



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST MARY'S PRIMARY SCHOOL
SWAN HILL**

2019

REGISTERED SCHOOL NUMBER: 1084



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Contact Details

ADDRESS	2 Murlong St Swan Hill VIC 3585
PRINCIPAL	Kate Quin
PARISH PRIEST	Fr Matthew Thomas
SCHOOL ADVISORY COUNCIL CHAIR	Mrs Laura Crow
TELEPHONE	(03) 50332541
EMAIL	principal@smswanhill.catholic.edu.au
WEBSITE	https://www.smswanhill.catholic.edu.au/
E NUMBER	E2040

Minimum Standards Attestation

I, Kate Quin attest that St Mary's 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.

10/4/2020

Our School Vision



We are a child
safe school

St. Mary's Primary School Swan Hill

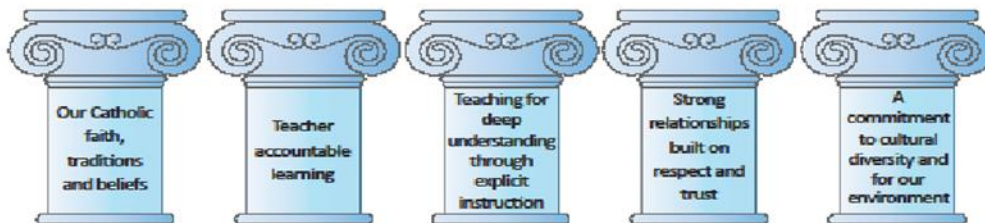
Shine
"...shine among them like stars lighting up the sky!"
Philippians 2:15

Vision and Mission Statement

As partners in Catholic education and with Jesus Christ as our inspiration, we educate, nurture and challenge, each child in our care, to shine in an ever changing world.

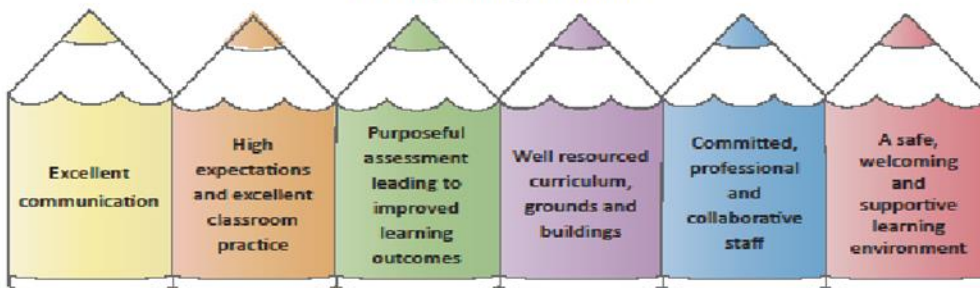
Foundational Pillars

Our vision and our pedagogy about how children learn
We believe in:



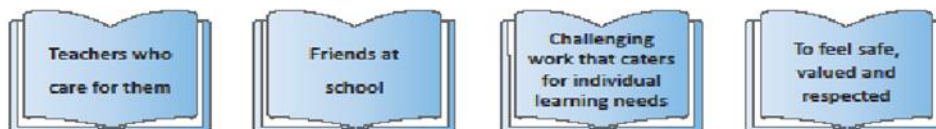
Givens:

For every learning environment



Students need:

Imperatives of student engagement



Moral Purpose / Responsibility

We are committed to improving the lives and learning of every child.
(Every child matters, every day.)

School Overview

St Mary's Primary School is part of St. Mary's Parish, Swan Hill. The school opened in 1919 and in 1923 the arrival of three Sisters of St. Joseph, began a long and close association of the Josephites (1923-1996) with Catholic Education in Swan Hill. The school retains the values of the order with the Josephite characteristics of hard work, dedication, community and family unity still strong features of our school.

St Mary's Primary School currently has a student population of 602 students under the care of a close, effective professional team of Teachers, Learning Support Officers, School Service Officers and Office Administration. St Mary's currently comprises twelve permanent and sixteen portable classrooms, a multipurpose room, canteen, gymnasium and an administration building, which houses a library, staff planning room, staff room and offices. Our beautiful landscaped gardens and quality playing spaces are excellent features of our school along with well-presented classrooms that promote learning in a positive and secure environment.

St Mary's enjoys a position of esteem in the local community. Staff share a belief in the dignity of individuals and the promotion of self-esteem and community responsibility amongst the students. There are currently 27 straight classes. Our student population comprises 49 % Catholic children with the next significant percentage identifying as Christian. A diverse range of other religions are represented as our student population is comprised of 19 nationalities providing us with a rich experience of multiculturalism.

