



# St Brendan's School Lakes Entrance

## 2021 Annual Report to the School Community



Registered School Number: 1581

# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Governing Authority Report .....3

Our School Vision .....4

School Overview .....5

Principal's Report .....6

Catholic Identity and Religious Education .....7

Learning and Teaching .....9

School Community and Student Wellbeing .....12

Child Safe Standards .....15

Leadership .....17

## Contact Details

ADDRESS	Golf Links Road Lakes Entrance VIC 3909
PRINCIPAL	Matthew Hamer
GOVERNING AUTHORITY	Diocese of Sale Catholic Education Ltd
TELEPHONE	03 5155 2712
EMAIL	principal@lakesent.catholic.edu.au
WEBSITE	www.lakesent.catholic.edu.au
E NUMBER	E4024

## Minimum Standards Attestation

I, Matthew Hamer, attest that St Brendan's 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 2021 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 Schools.

01/04/2022

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

## Governing Authority Report

As we entered with hope into 2021 we were again confronted by the impact of COVID-19. The experience of 2020 went some way to enabling us to positively address the challenges that this presented. Again, the strength of our staff, students and their families is to be commended as we moved into the second year of this pandemic.

Diocese of Sale Catholic Education Limited (DOSCEL), now in its fourth year of operation, continued to work tirelessly to ensure our schools and faith communities thrived through this challenging time.

Our school communities and the DOSCEL Secretariat continued their strong focus on ensuring high quality outcomes for the students and worked to maintain a safe and supportive learning environment. The resilience shown by DOSCEL staff, parish priests, students, parents and guardians over the past year has been extraordinary. Schools have fully embraced the way of working and learning within this remote environment, ensuring colleagues, students and their families were encouraged and supported, giving witness to our Catholic faith.

Investment in school staff and their leadership teams is of the utmost importance. We continue to collaborate with and involve all members of our school communities in the pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

The focus on expert learning and teaching in support of the full implementation of the Victorian Curriculum and the Diocesan Religious Education Curriculum, *To Live in Christ Jesus*, allows our teachers and school leaders to provide educational opportunities for every student to grow, to be nurtured, to enable them to encounter God and to develop a knowledge of the Catholic faith and tradition.

Developing and maintaining rigorous reporting and accountability structures that comply with our regulatory requirements is a core focus of our organisation. With pastoral support from our parish priests and expert advice from the DOSCEL Secretariat, our highly-committed school leadership teams were able to maintain their focus on creating safe and welcoming learning environments, whether at school or remotely.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese and commend the commitment of our staff and leadership teams in nurturing and empowering the children in our care to grow into independent adults with faith in their future.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

## Our School Vision

At St Brendan's Catholic Primary School, we are inspired by Saint Mary MacKillop who responded to the call of Jesus Christ by living out the Gospel. In light of this our community will be one where:

- The Catholic faith is reflected in our life and culture.
- All are welcomed, supported and valued within a safe and secure environment.
- We strive to achieve our potential in a dynamic, collaborative and personalised learning environment.

At St Brendan's we:

- Are committed to building a school community that grows in faith
- Are committed to developing expert teachers
- Aim for our students to flourish in education and in life
- Aim to teach students a respect for self and others through taking responsibility for actions
- Achieve together 'never see a need without doing something about it'

## School Overview

St Brendan's Catholic Primary School is situated at Lakes Entrance in East Gippsland and is attended by over 240 students from Lakes Entrance and the surrounding areas. It was established by the Josephite sisters who continue their strong involvement in the school. Saint Mary MacKillop's motto, 'Never see a need without doing something about it', has been adopted as the school's motto.

The school maintains a strong commitment to the core values of faith, community, respect and courage. As a Catholic school we strive to make every decision, action and interaction a reflection of our Catholic faith. Wellbeing and leadership are nurtured within a culture of personalised learning and care. Parents are welcome to contribute to school life and are encouraged to participate actively in their children's education.

Our commitment is to provide a learning environment where students are able to reach their potential in all areas of life through a faith based education. We have embraced contemporary learning and continue to develop aesthetically pleasing, flexible learning spaces where children are encouraged to be independent and engaged in purposeful learning.

