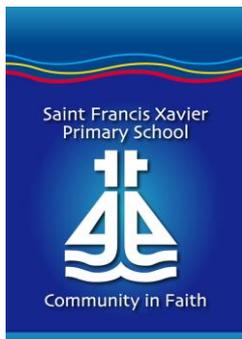


ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



St Francis Xavier
Frankston



2016

REGISTERED SCHOOL NUMBER: 1280

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Minimum Standards Attestation

I, Colleen McGreal, attest that St Francis Xavier 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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our School Vision

We believe St Francis Xavier School is a place where we model the values of Christ according to the Gospels and promote a community built on faith, hope and love.

Through our community in faith we support our students in the understanding of and celebration of our rich Catholic faith, heritage and traditions.

All staff is aware of and implements directives and initiatives in education relevant to the needs of the students within our community.

Our inclusive curriculum develops knowledge, skills, values and attitudes and promotes individuality, success and personal growth. We believe that all students have the opportunity and right to develop and share their gifts and talents.

We provide a safe, stimulating learning environment where student progress is fostered through the implementation of a range of programs that cater for individual needs and differences.

We believe that student learning must be consistently assessed and monitored and that parents be kept informed of their child's progress and development. At St Francis Xavier we believe that it is vital that we work in partnership with parents and guardians.

We promote a strong sense of belonging and responsibility within a safe and secure environment where Christian values are shared and enriched by family, friends and community.

School Overview

St Francis Xavier School was established in 1928 by the Sisters of St Joseph. The school site was originally located diagonally opposite St Francis Xavier Church Frankston. The school relocated to the present school site with the entrance on Davey Street and the buildings opened in 1986. Between 1973 and 1980 Augustinian Sisters administered the school.

The present school building site was originally designed around a central courtyard. The school consisted of seven classrooms, a library, a hall, a religious education resource centre, and administration and staff areas. Since the Federal Governments Building Education Revolution grant, St Francis Xavier School has undergone major building works to update and bring the school learning environment into a contemporary 21st Century educational setting.

We are proud to showcase our 'state of the art' facilities completed at the end of the 2010 school year. On completion of the building works, St Francis Xavier School now consists of six specifically designed educational zones.

Discovery Centre: complete with extensive library resource area an exciting learning space full of colour and light; extending into the centre of the school is the computer lab fully equipped for whole class specific teaching in computer technology; adjoining is the production room, where students can explore the world of animation and visual and auditory self-expression.

Creative Arts Studio: large performing area for music, dance and drama; newly developed visual arts studio, which opens to the outside garden for further creative inspiration; amphitheatre for warm summer night performances and student discovery into creative development during the day.

The Red Centre: the heart of the school; a versatile open Assembly Area/Hall; a fully flexible area for all the school community to enjoy; this space incorporates a kitchen area which can cater for community functions, Parents & Friends special food days for students and health and nutrition lessons by the classes. All learning areas open up onto the Red Centre creating a sense of connectedness within a safe and secure environment. The student washroom facilities are accessible internally through the Red Centre, making the school a completely secure environment; Parents and Friends have a specially designed room to house the uniform shop and store fund raising event items.

Home Group Learning Areas: seven learning areas make up the classrooms. Each connected by a sliding wall to the rooms either side as well as the Red Centre. All rooms have direct access to outside playing and further learning areas. Completely new furniture can be seen throughout each room, each fully equipped with the latest resources and equipment for a contemporary learning approach; natural light filters throughout the learning areas, providing an inviting, calm environment for the children and staff.

Outside Play & Learning Spaces: extensive overhaul of the entire outside, The school perimeter fence was completely replaced, extensive drainage and retaining walls constructed; the junior adventure playground surface was replaced with soft-fall; senior playground resurfaced with synthetic grass and new markings for basketball, netball, four square and hopscotch; quiet play area resurfaced with soft grass in addition to reclaiming play space for “deck and dirt” activities; new shade sails installed and a completely new emergency exit gate installed onto Davey Street boundary complete with safety ramp, steps to the lower level; In 2012 the school commissioned the award winning Bellamo Landscapes to design a sustainable garden aspect with natural areas to counter balance the synthetic outside areas. The design resulted in full use of the school grounds extending a safe playing and learning area. The school now boasts having chickens, small orchard, a kitchen garden and wood-fire pizza oven area all to provide environmental areas for student learning and community school functions.