Our school community is made up of both town and rural families, with the majority of children having to travel by bus to school. Factors such as extreme weather conditions and rural remoteness, can impact on our families in many ways with 25% of families receiving CSEF. We also have strong links with our Italian and Koori Communities, which is best demonstrated through our annual Italian and Indigenous Days.

Children at St Mary's are extended an invitation and are supported to discover God's presence in their lives. Within a Gospel centred environment, students are challenged to explore and understand themselves and the world in which they live through a worldview grounded in Scripture and the traditions of the Catholic Church. At St Mary's we are committed to the gospel values, a strong school family identity, quality curriculum and 'best practice' learning and teaching practices within an environment that values the individual, whilst developing

cooperation and team skills. These together with a warm sense of welcome, genuine care and dedicated and highly professional staff are hallmarks of our school.

Teachers actively engage in developing a guaranteed and viable curriculum. Response to Intervention (RTI) has been the foundation for our teaching practices and we are currently being informed by the characteristics of a Professional Learning Community (PLC). The curriculum is vertically aligned so that there is continuity and progression across all years of school with Essential Learning Statements existing in Mathematics and English. Differentiation of curriculum is evident across year levels with intervention and extension programs in place in the areas of literacy and numeracy to support individual children's learning needs. Our staff are given significant time to allow for collaborative planning which is data driven through the use of pre and post testing. Reflection on the learning is used to feedback, feed in and feed forward all curriculum planning and subsequent teaching that occurs.

At St Mary's our belief is that 'every child matters every day' and our staff are committed to providing a learning environment to cater for all individual needs. The Vision and Mission statement is fundamental to all practices as we challenge, educate and nurture each child in our care.

During 2019 school year we focussed our energy on priorities to drive school improvement with the School Annual Action Plan centred on the areas of:

- ❖ Creating authentic leadership opportunities for staff, students and parents.
- ❖ Embedding a guaranteed and viable curriculum
- ❖ Strengthening staff understanding of Catholic Social Teachings

Principal's Report

This annual report at the AGM is an opportunity to reflect on and highlight key decisions, events, achievements and successes throughout the year that was.

In my first year as principal, I feel very fortunate to work in such a supportive and blessed environment. The reality of a school setting is that the learning experiences and projects that have taken place during the year could not have happened without a great deal of commitment and support from Fr Matt, students, parents and staff. Special thanks must go to our School Board Chair, Laura Crow and the School Council for their generous commitment to St Mary's School during 2019. The SAC has provided valuable guidance and advice in many areas of the school during the year. Your strategic thinking and goal setting has been a great support to our students, parents and staff. I also wish to acknowledge the commitment and generosity of our Parents & Friends Committee, in particular Melissa Gilchrist who along with a small group of trusty helpers has planned many exciting fundraising and community building events this year. Highlights for the children and their families would have to be the school disco and recent very successful Family Fun night. Their fundraising has contributed to the costs involved in building and stocking our hen's house, the installation of the very popular gaga ball pit and the purchase of musical instruments for the new musical garden.

We started the school year with 600 students, including 90 Foundation students. Our community comprises of 27 classrooms, 390 families and over 75 staff. Throughout 2019 we welcomed 22 new people on board, who to the credit of our existing staff, settled in smoothly and quickly embraced the positive school culture that exists at St Mary's.

In 2019, much work was done to upgrade and extend our school grounds. The completion of another new adventure playground in readiness for the school year brought a great deal of delight to our junior students and has created another wonderful play space for the Foundation - Year Two children to play. With input from staff, the SAC and students, a beautification project was undertaken to refresh the area outside the canteen area and plans were made to install a musical garden and junior sandpit area outside the current Foundation rooms. Portable classrooms and a portable toilet block arrived in the final week of the 2019 school year. These were refurbished throughout the first two terms with students moving in once the NAPLAN testing was completed. The addition of these portables has resulted in us having 28 classroom areas as per our master plan and sees the end to current classroom housing needs. A new sculpture was commissioned for the centenary celebrations at the front of the school as well as a large cross in front of our new signage. Currently, this end of the year sees us in the process

of installing the musical garden and additional seating areas and garden areas for both children and the many parents who stay after school with their children to play on our new undercover playground equipment.

This year we turned 100 and our Centenary Celebrations were a highlight on the school calendar. The culmination of many months of careful planning and preparation, our Centenary Celebrations were a wonderful expression of community spirit. It was a weekend where not only past staff, students and families gathered to reminisce but also to usher in a new chapter of our school's story. The celebrations included a Family Fun Night on Friday, November 8, followed by Saturday night with many attending the Parish Mass and staff function. On Sunday, November 10, the Parish Centenary Mass was held with school tours and memorabilia displays in the gym and on Monday November 11, a school Mass was celebrated and the blessing of a new sculpture, after which the children participated in Kaboom Sports.

