/State Government partnership in erecting a 250 metre boundary fence to separate St Mary's College from an adjoining rail corridor. This project improves the safety for all students and has responded to the 2019 College Review Recommendations and Child Safety compliances.

Principal's Report

On behalf of St Mary's College, I am pleased to present this report for 2019.

I was appointed Principal at St Mary's as from 2019 and am honoured to continue my Catholic educational leadership after serving in seven previous Catholic Schools, primarily in rural NSW.

St Mary's is a wonderful rural College. Parents both current and past are proud of their relationship to the College and long for the return of F-12 so that there is the one Catholic Education pathway available for families in the Seymour township and regional area.

As a new member to the College community and besides the everyday nature of a school environment, 2019 was a year of action, observation, conversation, consultations and building relationships. 2019 afforded me the opportunity to embrace the present and share my visions for the future.

Catholic education was established over 120 years ago in the Mercy tradition. Connecting our students to the values of Mercy and understanding who Catherine McAuley was and what she stood for will nurture in all students the importance of service to others, which is fundamental to our Colleges mission and the students' lives beyond St Mary's.

Seymour is situated at the most north eastern region of the Archdiocese of Melbourne and is on the verge of substantial population growth. Our College will prepare for the future in partnership with Catholic Education Melbourne to ensure the College provides the best opportunities to promote a continuous Catholic educational pathway.

Best wishes



Wayne Smith

Principal

DipEd (ACU) DipREd(ACU) Bed (ACU) GradCertEdAdmin (Edith Cowan)

GradDipREd (ACU) MEdAdmin (Charles Sturt) MTheoStudies (BBITAITE)

School Education Board Report

Wow, what a busy year 2019 has been for St Mary's College. 2019 saw the start of a new era with the newly appointed Principal, Wayne Smith, and Business Manager, Felicity Melville, settling into their new roles. Both Wayne and Felicity had big shoes to fill with the departing Principal and Business Manager leaving the College in a strong financial and pedagogical position. And there is no question that Wayne and Felicity have hit the ground running bringing their extensive experience, fresh ideas and collaborating with Father Ashkar, CEM and other stakeholders seeking their support and guidance to deliver great outcomes.

I would like to acknowledge and congratulate Father Ashkar, Wayne, Felicity and the Leadership team on all the achievements of the year and what by any measure could only be considered a hugely successful year.

The professionalism of our College team never ceases to amaze me. Throughout the year I have spoken with a number of parents, staff and members of the community whose anecdotes convince me that there is something extraordinary about our College community.

This year has been an unusually busy year for a number of reasons. Not only did we receive formal advice of our grant allocation of \$1.4M towards the construction of six new General Learning Areas; we were also successful in securing support from the Shire to address the much needed McIntyre Street works and the High Street school zone electronic speed signs. The College was also able to secure State Government funding towards the installation of a fence along the railway line and whilst this is all great news it also creates significant work behind the scenes to ensure that there is appropriate stakeholder engagement and that we exercise due diligence to maximise the benefit to our College.

The review initiated by CEM into the provision of secondary education at St Mary's which commenced in 2017 and provided preliminary recommendations to the College in late 2018. While I understand that this report will not be formally presented to the College it caused a stir and debate about the potential expansion of the college to include years 11 and 12. With a current trend of growing enrolments (20% increase in 2020) and data suggesting Seymour's population will significantly increase over the next decade it makes sense. While there are still a number of challenges that the College will need to address before this could become a reality I consider it more a question of when and not if this will occur.

In line with this injection of infrastructure funding and the projected growth of the College it is timely that the Board will next year commence the task of reforming our current masterplan into a broader document that will not only provide a future facilities blueprint but will focus on all aspects of what we need to consider to prepare our College for the short, medium and longer term.

In the second half of this year CEM completed their four year review of our College that like all audits consumes significant resources in preparation for the visits. Again, this is when you see the professionalism and collective approach of the staff to ensure that the College is well prepared for the visit. While I only had a short opportunity to talk with the school reviewer, Jan Hayes, I know that she was able to form a clear picture of the dedicated team that put the learning and wellbeing of the student at the forefront of everything that they do.

In June the College received the very sad news of the passing of Mrs Kerry Hogan after a relatively short illness. Kerry was a long term member of the college team who was a very well respected and caring teacher and one of the key drivers of the College's arts programme. Kerry's passion for the arts had seen my family's and many other families' involvement in a number of successful productions, choir and other arts events. Kerry's ability to motivate children to challenge themselves was her gift to our College and will be sadly missed by the staff and students alike.

As my family commence the home run on our time at St Mary's I would like to again state the significant influence that our College plays in the lives of our children. The professionalism of the entire College team and the supportive and nurturing environment instils values in our children that are consistent with the Mercy traditions by growing compassionate, just and respectful stewards of our community.

The Board would like to acknowledge the significant contribution that volunteers make to our College. Whether it's in the classroom, canteen or on camp this support is greatly appreciated as without this assistance it's our children that would miss out. I would particularly like to thank the enduring contribution that the Parents and Friends make to the College. This dedicated group continually identify new ways to raise money to contribute to College programmes; with the current goal to reinvigorate the college oval under the banner of "Bring Mercy back". I am confident that this hardworking group of volunteers will again run a number of successful activities in 2020 that will go towards the refurbishment of the College oval that our children deserve.

Finally, I would like to acknowledge and thank my fellow Board members for the time and energy that they continue to invest in the College's future. I would like to thank Anne Spencer who joined the Board this year as the staff representative and also acknowledge the enduring contribution that Ken Whitfort has made over a number of years. Unfortunately, Ken will be leaving the Board at the end of the year as his last child leaves St Mary's. I would like to personally thank Ken who has spent more cold winter nights in the staff room that I care to remember.

The future success of our College rests with an involved community and I would challenge everyone within that community to consider how you can contribute.

Andrew Graham

College Board Chairperson

Education in Faith

Goals & Intended Outcomes

To continue to develop a Catholic community that lives out its mission.

Intended Outcomes

That students will make meaningful connections between their faith experiences and actions in the community.

That all members of the community have ownership of the Catholic heritage and traditions of St Mary's College.

