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Contact Details

ADDRESS
Davis Street
Heyfield VIC 3858

PRINCIPAL
Mr Damien Forrester

PARISH PRIEST
Father Darren Howie

SCHOOL BOARD CHAIR
Mr Bronson Tohara

TELEPHONE
(03) 5148 2514

EMAIL
principal@stmheyfield.catholic.edu.au

WEBSITE
www.stmheyfield.catholic.edu.au

Minimum Standards Attestation

I, Damien Forrester, attest that St Michael’s 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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

‘We are a faith and learning community who work in partnership with parents, the first educators. We bring to life the gospels by following Jesus, ‘the Way, the Truth and the Life.’ We provide a sanctuary of learning where students are challenged to take risks, overcome obstacles, and work with others to grow into the leaders, innovators and problem solvers of tomorrow.

We empower our students to become confident, resilient and connected learners and individuals and to build a vibrant Catholic identity that engages with students, parents and the community.’
School Overview

St. Michael’s Primary School is located in the township of Heyfield, a small rural community about half an hour’s drive from Traralgon or Sale. At the beginning of 2014 the school had an enrolment of 60 of whom one identified as indigenous. There were two students who speak a language other than English at home.

St Michael’s is part of the Parishes in Partnership of Maffra, Heyfield and Cowwarr. The school was founded by the Sisters of St Joseph in 1954 and we proudly carry on their example of faith and Christian Service. We are a small, friendly and supportive learning community. This ensures your child gets the guidance they require to succeed and grow as they become independent learners. Our school is built around key relationships with families, the local parish, the local community and the wider world.

St. Michael’s Catholic Primary School promotes the charisms of St Michael the Archangel, our spiritual warrior and defender, St Mary Mackillop, who never saw a need without doing something about it, and St Joseph who trusted in God and inspired the Josephite sisters (the founders of our school) to serve others. Their stories are reflected through our 3 Houses, Michael (white), Joseph (orange) and Mackillop (purple). Our school is a place of welcome and acceptance, expectant faith, and growing our unique God given abilities. We bring to life the ‘truth’ and Good News by living out the Gospel values Jesus taught. These include compassion, accepting others, forgiveness and serving others. We welcome all students regardless of religious backgrounds. At present half of our students come from non-Catholic backgrounds.

Our school is a sanctuary of learning that equips young people to grow into the best version of themselves, or ‘my best me’. Our dedicated, approachable and keep you up to speed with your child’s progress. They provide an inclusive, student directed curriculum catering for different learning styles and abilities including intervention, special needs, and extension programs.

A typical day’s experience at St Michael’s includes whole class learning, small targeted learning groups, independent learning, the use of technology, social opportunities, physical movement and challenges, creative and collaborative tasks, reflection time and prayer.

We have excellent facilities. Our four classrooms are complimented by an Art Room/School Hall, Library, Outdoor Classroom, Information Technology Room, Shaded Playground and Bike Shelter. We are also hoping to open a new Junior Learning Hub so we can have a comfortable, creative and stimulating 21st century learning environment for those vital early years of learning.

Welcome to St Michael’s community, a happy, peaceful place of learning.
Principal’s Report

2014 was an exciting and successful year for the School in many ways. The diversity of opportunities we offer our students becomes clear when we consider the achievements throughout the School. We marked our 60th Anniversary with past and present students and staff and enjoyed a rousing performance by St Michael’s School Choir and an afternoon tea. The hall was filled with photo displays and memorabilia and past teachers, principals and student exchanged fond memories of their time here at St Michael’s School and the many positive changes that have taken place from 1954-2014.

I thank St Michael’s School Community for their friendly welcome I received when I began as Principal in the middle of 2014 and acknowledge the fantastic job Jenny Miller did as Acting Principal in Term One and Two. I believe our school is an extension of our own families and I have already seen firsthand the way families support each other, their children and school events.

In 2014 we developed a blueprint to the future with our Strategic Plan Independent Planning. This includes growing a culture of Independent Learners who take up the challenge to become ‘my best me’.

