

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**ST MICHAEL'S PRIMARY SCHOOL
HEYFIELD**

2019

REGISTERED SCHOOL NUMBER: 1524



Truth

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Minimum Standards Attestation

I, Jennifer Miller, attest that St Michael's PS 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.

20th April 2020

Governing Authority Report

2019 was a year of growth and consolidation for Catholic Education in the Diocese of Sale. A year where we truly embodied our commitment to solidarity and subsidiarity.

As the first Diocese in Victoria to adopt a contemporary governance model, we are both leading and learning.

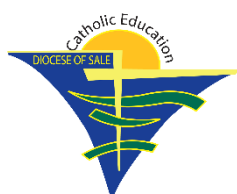
In its second year of operation, Diocese of Sale Catholic Education Limited (DOSCEL), continued to provide outstanding service and direction to Catholic primary and secondary schools across the Diocese, from Cranbourne and Narre Warren in the west, to Cowes and Wonthaggi in the south, right through to Orbost in the east.

Together with our schools, we faced a number of challenges in 2019. Unprecedented levels of population growth continued to increase the demand for high quality Catholic education in parts of our Diocese. Bushfires near Bunyip and Churchill damaged properties, threatened lives and caused short-term school closures, while a fire at St Catherine's Primary School in Berwick seriously damaged 12 learning areas, displacing hundreds of students. Each of these challenges was met with integrity and solidarity.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented and maintained, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from within the Catholic Education Office Sale, our highly-committed school leadership teams are able to maintain their focus on creating safe and welcoming learning environments where children can thrive.

We continue to prioritise the creation of educational opportunities for every student, to nurture them, and allow them to encounter God and to develop a knowledge of the Catholic faith and tradition. We invest in leadership and support for school communities, to promote expert learning and teaching practices. We collaborate with and involve each member of our school communities in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

We aspire to see our students thrive in the world; to be confident, competent and connected. I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2019. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



Maria Kirkwood

*Chief Executive Officer
Diocese of Sale Catholic Education Ltd*

Our School Vision

As a founding school of the Josephite sisters, we are challenged and inspired to live by the example of Mary MacKillop. We see students, teachers and parents as partners in learning, where the worth and dignity of each person is acknowledged, appreciated and celebrated. This is the foundation from which we will nurture and develop self-reliant and confident individuals who will make a difference in the world.

Our Strategic Intent

We are committed to creating an inclusive learning community that engages students so that they are motivated, creative and collaborative learners, who are challenged to aim high and are given opportunities to grow in all areas of their lives.

Through the inspiration of the person of Jesus, Scripture and Mary MacKillop, we want to build a vibrant Catholic identity that connects with, and has meaning for, our students, parents and staff.



School Overview

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. Our school is built around key relationships with families, the local parish, the local community and the wider world.

St. Michael's Primary School is located in the township of Heyfield, a small rural community about half an hour's drive from Traralgon and Sale. The school has a current enrolment of 46 and classes for 2019 were Foundation/One, Two/Three/Four and Five/Six.



We recognize the importance of keeping abreast of current technologies and pedagogy and adjust our learning programs accordingly. We know that it is not enough for students to have access to great technology; they also need to develop flexibility of thinking, problem solving skills, communication skills and persistence if they are to be successful learners in a 21st century context. Currently, each student in 5/6 is allocated a Chromebook, provided by the school. Every classroom has 8-10 iPads and the middle classroom also has desktop PCs. All students have access to our digital technologies room where there are desktops for each student. In all learning spaces, there is either a Smart TV or an interactive whiteboard. We have a recording studio where students are able to create vodcasts, podcasts, animations and so much more!.



All students participate in specialist classes in Italian, Art and Sport. Students also have the option to join our Choir which is open to all year levels and be radio hosts for our school radio station. We participate in extra-curricular programs such as 'Tournament of Minds' at Federation University and RACV Energy Breakthrough at Maryborough. We offer our student leaders opportunities to develop their skills, including attending leadership conferences and training in Melbourne. Our Student Representative Committee (SRC) are active

within the school and focus mainly on social justice activities.