Achievements

Throughout 2019 we continued to make consistent improvements in Education in Faith. We continued the process of writing and enriching all Religious Education (RE) units to assist students to make direct and explicit links between their actions, relationships, Catholic traditions, parish relationships, Mercy heritage and social justice. Through attendance at RE network meetings, we continued to work with CEM staff to bring an inquiry approach to our RE planning, based on contemporary pedagogy. We accessed expertise from the CEM to help our staff with their own faith formation, through workshops and meetings. The primary focus in curriculum planning was to become familiar with the Renewed RE Framework and to design meaningful units for our students. This process will be continued and developed in 2020.

In 2019, the College mission statement "Caring For our Common Home" was once again adopted by all staff and students but with the added emphasis and sense of urgency of "Act Now"

This mission had its basis in demonstrating our Faith in Action. Back in 2016, we took our inspiration from Pope Francis' encyclical *Laudato Si*. We felt strongly as a staff and student community that we had much work to do in this area so decided to continue with this mission statement for another year, but the increased sense of we really have to 'Act Now!

This statement was used in prayer and liturgical celebrations, as well as in staff prayer. At the end of 2019, we still have much to do and hope to increase and enhance our work in the area of environmental sustainability in the years ahead. The College garden is beginning to take shape and we are looking to further strengthen this approach in 2020 and make stronger links to scripture and our renewed vision statement.

This theme framed and influenced everything we did under the RE/Community banner. From the Opening Mass and welcoming new students and families to closing out the school year with farewelling our Year 10 graduating students, it has been a year of reflection and trying to bring that need to act upon our beliefs and show that in the actions we take.

I wish to especially acknowledge the passing for our dear friend, teacher and musical inspiration Mrs. Kerry Hogan. Kerry was such an integral and indispensable member of our team when we prepared for Masses, assemblies, Mother's Day, Grandparent's Day, and of course our Sacramental program. Rochelle and I will be forever grateful for Kerry's advice, enthusiasm, knowledge and her extraordinary musical genius! Thank you to Kerry for her endless support and being such a joy to work with – we had so many laughs and fun times together. We will miss her forever. St Mary's will always be indebted to Kerry for her contribution to our College over so many years.

St Mary's continued to have a strong commitment to social justice initiatives and supported the local community as often as possible. At every opportunity staff and students gathered in prayer so that our families also had the chance to experience prayer in meaningful ways. With the words of Pope Francis inspiring us throughout the year, we were constantly looking for ways to "Care for Our Common Home - Act Now". Our College vision statement, that calls us to be 'a welcoming Catholic community that looks to a sustainable future' remained a constant throughout 2019.

Students and staff embarked on a Lenten season that was focused on prayer and raising awareness of those who most need our support. As in other years, all the money that we raised during Lent goes to Caritas - Project Compassion. This money was then distributed by Caritas to social equity programs in the most vulnerable of communities.

Our senior students represented the College at the annual Vietnam Veteran Memorial Lantern walk in August. The students carried the lanterns in the evening procession and were proud ambassadors of the College. Over the year, Our College leaders represented the College at numerous other events including ANZAC and Remembrance Day, Leadership workshops, Whole College assemblies, Open Days and Catholic Education Week. Year 10 students continued their regular visits to Barrabil, establishing wonderful relationships with some of the oldest members of our community. Everyone participated in the Rug Up day at the end of Term Two, with all money raised going to the St Vincent de Paul Winter appeal

College liturgies, Masses, prayer opportunities, Sacramental evenings, Reflection days, assemblies, communications with the Parish and Parish Priest - all of which enhanced and strengthened our Catholic identity and links to our Catholic and Mercy heritage. There continued to be more emphasis on our Mercy traditions and connections as we looked to strengthen this aspect of College life.

Accreditation to teach in a Catholic school and accreditation to teach RE in a Catholic school remained an important focus for 2019. The program to support RE Accreditation and related PD included assisting staff in the process of applying for accreditation and supporting them to attend professional development activities. Survey data indicates there continues to be an incremental improvement in the number of staff working towards Accreditation to teach in a Catholic school and to teach RE.

There is a focus each term for our school closure days and the focus for Religious education this year was on reconnecting with our Mercy heritage. Our school was

started by the Mercy Sisters more than 140 years ago and over the past years, we have been working to re-establish our links with this rich and authentic history. This year, we have become an affiliate Mercy school, which allows us to access more professional development, recourses and links with our heritage. Mark Shafton and Pauline Cucitto, from CEM, facilitated a PD day for staff. We learnt more of the history of Catherine McCauley, founder of the Mercy sisters, and worked together to plan how we can live the Mercy story with our students every day. The Mercy values of Compassion, Respect, Justice, Service, Courage and Hospitality are wound through our Vision statement and TAG and we will continue to work to make them more explicit in everything we do.

The student Reflection Day programs in Years 7 & 8 were conducted by St Mary's' staff and in Years 9 & 10 by outside facilitators. These were all excellent opportunities for the students and staff to be further engaged in faith development within a supportive environment. The Year 10 Reflection Day was incorporated into the Leadership Camp and involved a local community member as the guest speaker. All days included a Social Justice focus. Primary students who were involved in Sacramental programs also participated in faith sharing days and parent meetings. All of these days contributed to deepening the understanding and involvement in the Sacramental program and were well supported by our Parish Priest.

In 2019, we welcomed Mr Wayne Smith as the new principal of St Mary's. Wayne has brought his wide knowledge and expertise to our school, his commitment to Catholic Education and enthusiasm for everything that makes up St Mary's College. We look forward to many years of Wayne leading our school community.

We farewelled Mrs Meryl Connell, who had been our Business manager for over ten years. Meryl retired in March after years of exemplary service to our College. St Mary's is a much richer place for all Meryl's skill, expertise and kindness. We were then very fortunate to have Mrs Felicity Melville take over the Business Manager's role. Felicity has been a wonderful addition and has continued to move the College forward.

I would like to also acknowledge the wonderful and inspiring work of Mrs Rochelle Gough, RE Leader. Rochelle has been responsible for all the beautiful and meaningful liturgies and prayers we have celebrated throughout the year. Thank you to Fr Eugene Ashkar for his ongoing support and advice. It has been great to be a part of the Parish Masses every week and we have appreciated Fr Ashkar's help with our sacramental program. A special thanks to the Community team - Mrs Jennine Brock, Mrs Tanya Oakley and Mrs Rochelle Gough for all their enthusiasm and commitment to building community at St Mary's.