Student potential is developed through participation in quality class and specialist programs. Intervention and student support programs assist children with specific learning needs. Students are inspired to participate in a broad range of extra-curricular and community service activities.

Performance and Development Culture is a focus for all staff members who work collaboratively and share responsibility for the wellbeing and development of all students. Teams work together and engage students in a program that continues to evolve, addresses students' individual needs and celebrates their achievements.

## Principal's Report

In 2021, like most communities, the conditions of the coronavirus pandemic had an effect on our school. While the restrictions and school closures had an impact on the way we usually work, our response was one of positivity. Providing clear information to staff, students and families was essential and having learnt from the experiences of the previous year we knew that good communication was paramount to our success. We took pride in the clarity of the messages we provided to all stakeholders of our school while ensuring that we listened out for those in need.

Our school prioritised the wellbeing of our community, providing online health resources to those in need and where possible we engaged with local counselling services. Our Whole School Approach to Positive Behaviour Support program evolved to ensure students maintained their social skills while practising techniques to maintain positive mental health. Our staff continued to engage in social activities wherever possible, ensuring our culture of high standards and trust was maintained. Our Parish Priest, Fr Michael Willemsen was a great source of support, visiting our school regularly to provide spiritual enrichment.

In the classroom or through remote schooling we used a wide range of resources to engage our students with stimulating learning. We maintained our assessment schedule to ensure that learning tasks were pitched at their point of need. Our students relished every opportunity to be at school in a face to face setting and our data indicated positive growth in learning.

## Catholic Identity and Religious Education

### Goals & Intended Outcomes

#### Catholic Identity Goal

- To build a school community that grows in faith and knowledge, enabling a strong relationship with their God.

#### Intended Outcome

- That there is a clear and consistent articulation of Catholic Identity in Catholic Education and in our school community.

#### Religious Education Goal

- To build a school community that grows in faith and knowledge, enabling a strong relationship with their God.

#### Intended Outcomes

- That teachers have a thorough working knowledge of the Religious Education Curriculum, To Live In Christ Jesus.
- That Scripture is taught using a clearly understood methodology.

### Achievements

The global pandemic continued to make its presence felt in 2021 and impacted the faith life of our school, in that we were unable to join with the Parish to celebrate Masses and we were unable to invite parents to take part in school faith-based events. This was a significant challenge, as the practise of being a living community is so central to the life of a Catholic school.

We did, however, continue to strive to develop that sense of faith community within our school. Teachers, Education Support Officers and administration staff continued to work in pairs to create a weekly whole school prayer. These prayers, delivered digitally, showed that the staff's skills in developing relevant and engaging, theme-based prayer have continued to evolve.

Our school newsletters contained a section entitled Faith Life, where current events were advertised and explained, such as the Sacraments. This was an attempt to maintain a faith link with our families and Church community.

Through continued involvement in Caritas' Project Compassion and the annual East Gippsland Community Christmas Appeal, we endeavoured to show our children and their families that we are part of a community that reaches out to those in need. We tried to help our children make the link between action and the teachings of the Catholic Church about service to others.

#### VALUE ADDED

Our teaching staff's professional learning in Religious Education centred around exploring the Mass and using quality resources in planning. Fr Michael provided valuable input into this



session. Teachers also explored how to use effective feedback in the planning and delivery of lessons. They were challenged to think when, where and how feedback could be best used.

In a continued attempt to make our school's Catholic identity markers understood, relevant and meaningful for our community, all classes focussed on crosses and crucifixes. A wide variety of crucifixes were examined and their significance explored. As more was learnt, the children began to think what the crucifix might symbolise for them, even as people from other faiths or no faith. The children created their own rich and varied versions and these were blessed by Fr Michael at a whole school prayer service.

## Learning and Teaching

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

- To improve the students' fundamental knowledge and application of skills in Place Value.
- To develop the fundamental understanding of language meaning at the word, phrase and sentence level when reading.

The school improvement focus continued to inform teacher's work and provide role clarity for staff in the following areas:

- To make every teacher an expert teacher by targeting their teaching, using evidence based teaching practices and High Impact Teaching strategies and using collective efficacy
- To ensure every leader is an instructional leader by ensuring leaders have intimate knowledge of the diocesan reform agenda and the needs of our school
- To ultimately provide an accelerated rate of progress for all our students

### Achievements

#### Achievements in Literacy

The major focus for learning and teaching in 2021 was to facilitate teachers in expanding their knowledge and understanding of how to differentiate their teaching and make appropriate learning adjustments to meet the specific needs of their students.