The Arts program continued to be led in an inspirational manner by specialist Art teacher, Trish Sunderman. She was supported by volunteers from the community each week. The ‘Art on Davis’ Wine and Cheese Night was an outstanding event and many parents said they could hardly believe the artwork was done by our students, it was of such a high standard.

We were proud to be able to offer the opportunity for students to perform with live musicians as a member of the Boite Choir. The choir unites students from schools all over Gippsland and who learn about multicultural Australia through music. The commitment to rehearsals and obvious talent was showcased in a magnificent performance in Bairnsdale. Louise Mowat did a fantastic job preparing students for the event and she is a talented musician in her own right.
St Michael’s was also involved in a Citizen Science program with Bug Blitz where students went on a field trip to Licola and participated in surveys of biodiversity and contributed to a herbarium and ‘bug database’. Students participated worked with real life scientists and learned about science careers such as zoologists, botanists and environmental scientists.

In 2014 we introduced the Blueearth Approach to our sporting program. The Blueearth Approach uses inclusive games, teamwork, problem solving skills and strategy to promote physical movement and develop skills for life. We had some terrific team and individual performances in school and interschool events. Other welcome additions to our school were the shades sails and swing bars in our playground and the new Bike Shed requested and fundraised by our SRC and P&F. Once again, our annual P&F fundraiser, the Twilight Duck Cup Carnival, proved a big hit with terrific support from families and businesses.
Education in Faith

Goals & Intended Outcomes
For all students and staff to experience the teachings and celebrations of our Catholic Faith and see this as a meaningful and relevant part of their lives
- For students to make the connections between independent learning and learning in RE
- For staff to make the connections between our Catholic Faith and their everyday lives
- Increase Integrate students’ understanding of social responsibility within our Catholic Faith
- Opportunities for students to be actively involved in all aspects of liturgical celebrations throughout the school

Achievements
The 2014 school year presented us with a change in our leaders. Fr Hilarion Fernando was transferred to the Koo Wee Rup Parish and we welcomed Fr Darren Howie from NSW. Jenny Miller was Acting-Principal for our first semester until Damien Forrester was appointed Principal and began in term three. Bishop Prowse declared 2014 Year of Family Prayer for our Sale Diocese.

Throughout 2014, class teachers incorporated into their RE planning, the independent learning strategies they had been working on with students in their curriculum areas. Staff participated in two school closure PD days, one presented by Jo Osler and the other by Anne Taylor. The focus for both days was on integrating best practice teaching strategies into the RE Curriculum which linked strongly with our whole school focus on independent learning. Renewed understandings and implementations were made of our Diocesan Journeying Together in Hope: Teaching Strategies book. Staff shared best practices in RE on a regular basis at staff meetings. All staff benefited from attending the annual personal spirituality day held for all staff of the Diocese of Sale which helped them to further develop and enrich their faith journey and prayer life.

Our whole school community celebrated Church Feast days by attending Masses or liturgies, organised by our Religious Education Leader, Majella Moss and class teachers and students. As part of our Catholic Social Justice Teachings, the Grade 5/6 students attended the Caritas Just Leadership Day. Several fundraising activities were then organised by the students to raise awareness, empathy and funds for Caritas and local charities such as Relay for Life. At our annual Giving Mass, held on the Feast of the Sacred Heart, members of St Vincent de Paul Society gratefully received the many non-perishable food items that families generously donated. National Sorry Day was commemorated with a whole school service and students participating in multi-aged activities. During Reconciliation week we were blessed by a visit from members of the Peppimenarti Community NT, arranged by a past student. Our students were able to connect with the culture of the First Australians. We were also visited by the National Evangelisation Team (NET), where students in grades 3 to 6 were inspired and engaged in faith with the various activities.