In 2019 we had 32 families within our school. When examining our Enhancing Catholic School Identity (ECSI) data the majority of students, staff and parents identify as being Catholic or from a Christian background. The majority of Grade Six students progress to the local Catholic secondary school in Sale.



Principal's Report

This year has been a year of bringing everything together. Over the last three years we have worked hard to build our learning community and we are now in the position where we are all working from the same vision. We have a clear direction and know where we are heading and how we're going to get there. Everyone is committed to the vision and is motivated and willing to see it come to fruition.



Staff have continued to work tirelessly to support the students at our school reach their potential. They take great pride in what they do and are passionate about teaching, which is reflected in their commitment to provide quality, differentiated learning for all students. All staff have willingly undertaken professional learning to build their capacity and ensure that they have the skills and knowledge needed so that students receive quality teaching based on proven best practice. High expectations and academic rigor are supported by a focus on wellbeing; staff are committed to providing a learning environment that nurtures and supports each child. Student wellbeing is of paramount importance and is always considered at a whole school, class and individual level. We continue to focus on building students' independence and resiliency so that they develop the life skills to function successfully in an ever changing world.

We have provided students with a broad range of experiences to help develop their unique talents and skills and allow them to showcase their achievements. The whole school production, 'The Legend of the Blue Sapphire' was a highlight of the year. This showcased the incredible acting talents of our students as well as giving some of them the opportunity to step outside their comfort zone and experience the sense of achievement felt in overcoming their fears. We also offered our students many leadership opportunities through both formal and informal channels. We were particularly proud of our school leaders who spoke at a Wellington Shire Council meeting and presented the case for improvements to the Heyfield Skate Park. Their submission was looked upon favourably and work is now scheduled to begin on the skate park.

New for 2019 was our school radio station, 3STM. Students from Year 1 to Year 6 have had the opportunity to broadcast at lunchtime one day per week. It has also opened up opportunities for students to create podcasts which are available to school families through a private link. The skills involved in presenting a live broadcast are invaluable, as are the skills needed to conduct a recorded interview. Judging by how well the students did when interviewing representatives from the Gippsland Times and the Gippsland Farmers' Relief Fund, we may be seeing students on TV or hearing them on radio, further down the track.

It is with sadness that we farewelled a long term St Michael's teacher, Jenny Blair. She has touched the lives of so many children throughout the years and will be well remembered. We also said goodbye to Anne Kurec who has been a part of our team and taken such pride in keeping our school so clean.

We have had many wonderful family events that are supported by our parents and extended families. Events such as our Family Maths Night, Grandparents' Day, Big Pancake Breakfast and family themed masses make our community stronger and demonstrate to our students that we are all connected and care about them, as students of St Michael's. I am looking forward to working with everyone again in 2020.

Catholic Identity and Religious Education

Goals & Intended Outcomes

To deepen student engagement and connection with the Christian narrative and the Catholic tradition.

- That the charism of the Josephite tradition is permeated throughout the school community and connects the Catholic faith and Tradition.
- Respect for the dignity of all
- To be humble and compassionate
- Service for those in need
- Courage in adversity
- Teachers collaborate in the implementation of the RE curriculum *To live in Christ Jesus* across all year levels.
- Students make links between their life and the Catholic world view.

Achievements

During 2019, the School continued our work in maintaining and enhancing the Catholic Identity of our School. An active liturgical life was celebrated throughout the school, in whole school and classroom prayer, the celebration of liturgies and special feast days and the preparation of Sacraments.

We participated in the Annual Peace Mass with our local Catholic Secondary and Primary Schools. The theme was *"Hope"*. The Peace Mass is an annual event and an important means of displaying the unity of our schools and the fellowship that exists amongst pupils and staff. As part of the Peace Mass, all schools worked together to make donations to *Gippsland Farmer Relief* to bring hope to drought affected families. It was our way of putting social justice into action and helping our local area.

