St Joseph’s Primary School, Orbost

2014 ANNUAL REPORT
to the School Community

St Joseph’s Primary School

REGISTERED SCHOOL NUMBER: E4013
Contents

Contact Details .................................................................................................................................................. 2
Minimum Standards Attestation ........................................................................................................................ 2
Our School Vision .................................................................................................................................................. 3
School Overview ................................................................................................................................................... 4
Principal’s Report .................................................................................................................................................. 5
Education in Faith .................................................................................................................................................. 6
Learning and Teaching ......................................................................................................................................... 7
School Community and Student Wellbeing ...................................................................................................... 9
Leadership and Stewardship ............................................................................................................................. 12
Financial Performance ........................................................................................................................................ 144
VRQA Compliance Data ..................................................................................................................................... 15
Contact Details

ADDRESS
4-8 Raymond Street
Orbost, VIC 3888

PRINCIPAL
Matthew Hamer

PARISH PRIEST
Father Peter Bickley

TELEPHONE
(03) 5154 1289

EMAIL
principal@stjorbost.catholic.edu.au

WEBSITE
www.stjorbost.catholic.edu.au

Minimum Standards Attestation

I, Matthew Hamer, attest that St Joseph’s Primary School, Orbost is compliant with:

• All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

• Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

Giving witness to the charism of Saint Mary of the Cross MacKillop, St Joseph’s Catholic School is a welcoming, supportive community, respectful of the dignity of every person.

We strive to build a learning community where all experience a sense of belonging so that each person can work towards developing their potential with confidence.

We believe St Joseph’s to be a place where:

- Jesus Christ and his teaching is central to all that we do, leading everyone in our community to know and experience the love of God.

- Education is valued by all members of our community, bringing about an enthusiasm for on-going learning and a sense of pride.

There is an active partnership between school, families, Parish and wider community, and everyone is encouraged to reach out to others both locally and globally.
School Overview

St Joseph’s Catholic School provides primary education for children from the communities in and around Orbost, drawing pupils from all outlying areas. Our school was founded by the Sisters of St Joseph in 1923 and has developed a strong tradition in the local community guided by the Gospel values of peace, justice, love and hope. We are a school for the whole community, warmly inviting enrolments from all families, including those with other faith traditions.

The multi-age grouping of children provides for valuable social education and enables children to recognise their own responsibility in developing an atmosphere informed by the values of Jesus Christ.

The school gardens create a safe, stimulating outdoor area where the students can appreciate and enjoy outdoor learning and recreation. Having modern facilities and being technologically well-resourced, St. Joseph's has the tools to assist in creating innovative teaching. Music and Physical Education are taught as specialist subjects. Our Languages other than English (LOTE) is Mandarin and we have a thriving instrumental music program.

The small number of staff and students creates a close knit school community, where staff, students and parents work together to create an excellent educational experience and an effective pastoral care system.

We provide an educational environment that enables each child to reach their full potential in a rapidly changing world. In this way the religious, spiritual, intellectual, emotional, social and physical development of each child is nurtured and developed.
Principal’s Report

St Joseph’s Primary School is fortunate to enjoy an excellent working relationship with parents and the school community. Good communication is highly valued and providing the best possible education for our students takes top priority. Our parents support St Joseph’s by attending curriculum planning meetings, school functions and by coordinating fundraising events to supply teaching resources. Developing the social and emotional well-being of our students was done in partnership with our parents. Our school focus of using positive psychology to develop positive thinking was met with success.

In 2014, the St Joseph’s Primary School staff worked together to learn about contemporary teaching techniques. New ideas were embraced and we were able to introduce new concepts to improve learning outcomes. A focus on perfecting respected techniques such as explicit teaching was also a priority. Teachers collaborated to provide a differentiated curriculum that met the needs of all our students.

Early in 2014, we farewelled Father Bernard Buckley who was transferred to Traralgon and Father Peter Bickley took over as our Parish Priest. Father Peter Bickley continued to provide support and leadership for our school community while Father Jenish Puthenpurackal became our Priest in Residence. Combined with the assistance of Sister Madeleine, our school thrived with their support.
Education in Faith

Goals & Intended Outcomes

To provide a welcoming environment where the Gospel message is made accessible to all and to provide opportunities through the Catholic faith tradition, for all to enter into and further develop their relationship with God. Intended outcomes:

- Strengthen school, family and community partnerships.
- Strengthen teaching and learning in religious education.

