

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



**CHRIST THE KING PRIMARY SCHOOL  
BRAYBROOK**



2019

REGISTERED SCHOOL NUMBER: 1543

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## Minimum Standards Attestation

I, **Brendan Gill**, attest that **Christ the King Primary School** is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 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.

**May 10<sup>th</sup>, 2020**

## Our School Vision

**Christ the King  
a faith community  
embracing our diversity  
as we live and learn together  
in Hope.**

Taking all things into consideration, Christ the King Primary School's strategic intent for the period 2019 – 2022 is focused on:

Promoting the wellbeing of Christ the King School Community  
through a learning culture of high expectations,  
intercultural understandings  
and positive relationships,  
based on our Catholic identity.

## School Overview

Christ the King Primary School is in Braybrook, approximately 10 km west of the CBD. The school is part of the Holy Family Parish of Maidstone and Braybrook.

In 2019, Christ the King had 252 students and 185 families. Approximately 90% of families have a language background other than English indicating the school does have a strong multicultural profile with approximately 20 nationalities represented in the school population. We embrace the diversity of our community and promote and value parent involvement in our school and engagement in their children's learning.

The school had 11 class groupings in 2019 – 2 x Preps; 3 x Year 1/2; 3 x Year 3/4; 3 x Year 5/6 with numbers ranging from 18 to 26.

Our school curriculum is planned to reflect the Victorian Curriculum, and takes into consideration children's learning styles, interests and individual starting points. Our delivery of curriculum is heavily influenced by the Inquiry Learning Approach, which enables the learning and teaching to be personalised for all children. With a continued focus on the use of student data, we endeavour to deliver the curriculum in a developmentally appropriate way. English, Mathematics and Religious Education are explicit learning sessions, and are planned to connect to inquiry units, where possible.

Social and Emotional Learning also has a strong focus in the learning and teaching process at Christ the King, and is heavily based on the Respectful Relationships, Rights and Responsibilities curriculum.

Specialist lessons in Physical Education, The Arts and LOTE (Vietnamese) are offered over the whole year. The Technologies Curriculum is integrated across all learning areas, with a STEM(Sceince, Technology, Engineering and Maths) specialist supporting learning in each classroom once a week. Year 3-6 students have access to their own Chromebook, and all other classrooms have access to 3 banks of laptops and 50 iPads for daily use.

In 2019, the school presented, 'The Greatest Show' – and music and dance spectacular involving all children, and proudly supported by Tyson Wakely from The Song Room.

Students in Years 5/6 have opportunities to compete in local inter-school sporting activities and sporting clinics. The school has also been heavily involved in the Sport in Schools Initiative, conducting sporting clinics in tennis and gymnastics.

An outdoor education program runs through the school culminating in a 3 day camp at Year 4 and at Year 5/6. A swimming program is conducted for Years Prep-4.

The current School Improvement Plan covers the four years 2019 – 2022. The goals for the school identified in this 4 year plan are:

- To strengthen teacher capacity and leadership in developing and implementing pedagogy that deepens student understanding of scripture and Catholic Social Teaching and its relationship to their lives.
- To maximise student learning growth through high quality, consistent and inclusive pedagogy.
- To strengthen the performance and development culture to enhance staff leadership and deepen knowledge and reflection on practice and school improvement.
- To strengthen the link between wellbeing and learning
- To strengthen partnerships with parents and the broader community to enhance student outcomes.



## Principal's Report

It is with great pride and sense of achievement that I present the 2019 report to the school community. This report presents the key activities and achievements of Christ the King Primary School, its students, staff and parent community.

A highlight of 2019, was the completion of our building project - refurbishing administration, staff, library and three learning areas as we strive to provide an engaging and flexible learning environment for all and welcoming and contemporary spaces for staff and our community. This project, which was funded with a Federal Government Capital Grant and with school savings, has transformed these learning and working areas and given a real boost to our community.

In 2019, the school continued its strong focus on learning and teaching and improving student outcomes. The school began its journey in implementing the first year of the new School Improvement Plan developed in 2018. Our key areas of focus for 2019 were Education in Faith, Learning and Teaching and Leadership and Management.