Administration: A newly designed undercover front entrance welcomes you into the foyer; new offices throughout; first aide room, wellbeing room and meeting rooms; the reading recovery room has been relocated to the centre of the school and nearer to the junior classes; the staffroom kitchen has been fully renovated to accommodate staff and provide a secure mailbox area and computer work space; staff amenities have been redesigned to accommodate a shower and storage area; two new servers installed in the newly designed computer hub; much needed storage has been provided throughout the school for specifically intended purposes

The Parish Church is located within the same block, allowing the children, and staff to attend mass and liturgies regularly. The proximity of the church to the school has helped to It is important that the staff ensure our students participate in the life of the St Francis Xavier Parish in many ways throughout the year and are asked to promote any special events. The Parish Priest, Principal and Religious Education Lead Teacher work together to promote parish events, celebrations and special interest occasions.

Education in Faith School Overview

Goals & Intended Outcomes

To engage the school community in faith development, building contemporary Catholic identity.

- That students will articulate and live their understandings of Catholic teaching.

Achievements

The 2016 Insight SRC surveys indicate our school exceeded the mean range of Australian schools in all three areas (Staff, Student and Parent Index). Both Staff and Parent Index show a higher range than the previous year's range. Our Staff Catholic Culture Index grew from 87.2/100 in 2015 to 88.9/100 in 2016. Our Parent Catholic Culture Index grew from 91.4/100 in 2015 to 94.1/100 in 2016. In both instances this Index measured Importance, Opportunity, Behaviour of Staff, Behaviour of Students, Compassion of Staff and Social Justice. These scores indicate a high level of confidence in the Catholic Culture of our school which we endeavour to promote within the wider local community.

Our school had 95% attendance from Prep-2 families at our 2016 'Prayers in Pyjamas' night and 100% attendance at Family Sacramental Nights.

Three teachers have or are 95% of their way to completing their Accreditation in Religious Education.

VALUE ADDED

St Francis Xavier continued to implement a number of school activities and programs that enhanced the sphere of Education in Faith. During 2016, the school:

- Professional learning for Religious Education Lead Teacher. Staff meetings and Professional Learning Team meetings planned to support the teaching and learning in Religious Education. Inquiry units and Bounce Back units focus on relationships and resilience, such as co-operation, respect and forgiveness and have links to religious concepts. Discussion of weaving Horizons of Hope into curriculum.
- Our Social Skills programs, complements our Religious Education program. It can be used by staff as part of their fortnightly class meetings. During these meetings students have the opportunity to talk about their ideas on how school can be better for them. Often the teacher will incorporate the value of the week into the discussion to strengthen cross grade relationships and reinforce our Catholic values. The students are encouraged to use the strategies in a positive way.
- Provided regular quiet space for meditation, children participated in regular sessions during recess. Promoted the Year 6 leadership positions in Social Justice.
- Liaised with our partner parish school in providing release planning time for both Religious Education Leaders at the same time and at a suitable time for parish personnel to attend.
- Prayer bags for children to take home and lead family a prayer time. Provided Family information/preparation nights for Reconciliation, Eucharist and Confirmation.

Learning & Teaching

Goals & Intended Outcomes

To improve learning and teaching in a creative and contemporary environment.

- That students are highly engaged in goal setting and ownership of their learning.
- That Literacy and Numeracy standards will improve.

Achievements

St Francis Xavier continued to implement a number of school activities and programs that enhanced the sphere of Teaching and Learning. During 2016, the school was engaged in:

- Staffing Positions of Leadership. Strategic Mathematics Plan and Mathematics Lead Teacher appointed. Strategic Literacy Plan and Literacy Lead Teacher appointed. Leadership staff attended all CEM networks. Staff attended professional development for best practice in student engagement to work on developing a shared understanding of successful pedagogy and contemporary practice across all spheres areas of the school.
- Provided the resources necessary to allocate small group focus teaching for work with students at risk. Audit classroom resources and purchase further resources promoting open ended tasks.
- Professional Learning Teams in each level of the school analysed data and planned teaching and learning in line with information gathered using the Philip Holmes Smith assessment data collection program. Audit the assessment process for Teachers to analysis the data to inform their teaching. Pre and post data was collected by teachers. Working with the Deputy Principal and Maths/Literacy Leader. Teacher's used information from the data to plan for future learning.
- Yr 6 and prep buddy program to enhance literacy skills in particular oral language and reading skills.
- Involved student in the assessment and reporting process. Sharing student portfolios & attending student progress report meeting. Student goal setting and reflection/evaluation.
- Technological developments. eLearning Lead Teacher appointed. The introduction of a Robotics & Coding Club. Production Room iMovie, student newsletter page, Regular video clips of whole school creativity and connectedness input from senior children on production elements. iPads and computer hardware and software updates (Apps.)
- Additional support programs. Reading Recovery program for Yr 1 children requiring additional support. FastForward Literacy Program (neuroplasticity) Yr 4 and 5 for select children requiring additional support.
- Learning Support Officers appointed for each year level for literacy and numeracy blocks.