With extensive support from Fr Matt and the Holy Rosary Parish, it was exciting to announce we would have a preschool operating onsite from 2021. A partnership with Shine Bright has culminated with Shamrock Park Kindergarten commencing with one group of four year olds in 2021 and then expanding to run additional services from 2022. This new preschool will operate autonomously on site from our current MPR.

Academically, 2019 was another extremely successful year for St Mary's Swan Hill. NAPLAN results were excellent. For the sixth year in a row, St Mary's was recognised as achieving well above the national and state averages in all aspects tested. With the employment of two instrumental specialists, we were able to offer music as a dedicated specialist subject and it was fabulous to see the expansion of our choir and the introduction of our strings group.

Our commitment to the RTI (Response to Intervention) and Professional Learning Communities (PLC) philosophy has maintained our priority in maximising the learning opportunities for every student. This philosophy urges us to invest time and resources in a way that gives all learners the best chance for success. This year saw the expansion of WIN time, our differentiated approach to teach writing and the introduction of weekly timetabled RTI problem solving meetings which allowed a level per week to be released to work through best practice in action to differentiate learning experiences and provide appropriately challenging curriculum for all students in our care.

Student wellbeing remains a firm priority with additional staff being employed in this vital area. Work has continued in the area of positive behaviour management with the consolidation of School Wide Positive Behaviour Support framework and the embedding of the refined St Mary's Way. This has resulted in implementation of a behaviour management matrix, the development

of what constitutes minor and major behaviours and behaviour management plans all which assist in fair and consistent handling of behaviour issues within the school.

St. Mary's continues to enjoy a close connection to the Parish Church and the community. We are fortunate to have the support of Fr Matt who is involved in much of our school life and decision making at St Mary's School. This year our Year 6 students have been involved in Meals on Wheels each month and this has provided a practical way for them to make clear connections between the gospel values and the church's teaching. St Mary's also regularly participates in school and level masses as well as year level Parish Mass and liturgies. Students participate in the Sacramental Program, completing their Sacrament of Confirmation, Eucharist and Reconciliation. The children develop a sense of social justice through participation in parish fundraising for Project Compassion, St Vinnies Winter Appeal and Operation Christmas Child.

There is a positive energy within our school community with strong partnerships evident between our school, its parents, parish, diocese and the local sector. The introduction of Guided Learning Walks which allowed us to show interested parents what learning looks like in a particular subject in real time, has proved not only popular but an authentic way to engage parents with the learning that takes place in our school. Community involvement is consistently evident at our school and is acknowledged and valued. We enjoy high levels of involvement at school masses, assemblies, Grandparents and Carols evening, school camps sports days and special classroom events. The school prides itself on being a welcoming space for the local school community where everyone is welcome to join our celebrations.

My first year as principal has been a very supportive partnership ably supported by our Deputy Principals, Jason Perry and Ginny Gook, Belinda Davies as Religious Education Leader and the leadership team. I have encouraged all staff wishing to extend their leadership knowledge through formal study or attendance at intensive leadership PD. This has seen Kyle Doran and Jacob Cleeland completing the Country Diocesan Leadership Program, Jason Perry, completing a 12 month course to enhance his leadership capabilities as Deputy Principals, and Gemma Watts commence her Masters of Wellbeing. A continued emphasis on building capacity has occurred this year with the expansion of instructional coaches who have worked closely with staff to build teacher efficacy and best practice in curriculum and use of technology.

It has been a privilege to lead St Marys this year and I thank everyone within our community for their absolute commitment to our school and ultimately Catholic Education. As we make plans for 2020, there is a sense of excitement as we continue to explore ways in which we can

continue to provide a high quality educational experience for the students in our care. Therefore, as I look forward to the continued commitment of all to St Mary's, I ask that God continue to bless our school abundantly and inspire us to progress our work in service for the betterment of our students, their learning and their wellbeing.

Kate Quin
Principal

School Advisory Council Report

As the parent of two children attending St Mary's Primary School, the oldest of whom is in her fifth year, I would like to begin this report with an observation. Those who attended and worked at the school in its foundation year, 1919, would be moved beyond belief by the changes that have occurred, not least in the school's address but in education itself, in technology and in the breadth of curriculum and resources that support our children's development. I feel certain that they would, despite the overwhelming unfamiliarity, feel foremost the same strong sense of community and nurturing care that characterised their own school.