VALUE ADDED

The following activities add to the achievement and spiritual development of our students: Sacramental programs include Reconciliation, Eucharist and Confirmation. Family nights to prepare for these Sacraments are an integral part of the program. Parish families are invited and included in the school program.

In 2019 we continued the presentation Masses where children were introduced to the Parish as part of their preparation to receive the Sacraments. School Masses and Liturgies were celebrated on special feasts and other occasions including: Opening and Closing of the School Year Masses, Easter, Family Week, College Feast Day, Mission Week, Sorry Day, Year 10 Graduation and other celebrations and activities related to our Mercy heritage and traditions. Students attend Mass on a weekly basis, with a different level attending the Parish Mass each week.

College and level assemblies have a strong prayer focus that build on Social Justice programs (eg support of St Vincent de Paul, Barrabill House visits). College Leaders facilitate and lead these prayers. There is whole school engagement in fundraising for St Vincent de Paul, Project Compassion, as well as supporting various other charities throughout the year. We continued to see a very positive response from students and families.

Student Satisfaction

The CEMSIS data indicate that the Primary students' perceptions about the Catholic Identity of the school is 57%, which is below the CEM average of 62%. This continues to be an area of challenge for the College and a point for reflection. The CEMSIS data indicate that the Secondary students' perceptions about the Catholic Identity of the school is 32%, which closely aligns the CEM average of 36%.

Parent Satisfaction

There was a very small sample of parent data (39 responses) from which to draw conclusions – this is an area on which we need to continue to improve our ability to collect a wider data sample. From the CEMSIS data families' perceptions of and engagement with the overall Catholic Identity of the school is 68% which also is closely aligned to the CEM average of 70%.

Staff Satisfaction

The CEMSIS data for Staff perceptions of the principals, faith leadership and of particular dimensions of Catholic Identity in school life is 89% which is significantly higher than the CEM average of 78%, which is very pleasing.

School Community

Goals & Intended Outcomes

Goal

To build a connected, involved school community with strong outward looking partnerships that provides improved learning outcomes for our students.

Intended outcomes

That authentic opportunities for parent engagement and involvement in the learning process will be enhanced.

That meaningful connection with the Parish, local and broader community will continue to strengthen.

Achievements

The target set for the Community Engagement Index, which is an average of parent perceptions, has been exceeded in both 2017 and 2018.

Throughout 2019 we have continued to make consistent improvements in the sphere of School Community. A key intention in 2019 was to continue to build links between student learning and the community and increase parent engagement in student learning.

Achievements in the area of School Community include:

Student Leaders at Year 10 level who meet regularly with the Principal and Deputy Principal to plan and initiate school activities that build relationships.

Increasing parent attendance at assemblies, sports days, excursions, camps and student led curriculum activities.

Excellent and growing support for our four major community events- Welcome BBQ and Social Night, Mother's day Afternoon Tea, Father's Day Breakfast and Grandparents/Special Persons Day.

A continual increase in parental involvement in student learning activities including:

Keys Please (Yr. 10), Year 9 Portfolio presentation, Middle Primary Inquiry Expo, Year 8 Night of Notables, Sacramental evenings, Numeracy afternoons, Learning Areas Week across the school, Open Day activities

St Mary's Open Day Windows into Learning. This day was well attended by current and prospective families. This year we witnessed a huge increase in the number of families who attended the Information evening. Student leaders took an active role in conducting tours, answering questions and assisting families to feel welcome at St Mary's.

Continuing to support staff to feel confident when interacting with parents, through informal social events such as Family BBQ and Parents and Friends activities.

Encouraging partnering and mentoring - endeavouring to continually work to improve relationships with students. The Year 10 Mentor program continues to grow in strength, giving staff the opportunity to build stronger relationships with the Year 10 group and support the students academically, emotionally and socially. Regular morning teas have been built into the Mentor program, which has further strengthened the relationship between staff and students.

College communication with all stakeholders, including past students and families has increased, through the use of the College and Family Facebook page. The College also makes use of group SMS to alert parents to certain events and activities, as well as the use of the Care Monkey program, to facilitate ease of communication.

Actively promoting and providing different ways of communication for the staff.

Regularly contributing to the local newspaper with school events and activities.

Encouraging staff representation at parent functions to develop stronger relationships with Parents and Friends as well as the wider community. Pathways connections e.g. being host for cluster meetings for VET, organise work placement programs.

Students attended TAFE tasters at GoTafe and local Careers Expo. Providing regular entertainment by the College Choir in the Seymour community.

Supporting the Parents and Friends to run a new initiative – the first St Mary's Colour Run which was the major fundraiser for the College. This event was very well supported by both parents, students staff and acknowledged to be a good initiative to build parent engagement. The Colour Run raised nearly \$15,000 but more importantly saw a significant number of parents and grandparents attending.

The Community team has been an amazing support throughout the whole year, organising and co-ordinating so many different community events. The Student Representative Council, together with our Year 10 leaders and Class Captains were a group of enthusiastic students who worked tirelessly to create better opportunities for our students and community groups. I would like to especially acknowledge our Learning support officers who are so generous with their time no matter what event is being held- we could not run all the community events we have at St Mary's without their continual support.

Value added

St Mary's College places great emphasis on the wider community and the important role it plays in our College. The following are related to the additional curricular and extra curricular activities that add value to the wellbeing of our community

- An active Parents and Friends Association that raises significant funds for the College community and provides social opportunities for our families.
- A College Board that is actively involved in the management of the College Master plan

- Our third trip to Indonesia by Yr 9&10 Indonesian students and staff but the first to visit our sister school in Singkawang. As part of the Bridges program, this was an excellent way to build community between two schools in different countries
- The College Choir, and different class groups of students and their continued involvement in local community events e.g. Christmas Carols; visiting Barrabil House, assisting with Vietnam Veteran's Commemorative Walk, Tastes of the Goulburn, Relay for Life, fundraising for those communities affected by flood and bushfires
- Year 10 Work experience within the wider community
- Morning reading with Junior Primary classes
- Opening the MPH to other community groups, including basketball, netball, Debutante Balls, fundraising by community groups, memorial services, Little Athletics

PARENT SATISFACTION

Even though there was a small CEM SIS data set to draw from with our parents, (only 39 responding) the degree to which families are partners with their child's school was 58%, which was almost level with the CEM average of 57%. They also had a positive endorsement of the way we communicate with them, (CEM SIS 70%, compared to CEM average of 72%).