STUDENT LEARNING OUTCOMES

Grade 3 NAPLAN Testing 2014-2016

In 2014, students in Grade 3 tested marginally below the State average for *Reading* (428 against 433) however in 2015 and 2016 they tested significantly higher than the State (474 against 441, 449 against 438). *Writing* was also significantly below in comparison with State averages in 2014, but then in 2015 that improved to be level with the State and that trend continued in 2016, moving past the State average (438 against 436). *Spelling* has been an area of strength and testing at St Francis Xavier in Grade 3 has remained well above the State average in all 3 years of testing. In *Grammar and Punctuation*, students tested above the State average in 2015, however our 2014 and 2016 cohorts were below the average of peers across the State. *Numeracy* has remained fairly similar to State averages over the 3 year period, dipping just below in 2016.

Grade 5 NAPLAN Testing 2014-2016

In 2014, Grade 5 Naplan results in *Reading* have shown a fairly constant mean score in all three years of testing (493, 518, 505) which have been fairly comparable with State school averages over the period. *Writing* has followed a similar pattern with consistent scores (479, 495, 478) which again have been similar to State averages. As was the case in Grade 3, *Spelling* has been an area of strength and testing at St Francis Xavier in Grade 3 has remained well above the State average in all 3 years of testing. *Grammar and Punctuation* follows a similar trend, where comparable scores with State schools in 2014 improved in the subsequent 2 years, showing that we had a significantly higher average than State schools over the period. (536 against 511, 533 against 510). *Numeracy* scores in 2014 were marginally behind the state, however in 2015 they were equal and by 2016 St Francis Xavier student averaged had surpassed State peers.

A huge positive over the 3 years has been the improvement in Growth of students from Grade 3 to Grade 5. In 2014, 25% of tests completed by students showed *high* growth from Grade 3 to Grade 5, 45% showed *medium* growth and 30% showed *low* growth. This improved in 2015 to 31% high growth, 41% medium growth and 28% low growth. Then in 2016, 35% high, 49% medium and 15% low was a significant improvement again.

Student Wellbeing

Goals & Intended Outcomes

To further enhance the wellbeing of all students.

- That students feel safe and connected to each other and to their community.
- That students become active, resilient members of the community.

Achievements

St Francis Xavier continued to implement a number of school activities and programs that enhanced the sphere of Wellbeing. During 2016, the school:

- One of the strongest features of the school is its wellbeing programs designed to ensure all children's needs are best catered for. A Student Wellbeing Support Group, a Student Representative Council (SRC), Grief Counselling and Positive Behaviour Management and onsite counselling provided through the Chaplaincy program are all features of the school's wellbeing approach. The school promotes Family School Partnerships where we aim to have 100% involvement of families in the life of the school.
- Consistent positive behaviour management procedures. Policy refresher. Safe zone~ hot spot activity completed by students. Opportunities for regular appraisal and positive feedback and acknowledgement for students.
- Connectedness program runs throughout the year. The first week has a major focus on connectedness supporting children to settle back after the Christmas break. Multi-age activities, 1:1 time for children with their new teacher, all staff dismissal at the school gate to mingle with families, buddies and 'I wish my teacher knew....' are some of the activities which support student wellbeing.
- Positive Education - Gratitude prompts. Smiling minds. Meditation. Characters Strengths.
- Wellbeing information available for parents (Cyber safety, Kids help line, Beyond Blue, General parenting tips and resources such as parents wellbeing library available for families).
- Regular student programs - Student Leadership Program, SRC, Student Lead lunchtime activities, staff /student games, lunch time clubs. 'Point of need' programs – Mpower, Cyber safety/bullying performances and focus, Seasons, Boys Education.
- Senior school leadership/transition program - Year 5 Leadership program weekly for term 4
- Yr 6 Transition weekly term 4 with increased engagement with our Catholic Secondary School John Paul College.
- First Aid Training of all Staff and regularly emergency management procedures and practices undertaken.