It is in that context that the school celebrated its 100th year of Catholic Primary Education and I feel honoured to be presenting this report as Chairperson of the 2019 School Advisory Council. The celebrations that took place to commemorate this amazing event did not go unnoticed. We extend our gratitude to the P & F crew, led ably by Melissa Gilchrist with the Family Fun Night, the Centenary Committee with their hard work in organising memorabilia, commemorative bricks, the informative webpage and collating an array of photos and memories for all to relish and enjoy over the weekend. It was especially pleasing to see so many past staff members and students (the eldest being in her nineties) attend the Mass and celebrations. Finally, we cannot forget the amazing work of Andi Higgins who designed and created a special sculpture typifying our Saint Mary Mackillop and our region, a piece we will admire for many years to come.

As we all know, there is a significant amount of work that goes into running a school of this size and the School Advisory Council is only a small but important component of this. Our role is primarily to act as a sounding board for the Principal and Leadership on matters of a financial and commercial nature. This can include such functions as:

- Planning for the present and future operations of the school
- Assisting in the recruitment of staff
- Ensuring information about the school and about Catholic Education is communicated to persons and organisations in the school community
- Liaising in all matters relating to the financial management of the school, and
- Advising the Principal with respect to school policy within the confines of the Catholic Education policy and procedure

Generally, the SAC acts as an avenue of consultation used by the Principal to gauge opinions on particular initiatives or matters of interest. Throughout this year, the SAC has assisted leadership with a number of beautification projects which can be admired as you walk through the yard; the upgrade around the Canteen, the Grade 3 classrooms and the installation of the Musical Garden, currently taking place as I write this report.

An important role the SAC also assists with is the appointment of leadership staff. This is the second year I have had the privilege of being included on the interview panels and I have found this one of the most rewarding aspects of my role on the SAC. Every recruitment decision made reflects how the school continues to employ highly skilled and passionate teachers who want to continue to grow as leaders and inspire our children.

The Board consisted of myself, school representatives - Fr Matthew Thomas, Kate Quin, Jason Perry, Scott Anderson and parent representatives - Henk Vrolijk, Ruth Holmes, Kirsten Mitchell, Stephen Davies and Melissa Gilchrist. I would like to thank the members for their passion, time and input to the strategic direction of the school and the wellbeing of our children. I have found the input from our 2019 SAC members to be very insightful and active in the role they play in providing support, advice and feedback to Kate and the leadership team. I would also like to personally thank Maree McLean, the school's Business Manager, who attended many meetings and provided an oversight and governance to the management of the school's financial statements and annual budgets.

I am very grateful to the leadership team for their commitment and professionalism in the operation of the school. They, along with the staff at St Mary's Primary School, are to be commended for the superb job they do in creating an exciting, safe and supportive learning environment, which enables students to strive for growth and realise their potential. The hard work, leadership and dedication that they have provided to the school are greatly acknowledged and appreciated by the SAC. They are passionate about teaching and learning and show great commitment to the students (our children). They take an active interest in their development and that of their staff. I get a lot of very positive feedback regarding our wonderful teachers who do a great job in shaping the minds of our children and their future. There really are no words to express our gratitude for all they do. The SAC offers each and every teacher of St Mary's a big thank you. To the Canteen staff, Education Support Officers, maintenance staff and other support staff who contribute time and effort in support of the teachers and the school, we also say a big thank you.

To staff moving on to new beginnings, we thank you for your contribution to our school community and wish you all the best on your next adventures. I would personally like to acknowledge Mag Kiley, who retires at the end of 2019 after 24 years of service. Mag is going to be missed in our school community with her warmest of welcomes over the phone and in the front office. Mag, we wish you well in your retirement and thank you from the bottom of our hearts for your empathy, passion and care.

Finally, I would like to say a special thank you to Kate Quin for her unwavering support and guidance to me in my role as Chairperson of the SAC. Her leadership of our school is outstanding and her passion is reflected in the relationships she holds with all in the school community. I am looking forward to another year at St Mary's Primary School as School Advisory Council Chair. I look forward to an exciting 2020 school year.

Kind Regards

Laura Crow

Catholic School Culture

Goals & Intended Outcomes

Our priority for 2019 was for staff to understand and use Catholic Social teachings as a key basis along with Shared Christian Praxis to collaboratively and confidently develop new Awakenings units of work.

Achievements

- Staff using the New Awakenings online website to support planning and the collaborative approach in constructing learning activities and rich assessment tasks
- Whole staff professional development day to deepen our understandings of what Catholic Social Teachings are and the origins of their development
- Time allocated into the Professional Learning Schedule each term for staff from the same level to plan units and rich assessment tasks together
- Time allocated for the RE Leader to meet with different staff on a needs basis each week to discuss planning of Liturgies, school masses, the new curriculum and other aspects of the Religious Education program
- As part of our commitment to teaching Religious Education across the school all students engage in timetabled Religious Education classes each week as well as dedicated prayer times each day
- Weekly staff prayer time on a Friday morning that is led by two different staff members each week
- Student involvement in social justice programs eg. Meals on Wheels - where students engage in delivering meals to the local community each month
- The RE Leader and our Parish Priest have further increased opportunities for staff and students to develop their Catholic faith through class Masses, Liturgies and Parish involvement. Each class takes responsibility for planning and running the weekly assembly prayer and are active participants in class and level liturgies. While a different level each month participate in supporting Fr Matthew to lead the Sunday Parish Mass
- All new staff attended a diocesan wide professional development day facilitated by the CEOB to deepen their understanding about Awakenings (our Religious Education program) and Shared Christian Praxis