Achievements and Value Added

At St Joseph’s Primary School, we take seriously our responsibility to develop young people who significantly care for their community through an education that promotes Christian service. This concept can also be termed ‘service learning’. Students at St Joseph’s engage with their community regularly as teachers prepare a curriculum consisting of excursions and incursions that provide service to the Orbost community. To reinforce the importance of this concept, in 2014, we coordinated a staff retreat which included a day of service to the community. After a day at either, the Eastwood Retirement Village, the East Gippsland Specialist School or the Bairnsdale Hospital our staff convened to reflect on their experiences. We also heard from Sister Madeleine who described her life of service. Through hands-on experiences our staff gained a better understanding of the needs of the community and can now better prepare our students to engage positively with theirs.

Class Masses at St Colman’s Church on Wednesday mornings were reverent celebrations. Our students developed a great sense of respect for the Liturgy and an understanding that the Church is a place where people come to pray. When the students read at Mass they did so with confidence, pride and clear voice. Mr Peter May led the hymns by playing guitar and the children sung with vigour. Parishioners commented how much they appreciated the reverence of the students and how the word of God was clearly proclaimed. Teachers and parents were particularly proud of the efforts of our children.

Mrs Anne Taylor, Education Officer in Religious Education CEOSale, visited our school with regularity to assist teachers in their tuition of Religious Education. Anne ran Professional Learning Team meetings and helped to prepare Liturgies. A feature presentation was when our school performed a Holy Week Liturgy at assembly. The students did an excellent job and gained a lot of understanding about the Easter celebration. Sister Madeleine supported the school by running workshops about the life of Mary MacKillop.

Our school staff engaged with St Brendan’s, Lakes Entrance and St Mary’s, Bairnsdale at Religious Education professional development days. Class captains represented our school at the Catholic Education Pilgrimage Mass at Sale.

We were fortunate last year, to host Father Ray Sanchez who visited from Brisbane. Father Ray travels around the world working with young people on retreats and in schools. He spoke to us about the light that shines in our hearts. How that light is Jesus and it represents the good in us. His message connected us to our motto ‘Walk In the Light’ and he urged us to keep our light shining brightly. It was a message we embraced and continue to use as motivation.
Learning and Teaching

Goals & Intended Outcomes

- Through a culture of respectful and vigorous professional learning teams, use explicit teaching targeted to individual needs based on a deep knowledge of our students.
- Using Information Communication Technology as an authentic context for independence in literacy and learning.

Achievements

Early in the year our staff drove to St Brigid’s Primary School, Officer to learn more about a teaching method they were using. ‘The Daily Five’ and ‘CAFÉ Model’ are teaching concepts which help to develop good learning strategies in students.

The Daily Five

The Daily Five is a management system that helps students develop the daily habits of reading, writing and working with peers that will lead to a lifetime of independent literacy. It is a series of literacy tasks (reading to self, reading with someone, writing, word work and listening to reading) which students complete daily while the teacher meets with small groups or confers with individuals. When introduced to each task, the students discuss what it looks like, sounds like and feels like to engage in the task independently.

The CAFÉ Model

The CAFÉ system based on research into the habits of proficient readers is an acronym for the reading skills of Comprehension, Accuracy, Fluency and Expand vocabulary. The system includes goal setting with students, posting of goals on a whole class board, developing small-group instruction based on clusters of students with similar goals, and focusing whole-class instruction on emerging student need.

Our staff could see value in the program and we began to teach the strategies of The Daily Five/CAFE Model. We ran a parent workshop to explain the concept and it was well-received. It wasn’t long before we saw reading enjoyment increase and the students began to use the associated language. We continued to introduce the program over the year. Teachers used the opportunity to improve teaching by participating in teacher observations to provide constructive feedback to their colleagues.