The St. Brendan's leadership team continued to attend online Learning and Teaching Network meetings which focused on the reform agenda of improving student data in the area of Reading and Numeracy.

Curriculum Leaders, Lauren Alsop and Elle Whelan coordinated and facilitated PLT meetings where teachers focussed on analysing student data to identify their specific learning needs; participated in professional learning of effective evidence based practice; differentiated teaching practice and then evaluated/reflected on their teaching to ensure that students gained optimal learning.

During Term 4, Foundation - Two classes introduced a new approach to teaching reading and spelling, using an evidence-based decodable program, Little Learner's Love Literacy. Teachers and ESOs were provided with professional learning to facilitate their knowledge of the program. The school purchased relevant resources to support the implementation of this program for 2021.

#### Achievements in Numeracy

Focus for 2021: To improve the students' fundamental knowledge and application of skills in Place Value.

Teachers used the Learning and Teaching cycle to enhance their teaching practice to improve student learning outcomes.

Through leadership direction teachers:

- determined the learning variability and Zone of Proximal Development of the students in their cohort by analysing data from PAT, NAPLAN, MAI and pre/post tests.
- plotted students against the Victorian Curriculum learning progression and recorded MAI results on a whole school data wall. They then analysed student data to determine the specific learning needs for each child
- used the PAT Teaching Resource Centre to gain Professional Learning of mathematical concept builders and knowledge of student misconceptions
- used evidence-based practice and high impact teaching strategies to teach/consolidate mathematical concepts.
- assessed students regularly to determine student growth and reflected on their teaching practice.

### STUDENT LEARNING OUTCOMES

Evidence from a range of Numeracy assessment sources; including the Mathematics Assessment Interview (MAI), National Assessment Program - Literacy and Numeracy (NAPLAN) and Progressive Achievement Test (PAT); show an incline in academic growth across each percentile for years 3-6. The average mean for St Brendan's stayed within 6 months of the national mean. Naplan data shows the national and state data remained constant between 2019-21, however, our school data demonstrated an increase in proficiency.

2021 NAPLAN School Comparison growth from year 3 - year 5

St Brendan's Reading Mean: 101 - State Reading Mean: 76

St Brendan's Numeracy Mean: 93 - State Numeracy Mean: 85

St Brendan's Spelling Mean: 114 - State Spelling Mean: 78

St Brendan's Grammar and Punctuation Mean: 76 - State Grammar and Punctuation Mean: 59

According to a range of literacy assessments; Fountas and Pinnell benchmarking, NAPLAN, PAT and spelling tests (Words Their Way, Single Word Spelling Test), data shows significant improvement for students below the 50th Percentile.

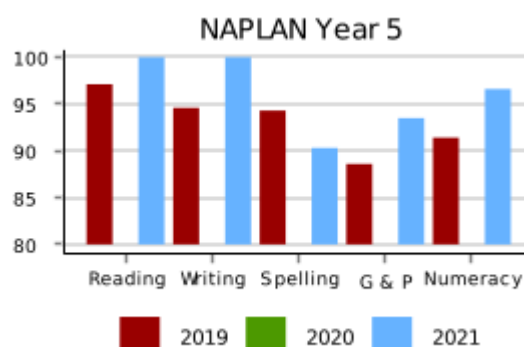
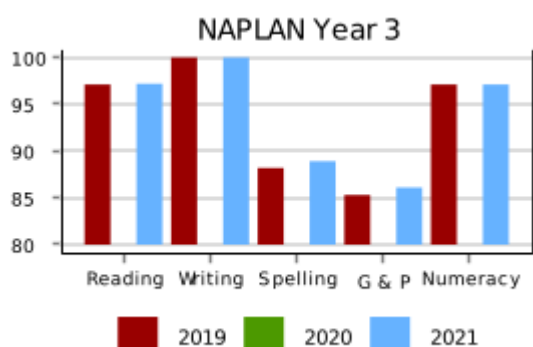
As a whole school approach, we made appropriate and suitable adjustments to learning tasks and the environment to enable or extend students' cognitive, physical, and social needs to ensure an inclusive classroom that caters for individual needs.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	85.3	-	-	86.1	-
YR 03 Numeracy	97.1	-	-	97.1	-
YR 03 Reading	97.1	-	-	97.2	-
YR 03 Spelling	88.2	-	-	88.9	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	88.6	-	-	93.5	-
YR 05 Numeracy	91.4	-	-	96.6	-
YR 05 Reading	97.1	-	-	100.0	-
YR 05 Spelling	94.3	-	-	90.3	-
YR 05 Writing	94.6	-	-	100.0	-