Through the Religious Education Curriculum *To live in Christ Jesus*, the teaching and learning across the school allowed regular opportunities for children to give witness to their faith. All Staff participate in the Religious Education Cluster days provided by the Catholic Education Office (CEO) and our School-based Spirituality Day. In 2019, the RE Cluster day was presented by Dr. Margaret Carswell who presented us a new revised tool to help us teach Scripture called AWES (A Way of Encountering Scripture). The day was focused on building a culture in which staff, parents and students are invited to find meaning in Scripture through its context and interpretation by asking today's questions of yesterday's writing. Our school based spirituality day was a visit to the Mary Mackillop Heritage Centre in East Melbourne. Staff spent the day learning about the extraordinary life and work of Mary Mackillop in Melbourne and Victoria. Her tireless work, persistence and reaching out to Melbourne's most vulnerable, led us on a guided tour of *'Mary's'* Melbourne.

We are able to keep good school/parish interaction through special feast day and other masses in the school. We work with Father Siju in keeping and building parish / school relationships. During 2019, classes regularly attended Parish Masses where they joined with parishioners,

parents and friends in celebrating the Eucharist. We held successful Family Mass nights with supper, which were well attended by many families providing further opportunity to bring the Parish and School together.

VALUE ADDED

The school provided opportunities for outreach within the local and wider community by raising money and awareness for: Caritas - Project Compassion, Gippsland Farmer Relief and the St.Vincent de Paul Winter Appeal.

Preparation and celebration of the Sacrament of Confirmation by the Year 6 students; celebrated with Bishop Patrick in July.

Students celebrated an Easter mass with the school and parish community. Families shared in a celebration after mass with Hot Cross Buns and Easter Eggs.

Prayers and contributions in the school newsletter provided development in faith opportunities for parents.

Invitations to take part in school and parish celebrations were also regularly offered in the newsletter.



Learning & Teaching

Goals & Intended Outcomes

To develop expert teacher practice through a culture of collaboration and professional learning.

- To improve student learning through developing the efficacy of the collaborative learning team.
- Teaching is targeted at the point of need for each student and is based on a range of teacher assessment.
- A whole school approach to positive behavior support is initiated and established.

To improve learning outcomes for all students through implementing an evidence-based approach to teaching.

- Students' outcomes in Writing P-6 are improved with a focus on grammar, punctuation and spelling.
- Students' outcomes in Mathematics are improved with a focus on Counting and Place Value and problem solving.
- Classroom planning is supported by student learning evidence and data.

Achievements

Throughout 2019 we continued the work we began in 2018 through focus on teaching practice and the impact on learning. This has been through teacher professional learning and creating clarity around expectations and what we want to achieve. This has included a clear plan for curriculum delivery.

We continued our focus on purposeful learning and explicit teaching, explicit teaching being a high impact strategy that would lead to improved student learning outcomes. An inquiry was set focusing on the explicit teaching of writing and teachers engaged in a cycle of action learning through the inquiry.

We have been developing a shared language around learning and teaching with students so that students can understand what it means to be an effective learner and how they can put this into practice.

All staff participated in further professional learning undertaken in 2018 to improve student learning in writing, in particular improving outcomes at the word level with a focus on spelling and grammar. This was in response to analysis of whole school data which showed this was an area for improvement. Staff undertook a further professional learning day through The Primary English Teachers Association of Australia (PETAA) on Teaching Grammar with Rich Literature.

Our work in the Collective space throughout the year reinforced teacher development at this level; the Collective focus was on reading and this could be transferred readily to writing. Explicit teaching of spelling through the SMART spelling approach has complemented our work on writing, with students showing a pleasing progression with their spelling. This is particularly evident at the junior end of the school. All education support staff accessed professional

learning in the SMART spelling approach so that they could support the work of the classroom teacher.

Professional growth was evidenced through teacher feedback on the value of the learning team meetings, observable change in discussion at learning team meetings (more focused on pedagogy and student learning outcomes), with staff being able to talk about and share the learning that is happening within their classrooms and provide feedback to each other on best practice. Teachers are also making more focused use of data that is collected and this is being analysed from a whole school perspective as well as individual student progression. The learning progressions are being used to inform teacher planning.

