2013 Annual Report
to the School Community

St Laurence O’Toole Primary
Leongatha

Registered School Number: 991
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### Contact Details

<table>
<thead>
<tr>
<th><strong>Address:</strong></th>
<th>33-35 Ogilvy Street Leongatha 3953</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal:</strong></td>
<td>Christopher Dortmans</td>
</tr>
<tr>
<td><strong>Parish Priest:</strong></td>
<td>Father Peter Kooloos</td>
</tr>
<tr>
<td><strong>School Board Chair:</strong></td>
<td>Lisa O'Brien</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>03 56622192</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:principal@stlleongatha.catholic.edu.au">principal@stlleongatha.catholic.edu.au</a></td>
</tr>
<tr>
<td><strong>Website:</strong></td>
<td><a href="http://www.stlleongatha.catholic.edu.au">www.stlleongatha.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

### Minimum Standards Attestation

I, Chris Dortmans attest that St Laurence O’Toole 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 (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.

23 May 2014
St Laurence O’Toole School Vision

St Laurence O’Toole is a Catholic Primary School that focuses on nurturing the development of each child in God’s love.

We endeavours, through the teachings of Jesus, to create an environment where people feel a sense of belonging and where individual differences and achievements are appreciated and celebrated.

We aim to promote resilience, application and persistence, providing creative and current learning opportunities that motivate children to reach their potential - spiritually, academically, socially and emotionally.

Through our school motto, ‘Love in Action’, we seek to develop respect for self and others, in partnership with the parish and the wider community.
School Overview

St Laurence O'Toole Primary School is a co-educational primary school located in Leongatha, South Gippsland. Established in 1913 by the Sisters of St Joseph, our Christ-centred approach permeates all aspects of school life, fostering in each student, a growing understanding of and relationship with God.

St Laurence is located within the township of Leongatha, a rural community with dairy farming as the main industry of the region. The school draws children from Leongatha, Ruby, Foster, Fish Creek, Mirboo North, Buffalo and Tarwin Lower. St Laurence is well serviced by several bus routes and many children take advantage of this free travel. Other children commute by car, bicycle or on foot.

Our students enjoy excellent facilities with 9 classrooms, a richly resourced library, newly built computer hub, a specialised sporting and performing arts centre and large playing areas which are well shaded by established trees.

At St Laurence, the Victorian Essential Learning Standards is implemented in an innovative and relevant curriculum that caters for individual differences. We offer many individualised programs including Reading Recovery, Extending Mathematical Understanding, Mathletics and our Year 6 Student Leadership program. Specialist teachers teach dance/drama/music, physical education/sports/athletics/swimming, and French.

At St Laurence we believe in working in partnership with parents and welcome community involvement in school activities. Opportunities are not limited to but include support within classrooms, on excursions and camps, with social and fundraising activities and events and membership on School Board and committees.
Principal's Report

This Annual School Report highlights the school’s achievements, academic record and significant events for the 2013 school year. It provides data on students, staff and school finances and indicates school targets for the second year of our four year School Plan.

The school continues to offer a variety of programs to meet the varied needs and interests of our students.

St Laurence O’Toole Primary School serves students from the local community and outlying towns. In 2013 our student numbers exceeded 200 students. Our school continues to have a high reputation in the community for learning, sport and student behaviour. The commitment of teaching and support staff is dedicated to the welfare and the development of the students. Specialist programs include Science, Physical Education and Sport, Information Communication Technology (ICT) Performing Arts and a French Enrichment and Language program. Extending Mathematical Understanding (EMU), Reading Recovery (RR) and Language Support programs are also available.

Our students, staff and community enjoy a friendly and caring environment; proudly embodying our school motto of Love in Action. St Laurence O’Toole Primary School’s vision is to promote resilience, application and persistence. We always remember this in all we do.

It is a school where all stakeholders work harmoniously and collaboratively to achieve the best possible outcome for every child.

In 2013, academic results were strong across all Key Learning Areas reflecting the passionate commitment of our teachers to improving student outcomes. The school continued to provide a rich set of opportunities for students to demonstrate excellence outside of the classroom. The varied enrichment programs gave opportunities for all students to succeed and be part of the school community throughout their school life. Other programs included: The Leadership Program, Community Service Activities, Performing Arts, Drama, Dance and Choir, Bike Education Program, Camps and a comprehensive Swimming Program.