With twelve new computers in the lab, four new computers in each classroom and twelve new ipads, enthusiasm was high to increase skills and knowledge in ICT. Phil Rebbechi, Education Officer, in Technology from the Catholic Education Office Sale mentored our staff through the use of Apple applications. We focused on the use of apps such as ‘Explain Everything’ which promotes thinking and reflection while emphasising creativity. Students quickly became familiar with the new technology and were able to integrate the tools into many areas of the curriculum.
Mr Peter May continued to run our music program where students participated in weekly music classes. They proved fruitful and our assemblies were enriched by the music the students played. Small group music tuition was offered to students from grades two to six in guitar, keyboard and singing. Students were enthusiastic and music would often ring out in the playground as students practiced in out of session performances.

Classroom teachers prepared Individual Learning Plans (ILPs) in consultation with parents, CEO Sale Education Consultant in Student Support, Anne Wilson, integration aides and the school principal. Students were set achievable goals and ILPs were reviewed regularly to reflect progress. Our school was able to provide each classroom with integration aides for three to four days a week. Integration aides met with the principal twice a term to review the progress of our students on ILPs.

**STUDENT LEARNING OUTCOMES**

All students in Years 3 and 5 were at the expected levels in numeracy and spelling. The school is focusing on writing, grammar and punctuation to continue this improvement.
School Community and Student Wellbeing

Goals & Intended Outcomes

To build and maintain a sense of connectedness between school, families and the wider community, through a culture of respect for self and others based on the recognition of the dignity of each person.

Focus areas:

- Ensure that all staff have a common approach to well-being.
- The strategic inclusion of social and emotional learning.
- Promote strong school, family and community partnerships.

Achievements and Value Added

The success of the ‘You Can Do It’ program in the previous year was incentive to embed the program in 2014. This year we delved into teaching the strategies important to positive social skills. These skills were linked to the pillars of the program and the students were engaged in role play and in identifying good behaviour. To complement this process we regularly used team building activities to promote healthy social interaction.

Engaging students with positive emotion begins with experiences where students feel a sense of worth, real life experiences, where students interact with the community, create something special or perform selfless acts. Each term when our staff set the school calendar we identify ways in which our students will interact with the community. These experiences include visiting Lochiel House or the Waratah Aged Care facility, caring for the environment through hands-on educational practice, peer tutoring programs or by student led assemblies and events. From these purposeful experiences students can, not only gain a sense of self-worth, they can begin to appreciate their responsibility towards humanity. Reflecting on these experiences is an important part of the process. Teaching students how to celebrate and relive the good experiences from their day not only extends these good feelings, but also installs life affirming habits. Reflection by a group provides opportunities to build a sense of belonging and encourages the development of dialogue surrounding the experience. Each day our school pauses regularly to reflect on students who are displaying attributes that lead to a positive wellbeing. We talk about what that behaviour looks like and we compliment the individuals. We focus on good behaviour and have had an excellent response from our students. Our playground is a vibrant, happy and safe environment.

The school is committed to actively working with parents to build a community where everyone is challenged to be engaged in learning. Parents have a unique role to play in supporting their children to be challenged to learn. A particular role St Joseph’s developed in 2014 was that of Classroom Parent Representative. When there was a whole school, or classroom activity coming up the Class Representatives would contact other parents from that grade and extend an invitation to them to come and be part of the activity. Activities included; class excursions, class Masses, morning teas or barbecues.

Other roles of the Class Representative include:

- Assisting with the coordination of school events/social activities.
- Welcoming new families to the school
- Communicating with class teacher to organise class events/social activities
Through these and other activities the Classroom Parent Representatives had a leading role in working with the school in its development of its Christian ethos and community spirit.

Another form of communication that proved to be efficient and very popular was the school phone app. St Joseph’s Primary School app sends messages to parents, keeping them informed about upcoming events. Parents and the community can also access newsletters and other information of note. We have received great feedback on the effectiveness of this communication tool.

Collaborative Conferences are an essential part of planning for our students’ education. They begin with reflection on behalf of the student which promotes discussion about the child’s learning. They are an opportunity for parents, students and teachers to meet. The meetings are a way to ease the transition into a new year and to answer any questions parents may have. These conferences were an opportunity for teachers to discuss class curriculum, routines, expectations and general information. Collaborative Conferences took place in Term One, Two and Four.