STUDENT LEARNING OUTCOMES

Although our results in the capacity mapping have shown a positive trend towards sustainable and long term growth through our students' achievement and improving school climate, the very nature of a small school shows that this can be variable from year to year. This is one reason we do not rely on NAPLAN data as a sole indicator of school performance, but utilise our school based data collection to make more informed judgements.

The NAPLAN Data over the past three years shows 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 the NAPLAN data can be significantly affected by the results of a few students at either end of the scale. Although not indicative in the NAPLAN, our whole school data indicates that most students are achieving to the best of their abilities, showing individual growth in numeracy and literacy.

Student learning in the area of reading comprehension has continued to improve, with most students showing positive progress through our Benchmark Assessment System (BAS) data collection. Growth in numeracy has been measured through the Mathematics Assessment Interview and students have shown individual improvement in the focus areas of counting and place value. We have longitudinal data that allows us to track student progress throughout the years. Spelling achievement has been monitored through Words Their Way analysis and students are demonstrating more effective knowledge of spelling strategies from our whole school spelling approach but that this does not necessarily transfer across to their writing.

The school will continue to focus on improving spelling, grammar and punctuation at all year levels as a component of our ongoing writing priority. This continues to be an area of concern, despite some gains through our intervention, evidenced in the Naplan and our own data collection. Our intention is to exceed the National expectations for writing rather than meet them.

School Community & Student Wellbeing

Goals & Intended Outcomes

It is always our intention to enhance student learning and wellbeing by actively partnering with parents, carers and families.

- The relationship between school, family and parish is enhanced.
- The school provides a purposeful, effective and contemporary learning environment.

Achievements

We have continued to place importance on the connections between home and school, focusing on building a strong partnership to enhance the wellbeing of our students. Feedback through the Insight SRC survey indicate that we are doing this successfully, particularly within the spheres of communication, behaviour management and expectations.

We have continued with whole school focuses each term to build community amongst all stakeholders in our school. This has been successful in developing a shared language around being an effective learner and is supported by our parents. Embedded in this, and across our school, are our 3R's of Respect for self, Respect for others and Respect for our environment.

We continue promoting a growth mindset and focus on the keys to success in our whole school approaches. These provide students with the tools to be resilient and independent learners. In having a whole school approach, we are able to communicate expectations with parents and provide greater clarity around the learning. In building teacher capacity, we have developed higher expectations and clarity around the learning but need to work on empowering students as learners. This includes providing opportunity for students to have more agency within the classroom program.

Throughout the year we initiated many school community events such as family evenings, social events and family masses. These have been well supported by our families and have enhanced the partnership between school and home. The Parents and Friends Association has contributed in this area through providing activities such as Breakfast Club and lunch order days. We would now like to consider ways that we can build parental understanding of educational issues and promote the active support of their children's learning. There has not been an extensive parent uptake of offered education sessions.



VALUE ADDED

Throughout the year we have worked on strengthening the ties between home and school, aiming to build a robust and confident school community. We have done this in the following ways:

Social and Emotional Development:

Whole school focuses and multi-age days for resilience, organization, relationships and persistence

Keys to Success

Transition for all students, including additional year 6 transition

Year 6 Graduation

Yoga for a term

Cyber Safety Program

Student Wellbeing and Connectedness Surveys

Bike Education

Project Rokit Bullying Awareness incursion

Games and Hobbies Club

Dare to be Different 'Silly Sock Day'

St Johns First Aid

Enhancing Catholic Identity:

School based sacramental programs

Family masses

Family Christmas Celebration

School masses

Big pancake breakfast

Easter Liturgy

Peace Mass

Reconciliation Week and NAIDOC Week Awareness Raising

Plenary in the Pub meeting

Whole school and classroom events:

Establishment of 3STM School Radio Station

Sports carnivals

P & F Lunch Order Days

Family Maths Night

Grandparents Day

Walk to School Breakfast

CERES Environmental Awareness

Inverloch/Bunurong Dinosaur Excursion

Farmers' Fun Day

Bi-annual School Production

Book Week Parade

Participation in regional sports events

Year 5/6 Outdoor Education camp at Camp Coolamatong

Year 3/4 Overnight camp at Coonawarra

Junior Big Day Out excursion to Charlie and the Chocolate Factory

Choir

Robot Song excursion

Community Engagement:

Lions Club Public Speaking competition

Participation in local Anzac Day and Remembrance Day services.