Our Parents & Friends Association has continued to support staff and students in 2013. It is their involvement in the school and the shared sense of the educational initiative that makes St Laurence O’Toole Primary School a very special place indeed. In 2013 the P&F organised many support and social opportunities for the school community. The School Ball was a great success, showing how the community can work together in an optimal fashion. This support was not only showcased with the parents’ involvement at the Ball but at P&F meetings, Fundraising events, a Mega Easter raffle event, Fathers’ Day Breakfast and Mothers’ Day stall and School Disco. Parents’ participation at Parent and Teacher interviews increased to ninety per-cent of parents attending in 2013 showing or highlighting that parents at St Laurence’s are keen participants in their children’s learning.
Some highlights for the year included:

- The development and launch of our new web-page
- Two choir groups representing at regional Yarram Eisteddfod
- The success of our teams in the Victorian Primary School Gymnastics Competition
- Melbourne Discovery Camp
- Wilson’s Promontory Adventure Camp
- Whole School concert
- Parish Celebration of the Sacraments
- Annual School/Parish Fete
- Bike Education Program
- 2013 Year Book

At St Laurence O’Toole Primary School we educate the whole child of today to become the successful person of tomorrow. A graduate of St Laurence O’Toole Primary School leaves as a child of competence, conscience, commitment, compassion and confidence.

I thank everyone who has contributed to making 2013 another highly successful year and it is with great pleasure that I present this report outlining the outstanding achievements of the students, staff and parents of St Laurence O’Toole Primary School.
St Laurence O’Toole Leongatha

Education in Faith

Goals and Intended Outcomes

Goal:
- To actively promote the Catholic Identity of St Laurence’s Primary School

Emphases for Improvement
- That children relate life experiences to Catholic values of love, forgiveness and joy etc., particularly through Religious Education and Prayer
- That children articulate an understanding of the concept of social justice built on Catholic Social Teaching.

Achievements

The parents, parish and staff worked together to prepare our school and parish sacramental candidates. For the second year, a member of our school and parish community has facilitated our Family Sacramental Workshops with vitality and enthusiasm and very positive feedback from those who attended. The grade 2 children attended a full day Reconciliation Workshop, prepared and presented by Mary MacKillop C.R.C. Year 10 students. This was a very valuable and enjoyable learning experience for both the older and younger students. Confirmation candidates from the school and parish participated in a full day workshop at the school. The day started with a Prayer Service based on the Gifts of the Holy Spirit. A highlight again was the ‘Scavenger Hunt’ where students worked in teams to locate symbols, photograph a representation of a Gift of the Spirit and visited the church. A First Eucharist shared luncheon, attended by parish and family members, was a wonderful opportunity to celebrate the hospitality of Jesus.

Students are active in the preparation and planning of class and school Masses and keenly participate. The junior students attending with a senior class has been very successful and further builds our cross age relationships. The Easter Liturgy was held in the gym as the weather was unsuitable for outside with a huge audience of family and friends.

The Cluster Professional Development day focusing on Spirituality was well attended with positive feedback on the opportunity to reflect at a personal level. The staff has continued to access Liturgy Help, Journeys and other recommended websites to enhance teaching and learning. A school emphasis on using the Composite Model for effective teaching of Scripture has continued.

To ensure our Catholic Identity is visually presented, religious artwork and displays are a feature in our foyer and corridors. Prayer tables in classrooms reflect the Liturgical season through table cloths in liturgical colours. Rosary beads and olive wood crosses from Jerusalem were new additions to the prayer table decorations.
VALUE ADDED

A very enjoyable and fruitful Staff Retreat was held at Inverloch, focussing on Prayer and Collegiality. Some creative and colourful rice mandalas were produced as staff members worked in groups to express faith through art. Robyn Lewry led the activities and staff comments were very positive.

Bishop Christopher celebrated a School Mass in March, followed by a visit to the grade 6 students as part of the Confirmation preparation. Pope Francis had just been named our new Pope so Bishop Christopher used this as the foundation for his discussion. This was a very lively session with the students making full use of the bishop’s ability to answer questions and discuss issues. Bishop Christopher finished his visit with morning tea with the staff.