Fr Howie was involved in our First Eucharist Sacramental Program with our Year Four students. Fr Howie visited a different class each week, to shares his insights on their RE unit. Students and teachers are blessed by his wisdom.
### Value Added

- Caring for our environment - Tree planting at Heyfield Wetlands
- Social Justice initiatives fundraising for those living in poverty overseas (Caritas Australia)
- Sacraments of First Eucharist and First Reconciliation
- Nativity and Easter Play
- Missionaries taking student workshops and sharing faith experiences
- Fundraising for local families in need
- Singing Christmas carols for residents at Laurina Lodge
- Increased number of school masses - Ash Wednesday, St Joseph, St Michael, Assumption
- Increased participation in singing, responses and reverence in church masses and liturgies
- Newsletter added a regular Prayer Space
- National Sorry Day
- St Vincent De Paul Camp
- **Relay for Life** (pictured below)
Learning & Teaching

Goals & Intended Outcomes
Our overarching goal for learning and teaching in 2014 was the development of independent learning/learners through focusing on student metacognition and reflection.

- Develop student knowledge and awareness of themselves as learners
- Create a learning environment where teachers and students are building independent learning

Achievements

In 2014 our focus on independent learning continued, with teacher professional growth centred around making learning transparent through focusing on metacognition and reflection. A very successful professional learning day was held in term 1, which supported teachers in developing strategies to help students know when they are learning and have the language to talk about their learning. The basic metacognitive strategies are connecting new information to former knowledge, selecting thinking strategies deliberately and planning, monitoring, and evaluating thinking processes. Teachers were asked to reflect on how these strategies could be taught explicitly in the classroom.

Throughout the year, teachers worked with students on identifying the learning intentions of a lesson or series of lessons and helping students to recognise when they are successful through developing success criteria with the students prior to commencing the learning. Although in its early stages, this explicit teaching showed an improvement in students’ ability to articulate what their learning was about and lead to more purposeful teaching. Students were encouraged to take greater ownership of their learning through this new knowledge.

Professional Learning Team (PLT) meetings were held on a regular basis throughout the year to continue teachers’ professional learning and the sharing of expertise. These meetings were frequently student-centred and focused on improving student outcomes. In addition to PLTs, teachers and support staff met with the Principal to work on goal setting and targets, identifying the learning needs of students in their classes and developing appropriate action plans to improve student outcomes. This resulted in more focused and purposeful monitoring of students, with teachers reporting improvements in key areas for most students.

In the second half of the year, the major focus was on school renewal, reflecting on past performance and setting the direction for the future.

STUDENT LEARNING OUTCOMES

The NAPLAN Data over the past three years continues to show that there has been a mixed spread of results depending on the different cohort of students. We recognize that due to the size of our school and the number in each cohort, the NAPLAN data can be significantly affected by the results of a few students at either end of the scale. Therefore, it is not always a reliable or valid indicator of student learning within our school.

We look towards our school based data to gain a more accurate picture of student achievement. What we do see in our longitudinal data is that most students are progressing in the areas of literacy and numeracy, and although they may not all be achieving to the desired levels, their achievements are positive from an individual perspective. However, we are working towards raising standards in all areas as we want all students to be working at or above expected levels.
School Community & Student Wellbeing

Goals & Intended Outcomes
Enhance the wellbeing of our students through focusing on student connectedness and its impact on learning.

- Enhance the wellbeing of our staff through creating a positive and affirming work environment.
- Address areas of need in student wellbeing through developing programs and support to enhance connectedness.

Achievements
We began 2014 with a whole school wellbeing focus of ‘courage’. These whole school focuses continued throughout the year, with a different focus each term. Our courage focus culminated in a whole school excursion to the local outdoor education camp, where children, parents and staff participated in a variety of activities designed to ‘test their courage’. Our ‘bounce back’ focus supported student resiliency and helped with developing a shared language about resiliency. The ‘bounce back’ day proved very popular, with students participating in a variety of activities including a jumping castle. Each wellbeing focus concluded with a multi-age day which promoted student connectedness to each other and to school. Having a whole school focus proved to be very successful in bringing wellbeing to the fore; the focuses were introduced at assembly, articles were published in the newsletter, displays were created in the corridors, teachers implemented lessons based on the focus in their programs and we celebrated achievements through our whole school days.

The BlueEarth Approach was implemented in the second half of the year. This has proven popular with students and supports them in developing problem solving skills and encourages effective social skills within a team environment.