Laurina Lodge Junior School and Choir Visit

Volunteers Afternoon Tea

Peace Mass

Submission to Wellington Shire Council and attendance at meeting

Student Pastoral Group presentation of 'thank you' hampers to service groups in the community

Interviews of community representatives for school radio podcasts

Kilmany Transfer Station excursion

Communication:

Class newsletters

Class Dojo

School newsletter

School app. and webpage

Email communication

Parent/Teacher interviews and Student Led Conferences

Student Support Group meetings

Parent Education:

Fortnightly newsletter articles

Raising Resilient Children

Cybersafety awareness

School Tours

Prep Information Evening

School information displays

Student Leadership

Student Representative Committee

Senior School Leadership Groups

Student led assemblies

Class meetings

Radio broadcasting

SRC Footy Colours Day

Attendance at Wellington Council meeting/School Captains speaking on behalf of the school in support of improvements to the skate park.

Student submission to Wellington Council to provide feedback on the Heyfield Skate Park.

We would like to continue our work of building community and reaching out to our school families. Part of this is through celebrating our Catholic identity and giving families and the wider community a deeper understanding about what it means to be part of St. Michael's.

STUDENT SATISFACTION

Insight SRC data shows student engagement had dropped in the areas of learner confidence and motivation. This was not the perception of parents. This can partially be attributed to higher expectations but is an aspect of student learning that we will be focusing on in the future. This outcome also aligns with information gained from school based student surveys, which indicated that learning and being challenged is not a high priority for many of our students; students frequently preferred to take the easier option rather than challenge themselves. This is an area we need to work on strategically so as to improve student learning outcomes and behaviours.

STUDENT ATTENDANCE

At St Michael's we recognise the importance of student attendance for student success at school. The newsletter is used to 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. As per legislation and Diocesan policy, if a child is absent without notification then parents or carers are contacted in the interests of child safety to explain the absence. This contact is initiated from 9:00 am by administration staff. The number of absences for the semester is recorded on students' reports.

PARENT SATISFACTION

Parent surveys indicated that overall parents were satisfied with school performance. They believed that teaching staff were committed to improving the learning outcomes for their children and that they had the capacity and expertise to do this effectively. They did want to see a more stimulating learning environment that supports student motivation; this is an area we had identified and will be working on in the future. Parents had a positive perception of classroom and school management and indicated that they felt school was a safe place for their children. Our challenges continue to be in student and family engagement in the area of RE, as many families are not identifying as being connected with the faith element of our school or seeing it as important.

Child Safe Standards

Goals and Intended Outcomes

In line with Government expectations centred on the Child Safe Standards, St Michael's Primary School has worked extensively on developing its policies and procedures around child safety and implementing policies from our governing body, Diocese of Sale Catholic Education Limited (DOSCEL). We have been proactive in introducing and implementing these to ensure compliance with the standards.

Achievements

At St Michael's we have audited our existing policies relating to child safety, including our anti-bullying policy and student management policy. We are committed to embedding these policies and commitments into every day practice. Staff have accessed training to ensure they are familiar with current policies and legislation including participation in the modules relating to the Disability Discrimination Act and Mandatory reporting. Steps for staff to take in responding to all forms of abuse are displayed in the staff room and staff have participated in learning around these procedures.

Students are regularly surveyed to ensure that they feel safe at school and have an opportunity to feed back to leadership, through anonymous surveys or through the Student Representative Committee, any concerns that they may have in relation to safety and wellbeing. Through our Digital Technologies curriculum we have worked with students on cyber safety and how to keep themselves safe online. This has included introducing external providers to support us in getting the message across. Students have also worked on being ethical users in an online space.