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## School Community and Student Wellbeing

### Goals & Intended Outcomes

- To Develop a community where positive relationships are nurtured to support learning.
- Students are socially connected and form positive relationships with teachers

### Achievements

At St Brendan's we pride ourselves on providing a positive, culturally responsive, safe and welcoming environment for students, families and staff. We began the 2021 school year hopeful for a somewhat normal year after a year of lockdowns and remote learning in 2020. After the Christmas break, staff and students were excited and looking forward to getting back into their newly purpose-built classrooms, face to face learning and building relationships within their new class members and teachers.

With the start of the school year and the Coronavirus pandemic continuing to cause challenges for schools, it was important for us as a school to work to maintain connections with our students, parents and community. As a staff we revised our remote learning practices of 2020 and staff collective efficacy shone at this time. Staff shared practices with one another and reviewed the previous year's online learning to improve practice and support for both students and parents who were juggling not only remote learning, but also work commitments and issues of wellbeing. All year levels decided to have daily Google Meets to ensure students knew the expectations for the day, as well as to provide students with the opportunity to maintain relationships with their peers and teachers. Differentiated, personalised learning packs were sent home to the junior students, supported by Seesaw posts of explicit teaching from their teachers. Other year levels used Google Classrooms to engage with their learning.

Seesaw posts provided parents with information regarding their child's progress and Collaborative Conferences were held via Zoom. Students set goals for the following term during Collaborative Conferences and shared their learning progress with their parents. Parents who did not attend these meetings were followed up with a phone call and teachers made themselves available to meet with parents if the need arose. During periods of remote learning, teachers made phone calls to parents once a week to keep the lines of communication open and provide parents with support and next steps in their child's learning. Class newsletters outlining special events, curriculum content for the term and other important classroom information were sent out to parents at the beginning of each term. The school newsletter continued to be a feature each fortnight, with student's remote learning photos included as a way of celebrating the great learning that was taking place across all year levels.

Mandarin, Music, Physical Education and Art lessons were provided by our dedicated specialist team, with teachers trying to make their lessons as challenging, engaging and as interactive as possible.

The Whole School Approach to Positive Behaviour Support (WSAPBS) continued to be a key priority not only during times of remote learning where the focus was around working and communicating respectfully online, but was imperative on returning back to school. We needed to ensure that students knew and understood the expectations at St Brendan's and supported our students with the teaching of personal and social capabilities. Library continued to be offered for lunch times and year six leaders organised and conducted lunchtime activities for the junior students to encourage playing together and getting along, skills some of our younger students

had missed out on with two years of the pandemic interrupting kindergarten and first years of schooling. The St Brendan's 3Rs (Respect for Self, Respect for Others and Responsibility for Your Actions) continued to be taught in classrooms and included the specific and explicit teaching of social skills.

Two tutors were employed to support students across the school who were not progressing at the expected rate during remote learning. Students of essential workers and vulnerable students worked onsite with outstanding staff support from ESOs and teachers. The principal met with teaching teams via Zoom to discuss student's wellbeing, academic progress and attendance during remote learning. During a time that was challenging for both staff, students and parents, it was inspiring to see the resilience, support and dedication our staff showed to ensure our students were our main priority. The pandemic strengthened many parent/teacher relationships as we were communicating so regularly with our parents. Our staff were not only supporting parents with their children's learning, but also being a person to communicate with in a time when some of our families were not seeing or speaking to anyone.

When possible, we continued to support our relationships with parents by providing meals to families in need and it was heart-warming to have some of our families send in morning teas for our staff to show their appreciation of the outstanding job they were doing.