Some of the major achievements and initiatives include:

- continuing a strong commitment to our vision and values in all we do
- strong commitment to the religious development of children and ongoing participation in social justice activities
- Staff Conference facilitated by Helen Butler which resulted in the development of a learning and teaching statement
- a strong focus on literacy and numeracy
- embedding and developing a consistent approach to personalised learning, including an ongoing focus on Inquiry learning
- ongoing use of data and pre- and post- testing in numeracy and literacy to ensure the curriculum is targeted, challenging and engaging
- ongoing commitment to and embedding of the components of Visible Learning
- a continued focus on the professional learning of all staff across a broad range of areas.
- ongoing promotion of and opportunities for parent involvement and engagement in student learning
- continued implementation of Respectful Relationships and ongoing involvement in RR professional learning
- a successful staging of our dance spectacular 'The Greatest Show' for 2 nights. This was a great community celebration of our talented community

It is a privilege to work with a staff who take seriously their role in supporting and developing creative, confident and independent learners, and who continue to be very supportive of the ethos of the school and of me as Principal. The staff are committed to working collaboratively and to ongoing professional development, thus enabling them to provide engaging and stimulating learning opportunities for all students. They are led by a dedicated and supportive leadership team and ably supported by a highly skilled group of learning support staff. We are also fortunate to enjoy the confidence and support of an involved and engaged parent community.

Brendan Gill

PRINCIPAL

## Education in Faith

### Goals & Intended Outcomes

#### Goal

To strengthen teacher capacity and leadership in developing and implementing pedagogy that deepens student understanding of scripture and Catholic Social Teaching and its relationship to their lives.

#### Intended Outcome

- That school community understanding of scripture and Catholic Social Teaching is enhanced.

### Achievements

For many families, Christ the King Primary School continues to be their only experience of, and connection with, the Catholic Church. We take this role very seriously, promoting, celebrating and sharing our tradition while at the same time remaining inclusive and acknowledging the diversity that exists in our community.

The Catholic Education Melbourne School Improvement Surveys (CEMSIS) revealed a positive Catholic Identity, with staff and parent results above the CEM average, and student data just slightly below. This is both positive and challenging feedback which we value and look forward to building on in the coming years.

Planning of Religious Education is strongly supported by the Religious Education Leader, with teachers continuing to work with the new Religious Education Framework and the Pedagogy of Encounter. The staff participated in 2-days of professional learning with Rose Thomas (CEM) which focussed on the framework and the pedagogy of encounter. The average time spent on Religious Education in each classroom is between 2 and 2.5 hours.

Prayer and liturgy form a key component of Religious Education, with daily prayer in every classroom and regular school and parish liturgies/masses to complement this.

As a part of the parish of Christ the King, Braybrook, Christ the King Primary School takes every opportunity to be involved in parish life, including attending mass every Thursday. During 2019, groups of children were prepared for and celebrated the sacraments of Reconciliation, Eucharist and Confirmation. Reconciliation and Confirmation were celebrated with our other parish primary school, St John's.

In conjunction with the parish, the school also celebrated key events, such as beginning and end of the school year and the Feast of Christ the King.

The School also has a strong commitment to social justice. The student-led Social Justice Committee facilitated awareness raising and fundraising for such organisations as Caritas, Royal Children's Hospital, CatholicCare, and the Columban Missions.

## VALUE ADDED

- Ongoing implementation of the new Religious Education Framework, including use of the Pedagogy of Encounter.
- Facilitated planning in Religious Education led by the Religious Education Leader.
- Whole staff professional learning on the RE Curriculum framework and Pedagogy of Encounter
- Preparation for and reception of the sacraments of Reconciliation, Eucharist and Confirmation, including 3 engaging family nights of preparation and reflection.
- Regular class, school and parish prayer/liturgical celebrations.
- Religious Education Leader (0.2)
- A number of staff meetings dedicated to personal and professional learning in Religious Education.
- Religious Education Leader attended Zone network meetings
- 2 staff completed their Accreditation to Teach Religious Education in a Catholic School
- Actively and financially supporting the work of Caritas, St Vincent de Paul Society, Create Foundation, the Royal Children's Hospital and Columban Missions.





## Learning & Teaching

### Goals & Intended Outcomes

#### Goal

To maximise student learning growth through high quality, consistent and inclusive pedagogy.