We were also fortunate to gain the services of a school counsellor for 2014 which was funded through Catholic Care. The counsellor worked at our school one day per fortnight and supported students and their families. It was greatly appreciated and had a positive impact on the wellbeing students and families.

In 2014, the school initiated an addition to the transition program for students in years 5 & 6. Concerns were raised in the school community about the small numbers of students heading off to secondary school and potential disadvantage from having fewer friendships than those of their peers who are at larger schools. We now have in place additional transition visits to Catholic schools in Maffra and Sale, enabling students to develop more friendships over the two year period. The intention is to have at least one visit per term to another school or for the other schools to visit St Michael’s.

We continually look for ways that we can connect to our community; throughout the year we participated in a variety of events in the local community and in the broader community. These included Relay for Life (Schools), Bug Blitz, Anzac Day, Peace Mass and the Boite Choir. A team from Year 5/6 participated in the RACV Energy Breakthrough event at Maryborough. This event was supported by our parents both in the planning and preparation and at the actual event. It proved to be a great teambuilding activity for all involved, students, parents and staff. The visit from members of the Peppimenarti Community in the Northern Territory was also very memorable, with students having the opportunity to participate in workshops that, at times, put them out of their comfort zone but enhanced their understanding and appreciation of indigenous culture. Our students who participated in the Boite Choir ranged from year 2 to year 6. They showed a high level of dedication and commitment in preparing for the performance and were excellent representatives of St Michael’s PS.
We are also a *Parenting Ideas School* and regularly include articles from Michael Gross in our newsletter. These parenting articles and other topical articles help to keep parents informed and aware of contemporary issues as well as providing helpful advice.

To address staff wellbeing needs, clarity around roles has been worked on, including the development of a Staff Handbook that included staff input and outlines expectations for all staff. All staff members have participated in the goal setting process (GST) and have had the opportunity to access professional development to assist them in achieving their goals. Provision of shared planning time, including scheduled term planning, have helped with staff satisfaction and promoted better outcomes for students. Staff achievements are publicly acknowledged through such avenues as the newsletter, at assembly and on the whiteboard in the staffroom.

**Non Attendance Procedure**

Regular attendance is important for your child’s social, emotional and academic progress. Where possible please plan family holidays outside of the school term. At St Michael’s we recognise the importance of student attendance for student success at school. The newsletter is used to regularly communicate the importance of student attendance at school and students being on time. Teachers mark the attendance roll twice a day as per registration requirements and absences are recorded. If a child is absent without notification for two or more days or is repeatedly late to school, this is reported to the principal. The principal then makes contact to follow up with families involved.

**VALUE ADDED**

- Munjara ‘Courage’ Day (pictured)
- St Michael’s Feast Day Celebration
- ANZAC Day March
- Student electives program
- School Art Show
- Maffra Gymnastics
- Duck Cup
- Student Digital portfolios
- Bug Blitz Program
- Feast of Sacred Heart Mass- St Vincent De Paul
- Meals on Wheels
- Camps
- Sporting and Swimming events
- Sacramental programs
- Relay for Life
- RACV Energy Breakthrough Human Powered Vehicle Team Race
- Boite Choir
- Peppimenarti Community visit and workshops
- Welcome BBQ tea for families at the beginning of the year
- Indonesian Market Day
- BluEarth Approach- ‘Moving Students’
- Grandparents day
- Bob the Builder Woodwork, Master Chef Cooking, Lights, Camera, Action (Clubs)
- Homework Club
- Active After School Sports
Leadership & Stewardship

Goals & Intended Outcomes

Leadership
In 2014, our goals for leadership were to develop a model of leadership based on shared responsibility and productive partnerships and to enhance leadership capacity of members of the school community. We aimed to do this through developing our students’ leadership skills through the provision of meaningful and productive leadership opportunities and by promoting reflective teaching practice as an integral part of collegiate sharing and professional growth.