Parents are apprised of any changes or updates to policies through the newsletter. Policies are also saved to the website and parents are notified when new policies are added or when there are changes to existing policies. We survey parents annually to ensure that they feel their children are safe at school and that the school enacts its policies and procedures around child safety. Feedback from parents affirms that we are on the right track. We also promote learning opportunities for parents and raise awareness of how they can support their children in an online space. This has included making parents aware of any available information sessions about cybersafety.

In our risk management practices, child safety is a major consideration. All risk assessments include a child safety component and volunteers and contractors are checked to ensure that they are compliant with our Child Safety Policy and Code of Conduct.

Leadership

Goals & Intended Outcomes

To establish a culture of learning that empowers students and staff and builds belief in the team.

- Teamwork and empowerment will be strengthened through meaningful collaboration and dialogue.
- That a culture of professional learning is embedded within the school and evident in improved teacher practice.
- Staff consistently implement the WSAPBS / Universals to ensure that students will develop high levels of responsibility, resiliency and independence.

To create a safe and stimulating learning environment

- School infrastructure supports student learning and engagement.

Achievements

We have continued to enhance staff understanding of the whole school priorities within the context of the Diocesan reform agenda and incorporated this into our staff meetings and Professional Learning Team meetings.

The Leadership team model professional learning by facilitating and participating in Professional Learning Team (PLT) meetings and through the sharing of professional reading. Professional learning has been supported through the budget and staff has accessed relevant professional learning to implement the school priorities. Where possible, we have supported Education Support Officers to access the same professional learning as teaching staff so as to build their understanding of how children learn and build on their capacity to support the classroom teacher in implementing the classroom program.

Staff take opportunities to reflect on and share their learning through PLTs and other forums, including a more focused use of literacy and numeracy data to inform teaching and learning; this incorporates the development of whole school data display. This display provides longitudinal data for teachers to measure student growth. This has allowed staff to focus on best practice within their classrooms and recognise the impact of their teaching through more effective progress monitoring and data collection.

There has been some interruption to the focus on learning and teaching due to the changeover to DOSCEL and the associated legislative requirements that needed to be addressed. There has been a particularly large focus on Child Safety within a school environment.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

PETAA: Grammar and Rich Literature
 Writing and Inquiry
 SMART Spelling
 Essential Assessment webinar
 Make Jesus Real
 Learning & Teaching Network
 Music: Learn to play the ukelele
 Religious Education: Teaching Scripture
 Mary MacKillop Heritage Centre: Connecting with our history
 Recontextualisation Masterclass
 Whole School Approach to Positive Behaviour Support
 Michael Grose: Teaching Anxious Children
 Cybersafety: Federal Police
 Italian Immersion (in country study scholarship)
 WIAT3 & RAVEN training
 CFA Training
 First Aid and CPR
 Anaphylaxis Supervisor Training
 LOTE Network
 Administration Professional Learning
 Maintenance 5000

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

8

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1366

TEACHER SATISFACTION

As indicated by the Insight SRC data, staff morale is high and our organisational climate continues to reflect high staff satisfaction in all areas. Staff indicated that they are well supported and take pride in what they do. They have a clear sense of purpose and are aligned with the school goals and work collaboratively to achieve these.



School Performance Data Summary

E4019

St Michael's School, Heyfield

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

As both the year 3 and year 5 cohorts are fewer than 10 students, this information is not able to be included in the Annual Report for privacy reasons.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	89.6
Y02	92.6
Y03	92.2
Y04	89.8
Y05	86.3
Y06	89.2
Overall average attendance	89.9

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.6%
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ALLSTAFF RETENTION RATE	
Staff Retention Rate	93.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	33.3%
Graduate	22.2%
Graduate Certificate	11.1%
Bachelor Degree	66.7%
Advanced Diploma	22.2%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	8
Teaching Staff (FTE)	3.5
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	3.0
Indigenous Teaching Staff (Headcount)	0

NOTE: *The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.*