#### Intended Outcome

- That student outcomes in literacy and numeracy will improve for all students.

### Achievements

During 2019, Christ the King, implemented and assessed against the Victorian Curriculum. The school maintained its strong commitment to personalising learning, enhanced by Visible Learning and the Inquiry approach. The use of Learning Intentions and Success Criteria are firmly embedded in planning and we have a rigorous learning and teaching cycle in place.

The school strives to provide a contemporary approach to Literacy, always seeking to reflect on and improve current practice. In 2019, we continued or work with the reading and writing entitlements, ensuring a rigorous and consistent approach across all classrooms and levels. Staff were involved in professional learning in the areas of reading and writing, with a strong emphasis on regular assessment to gather data on student growth/achievement. Focus groups are also a key component of literacy learning. Further resources for Levelled Literacy Intervention were purchased, ensuring this program meets the needs of all students involved. In 2019, over 30 children were involved in the program. The program was very successful, with all children achieving good growth and with its impact clearly transferring to the classroom. The children in the senior area of the school were involved in Book Clubs.

The school continues to strengthen and improve its teaching of Mathematics. The Maths Entitlements outline the school's expectations in relation to the learning and teaching of mathematics. A key component of these entitlements is the use of data to inform the learning and teaching cycle. Pre- and post- assessments are completed for each unit, ensuring that the needs of every child are met. The school uses SPA, a data collection and analysis program, to provide valuable information to leadership and teachers.

A whole school assessment schedule outlines regular and ongoing assessments which are carried out throughout the year and for each level. These assessments guide planning and ensure learning and teaching is targeted at areas of student need.

The school has maintained its strong focus on supporting refugees, children from new arrivals and/or English as an Additional Language(EAL) background.

During 2019, the Christ the King offered a balanced and comprehensive curriculum, with Physical Education, LOTE(Vietnamese), and The Arts(Visual and Performing) being offered as specialist subjects across the school. Stimulating and engaging incursions and excursions to key venues were a regular part of the inquiry learning process.

Professional Learning Teams provide a supportive environment where collaborative and facilitated planning and professional learning takes place. In PLTs staff are encouraged and supported to challenge, question and engage in rich professional dialogue.

The ongoing support of a Learning Leader (Learning Diversity) 3 days a week supports those students experiencing learning difficulties, as well as providing advice and support for teachers and the dedicated group of Learning Support Officers, who provide individual and group support for many students.

In relation to learning and teaching, the CEMSIS data indicates:

- 76% of students feel that their teachers have high expectations of them
- 81% of staff believe the school has what it takes to improve instruction if/when needed
- 84% of staff positively endorse the learning and social climate of the school.



### STUDENT LEARNING OUTCOMES

Overall trends are showing gradual improvement over the last 3 years in NAPLAN scores at Year 3 and Year 5. The average proportion of Christ the King students achieving minimum standards in 2019 in both years and across all areas is an outstanding 99.38% and increase from 2018. In 9 out of the 10 areas, 100% students at CTK achieved minimum standard. Status quo or growth also occurred in 9 out of the 10 areas across Years 3 and 5, which is a wonderful achievement. In the 3 years from 2017 to 2019, the percentage of students that have achieved minimum standard has reached 100% except for Spelling at Year 3.

This data provides us with valuable information, as we focus on ensuring our data trends upwards, ensuring all children meet minimum benchmarks. These results reflect the increased use of pre- and post- testing and the improved use of data amongst staff to ensure teaching is targeted at the point of need. These results are most pleasing and promising and are testament to the great work that our teachers and support staff do.

## Student Wellbeing

### Goals & Intended Outcomes

#### Goal

To strengthen the link between wellbeing and learning.

#### Intended Outcome

- That improvement in student wellbeing outcomes are clearly aligned to improvement in student learning.

### Achievements

The school promotes and enacts a strong focus on wellbeing for learning as outlined in eXcel – the Catholic Education Melbourne (CEM) Wellbeing document. We strive to build positive relationships amongst all stakeholders in our community, with a particular focus on developing positive and engaging partnerships between family and school. Our personalised approach to learning is aimed at engaging all children, and the school continues to resource this pedagogy as a priority. Social and Emotional Learning (SEL) is a strong component of this approach. SEL outcomes are clearly documented at weekly planning and are explicitly taught as part of personalising learning for all.