One staff member went to Jerusalem on the Sion Scholarship. Staff and students were able to experience Jerusalem second hand via the blog. Photos and experiences of this wonderful opportunity were shared with the staff and students.

The St Laurence motto of ‘Love in Action’ is explored in each classroom through discussion, writing and artwork to ensure that it is enacted in school life. We live this through our community outreach programs and our fundraising activities. Our motto is clearly identifiable on all school advertising and promotional material.

All grade 6 students are members of a Leadership Team with the emphasis on service to others and skill development. The students represented the school at the Anzac Service, helped deliver meals and assisted at the local kindergarten. The Liturgy Team planned and led prayer at our assemblies and represented the school at diocesan and local masses.

Caritas fundraising activities ran throughout the school in term 1 raising $1055.00. To raise awareness and money for the people of the Philippines, boiled rice for lunch day was held raising $664.00 and icy poles were sold for Catholic Missions each Friday in term 4, raising $455.00. Grade 6 students sold the icy poles and took responsibility for counting and bagging the money. The fundraising was directly related to Catholic Social Teaching and our responsibility to serve others and work for equality and justice for all. This vocabulary was specifically taught so that the students were able to articulate and relate these actions to our religious obligations.
## Learning and Teaching

### Goals and Intended Outcomes

**Goal:**
- To develop independent thinkers and life-long learners

**Emphases for Improvement**
- That students are supported in their learning, in a challenging environment.

**Targets**
- See evidence of ‘risk taking’ and participation
- Students can articulate their learning
- Improvement in NAPLAN data

### Achievements

Professional Learning Teams meet regularly as a staff or informally in level meetings. The agenda included sharing and discussion of teaching and learning strategies and reflection on professional reading with a focus on implementation. Assessment and personal learning maintained a focus of building on strategies that were introduced previously and adapting to cater for class groups and individuals. Habits of Mind were introduced at Grade 2-6 to give the students strategies and vocabulary to articulate their learning.

Oral Language Supporting Early Literacy (OLSEL) has continued to be part of planning and a focus on questioning techniques to promote and reflect on understanding and inquiry. Level groups worked together to further develop teacher understanding of the value of Inquiry, the students role in this process and units of work based on the whole school focus for the term. Inquiry units were based on the AusVELS curriculum taking into account the introduction of Australian Curriculum.

Literacy assessment based on the administration of Benchmark Kit, Fontas and Pinnell, was introduced and used across all levels to assess comprehension and fluency. Teacher professional learning supported the implementation of this assessment process and further use for planning and teaching of class groups and individuals. This was administered to students within the first four weeks of the school year. Other assessments within the kit were used during the year as a part of ongoing assessment. This focus on comprehension together with writing schemas reinforced the strategies for exposition and persuasive genre writing. There was also an introduction of Science and ICT as a specialist teaching areas to utilize teacher expertise and create an ongoing focus area for learning.
STUDENT LEARNING OUTCOMES

The children enrolled at St Laurence have a range of abilities. Any child not meeting National Benchmarks in the areas of Literacy and Numeracy have already been identified as requiring extra assistance and have been given access to intervention programs. We are proud of the support we provide for all children who require extra assistance in a wide range of areas.

The variations in our NAPLAN results are understandable, particularly in light of our small cohort sizes in years 3 and 5, where one student can equal 4% or 5% of students assessed. Also our LNSLN students were not excluded from tests which can be the case in some schools. Therefore, the fluctuations in percentages reflect the diversity and welcome given to all students attending our school. Significant improvement was made in year 5 reading, grammar and punctuation. St Laurence is strongly focused on further improving both Literacy and Numeracy skills, with a particular focus on year 3 numeracy.
School Community and Student Wellbeing

Goals and Intended Outcomes

Goal:
- To create a safe and welcoming environment, which fosters strong relationships with all members of the school community.

Emphases for Improvement
- That there is a consistent approach to behaviour management and wellbeing.