- Chaplaincy Grant application successful. The school was able to appoint a psychologist to work within the community to support vulnerable children and their families.
- Child Safety Policy - developed and introduced to the school community.

The average attendance of children at our school is influenced by the increase in LBOTE to enrolments, which affects the schools results whereby families return to their country of birth for an extended period of time.

Parents are asked to notify the school of their child's absence. When students are absent from school for more than 2 days without notification, the school contacts the parents to check on the wellbeing of the child and offer support.

When students regularly miss days of school, they are at risk of missing out on key learning activities and may experience long term difficulties with their learning. Attendance helps children to develop social skills such as friendship building, teamwork, communication skills and healthy self-esteem.

STUDENT SATISFACTION

The Student Wellbeing Aggregate Indicator in the Insight SRC report assesses student's emotional wellbeing, the quality of teacher student relationships and student engagement in learning. The score 82.4/100 sits above the Victorian Mean of 77/100. Our consistent result within the 80's range from 2013 would indicate that we are working effectively towards our goal and show outstanding results. Staff has shared responsibility for the quality of student wellbeing delivered.

In the area of Student/Teacher Relationships data from the Insight SRC Student survey shows that the student's connectedness to teachers and the extent to which students feel their teachers understand them has been consistently positive over the past 4 years with a score ranging from 79 to 85.

At St Francis Xavier's Buddy program enhances connectedness. We strongly believe in a school environment that promotes a connectedness with each other. Every year 6 student is partnered with a staff buddy. They spend time throughout the year getting to know each other, sharing birthday wishes, talk about footy, sport interests, families, pets, music and each acknowledging the other throughout the week. Each term the staff put on a special morning tea or lunch for their buddy, a time when they can sit together and chat alongside other Year 6/staff buddies. All prep children are assigned a special Buddy from the year 6 students. The year 6 student becomes a special friend to the Prep child and they spend time throughout the year getting to know each other better.

Child Safe Standards

Goals and Intended Outcomes

To work with the community to review and strengthen child safe policies, codes of conduct and related procedures and practices for the wellbeing and protection of our children.

Achievements

St Francis Xavier Primary School is committed to providing a safe environment for all students and young people and will take active steps to protect them against abuse. To achieve this, the school has developed and actively enforces Child Safety Strategies to ensure that any person involved in 'child connected work' is aware of their obligations & responsibilities for ensuring the safety of all children under their care.

Our achievements include:

- The Principal Deputy Principal and Wellbeing Lead Teacher have held the responsibility in learning about the Standards. They have strategically planned and lead the process for action in bringing the information to the community.
- Through consultation with the Leadership Team, Staff and School Advisory St Francis Xavier developed policies and procedures affirming the school's commitment to child safety and the promotion of an environment where children feel respected, valued and encouraged to reach their full potential.
- Implementation of a Child Safety Code of Conduct.
- Established processes for screening, supervision, training, and other human resource practices to reduce the risk of child abuse & promote a child safe learning environment.
- Professional Learning by all staff regarding the Communication of procedures for responding to and reporting child safety complaints, suspected abuse, disclosures or breaches of the Child Safety Code of Conduct.
- Ascertain Risk Management strategies to identify and reduce or remove risks of child abuse.
- Developed and implemented strategies to promote student participation & empowerment in creating an environment where they feel respected, valued and are capable of reaching their full potential.

Leadership & Management

Goals & Intended Outcomes

To embed a highly effective performance and development culture.

- That strong organisational climate will enable effective teaching and improved student outcomes.