In 2019, we continued as a partner school in the Resilience, Rights and Respectful Relationships program. Staff, leaders and students have been involved in valuable learning about this program, and it forms the basis on which we develop our weekly SEL program.

Our consistent and shared approach to positive behaviour management and restorative behaviour management is having positive effects on staff confidence in the process and on student behaviour in general. There is a clear focus on building a positive school and classroom climate and a shared understanding amongst our school community.

We have a strong Outdoor Education Program that promotes engagement and builds independence and strong relationships. This program gradually builds from a breakfast, afternoon tea, dinner and sleepover in Years Prep to 3 respectively. A 3-day camp is held at Years 4, 5 and 6. These camps include both a country and seaside experience. Student feedback indicates this program is an absolute highlight for our children.

Many students are involved in leadership opportunities throughout the school. The ambassadors and school committees meet regularly to discuss various items, giving the students a voice into what is important to them. Other Year 6 leadership groups, Social Justice, School Pride and Health Promotions, oversee numerous events throughout the year, focusing on developing an awareness of others and on healthy lives and relationships. Many of these leaders attended conferences that promote leadership skills and social justice action.

#### VALUE ADDED

- Class Buddy Program
- Student Ambassadors
- Student Committees - Social Justice, Healthy Relations and School Pride
- Learning Leader - Student Wellbeing (0.4FTE) and Learning Leader - Diversity (0.6FTE)
- CatholicCare Student/family Counsellor (0.2FTE)
- Learning Leader – Student Wellbeing attends and supports planning on a regular basis
- Attendance at Student Wellbeing networks and clusters and region and diocesan professional learning.
- Student Services Team – key leadership/teaching personnel who support classroom teachers with students who have social/learning needs
- Learning Support Officers to enable and enhance student learning
- Strong links with CEM and other agencies to support student learning and wellbeing.
- Liaising with and utilising services from School Focusses Youth Services, CatholicCare
- Continued to strengthen our SEL program with the implementation of the Resilience, Rights and Respectful Relationships(RRRR) Program
- Partner School in the RRRR program.
- Dental Van
- School Nurse visits for Prep Students

#### STUDENT SATISFACTION

In relation to learning and teaching, the CEMSIS data indicates:

- 76% of students positively endorse that they feel valued as members of the community
- 77% of students positively endorse the strength of connection between teachers and students
- 67% of students positively endorse the social and learning climate of the school.

### STUDENT ATTENDANCE

In 2019, Christ the King has a very good attendance rate, averaging 93.6% across the school. The highest levels of attendance are at Year 5 and Year 6, 93.6 and 94.3 respectively, indicating high levels of engagement and commitment to learning.

Attendance/non-attendance is electronically recorded twice daily.

Parents are expected to contact the school by 9:15am if their child is absent. If there are any unknown absences at 9:15am, then these parents are rung by office staff to seek information.

Where a child is absent for more than 2-3 days, contact is made with the family. If the absence is ongoing and of concern, the attendance is monitored by the office staff and by the Student Wellbeing Leader. Any concerns are quickly followed up with families. Most absences are promptly explained by parents/carers.

Many families return to their country of origin to visit family at the beginning and end of the year for extended periods of time.





## Child Safe Standards

### Goals and Intended Outcomes

#### Goal

To promote a culture and environment where all children feel and are safe.

#### Intended Outcomes

- That all children are safe and feel safe all of the time.
- That school policies, practices and procedures promote a shared culture of child safety.

### Achievements

Christ the King Primary School takes its responsibility for child safety very seriously, and as a result has continued its work in this very important area of child safety.