Learning & Teaching

Goals and Intended Outcomes

Goals

The goal for learning and teaching at St Mary's College is to continue to develop a contemporary learning community, which has entitlement for all, promotes high expectations and equips students to successfully participate as 21st Century global citizens.

Outcomes

Within this framework, our intended outcomes are:

- That staff capacity and confidence are improved through collaboration.
- That student and staff efficacy is promoted nurtured and valued.

Achievements

School Review Year

In the School Improvement Framework cycle, 2019 was a Review year. In planning for and in responding to the feedback all compliance policies and requirements of Section 3 **Curriculum and Student Learning**, from the Minimum Standards and Requirements for School Registration, and other Commonwealth Requirements for Victorian Catholic Schools February 2019 – CECV have been updated.

The background statement in the Learning and Teaching Policy 2019 is as follows.

Learning and Teaching at St Mary's College reflects the vision statement of the College and the Education Framework – Horizons of Hope (CEM) and is built upon the following principles:

- Student centred and inclusive
- Responsive to contemporary Research
- Inquiry Based Pedagogy

The following Policies were developed/updated as a result of the consultation process.

- Learning and Teaching Policy
- Improving Student Outcomes Policy and Procedures
- Assessment and Reporting Policy and Procedures
- Curriculum and Teaching Practice Review Procedures
- Professional Learning Policy and Procedures

This whole process has supported our intended outcome that staff capacity and confidence are improved through collaboration.

Learning Diversity

Work has continued in developing more effective and efficient processes for teachers working alongside the Learning Diversity team. A revised and continuous assessment and monitoring schedule has been devised in order to provide the most suitable intervention, support and extension programs to students. Implementing the Intervention Model and creating data sets for Learning and Teaching, Personalised Learning Plans and Parent Support Group meetings have been ongoing. Teachers and LSO staff completed the CECV Intervention Modules PD. The modules introduce an intervention process which promotes an explicit set of practices to ensure that identification of both the academic and/or behavioural needs of students are understood so that the most effective evidence informed adjustments/interventions can be put in place. Support programs are implemented after student data is collected in both literacy and numeracy.

Professional Learning Teams

All teaching staff members are allocated to learning teams according to their teaching loads across the learning areas. These teams continue to meet on a very regular basis in which planning, designing and implementation of curriculum continues to be consistent across the year levels. These teams are accountable to the implementation of the Victorian Curriculum, to use data and to use good quality feedback to students and parents. A goal in the Annual Action Plan for 2019 was to upskill all teachers in literacy and numeracy demands in all subjects. A series of presentations and training sessions were held for all teachers to facilitate this outcome. There was also a specific focus on the English and Mathematics continuum of learning across all levels. This gave a more focused understanding on skill acquisition and development for all teachers in these two faculties.

Staff technology use and skills continue to be supported with professional development in the continuing implementation of SIMON and all its components. Consistency being the key understanding for all teachers, students and parents. The benefits of using one place for everything will be significant into the future.

Curriculum Highlights

The highlight of the year in the area of learning and teaching Catholic Education Week this year was a celebration of the integrated approach of STEM learning activities. Science, technology, engineering and mathematics skills are needed to solve scenarios based in real world situations. These challenges offer an engagement in hands on activities, thinking, planning and designing to get the best possible solution, and the experience of building resilience in working through failures to achieve a final result!

A week of activities were held between Thursday 14th March and Friday 22nd March and included the launch of the Premier's Reading Challenge, lunchtime activities and the STEM challenge afternoon. Families and friends were invited to come and join in, each class had a different challenge based on their unit of work at that time.

The Encounter Curriculum

The learning and teaching team worked on the development of a new structure of curriculum for year 9 and 10 students into 2020 so that students of St Mary's College are provided with further subject elective opportunities so they engage in a wider curriculum encounter. In recognition of the need for students to begin to explore pathways at this time in their education, some flexibility is provided to allow students to explore their passions, interests and individual educational needs.

The year 9 and 10 Curriculum handbook was developed to support students and parents through the selection process at the start of term 4 2019. Students participated in interviews with subject teachers to assist them in understanding their strengths and challenges, when investigating subject choices.

Students will also have the opportunity to engage in the subject areas of Languages – Indonesian, VET/SBAT (Year 10 only) and VCE General Mathematics (Year 10 only). Students are invited to elect their subjects in the areas of Arts and Technologies, Languages and Humanities in both Years 9 & 10.

Connecting Our Learning With Our Community

We have made every opportunity to make learning more meaningful by being connected to people and places outside the classroom walls. We offer participation in the following areas as appropriate across the year levels. Incursions, excursions, camps, sporting events, learning expos in our classrooms, presentation nights and student representatives attend a number of community gatherings.

The St Mary's College Art show is held each second year over the weekend of The Tastes of the Goulburn. The theme for 2019 was Alice In Wonderland, and showcased students work in the areas of arts and technologies. A number of group pieces as well as individual works were on display. Many people from the local community attended as well as visitors to the town for the festival.

STUDENT LEARNING OUTCOMES

NAPLAN 2019 was delivered in the online environment. This enabled our students to participate in catch up tests more effectively. The participation rate was higher than in any other year. All students participated in this year, there were no students withdrawn or exempted this year. Our belief was to let every student have the opportunity to demonstrate their abilities.

Our NAPLAN data has remained somewhat steady with some variations across the areas and year levels. Fluctuations of around 5% are reflective of the cohort and these students' needs are known and being catered for within the work of the Learning Diversity Team. We continue to respond to NAPLAN data by focusing on differentiated learning activities and tasks to target an individual's learning needs.

We acknowledge that anything below the National Minimum Standards needs to be investigated, the data is analysed to identify areas of teacher capacity and skill in curriculum delivery.