#### VALUE ADDED

Many initiatives took place in 2021. Some examples of these are:

- Collaborative Conferences via Zoom
- ANZAC Day and Remembrance Day were celebrated at home, supported by online resources and packs
- More staff adopted the use of Google Classrooms and daily Google Meets to ensure students maintained connections with their peers and teachers
- Professional learning for all staff and ESOs continued to be a focus. This was conducted by virtual PLT meetings using Google slides, etc
- Focus for teachers was on providing feedback to students on their work. Feeding up/feeding back and feeding forward.
- School camp locations were changed where possible to still provide students with valuable camp experiences.
- Principal and Assistant Principal conducted regular check-ins with staff around staff wellbeing.
- Staff social committee organised quizzes, etc, to boost staff morale and connections during remote learning.
- Mother's Day and Father's Day packs were made up for families to pick up from the school. These packs contained gifts for the students to give to their parents. Gifts they would have usually purchased at the Mother's and Father's Day stalls.
- Our outdoor learning environments were utilised more by staff and students, with many lessons taking place in our Outdoor Education Space.

**STUDENT SATISFACTION**

Student data obtained from the Insight SRC survey indicated that students feel connected and safe at school particularly around their relationships at school. Students expressed that they feel that teaching is purposeful and results showed an improvement in teacher empathy from the previous year.

**STUDENT ATTENDANCE**

The roll was taken electronically on SIMON each morning at 9:15am and then again at 2:00pm. Parents are expected to notify the school of an absence through a written note on PAM or by contacting the school and providing a verbal notification. A phone call was made by the office staff if there were any unexplained absences and the principal would follow up any absences of concern. During periods of lockdown, parents recorded their child as learning from home and students of essential workers or vulnerable students were marked as onsite attendance.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	90.1%
Y02	90.7%
Y03	87.0%
Y04	89.0%
Y05	86.5%
Y06	87.0%
Overall average attendance	88.4%

**PARENT SATISFACTION**

Parent data obtained from the Insight SRC survey indicated that parents see that we have a strong focus on school improvement at St Brendan's Catholic Primary School. Improvement in children's connectedness to their peers and their social skills was evident in the data, which during remote learning and then returning to face to face learning was a key priority. Parents see that staff morale is high at St Brendan's and they see that behaviour management has improved.

## Child Safe Standards

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

- To meet and exceed Child Safety legislation providing the safest possible environment for our students to learn.
- To embed a culturally driven approach to child protection and safety.

### Achievements

Below are examples of our achievements for the 2021 school year:

- We regularly communicated changes and expectations of child safety procedures through our school newsletter and the school website [www.lakesent.catholic.edu.au](http://www.lakesent.catholic.edu.au) displays current policies and procedures including our Anti-Bullying Policy and the Parent Code of Conduct.
- Our school's expectations from the Whole School Approach to Positive Behaviour Support program continued to be embedded through a consistent approach from staff and student leaders. Staff consistently attended professional learning updates.
- All St Brendan's staff completed First aid, Anaphylaxis and Asthma training.
- Our school chaplain regularly met with students in need of counselling. Parents were notified in our newsletter of this service and teachers referred students where necessary.
- A Child Friendly version of the Child Safety Policy was created by students, in the form of posters, and displayed within classrooms around the school. The Child Friendly version of our Child Safety Policy was included on our school website.
- All adults who entered our school for a meeting, who came to volunteer or to work with children were required to sign our school's Child Safety Code of Conduct which details our schools expectations of behaviour. Employees and volunteers and contractors were also required to sit an induction with our school principal. All employees, volunteers and contractors were required to hold a current VIT registration or Working With Children's Check.
- All staff and visitors to St Brendan's were required to meet Victorian vaccination standards.
- In 2021, our school had a visit from 'Kids Roar' who ran activities with each year level. The Kids Roar Program deliver Protective Behaviours Education which is a tailored, age appropriate personal safety and child abuse prevention program. The skills learnt by the children in this program will give them the foundation to build on in the future to become adults who are engaged as well as leaders in their community. We also offered an information session for parents in the evening.
- St Brendan's staff regularly took part in training to inform them of changes to child safety legislation or to consolidate knowledge of reporting expectations. All teaching staff completed the Mandatory Reporting online module in February and July.
- St Brendan's offered support for parents with cyber safety webinar opportunities and regular communication with teachers.
- Our child safety staff team continued to ensure the rigour of St. Brendan's yearly Child Safety Implementation Plan. Formal team meetings were held three times a term.