- We have had regular CEO support with our RE Leader to further our understandings of the New Awakenings Curriculum. These have involved termly visits from Jo-anne V. & Kate L. to lead our staff in professional development in Religious Education
- Our annual RE school closure day led by Fr Matt and Gwen Michener from Caritas provided staff with a range of activities to strengthen their knowledge and understanding of Catholic Social Teachings and how to incorporate them into the classroom
- The Eucharist has been celebrated throughout the year marking feast days and liturgical seasons
- Here at St Mary's we celebrated 100 years of Catholic Education at our school including a Parish and school mass, a family fun evening, school tours and memorabilia displays
- Positive involvement of children and their families in the Parish/School based Sacramental Program, celebrating the Sacraments of Confirmation, First Eucharist and Reconciliation
- The support, attendance and involvement of parents and members of our wider community at school events such as Liturgies, Feast Days, Grandparents & Friends Evening etc
- Our Student Representative Council (SRC) and wider school community have been actively involved in a wide range of social justice events
- Providing regular communication to parents and friends through our weekly newsletter, including Religious Education news as well as prayers and reflections

VALUE ADDED

- Whole School Masses
- Sunday Parish Masses
- Meals on Wheels
- Assembly Prayer
- Daily Class Prayer
- Special celebration of feast days/events e.g. CESH Mass, Mary Mackillop, Year 6 Graduation Mass, Beginning and End of Year Mass.
- 100 Year School Celebrations
- Liturgical Celebrations e.g. Ash Wednesday, Holy Week, Advent, Mission Week

- Support for Social Justice and the wider community through Project Compassion, St Vincent de Paul Appeal, Operational Christmas Shoebox Appeal
- Christmas Carols Family Evening
- Ongoing communication with parents and the wider community through weekly newsletter
- Staff led prayer time on Friday mornings
- Sacramental Information Evening for Families
- Celebration of Sacraments – Confirmation, Eucharist and Reconciliation
- Continued involvement of Religious Education Leader within the Senior Leadership Team
- Staff participation in professional learning and development
- Making connections between Religious Education and other curriculum areas
- Collaboration among staff in planning and delivering the New Awakenings units of work
- Celebration of Catholic Education Week – partnership between St Mary's Primary School and St Mary MacKillop College

Community Engagement

Goals & Intended Outcomes

To strengthen the schools identity as a supportive learning community which connects strongly with families and the broader community.

To continually nurture and grow a school environment that is inclusive and engaging for all.

Achievements

St Mary's actively seeks community engagement in the life of the school, Brekky club and volunteers working in the canteen provided an avenue for many parents to engage in the life of the school as did parental attendance at incursions, school excursions and camps. Service clubs visit regularly to read to our younger students while representatives from sporting bodies assisted with the sporting events or special events at the school St Mary's holds many activities and events which actively encourage the attendance and participation of our broader school community. These included our annual Grandparents and Friends evening which attracted a crowd of over 3500 parents, carers and extended family members who enjoyed visiting classrooms and the Book Fair before watching each year level perform, our Christmas Carols Concert in the Park, the Book Parade, Harmony Day, Meals on wheels, Indigenous day, The Great Race and our second Family Fun Night organized by staff and parents which saw hundreds of our school families enjoy a night of good old fashioned fun.

Throughout the course of the year staff actively built parent involvement and engagement in the learning process. Year level newsletters were sent home regularly, a curriculum newsletter was introduced, and special events were advertised on the newsletter, Skoolbag, on the local radio and shared on our school Facebook page. The back page of the weekly newsletter was assigned to a different class each week who showcased their learning. The use of Google classroom in the middle and senior area of the school provided another avenue for children to engage in their learning with their parents.

Our whole school assembly was run each week by a different class who led us in prayer and concluded with the invitation for parents and family members to stay and share lunch with their children. This was termed Family Friday and proved to be very popular with family groups.

The School Advisory Council continued to be fully represented with all positions filled. They demonstrated a strong commitment to the life of the school and their work and support throughout the year was much appreciated. Parent surveys were also circulated and school community consultation sought about strengths and opportunities for the school to improve community engagement. This led to the changes made to the school uniform and introduction of St Mary's beanies, spray jackets and scarves. Feedback about the positive benefits of learning walks led to further work with Tony Dalton and saw the introduction of a learning walk each term from Term 2 onwards as a means of parents actively engaging in the learning happening at the school.