We also find that enrolment fluctuations are also a factor in the results in the 2019 year 7 and 9 results.

Student Wellbeing

Goals & Intended Outcomes

To continue to develop a school-wide approach that will reinforce and strengthen positive relationships between all members of the community.

That there is improvement in student positive behaviours in the classroom and in their connectedness to peers.

Achievements

The leadership role of Deputy Principal Wellbeing transitioned smoothly from Mr. Sean O'Brien to Ms. Zine Dovara at the commencement of 2019. The appointment of Zine being a level coordinator for 6 years prior to becoming the Deputy Principal - Wellbeing, has strengthened the Wellbeing Leadership Team, after having worked closely with the other 2 coordinators, leading up to the Deputy position. Knowledge, connections and experience has given Ms Dovara a holistic approach to leading Wellbeing across the College. This prior knowledge and experience has strengthened the level coordinators to excel not only as a team, but their individual capabilities within their own leadership journey. Mr. Andrew Allen joined the Wellbeing Team as Year 5-7 Level Coordinator in 2019 and was supported by the team in his new role, in particular by Zine as previous coordinator. The team have encouraged a higher level of professionalism and work efficacy, within their own levels, which has improved communication and productivity amongst the whole staff and families, which resulted in positive wellbeing outcomes for our students.

During 2019, the Wellbeing Team continued to strengthen and reinforce the positive relationships between all members of the College community. We deepened our understanding of and involvement in the School Wide Positive Behaviour School Program by revisiting our College Behaviour Matrix investigating new and creative ways to also reward positive behaviour, as well as upskilling our new and existing staff in positive classroom strategies. Discussions at the Wellbeing Meetings also included how to revisit our PBL program and make contact with Jane Bennet once again to support us into 2020. This would become our overarching umbrella in which we further develop our Pastoral Care Program, in which Berry Street strategies and Respectful Relationships would be a component of. All this continued to assist in building consistency and providing instructional leadership in the area of wellbeing across the College.

Professional Development for staff facilitated by the Wellbeing team in the Berry Street Educational Model continued throughout the year as much as possible, either as a

collective staff or individuals who needed some extra support with classroom management strategies. More online Berry Street Strategies were offered online and staff take up was remarkable and evident in classroom practice. The Leadership Team, especially the Wellbeing members were a more visible presence in the classrooms throughout 2019, as a support to both the staff and students. A practice that would become a common occurrence for any staff wanting to mentor another colleague, not just leadership, in not only classroom management but overall improved teaching practices into the future.

In 2019, the Student Wellbeing team continued weekly meetings. We also created time for the Level Coordinators to regularly meet, which enabled them time for reflection and planning. This strengthened ongoing supportive monitoring of all wellbeing matters across the F-10 College. Special events like 'Wellbeing Week' were also planned as a collective team to ensure all staff and students were catered for on all levels of wellbeing. This enabled us as a team to continue to lead a F-10 school culture as ONE College and not two separate entities, a goal we have worked collaboratively to sustain.

A major implementation of tracking behaviour issues continued into 2019 with the transferring to computer based program SIMON. This new system positively impacted all areas of the College. In Wellbeing, staff received Professional Development in the area of Behavioural Tracking within the system and this became a regular practice. Staff will continue to receive PD in this tool into 2020 as it evolves. The benefit of SIMON is that it allows ongoing monitoring of the individual student which is essential in Wellbeing. This enhanced communication and recording of wellbeing and behaviour matters which became the pathway to continued strengthened and consistent practices. It also allowed the level coordinators to make personal follow up beyond the classroom teacher with students in our 2% higher need category.

Investigation and Professional Development into the Teacher Advocate Program continued throughout 2019. We invited Principal of St. Augustine's Kyabram, Brenden Bailey to come and visit the staff and inform us of the Teacher Advocate Program. This enabled all staff to be informed of the benefits, but also time to still discuss the logistics of implementation in our setting. We will seek further advice in such a program that will no doubt promote student wellbeing and overall engagement by establishing strong student – teacher relationships, as we plan for 2020 and beyond. We envisage less students slipping through the net, either academically and pastorally with a more personal one to one follow up with a Teacher Advocate.

The continued development of a range of whole school processes to assist and support all staff in the daily management of students continued throughout 2019. This included extending the ReThink Program in our F to 4 level to F- 6. ReThink was designed by the Wellbeing team to support staff in this level in positively reinforcing important expectations within the College. It required a trained staff member to meet with students who had gone outside of our expected behaviour. This positive and restorative meeting takes place at the start of every lunch. A record is kept on SIMON and shared with all relevant staff. This will be further reviewed in 2020 once our Behaviour Management Policy is fully implemented.

Pastoral Care sessions continued to be a focus every week, except on College Assembly days, on a Friday period 5, which each homeroom teacher had the

opportunity to make greater connection with their cohort, spiritually, socially and emotionally by using the Berry Street strategies and overall wellbeing strategies.

Our College Student Leadership consisted of not only our Year 10 Leaders, but also each homeroom from Year 5-9 having a Class Captain and Community Leader, with both roles encompassing Wellbeing. They would participate in Whole College assemblies as well as morning level assemblies in addressing the students with prayer, agenda items aimed at the students and distributing our TAG awards. They would also meet regularly with their Level Coordinator to plan and prepare for these events. These leaders would report back to their homerooms and engage with their peers on a much more formal level. These student wellbeing/community leaders would also contribute in planning and organising events like Wellbeing Week, Mother's day stall, sausage sizzle fundraisers, Buddy TAG and many more student led activities.

A wellbeing initiative from our local NEXUS agency was our Year 9-10's Resilience Across Mitchell Shire (RAMS) program aimed at those students who lack the resilience, confidence and overall positive social skills to interact outside of their own comfort zone. This was led by our Learning Diversity Leader and the group of 4 -5 students nominated were involved in excursions that enabled them to become more resilient and extend their physical, mental and social adolescent development.