Stewardship
As 2014 was our School Renewal year, our goal was for all stakeholders to reflect on our school environment by participating in the School Renewal process and assisting with the development of the School’s Strategic Plan.
Achievements

Our SRC has played an active role in the leadership of our school in 2014. They met regularly with the Principal and organised and coordinated several whole school events. These events included a Spellathon, which helped raise the profile of spelling in our school as well as raising money to build a bike shelter. Our School Captains maintained a high profile throughout the year; they contributed to the school newsletter on a weekly basis, spoke on behalf of the school at special events and lead the weekly assembly.

All students have been given opportunities to practise their public speaking skills through being able to access speaking roles at assembly, house meetings, SRC, sharing learning and at masses and liturgies. A change in reporting student achievement meant that students presented their digital learning portfolio to their parents at school, enabling students to share their learning with their parents.

To support student empowerment, our year 5/6 students undertook peer mediation training; they spent a day at the Wetlands Centre working through the process of peer mediation and then began implementing the process at school. Initially this proved to be successful, with our peer mediators helping other students to solve minor disputes; the students often had different perspectives to teachers and helped students to come up with mutually agreeable solutions to problems. Unfortunately the program lost momentum in the second half of the year and will have to be looked at again for the future.

At St Michael’s we recognise that leadership is the responsibility of everyone.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

- School Renewal Process
- Boys Education, Melbourne
- Amy Jill Levine - Jesus’ Jewish Heritage, Melbourne
- Reading Recovery, Maffra
- Expanding Mathematical Understanding (EMU)
- Boite Choir, Barinsdale
- Google Apps For Education, Nar Nar Goon
- Wellbeing Conference, Lakes Entrance
- Religious Education Staff Reflection Day, Sale
- Religious Education Leader Conference, Metung
- Wellbeing Conference, Lakes Entrance

TEACHER SATISFACTION

According to Insight SRC Data there was a significant improvement in staff culture of all indicators from 2009 to 2013. Teacher Satisfaction Indicators in Learning, Staff Wellbeing, Student Behaviour and Team-Based Practice ranked in the top 25% of Victorian schools.

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$700.00</td>
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## Financial Performance

<table>
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<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
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<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
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<tr>
<td>School fees</td>
<td>$23,539.00</td>
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<tr>
<td>Other fee income</td>
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<tr>
<td>Private income</td>
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<tr>
<td>State government recurrent grants</td>
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<tr>
<td>Australian government recurrent grants</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
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<tr>
<td>Salaries; allowances and related expenses</td>
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<td>Non salary expenses</td>
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<td><strong>Total recurrent expenditure</strong></td>
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<td><strong>Capital income and expenditure</strong></td>
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<td>Government capital grants</td>
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<td>Capital fees and levies</td>
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<td>Other capital income</td>
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<td><strong>Total capital income</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<tr>
<td><strong>Total opening balance</strong></td>
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<td><strong>Total closing balance</strong></td>
<td>$7,297.00</td>
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Note that the information provided above does not include the following items:

- System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
**VRQA Compliance Data**

<table>
<thead>
<tr>
<th>E4019</th>
<th>St Michael’s School, Heyfield</th>
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**PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS**

<table>
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<tbody>
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<td>100.0</td>
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<td>YR 03 Spelling</td>
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<td>YR 03 Grammar &amp; Punctuation</td>
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<td>YR 03 Numeracy</td>
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<td>YR 05 Writing</td>
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</table>

**NAPLAN Year 3**

![NAPLAN Year 3 Graph](image1)

**NAPLAN Year 5**

![NAPLAN Year 5 Graph](image2)
### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>94.58</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.90</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.92</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.16</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.58</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.77</td>
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<tr>
<td>Overall average attendance</td>
<td>94.32</td>
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</tbody>
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### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 94.47% |

### STAFF RETENTION RATE

| Staff Retention Rate | 87.50% |

### TEACHER QUALIFICATIONS

<table>
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<th>Degree Level</th>
<th>%</th>
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<td>Doctorate</td>
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<tr>
<td>Masters</td>
<td>16.67%</td>
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<tr>
<td>Graduate</td>
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<tr>
<td>Certificate Graduate</td>
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<tr>
<td>Degree Bachelor</td>
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<tr>
<td>Diploma Advanced</td>
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<td>No Qualifications Listed</td>
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### STAFF COMPOSITION

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