Achievements

- Successfully attaining various grants to implement learning and teaching programs and provide the necessary resources to ensure maximum input to student learning and wellbeing.
- Professional Learning. Staff set professional and personal goals to work on through the year, which form part of the feedback and appraisal for the staff performance process. Recognising and acknowledging staff strengths with the aim of matching strengths to various roles and responsibilities, team and projects. Building leadership capacity of all staff support for ongoing professional learning. Encouraging and empowering all staff to lead at some time. Providing individual Growth Coaching for the Leadership Team.
- All Meetings must relate to the Annual Action Plan (AAP). Facilitators are asked to show meeting agenda links with the schools improvement plan. This ensures the staff regularly revisit the AAP therefore regularly reviewed the school's intended goals and developments and promotes all staff having a common understanding towards the school vision.
- Victorian Institute of Teaching teacher accreditation and nonteaching staff had a current Working with Children Certificate.



Student performance



Emergency Management Plan



Working with the Local Council on park design

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
DESCRIPTION OF PL UNDERTAKEN IN 2016	
<p>The school pays annual subs to zone networks for selected staff to participate in zone PL. All Teachers and Learning Support Officers have participated in literacy/numeracy PL conducted by Professional Learning Lead teachers, external facilitators, CEM Literacy PL.</p> <p>In addition the following PL was attended by all staff: First Aide, Child Safety Standards, OH&S, Positive Behaviour Management, Emergency Management Plan and Positive Education/Psychology.</p> <p>Other PL attended related to staff roles and responsibilities and specific individual and team requirements. The following PL were attended: Education Faith, Finance and online staffing, AISTL, Graduate teachers, Wellbeing, Health and Physical Education, InfoTech working with Web Site training, Autism Awareness Training, Cued Articulation, Berry Street, Caritas and Family School Partnership.</p> <p>The greater emphasis for the 2016 year for the staff was: Literacy, Positive Education and Connectedness within our school and local community.</p>	
NUMBER OF TEACHERS WHO PARTICIPATED IN PL	23
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1300

Factors to be taken into consideration when calculating the staff attendance rate include: long service leave, sick leave and leave without pay.

It is important to note the committed staff at St Francis Xavier's. All staff is very dedicated to teaching and learning with the students and supporting the families of St Francis Xavier School. Staff includes Teachers and Learning Support Officers. The working week for staff goes well beyond the contact teaching time with students.



Colours for Caritas

TEACHER SATISFACTION

Encouraging all staff to be leaders of learning is a major focus at our school. Data from the Insight SRC staff survey attests to this. Staff has indicated that a focus on their Professional Growth 86.14 and sense of Empowerment 83.15 have risen steadily since 2011, with 2016 showing significant growth.

In the Insight SRC Data School Culture index, Supportive Leadership increased for 83% (2014) to 89.74% (2015) and 90.43% (2016). Role clarity increased from 84% (2014) to 88% (2015). Empowerment increased from 76% (2014) to 80% (2015) and 83% (2016). School Morale increased from 86% (2014) to 92% (2015) and 93% (2016). These results indicate the outstanding high performance and development within the school. The school sits within the top end of the 25% of Australian schools.

100% of the staff (21 in total) participated in a number of Professional Learning activities: This indicates a willingness of staff at St Francis Xavier to the growth of their own professional knowledge and practice. It also reflects the intent of the school to improve our teaching and learning capacity in the school.



District Sports

Holy Thursday re-enactment



School Community

Goals & Intended Outcomes

To strengthen partnerships as an outward facing school community.

- That student learning is enhanced through engagement in authentic partnerships.

Achievements

- Participated in Community Service projects, such as visits and choir performances to local community environments, retirement village, shopping centres. Contacted local Members of Parliament invitations to visit and present awards at assemblies.
- Enable Parents and families involvement in the school. Parents as Helpers Programs, Parents & Friends, excursions, performances, Hot food Days, Community Conversations, School Advisory, Library support.
- Student involvement in community activities, Youth Leadership Challenge, Anzac Day March , Remembrance Day and other local events.
- Promote and support a wide range of successful community building initiatives such as the I LOVE FRANKSTON Fun Run which in its 9th year was a great success involving a wide range of organisation within the local Frankston community.
- Supported the involvement of Ardoch volunteers within the school.
- Liaised with local kindergartens, visited kinders, invited kinders to our community, AEDI data collection, school nurse, kinder transition.
- Advertising, we ensured regular contact with local newspaper for articles and photos to enhance exposure of the school in the community. Combine advertising with other Frankston Catholic schools.
- Sought and welcomed students from Australian Catholic University, Monash University and Chisholm TAFE (Frankston) for practicum within the school.
- Regular use of local services i.e.: Frankston Library, Frankston Beach, Frankston Life saving Club, Frankston Lawn bowls, Frankston Tennis Centre, Frankston Arts Centre, Railway transport, Local parks and gardens, Local business.