On Mondays, Mrs Marion Ward attended our school to run a ‘Gardening Club’. Sustainable gardening practice was taught as students learned how to cultivate soil, grow vegetables in season and how to care for the native flora. We are very fortunate to have such a committed and knowledgeable person working with our community.

During Term Four, Mr Paul Munday from the Catholic Education Office, Sale visited our school to run classes relating to education in indigenous culture. Though these sessions, teachers got first hand instruction on indigenous art, artefacts, service men and women and storytelling. Paul has valuable experience teaching in the Kimberley region and staff and students benefitted from his knowledge.

In 2014, our school was also able to offer community music classes for children aged one to five. We conduct this activity in conjunction with the St Joseph’s Playgroup and young mothers and fathers have enjoyed this service. In consultation with our community, we hope to improve on this service which provides young families a way to gather together in an educational setting.

**VALUE ADDED**

- Embedding of the ‘You Can Do It’ program in collaboration with team building activities
- Sustainable gardening
- Regular visitation by classes to community groups
- Fundraising events conducted with community and involving students
- Toddler music program in conjunction with playgroup

If a child is absent from school, for any reason, an explanation needs to be provided to the school. This can be in the form of written note or by contacting the office via phone on the day or on the next day. An absentee form is on School app with information on how to use it. We are now required to have details of the reason for the absence. Blank copies of absence notes are available on the school website.
STUDENT SATISFACTION

Students at St Joseph’s Primary School walk through our school gates with smiles on their faces. Their excellent manners are regularly commented on by our community. They show respect to each other by treating their friends with care. The school leaders of 2014 set a high standard of behaviour for students to follow. Below are a few reflections from our students.

- I like writing stories in class. It is challenging when the teachers presents interesting topics. Last year I had a chance to write my first story about a caterpillar. It was only a sentence, but now I can write whole pages of stories. Grade One student
- In the morning we have Breakfast Club. If kids have not had breakfast in the morning they can come in for milo and toast. Grade Three Student
- My favourite school subject is Physical Education because we get to try new sports that I wouldn’t usually play. We have sport every week. I have learnt that I am quite good at football and golf. Grade Five student
- My most memorable moment of 2014 was when we went to Coonawarra camp. It was a good thing to mix with students from other schools and we got out of our comfort zones to try activities like the flying fox. Grade Six student

PARENT SATISFACTION

St Joseph’s Primary School parents have shown their support by attending meetings, Masses and assisting with fundraising. Our Parent Class Representatives met with the school principal once a term to assist in the organisation of events at the school. Parents were very active in organising and facilitating fundraising events, camps and other significant events on the calendar. They were an excellent resource for teachers as they planned for the curriculum. Parents assisted with reading and spelling programs in the classrooms. They also assisted the school swimming program by coaching during the summer program and driving students to the Lakes Entrance Aquadome during the winter swimming program. Our school working bee was very well attended and we accomplished a great deal.

Parents regularly commented that our communication to them was excellent and they felt like they had regular opportunities to work with the school and to contribute. We had many new families to the school who described us as a welcoming community. We very much value our strong relationship with our parents and we look for ways to improve our good standing.
Leadership and Stewardship

Goals & Intended Outcomes

- To provide opportunities to develop leadership for students, staff and parents
- To provide a pleasant, safe and secure environment for our school community
- To provide quality resources for a vibrant learning community

Achievements

The student leaders at St Joseph’s did an outstanding job of leading assemblies, ceremonies and Masses. Our leadership group took great pride in presenting with clarity and they provided the best possible example for their student peers to follow. Many members of the community commented on the students’ impressive public speaking and the way they appeared so appreciative of the schooling they had received from St Joseph’s Primary School. Our student leaders also spent many playtimes conducting activities and entertainment for other students. The leaders regularly provided ‘Athletic races’, spelling bees, talent shows and craft activities. They were consistent in modelling appropriate behaviour around school and left a legacy to be maintained.