In 2019, The College was in Review and this required us to revisit some of our Policies, but in particular our Child Safe Standards and policies, discussed later in report. However, our Behaviour Management Policy was one example of *the embedding of policies and commitments into every day practice*. Many students were being managed, but we needed a systematic and documented approach, therefore it prompted us to investigate and strengthen our current Student Management Policy. The Wellbeing team drafted a Policy and shared this with staff and students. With some extra detailed attention and clarification, it will be communicated to parents and aligned with the Behaviour Management on SIMON.

The College continues in the individualised high-level support of students at risk whether they are for social, emotional, physical or academic reasons with our modified NCCD data, individualised behavioural and learning plans. Building strong relationships with families being a key element of this level of support. Investigating the possibility of a College Counsellor to commence in 2020 has also been a positive step towards catering for our higher percentage of mental health students.

Other events and activities for students to reflect on behaviour and strengthen positive relationships include;

- Games in the library at lunchtimes or wellbeing hub near Deputy Office,
- Monthly College assemblies and regular level assemblies to celebrate and reward student behaviour, participation, safety and wellbeing.
- Monthly TAG BUDDY activities, which strengthen our connection to the College TAG: Act Justly, Show Respect, and Do Our Best.
- Providing Breakfast to those few students who need it – vision of a starting the Breakfast Club in 2020

- Structured Break times and place for those students who need a break- time away card given to teacher in class/yard. (Deputy Hub)
- Any many more incidental acts of wellbeing our staff take the initiative to offer implement to our most challenged students, as well as any who like to engage. E.g. lunchtime activities (knitting, woodwork room, PE in hall)

A focus that continued in 2019 and will remain from the Wellbeing Team and all staff was around attendance and punctuality. Sessions on “Every Minute Counts” were conducted with both staff and students and regular Newsletter articles communicated to all parents.

Attendance Policy

The College has a policy on attendance and punctuality. The policy is supported by procedures that are carried out by the homeroom teachers.

Homeroom teachers are supported by level coordinators when required. Punctuality and attendance are considered important keys to student learning success. Attendance and punctuality data are constantly being analysed by the Student Wellbeing team and staff. The office staff send an SMS to parent notifying of child absence if they have not given parent permission. When an ongoing concern arises, teachers make direct contact with parents/carers. When whole issues arise regarding attendance and punctuality they are regularly reinforced in the College newsletter, homeroom visits, level coordinators follow up with cohorts and families.

VALUE ADDED

Our CEMSIS staff data indicated that the relationship between staff and the members of the leadership was higher than previous years at 75% alongside the social and learning climate from School Climate at 71%. Our aim as a collective team is to strive for higher positive impact for student learning overall wellbeing across all our CEMSIS data. The Family data indicates that our parents are satisfied with our discipline approach at 81% and that overall our school is the ‘best fit’ for their child at 94% and staff are approachable.

Increasing capacity of Level Coordinators through internal and external Professional Development. Having all Level Coordinators attend at least ONE day of Network Meetings. Strengthening their leadership skills and empowering them to take responsibility for own cohorts across the College.

Developing stronger links with other schools through attending the Catholic Education Melbourne Northern Region Wellbeing Network days.

A strengthened commitment to the principles contained within the Positive Behaviour Program and adopting this platform to educate staff and implement other relevant aspects from a source of successful known programs (example Berry Street). This provided flexibility and added options to support individual students.

Continued utilisation of a range of resources within the wider community to enhance student motivation, safety and connectedness (Keys Please, Work Experience, Beyond Four Walls Program, Zumba, Gymnastics, Round Robin tournaments etc.)

In 2019 the Wellbeing team worked with staff to seek feedback and further develop the purpose of our College TAG and our TAG multi-level sessions. As a result, a TAG BUDDY was proposed and explored throughout 2019. Pastoral Care time utilising strategies from the Berry Street Model and trialling a Buddy System approach to replace existing TAG sessions.

In 2019, we continued to investigate the College offered camps/excursions which had direct current curriculum links to learning. The review was undertaken with the Wellbeing team and into 2020 we will see positive consistent changes or alterations to these camps/excursions. What is already evident is that all staff have a clear purpose for each camp/excursion.

Overall, within the report, it is evident throughout that we have added value and continue to do so with stronger, collaborative and strategically placed leadership that are empowering the students and staff.

STUDENT SATISFACTION

Student survey data indicates that student teacher relationships are continuing to grow as according to the CEMSIS data in both Primary and Secondary. The student and teacher social connections are stronger.

Our Secondary students 71%, indicated that teachers are respectful towards them and 82% indicated they have an adult at school they would go to within the Student Safety domain.

The CEMSIS data also indicates that students feel a strong sense of Belonging and are valued members of the whole school community.

STUDENT ATTENDANCE

Overall, our student attendance has improved with more explicit follow up from our office, level coordinators and overall wellbeing practices to encourage and engage all students to attend. We make contact with parents /guardian about any unexplained absences, on the same day, as soon as practicable, including for post-compulsory aged students.

Note: The School Attendance Guidelines apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow up student attendance in order to meet the requirements of the relevant act and regulations.

Level Coordinators follow up with any absences in conjunction with the homeroom teacher, as there may be a wellbeing measure that needs to be put in place to support the attendance. We also make a positive comment during morning level assemblies that congratulates our students with 100% or close to attendance.

Attendance Policy

The College has a policy on attendance and punctuality. The policy is supported by procedures that are carried out by the homeroom teachers and leadership.

Homeroom teachers are supported by level coordinators when required. Punctuality and attendance are considered important keys to student learning success.

Attendance and punctuality data are constantly being analysed by the Student Wellbeing team and staff. When a concern arises, teachers make direct contact with parents/carers. When whole issues arise regarding attendance and punctuality they are regularly reinforced in the College newsletter, assemblies and class discussions led by a member of the leadership team.

Child Safe Standards

Goals and Intended Outcomes

St Mary's College community places the highest priority on the care, wellbeing and protection of children and young people. Founded in Christ and sustained by faith, St Mary's College seeks to fulfil its mission of enabling each student to come into the fullness of their own humanity. This includes paying attention to the inherent dignity of children and young people, and their fundamental right to be respected, nurtured and safeguarded by all. We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers.

We are committed to the safety, participation and empowerment of all children.

We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

Our College is committed to preventing child abuse and identifying risks early, and removing or reducing these risks.