In 2019, Christ the King:

- continued to operate with a Child Safety Team, which includes the Principal, Deputy Principal and Learning Leader – Student Wellbeing
- embedded and promoted our School Community Code of Conduct
- promoted a Student Code of Conduct that is written in child friendly language
- all letters of appointment for staff include reference to and inclusion of the requirements of the Child Safe Act
- all staff sign a Code of Conduct yearly
- as part of the recruitment process, prospective staff undergo strict scrutiny in using the approved CECV guidelines and referee checks
- maintained an online register of Child Safe Act requirements for staff and volunteers, ie. working with children's check, teacher registration
- conducted PLTs addressing the Child Safe Act
- included information in the School Newsletter and School Website
- attend appropriate professional learning for School Leaders and Teams in the area of Child Safety
- continued a sign in/sign out register for visitors, contractors and volunteers
- promoted Working with Children's Checks amongst parents and assisted parents in applying for these.
- Contractors Induction booklet which includes Child Safe expectations. Contractors are asked to sign the Code of Conduct
- Induction booklet for volunteers which includes expected child safe practices. They also are expected to sign the code of conduct.
- child safe practices explained and outlined to prospective new staff, including CRTs
- included child safety as a regular item at school assembly and on school newsletter
- all emails originating from Christ the King carry a child safe message of commitment

## Leadership & Management

### Goals & Intended Outcomes

#### Goal

To strengthen the performance and development culture to enhance staff leadership and deepen knowledge and reflection on practice and school improvement.

#### Intended Outcome

- That staff leadership processes, structures and opportunities are strengthened and clarified.

### Achievements

In 2019, the School Leadership Team worked towards achieving the goals and outcomes set out in the newly developed School Improvement Plan. With the support of staff, the 2019 Annual Action Plan was developed with a clear focus on 3 key areas, and the Team and staff have worked collaboratively to complete almost all of the actions set out in the plan.

The Leadership Team met weekly, focussing on the development of the team, while at the same time actively leading the spiritual development, learning, teaching and wellbeing within the school.

Members of the team were involved in the Learning and Teaching Network and the Literacy Collective and continue to be actively involved in Professional Learning Teams and planning.

We continued with a strong focus on building leadership across a whole range of areas at Christ the King, including building teachers capacity, leading learning in the key areas of Religious Education, Mathematics, Literacy and Inquiry learning, and building the capacity of the leadership team to be more effective.

Mentoring and supporting staff who were new to the school or relatively new to the profession was also an aspect of our work in leadership and management.

Professional Development Plans were implemented for staff. Members of the leadership team acted as mentors, successfully assisting staff in identifying and working towards achieving professional goals.

Many initiatives continued to promote teachers working collaboratively together, engaging in rich professional dialogue, resulting in engaging and stimulating learning and teaching for our students. To support this, the school maintained the provision of 3 hours of facilitated and collaborative planning for classroom teachers, which was led by learning, curriculum and team leaders. This also included a 'data hour' – an hour in which teachers would present and discuss student data so as to plan for effective learning and teaching. Professional Learning Team meetings were also held 3 times a fortnight.

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

- Staff Conference – 2 day conference for all staff to develop Learning and Teaching statement facilitated by Helen Butler.
- Conferences – Principal, Leadership, Religious Education, Student Wellbeing, Administration/Finance
- CEM - Religious Education Framework
- Personal and Professional Faith Development
- Leadership Networks – Principal, Deputy Principal, Religious Education Leaders, Teaching and Learning Leader, Student Wellbeing Leader, Learning Diveristy Leader, Information and Communications Technology
- Administrative Professional Learning - Maze Training, Admin Conference
- Learning and Teaching - Literacy Assessment Project, Simply Maths, Learning and Teaching Cluster, Writing, Literacy Collective
- Child Safety
- Emergency Management Training
- First Aid – CPR, anaphylaxis, asthma
- Mandatory Reporting
- Rights, Responsibilities and Respectful Relationships Education
- Sponsorship of teachers to complete tertiary courses – eg. Post Graduate Studies in Religious Education and Leadership

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL IN 2019****21****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$2100****TEACHER SATISFACTION**

In relation to leadership and management, the CEMSIS data indicates:

- 85% of staff positively endorse 'there is a quality relationship between staff and members of the leadership team'.
- 97% of teachers positively endorse 'how well school leadership sets the conditions for teams to collaborate effectively'.

## School Community

### Goals & Intended Outcomes

#### Goal

To strengthen the partnerships with parents and the broader community to enhance student outcomes.

#### Intended Outcome

- That parent and community engagement in student learning is strengthened.