Our students participated in the Australia Day ceremonies, the ANZAC Day March, Harmony Day, Remembrance Day, Sunday Masses, work in the local community garden, Meals on Wheels, sang regularly at the local aged care facilities and represented our school with pride in a wide range of sporting and musical events at local and regional levels.

Our Student Leaders attended the GRIP leadership conference and our SRC organized activities which supported local, national and international agencies including the Good Friday Appeal, St Vincent De Paul, Caritas, SIDS and MND. Highlights include the Footy Colours Day and the Crazy Socks Day.

A number of School Open Days for prospective families were held over weekends in the first half of the year and Schools in Action Tours were conducted in Catholic Education Week. The Flying Start Preschool transition program ran during Term 3 providing insights into school life for our 2019 Foundation enrolments. Come and try days in Term 3 and Term 4 also proved popular and showcased the programs and facilities on offer.

Parent Teacher Interviews and Meet the Teacher Chats provided an opportunity for parents and staff to look at the strengths and individual learning needs of each child and set goals for future learning. The Student Led Conferences were successfully introduced in Year 5/6 and paved the way for the introduction of 3 Way conferences in Year 2-4.

Regular Principal interviews on radio, the use of students to share school news on the radio and feature in ads, the use of fortnightly newsletter in the local newspaper and regular advertisements and features in the local media all assisted to celebrate school events and achievements with the wider community.

PARENT SATISFACTION

Parent partnership 94

Parent Input 94

School improvement 97

Connectedness to school 101

Student motivation 102

Leadership & Stewardship

Goals & Intended Outcomes

To refine and articulate a clear leadership model for St Mary's Primary School and build the capacity of all members.

To strengthen and sustain a culture amongst staff that is characterised by shared vision, professional inquiry, a strong sense of teamwork and a focus on continuous learning and improvement for all.

Achievements

Student leadership opportunities expanded with the introduction of a Year 5 leadership Day facilitated by UPP, the consolidation of a Year 6 leadership program, expansion of students attending GRIP leadership, increase in responsibility for running aspects of the whole school assembly each Friday and broadening of the PAL program to include ongoing involvement from senior classes in the Foundation room throughout the year. These opportunities have seen students grow in both confidence and maturity under these programs and saw themselves as leaders and making a positive difference to the life of the school.

Lunch with Leaders has provided an opportunity for a different class to have lunch with the Principal and Deputies each week, to share what they enjoyed about school and also to provide insights to things that could improve or be done differently. This initiative proved a very accurate and valuable avenue for gaining information from a student perspective about aspects of school life.

St Mary's remains in growth phase with enrolments increasing each year. The leadership team regularly engaged in assessing the capacity and adequacy of facilities and resources aligned to whole school needs and our increasing enrolments. The Facilities Master Plan that is aligned to the school vision and increasing enrolment trends was revamped with staging reordered and a new architect appointed. With significant cash reserves and a steady increase in enrolments, there is currently a submission in place to begin Stage 1 of the revised Master Plan. The initial stages would provide improved additional classrooms and learning areas to accommodate our growing numbers. This year saw the refurbishment of a triple portable to accommodate our Year 3 classrooms, the installation of a portable toilet unit providing much needed additional toilets for our student population, new signage and our centenary sculpture installed at the front of the school. A new undercover playground for our Foundation-Year 2 students was

proudly unveiled at the commencement of the year providing a much needed additional outdoor area for our junior students to enjoy.

With extensive support from Fr Matt and the Holy Rosary Parish, the establishment of a successful partnership with Shine Bright EMY led to the announcement that Shamrock Park Preschool would commence onsite in 2021

The leadership team has consolidated the strategic use of data throughout the school to monitor progress and inform all teaching and learning programs and practices. This has resulted in staff really knowing the unique learning needs of each student and developed a sense of collective ownership of achievements and results by all staff.

Comprehensive Professional learning schedule outlining all staff Professional learning is circulated by the start of each term. All staff meetings and weekly professional development for staff is aligned to the Schools Annual Action Plan and the AITSL standards, to ensure sufficient time was allocated to focussed discussion and professional development around key priorities. A whole school closure day on Establishing a Culture of Feedback facilitated by Anna Development Days, consolidated some practices and led to the use of many new strategies and a greater emphasis on student -teacher feedback while Andrew Douch led staff through an upskilling in their use of integrating technology seamlessly into the curriculum. We have recognised the need for teachers to have time to talk professionally about their students and their learning and have committed 45 minutes of additional non-face to face teaching time allocation for this to occur. Professional conversation time has now been built into the weekly level meeting times which includes a whole school weekly professional focus facilitated by the Curriculum or Unit leader, analysis of data against the RTI questions in order to diagnose and respond to student needs, sharing of teaching strategies and expertise and work on developing and embedding a guaranteed and viable curriculum in all key curriculum areas.