Our school staff participated in fortnightly Professional Learning Team meetings where everyone played a role in sharing ideas, uncovering knowledge and preparing the curriculum. Teachers were released from their teaching blocks before the PLTs to plan together and ensure collaboration throughout the year levels. This strategy also enabled time for moderation in how assessments were marked and ensured consistency in reporting to parents.

During 2014, our curriculum leaders met with teacher leaders from St Brendan’s Primary School and St Mary’s Primary School to develop our curriculum. This process promoted the sharing of ideas with our cluster and resulted in a numeracy professional development day which involved all the schools.

The grade five/six students travelled to Coonawarra camp where the emphasis was on developing teamwork and on challenging students to try new activities. This camp took place early in the year to galvanise the school leadership group. Our grades two, three and four spent two valuable days at Cape Conran learning about the environment and sustainability. They also challenged themselves through activities such as canoeing and surfing. A great time was had by all.

In 2014, St Joseph’s Primary School received funding from the Catholic Education Office to develop information communication technology. With the funding we were able to place twelve new computers in the school lab, four computers in each classroom, increase our ipads to twelve and to provide teaching staff with their own laptop. Phil Rebbechi from the CEO Sale met regularly with our teaching group to integrate these resources into the curriculum.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

- CAFÉ Model/Daily Five Workshop
- Diocesan Religious Education Professional Development
- SSP Workshop – Speech Sound Pics
- Occupational Health Safety Training
- Mathematics workshop with Rob Vinderhoets
- Staff retreat and community service
- Principal Conferences
- Sustainability workshops
- First Aid Training - CPR
- Anaphalaxis Training
- Asthma Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL 10

AVERAGE EXPENDITURE PER TEACHER FOR PL $568.78

TEACHER SATISFACTION

Staff at St Joseph’s Primary School work closely with each other towards the best outcomes for the students. Staff collaborate to prepare the curriculum and take comfort in sharing the workload in a team orientated environment. Teaching staff have built a high level of trust where colleagues can observe lessons and provide feedback to the instructing teacher. The language used in all circumstances at our school is positive and together we look for solutions to make our school better. Teachers have taken pride in working together to implement new teaching concepts. They work closely with staff from the Catholic Education Office to provide a curriculum that meets the needs of our students and the community. The staff’s strong contribution to this area emphasises their commitment to the school.

As a result of last year’s InsightSRC survey our staff indicated a high level of job satisfaction which included a recognition of a healthy team environment. Acknowledged, was how proud staff have become with the behaviour and attitude of students toward school Masses. They feel their efforts have resulted in a school community who understands the value placed on celebrating a Liturgy.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td><strong>Tuition</strong></td>
</tr>
<tr>
<td>School fees</td>
<td>-</td>
</tr>
<tr>
<td>Other fee income</td>
<td>9,306</td>
</tr>
<tr>
<td>Private income</td>
<td>(42)</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>192,827</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,075,668</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>1,277,760</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td><strong>Tuition</strong></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>557,607</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>108,640</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>666,247</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td><strong>Tuition</strong></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>18,450</td>
</tr>
<tr>
<td>Other capital income</td>
<td>13,206</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>31,656</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>26,695</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>-</td>
</tr>
</tbody>
</table>

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.
VRQA Compliance Data

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YR 03</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>75.0</td>
<td>100.0</td>
<td>25.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>75.0</td>
<td>100.0</td>
<td>25.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 05</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>50.0</td>
<td>-50.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>80.0</td>
<td>100.0</td>
<td>20.0</td>
<td>66.7</td>
<td>-33.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

#### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94.19</td>
</tr>
<tr>
<td>Year 2</td>
<td>90.19</td>
</tr>
<tr>
<td>Year 3</td>
<td>98.90</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.95</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.76</td>
</tr>
<tr>
<td>Year 6</td>
<td>90.11</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.35</td>
</tr>
</tbody>
</table>
## TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 97.22% |

## STAFF RETENTION RATE

| Staff Retention Rate | 90% |

## TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>20.00%</td>
</tr>
<tr>
<td>Graduate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>100.00%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>0.00%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

## STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>5</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>4</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>3</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>1</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>