- St Brendan's conducted regular Evacuation and Lockdown Drills. Our site was maintained and inspected to comply with Essential Safety Measures. New and improved evacuation plans were purchased and located at all exit doors.

## Leadership

### Goals & Intended Outcomes

- To support teachers to take responsibility for changes in practice to improve the performance of students and to use evidence to monitor their effectiveness
- Develop a school culture of high expectations and trust
- Provide feedback in forms that guide next steps in staff learning

### Achievements

During 2021 our leadership team worked closely to enact our Instructional Vision being:

- To develop a culture of high expectations and trust
- To provide support and feedback in forms that guide next steps in staff learning

Our leadership team prioritised clear communication. We met together with regularity and ensured a strong connection with all areas of our school by meeting formally and informally with others. Our role clarity indicator from Insight SRC remained high in 2021.

School Advisory meetings took place on a termly basis where our parent leaders could advise the school on matters requiring a community voice. Once again, these meetings sought to provide pastoral care for our students and staff.

St Brendan's Catholic Primary School worked explicitly with the Whole School Approach to Positive Behaviour Support program centred on explicitly teaching social behaviours to students. We formed a committee from all areas of our staff who lead our school in this area. This committee works in collaboration with members of DOSCEL to meet the needs of our students at a targeted level. Our Insight SRC Student Well-being Aggregate Indicator went from 68.8 in 2020 to 75 in 2021.

Our Reconciliation Action Plan team met regularly to plan for the teaching and learning of Indigenous history and culture. We coordinated that each week our indigenous students, along with non-indigenous students spent time in our outdoor learning spaces partaking in small group inter-cultural capabilities lessons.

Once again, all of our year six students participated in leadership roles. Meetings were always purposeful with the focus of improving the lives of others. Our student leaders conducted many fund-raising events, discos or fun afternoons. They also ran lunchtime activities to provide interactive games for the junior students. This meant that the student leaders had to give up their time for others, helping them to appreciate the concept of service to others.

School leaders prioritised the health of our staff. We maintained our staff well-being by gathering, where possible, and partaking in communal events. When restrictions allowed we would gather for lunch or would, at times, provide a coffee van for morning tea. We also provided Special Leave arrangements for staff or counselling for staff who were feeling an emotional impact from the events of the recent years.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

- Professional Learning Team meetings
- Learning and Teaching Network Meetings
- Masters of Evidence Based Teaching - Melbourne University
- Collective meetings focused on Literacy and Numeracy
- Eight Point Training: CPR Updates
- First Aid Updates including Anaphylaxis and Asthma training
- Clickview online training
- Learning, Learning Logic
- Religious Education Leader Conference
- GCPPA Principal Conferences
- Whole School Approach To Positive Behaviour Support Workshops and Training
- Coach to Cope - The Responder Toolkit
- Religious Education Professional learning
- Meg Chinese Language Studies
- Corwin Visible Learning — Literacy, Doug Fisher
- NCCD Classroom Adjustment Workshops

Number of teachers who participated in PL in 2021

40

Average expenditure per teacher for PL

\$289

## TEACHER SATISFACTION

Insight SRC staff data in 2021 continued to produce very positive results despite the challenges of restrictions and remote schooling. Eight of the eleven indicators relating to our school's Organisational Climate were amongst the top 25% of Victorian Primary Schools.

The Organisational Climate aggregate indicator assesses the core components of school climate that are known to underpin the wellbeing, engagement, and performance of staff in schools.

## TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

90.1%

<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	95.5%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	13.0%
Graduate	21.7%
Graduate Certificate	0.0%
Bachelor Degree	73.9%
Advanced Diploma	8.7%
No Qualifications Listed	8.7%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	19.8
Non-Teaching Staff (Headcount)	22.0
Non-Teaching Staff (FTE)	16.7
Indigenous Teaching Staff (Headcount)	2.0