### Achievements

The school provides many opportunities to build and promote a sense of community among the school and broader community. Christ the King values the role parents play in their child's education and seeks to involve and engage parents at many levels. The school continues to explore the many opportunities for developing links with our Parish and local community. Some of our achievements for 2019 include:

- Family/School Partnership Leader (0.4 FTE)
- Member of the Inner West Family School Partnership Cluster
- Learning Walks and Community conversations
- Cluster Transition/Secondary Information Night
- Secondary School Bus Tour with Inner West Cluster
- Parent Information nights
- Whole school performance – The Greatest Show
- Mother's Day & Father's Day family events
- Use of interpreters and translations to assist with communication
- Assemblies, liturgies and excursions
- Parent helpers
- Cultural Harmony Day
- Carols Night & Picnic
- Family Faith/Sacramental nights
- Attending Parish masses and involvement in celebration of Parish Feast Day
- Support for local St Vincent de Paul Branch
- Links with Caroline Chisholm Catholic College, Braybrook, St Aloysius College, North Melbourne and other local secondary colleges
- Promoted use of resources and facilities at Braybrook Community Hub.

## PARENT SATISFACTION

In relation to school community, the CEMSIS data indicates:

- 87% of parent participants positively endorse how well Christ the King matches their child's developmental needs.
- 93% of parent participants positively endorse the social and learning climate of Christ the King School





## Future Directions

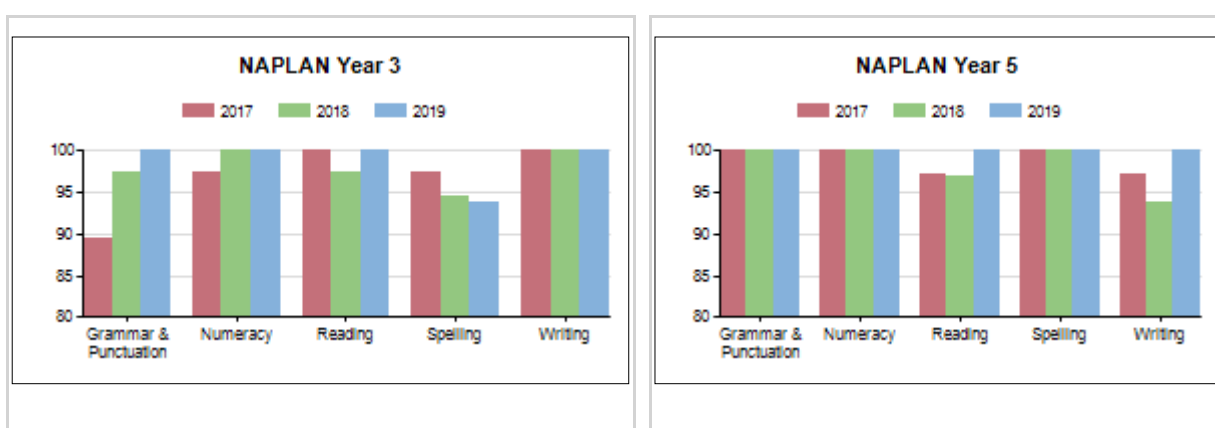
The goals for the school identified in the School Improvement Plan 2019-2011 are:

- To strengthen teacher capacity and leadership in developing and implementing pedagogy that deepens student understanding of scripture and Catholic Social Teaching and its relationship to their lives.
- To maximise student learning growth through high quality, consistent and inclusive pedagogy.
- To strengthen the performance and development culture to enhance staff leadership and deepen knowledge and reflection on practice and school improvement.
- To strengthen the link between wellbeing and learning
- To strengthen partnerships with parents and the broader community to enhance student outcomes.



## School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	89.5	97.3	7.8	100.0	2.7
YR 03 Numeracy	97.4	100.0	2.6	100.0	0.0
YR 03 Reading	100.0	97.3	-2.7	100.0	2.7
YR 03 Spelling	97.4	94.6	-2.8	93.8	-0.8
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	97.1	96.9	-0.2	100.0	3.1
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	97.1	93.8	-3.3	100.0	6.3



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.6
Y02	92.3
Y03	92.8
Y04	92.5
Y05	95.3
Y06	94.7
Overall average attendance	93.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.9%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	93.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	15.0%
Graduate	20.0%
Graduate Certificate	20.0%
Bachelor Degree	85.0%
Advanced Diploma	35.0%
No Qualifications Listed	5.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	17.9
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	5.1
Indigenous Teaching Staff (Headcount)	0