A restructuring of the leadership team to one Principal and two deputies saw little difference to the way we operate as a team at St Mary's. All leadership roles were advertised and filled and structures put into place in 2018 were consolidated and refined with the continuation of weekly leadership meetings and weekly Senior Leadership team meetings and the introduction of a weekly Wellbeing team meeting and regular LSO meetings conducted in school hours. The establishment of a new leadership structure with defined role descriptions includes a Principal, 2 Deputy Principals and Religious Education Leader (Senior Leadership team), the introduction of a full time Curriculum Leader and the appointment of a broader Leadership Team which consists of Senior Leadership and Unit Leaders. This has been the result of a deliberate shift to building a collective leadership culture by sharing and distributing leadership responsibilities and nurturing and supporting others to become influential leaders themselves. The broader Leadership Team are all non-classroom based for a day per week allowing substantive time for planning, data sharing and a focus on student improvement.

The use of Google to assist with the housing and storage of minutes and agendas from various leadership teams has expanded with weekly agendas for senior leadership meetings, staff memos, staff meetings, event planning, weekly teaching and learning programming, storage of all differentiation data and key curriculum documents all being stored in their respective folders in Team Drive. This has assisted with improving staff engagement as all staff have access to many levels of information and in developing the capacity of all staff in their respective leadership roles.

With many new staff each year, including a number of graduates, we continued with our comprehensive induction plan and processes for all new staff. There are a number of induction sessions conducted for experienced staff that are new to our school and weekly mentoring provided for all graduates by an experienced teacher in their level for their first 12 months of teaching. All mentors and coaches have completed leadership coaching training with GROWTH international to hone skills and expertise.

Commitment to personal Enneagram profiling for all staff in order to understand self and others and to build awareness of individual/team strengths and challenges and the development of school norms to build clarity around expectations. This has resulted in staff knowing far more about their individual and collective strengths and opportunities for growth and has assisted the Senior Leadership team in understanding the different perspectives raised by staff particularly when leading change.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- Religious Education
- Growth Coaching
- Response to Intervention
- OLSEL
- Child Safe
- OH & S training
- First Aid training
- Victorian Curriculum
- Assessment and Reporting
- Technology
- LOTE

- Technology
- Environmental Education-Resource Smart
- SWPBS
- Literacy-Reading and Writing
- Leadership colloquium
- Emergency Management
- Graduate Teacher Program
- Effective Behaviour Management using the Non Compliance strategy
- Kids Matter
- Learning Support Officer Professional learning days
- Numeracy
- Student Wellbeing
- Special Education
- Leadership Development
- Principal Induction Program
- GRIP leadership
- UPP leadership

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

31151

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$479

TEACHER SATISFACTION

- Teamwork Ownership 102
- Engaging Practice 98
- Teacher Confidence 97
- Quality Teaching 102

Learning & Teaching

Goals & Intended Outcomes

Engaging students in rich and authentic learning experiences.
 Embedding a culture of shared leadership and continuous learning for all.
 Developing an authentic Catholic culture in our school community.

Achievements

The expansion of our instructional coaching team has meant we now have 3 experienced classroom based teachers to improve teaching practice along with modelling of the teaching pedagogy. The use of technology to support curriculum was a focus with the introduction of 4 technology coaches to support staff in developing their understanding of using technology applications to enhance student learning and student engagement. The coaching cycle has provided an opportunity for staff to further refine and depth their teaching practice. Coaching cycles have been closely aligned to goals created by staff in their term Professional learning plans and expanded opportunities for staff to build capacity to give and receive feedback from coaches, colleagues and students. Consistent protocols and processes have been implemented in the giving and receiving of feedback and aligns strongly with our whole school approach I Do/You Do & We Do. Staff have been upskilled in the are key elements that are required to be present for feedback to work and the value adding that peer feedback assists in students becoming more intuitive to the criteria that is required to reflect that learning.

Whole school PD and coaching on Feedback, Shared and Modelled writing, Guided reading, Shared and Modelled reading, Punctuation and Grammar and comprehension, has deepened staff understanding about what and how to teach key aspects of the curriculum and challenged staff to think more deeply about ways to improve their own practice. Whole staff PD provided many opportunities for staff to refine current practice in the areas of; Technology: (Andrew Douch), HITS/Feedback: (Anna Bennet), Grammar & Punctuation & OLSEL PD facilitated by members of the CEOB staff.