Our College has robust human resources and recruitment practices for all staff and volunteers.

Our College is committed to regularly training and educating our staff and volunteers on child abuse risks.

We support and respect all children, as well as our staff and volunteers.

We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability. (inclusiveness)

Achievements

St. Mary's College achievements in the ongoing implementation and review of our child safe strategies and the steps taken to bring about cultural change in the school community...

- We are committed to ensuring we are compliant with the Standards by ensuring the following Policies are a priority to all our stakeholders. The College Child Safety Policy, Code of Conduct, Commitment Statement and Reporting Obligations are available to families on the College website and communicated regularly to all staff, volunteers.
- We have employed practices with regard to screening, supervision, training and other human resources practices that reduce the risk of child abuse. As part of the College governance practices the Child Safe practices, policies and professional development needs are reviewed on an ongoing basis to ensure we are compliant and keeping abreast of the College community needs.

- One main aim of the Standards is to create a Child Safe Organisation that is committed to keeping our students safe from Child Abuse, this includes procedures for responding to and reporting suspected child abuse. The College is in the process of reviewing the current procedures and practices we have in place for keeping our students safe from Child Abuse. Hence, the implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools', delivered regularly as Professional Learning for ALL teachers and non – teaching staff at whole Staff Meetings. Individual staff are supported (if need) through the process if a report needs to be made to DHHS. Ongoing review of the effectiveness of child safety practices within the College.
- All volunteers within the school have undertaken a 'Child Safety Parent Helper Course' ; be aware of, and follow, all relevant polices, guidelines and instructions with regard to the safety of children and young people, in particular mandatory reporting obligations.
- Staff and volunteers maintain appropriate professional boundaries around their behaviour towards children and young people – this includes avoiding unmonitored communications or interactions with students outside the school setting.
- All staff / volunteers hold a current police check, professional registration and/or Working With Children Check (WWCC) card in accordance with applicable legislation and have been briefed regarding the Code of Practice and have signed an acknowledgement of their responsibility to abide by the code.
- Report to the Principal inappropriate conduct or conduct which might reasonably be considered to be a breach of this Code or a breach of criminal law.
- Child safety – Risk Management practices – Risk Management register commenced in 2019 and continued to be developed and strengthened. Camps/excursion risk management forms continue to be a requirement prior to event and registered with CEOM 2 weeks in advance.

St Mary's College under the framework of Complispace is developing and implementing specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve ALL Child Safe commitments.

Leadership & Management

Goals & Intended Outcomes

To further strengthen our highly authentic and effective learning community.

Expected Outcomes

That staff, students and their families will develop a shared understanding of the College Vision.

That leadership development and capacity will be promoted.

Achievements

With a new principal beginning in 2019 the leadership and management of the College focused on continuity and consistency with current structures and goals. There was increased emphasis on compliances for curriculum accountability and seeking feedback from staff on a variety of College processes. The College review was completed successfully and provided important recommendations for future professional and performance growth. 2019 was an opportunity to discuss, consult and involve staff in discussions on the present and future models for leadership needs and structures.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL

DESCRIPTION OF PL UNDERTAKEN IN 2019

Staff participated in a variety of online literacy and numeracy courses; post graduate studies; NCCD preparation; OH&S & Child Safety compliance training and professional development for the introduction of SMART Spelling.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	38
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AVERAGE EXPENDITURE PER TEACHER FOR PL	\$431.00
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TEACHER SATISFACTION

Staff view Student Safety; School Climate; Collegial Relationships; Instructional Leadership; School Leadership; Staff Safety; Staff Psychological Safety; Collaboration; Team Support; Collective Efficacy and Catholic Identity Relationships; Staff Safety; Catholic Identity; Student Wellbeing; Staff & Student Respect; Positive Working Environment; Leadership Approachability and Pastoral Care as positive areas of school life.

There were 67% of staff who completed the survey. The goal for 2020 is to have a 100% completion rate.

School Community

Goals & Intended Outcomes

Goal

To build a connected, involved school community with strong outward looking partnerships that provides improved learning outcomes for our students.

Intended Outcomes

That authentic opportunities for parent engagement and involvement in the learning process will be enhanced.

That meaningful connection with the parish, local and the broader community will continue to strengthen.

Achievements

Communication with parents; renewing transition programs and re setting the enrolment processes has provided a more personal relationship with new and current families. Consultation on the need for developing parent engagement is a priority and employing a College Counsellor has been a positive step forward. The College continues a very positive relationship with the parish priest and both the parish and College are keen to build stronger links for families.

Value Added

St Mary's College places great emphasis on the wider community and the important role it plays in our College. The following are related to the additional curricular and extra-curricular activities that add value to the wellbeing of our community.

- An active Parents and Friends Association that raises significant funds for the College community and provides social opportunities for our families.
- A College Board that is actively involved in appropriate areas of decision making.
- The F-12 Pathway Committee.
- Year 10 Work Experience within the wider community
- Opening the MPH to other community groups, including basketball, Debutante Balls, fundraising by community groups, memorial services, Little Athletics.
- Progressing the website to provide better connections for our regional families.

PARENT SATISFACTION

Parents were very positive in most areas of their perceptions, connections and endorsement of the survey domains: Family Engagement; Barriers to Engagement; School Fit; School Climate; Student Safety; Communication and Catholic Identity.

A key objective of future Catholic Education Melbourne School Improvement Surveys (CEMSIS) will be to increase the participation of parents in completing the survey so that more exact data can be established and strategically targeted.

COMMUNITY ENGAGEMENT INDEX**2016 2017 2018**

80.4 82.1 71.9

COMMUNITY ENGAGEMENT INDEX TARGET FOR 2019 83.9%

Future Directions

2019 was a busy year for St Mary's. The Catholic Education Melbourne (CEM) College Review provided opportunities for the College community to be involved in a rigorous review process to report on the period 2016-2019 and consider the future. With a new principal there is anticipation of change. In 2019 future directions for the promotion of a F-12 pathway, College management structures and curriculum initiatives were discussed. Four major priorities were planned for 2020:

1. M2020 to continue the planning, design and documentation to comply with the Victorian Government timelines.
2. Review the College global budgeting practices to establish priorities for future income and expenditure inclusive of the fee structure for families.
3. Engage Catherine Henbest CEM (Learning Diversity Team Manager) from Catholic Education Melbourne to review all areas of College Learning Diversity.
4. Engage CEM in a process of reviewing the leadership structures for the 2021-2023 Strategic Plan.
5. Using data analysis to improve student learning outcomes.
6. Engage Complispace as the platform manager for policy and compliance.