PARENT SATISFACTION

The Community Engagement Aggregate Indicator in the Insight SRC survey assesses parents' perceptions of their involvement in the school and their child's education. Our school has achieved significantly above the Victorian mean in each of the previous years, 93.9 (2014), 91.10 (2015) and 90.8 (2016) This is a strong indication that parents at our school feel valued and connected to their child's learning journey. This indicates an outstanding level of satisfaction with the school. The parent survey was above the benchmark all areas however the highest ranking areas were student safety, classroom behaviour, extra-curricular and social skills.

The Connectedness to School component of the Student Attitudes to School survey showed that students have a strong sense of belonging. Our school has achieved significantly above the Victorian mean in each of the previous years, 86.58 (2014), 88.08 (2015) and 86.07 (2016). There is a strong indication that student feel emotionally attached to the school and experience positive emotions at school such as enthusiasm and pride.

The staff survey shows high results across all areas, with majority of areas ranking in the top 90th percentile. St Francis Xavier staff is dedicated professionals, who demonstrate an enthusiastic approach to their work with the children. The teachers accept the challenges posed to them and are continually working to improve the quality of teaching and learning. We celebrated our results as a community.



School Choir



Chris Crewther MP talks about the qualities of effective leaders

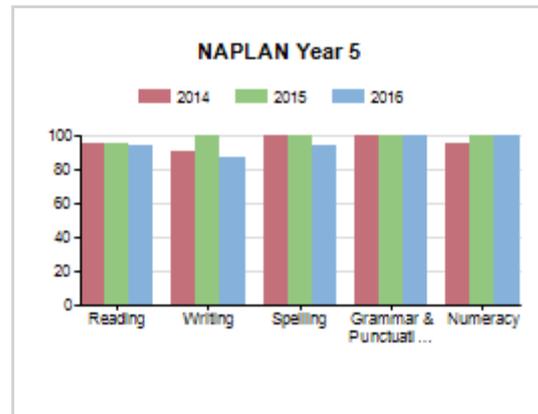
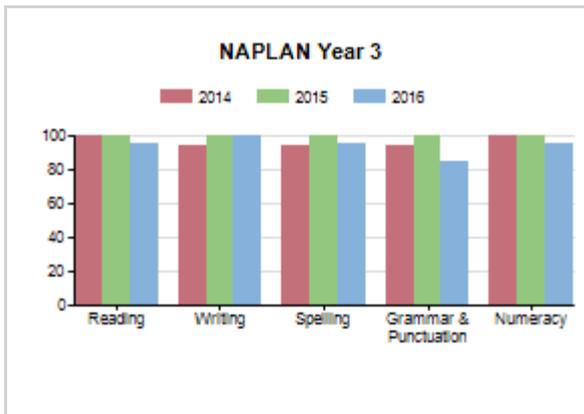
VRQA Compliance Data

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017. [Victorian Registration and Qualifications Authority](#)

E1120 St Francis Xavier School, Frankston

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	100.0	0.0	95.0	-5.0
YR 03 Writing	94.7	100.0	5.3	100.0	0.0
YR 03 Spelling	94.7	100.0	5.3	95.0	-5.0
YR 03 Grammar & Punctuation	94.7	100.0	5.3	85.0	-15.0
YR 03 Numeracy	100.0	100.0	0.0	95.0	-5.0
YR 05 Reading	95.5	95.7	0.2	94.1	-1.6
YR 05 Writing	90.5	100.0	9.5	87.5	-12.5
YR 05 Spelling	100.0	100.0	0.0	94.1	-5.9
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	95.5	100.0	4.5	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y05	89.82
Y04	94.79
Y01	90.24
Y06	95.14
Y03	92.16
Y02	93.56
Overall average attendance	92.62

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.27%

STAFF RETENTION RATE	
Staff Retention Rate	88.89%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	7.14%
Graduate	28.57%
Certificate Graduate	0.00%
Degree Bachelor	64.29%
Diploma Advanced	42.86%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	15
FTE Teaching Staff	10.300
Non-Teaching Staff (Head Count)	5
FTE Non-Teaching Staff	2.940
Indigenous Teaching Staff	0