Achievements

Staff participated in professional development and attended staff retreat where a Staff Code of Conduct was commenced.
By the end of term 1 the code of conduct was completed and rolled out.
Dedicated time in staff meetings to discuss particular needs of children and how the whole school could help them.

The overall attendance of the students at our school is good. The average attendance rate for our students was 95.13%. Non-attendance at school is recorded on the electronic roll. Teachers are expected to note the reason for absences. All parents are required to send a note when a child returns to school after an absence or to ring the school office. These notes are also kept on record to substantiate the information recorded on the roll.
VALUE ADDED

Staff continued to work co-operatively to develop a values approach to behaviour management. Code of conduct was developed and was used by staff when required.

STUDENT SATISFACTION

There is a high degree of connectedness to the school community. Our students expressed an appreciation of all staff and their dedication to the school. They also acknowledged the caring and nurturing environment created by the mutual respect displayed by teachers, parents and students.

PARENT SATISFACTION

Parent assistance within the classroom and in other activities including excursions and sporting events is quite high, especially in the Prep and Junior classrooms. This gives many parents first-hand insights into student behaviour and management. Parents feel they have many opportunities and are encouraged to contribute to school planning. Parents strongly believe that their children are safe at school and that teachers provide a safe and supportive learning environment.
Leadership and Stewardship

Goals and Intended Outcomes

Goal:
- To build a professional learning culture

Emphases for Improvement
- That staff are respectful of others’ ideas, skills, opinions and talents.

Achievements

Our 2013 School Improvement Surveys have shown increases or stability in all factors which contribute to staff wellbeing, motivation and performance. All staff were involved in developing a Staff Charter which outlined staff expectations, professionalism and conduct. The staff surveys show that staff believe that they have opportunities to be involved in decisions that affect their day to day work and there has been an improvement in how satisfied they are with their level of involvement. In addition to this, supportive leadership has shown improvement with staff believing there is greater empathy shown from leadership.

We have endeavoured to strengthen the staff as a professional learning community by continuing a Leadership team which is comprised of Principal, two Deputy Principals, Religious Education and Student Well-being Leader and Learning and Teaching Leader. This team meets regularly to plan Professional Learning and staff meetings. Professional Learning Teams meet weekly with an emphasis on inclusiveness and teamwork. The school has developed a culture of sharing resources and ideas. All members of staff are encouraged to present information in different formats at these meetings.

We have had success in the area of decreasing school distress where staff, see the emotional climate as being healthy. The area of Student Management has also shown significant improvement in staff perceptions.

All general business is dealt with through staff news and emails, so that meetings can be dedicated to professional development. Professional development days were attended with other teachers. Days were attended in line with our Annual School Improvement Plan goals.

The School Board continued to maintain its profile as an advisory body, working with the Principal and school staff in developing the school facilities and the sense of community. The Board were vital contributors to the Renewal Process. The Parents & Friends Committee organised a range of fundraising activities which raised valuable funds for school resources whilst providing opportunities for parents to be involved in the school.
At the student level, leadership was fostered through the appointment of all Year 6 students as School Leaders. These Leadership groups are responsible for, Assemblies, Liturgies, Community Service, Sports, and The Environment. They helped run school assemblies, Masses and liturgies. They represented the school at a variety of community events including the ANZAC march. They helped distribute Meals On Wheels to local residents. They visited Aged Care facilities and kindergartens. The Sports Captains assist with sporting activities, especially the School Sports Day and the Prep PMP Program. Our Environment group worked tirelessly to keep our gardens and grounds looking wonderful.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

The majority of Professional Learning engaged in by teachers focused on developing an understanding of the key ingredients of effective learning and the incorporation of the tools and strategies for use in the classroom. The Professional Learning opportunities were both internal, school based and provided by external consultants. These included:

- First Aid
  - Anaphylaxis
  - CPR
  - Asthma
- Staff Retreat and Development Day
- Cyber safety
- Hands on learning and social skills
- Insight SRC Survey Data
- Integrated Catholic Online Network (ICON)
- Change2 Facilitation Course
- Religious Accreditation
- RE Nurturing the Spirit
- Supporting Student with Additional Needs
  - Autism
  - Extended Mathematical Understanding (EMU)
  - Reading Recovery
- Diocesan Learning Expo
- Literacy Café
- Inquiry Based Learning
- Visit to other schools