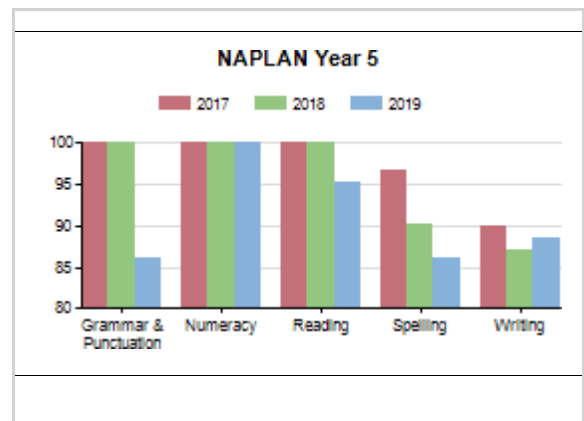
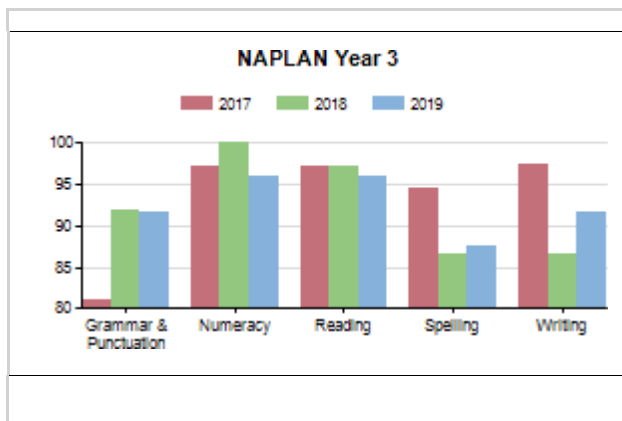
School Performance Data Summary

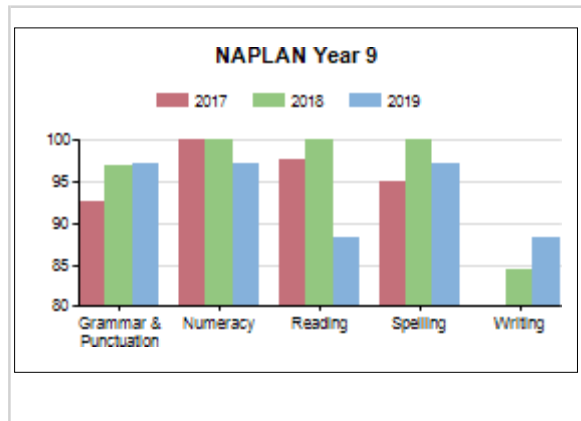
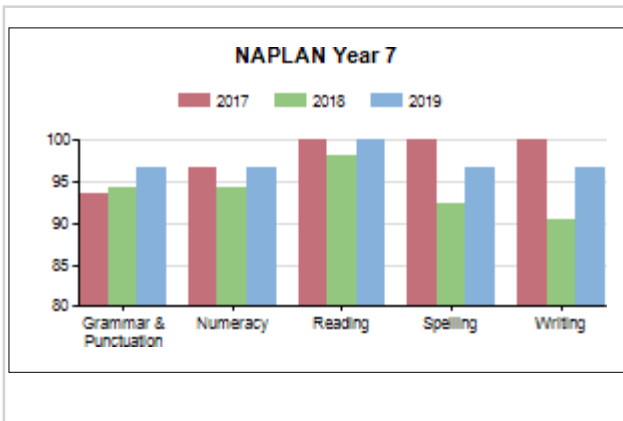
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	81.1	91.9	10.8	91.7	-0.2
YR 03 Numeracy	97.2	100.0	2.8	96.0	-4.0
YR 03 Reading	97.2	97.2	0.0	96.0	-1.2
YR 03 Spelling	94.6	86.5	-8.1	87.5	1.0
YR 03 Writing	97.3	86.5	-10.8	91.7	5.2
YR 05 Grammar & Punctuation	100.0	100.0	0.0	86.0	-14.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	95.3	-4.7
YR 05 Spelling	96.7	90.3	-6.4	86.0	-4.3
YR 05 Writing	90.0	87.1	-2.9	88.4	1.3

YR 07 Grammar & Punctuation	93.5	94.2	0.7	96.7	2.5
YR 07 Numeracy	96.7	94.2	-2.5	96.7	2.5
YR 07 Reading	100.0	98.0	-2.0	100.0	2.0
YR 07 Spelling	100.0	92.3	-7.7	96.7	4.4
YR 07 Writing	100.0	90.4	-9.6	96.7	6.3
YR 09 Grammar & Punctuation	92.7	96.9	4.2	97.1	0.2
YR 09 Numeracy	100.0	100.0	0.0	97.1	-2.9
YR 09 Reading	97.6	100.0	2.4	88.2	-11.8
YR 09 Spelling	95.1	100.0	4.9	97.1	-2.9
YR 09 Writing	78.0	84.4	6.4	88.2	3.8





AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.3
Y02	93.2
Y03	90.4
Y04	91.6
Y05	92.3
Y06	89.2
Y07	94.0
Y08	87.7
Y09	88.1
Y10	86.8
Overall average attendance	90.3

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.7%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	85.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	1.0%
Graduate	6.3%
Graduate Certificate	6.3%
Bachelor Degree	43.8%
Advanced Diploma	18.8%
No Qualifications Listed	31.3%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	37
Teaching Staff (FTE)	29.9
Non-Teaching Staff (Headcount)	23
Non-Teaching Staff (FTE)	24.9
Indigenous Teaching Staff (Headcount)	1

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	591.1
Year 9 Numeracy	584.5
Year 9 Reading	597.3
Year 9 Spelling	588.5
Year 9 Writing	585.4