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$2015</td>
</tr>
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</table>

TEACHER SATISFACTION

Staff indicated that “job satisfaction” was very high with realistic work demands being placed upon them. They felt that the school leadership was supportive and approachable, and understood the challenges that staff face. Staff acknowledged that compassion was evident in relationships across the school, with students and staff displaying behaviours consistent with our Catholic values.
## Financial Performance

Financial Performance for the year ended 31 December 2013

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
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<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td><strong>Tuition</strong></td>
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<td>School fees</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>
<td></td>
<td><strong>2,169,998</strong></td>
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</tbody>
</table>

| **Recurrent expenditure** | **Tuition** | |
| Salaries, allowances and related expenses | 1,535,635 | |
| Non salary expenses | 240,491 | |
| **Total recurrent expenditure** | | **1,776,126** |

| **Capital income and expenditure** | **Tuition** | |
| Government capital grants | 0 | |
| Capital fees and levies | 53,674 | |
| Other capital income | 11,749 | |
| **Total capital income** | | **65,423** |
| **Total capital expenditure** | | **32,145** |

| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | **Tuition** | |
| **Total opening balance** | **77,425** | |
| **Total closing balance** | **56,485** | |

| **Non DEEWR FQ reported items** | **Tuition** | |
| System levies (payments) | (295,220) | |
| Intra systemic transfer receipts (payments) | (1,086) | |
| Diocesan capital fund (SCF) receipts (payments) | (8,259) | |

*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.*
Future Directions

The future presents exciting opportunities for St Laurence as our student population continues to grow. With 9 classrooms to cater for an estimated 220 children. Our challenges will be to:

- Provide facilities to cater for this increased enrolment
- Maintain of strong school community relationships.
- Build on our involvement in Parish life.
- Maintain and extend our exciting educational initiatives.

Education in Faith
Goal:
To actively promote the Catholic Identity of St Laurence’s Primary School.

Emphasis for Improvement:
- That children relate life experiences to Catholic values of love, forgiveness and joy etc., particularly through Religious Education and Prayer
- That children articulate an understanding of the concept of social justice built on Catholic Social Teaching.
- That the school community has a greater presence in the church community.

Learning and Teaching
Goal:
To develop independent thinkers and life-long learners.

Emphasis for Improvement:
- That students are supported in their learning, in a challenging environment.
- That students are able to link their learning cross the curriculum
- Student motivation and engagement increases.
- That student are supported in their understanding of place value

Student Wellbeing and Community
Goal:
To work to create a safe and welcoming environment, which fosters strong relationships with all members of the school community?

Emphasis for Improvement:
- That there is a consistent approach to behaviour management and wellbeing.
- That students have a demonstrated understanding of their role in a shared responsibility for their learning and wellbeing.
- That students and staff demonstrate understanding of cyber safety.

Leadership and Stewardship
Goal:
To build a professional learning culture.

Emphasis for Improvement:
- That staff are respectful of others’ ideas, skills, opinions and talents.
- That staff have a shared vision about powerful learning.
- That Staff know what is expected and required of them.
### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
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<tbody>
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<td>-5.0</td>
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### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<th>Year Level</th>
<th>%</th>
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<td>Year 1</td>
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<tr>
<td>Year 2</td>
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<td>Year 3</td>
<td>93.59</td>
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<td>Year 4</td>
<td>95.28</td>
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<td>Year 5</td>
<td>96.79</td>
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<tr>
<td>Year 6</td>
<td>95.58</td>
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<tr>
<td>Overall average attendance</td>
<td>95.13</td>
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## TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 96.09% |

## STAFF RETENTION RATE

| Staff Retention Rate | 82.35% |

## TEACHER QUALIFICATIONS

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<tr>
<th>Qualification</th>
<th>Percentage</th>
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<tbody>
<tr>
<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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<tr>
<td>No Qualifications Listed</td>
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## STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
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<tr>
<td>Principal Class</td>
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<tr>
<td>Teaching Staff (Head Count)</td>
<td>16</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>14.930</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
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</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>9.355</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
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</tbody>
</table>