2019 saw us embed Meet the Teacher learning conversations held the day before school starts to enable parents to meet their child's teacher and share hopes, aspirations and any relevant information prior to the school year commencing. The introduction of student led conferences in Year 4-6 and 3 Way Conferences in Year 2 & 3 promoted increased engagement and parent involvement. As well as the positive feedback the school received with the introduction of learning walks across all year levels in the area of Mathematics.

Responding to a continued trend of children arriving at St Mary's with little or no English, has resulted in the continued employment of relevant bilingual aides to support students and staff with bridging the language barriers and ensuring learning can take place.

Expansion of Flying Start Transition to School program to accommodate increased inquiry and Foundation enrolments. We now run 3 concurrent sessions each Friday for 6 weeks in Term 3, catering for almost 80 Pre-schoolers.

The curriculum programs we run throughout the school are all evidence based and we use the explicit teaching approach based on I Do, We Do and You Do. Through this engaging model we are able to cater for a range of different learning needs and learning styles as well as developing a love of literature, in a safe and supportive learning environment. Learning Intentions and Success Criteria are embedded for all key curriculum areas with teachers identifying quality assessment tasks that will demonstrate student knowledge and understanding of the subject, content and skills taught. This year also saw the transition to STARS online for our students in the Year 2- 6, adding enhancement and enrichment for all students in the area of comprehension. Athletics has supported differentiation permeating throughout our Numeracy teaching practice. Implementing RTI has seen a significant shift in collecting and using data purposefully to identify what students already know/need to be taught and then planning differentiated teaching and learning experiences to support this. Embedding the use of data collection and storage to a shared platform (Team Drive) has made our data transparent and has really assisted in developing a collective responsibility for improving standards.

Our commitment to the RTI framework and adoption of the PLC and RTI questions and culture to reference teaching and learning decisions has provided the reference for all decision making about targeted intervention to best meet the needs of all children. With RTI sessions timetabled weekly for levels to meet with the Principal, Deputy Principal, Learning Diversity Leader and Curriculum Leader.

The Technologies Curriculum is now embedded as part of the whole school curriculum and is part of the School Reports from Year 2 onwards. We have reviewed and updated the IT infrastructure to best utilize technology with the establishment of a school based Technology Team along with an active Google community where staff store data and share information through Google Drive and Team Drive. We have dedicated significant time to Professional Development of staff in the area of Technology and moved towards using the digital platform of Seesaw. This is implemented through closure days, ongoing PD in the weekly professional learning meetings and through in class coaching from the School Digital Technology Leaders.

The Smart Art program has significantly raised the profile of Art in the school and provided rigorous and ongoing professional development for the Creative Arts staff. The opportunity for

all staff to participate in the whole school art PD provided by ZART have also assisted with improving staff skills and confidence to plan and teach this confidently within their classrooms. The area of music has also been excitedly enhanced with the purchasing of new musical equipment: a piano, drum kit and a class set of ukuleles and guitars.

To ensure a guaranteed and viable curriculum is offered to all students, PD and staff meetings have occurred to ensure the strong understanding among all staff in relation to Essential Learning Standards, drawn from the Victorian Curriculum in Reading and Writing and Numeracy. Professional development and the constant highlighting of newly created essential F-6 learning documents has assisted all staff to discern what is essential to be taught in each year level in Reading and Writing, when it is taught, how it is assessed and the prior skills required to ensure mastery. Banks of common assessment tasks are also housed with Essential Learning Statements have been expanded to assist with a consistent and comprehensive data collection and analysis. Last year also saw staff moving towards the transitional phase of R.E planning utilizing the New Awakenings proforma with the support from the CEOB.

The use of whole school professional development planned around school action plan priorities, systematic and regular staff professional learning that focuses on best practice or targets increasing competence in a particular curriculum area and weekly attendance at level meetings to engage in professional conversation around an aspect of curriculum or to provide some specific PD.

The school's culture is driven by the belief that every child is capable of being a successful learner. This is a constant message and one that is recalibrated each year to ensure all new staff understand the why – ‘why we do what we do ‘at St Mary’s and our school mantra “Every child matters every day”. Our staff form the belief that all children can learn to high levels given the right time and support. Staff know their students and how they learn, using data to drive decision making about what they need to learn next and how best to achieve this. We have well documented and structured intervention, facilitated by the Special Education & Curriculum Leaders and monitored by Unit Leaders. This includes evidence based intervention within classrooms and across levels to cater for intervention and extension.

Collegial and collaborative teams work across each year level. All staff are released together during non-face to face teaching time to share planning, design a range of purposeful and engaging experiences for students, discuss and analyse data, and to share and support each other in their work. This year all staff have been provided with three hours non face to face release to assist with time being prioritised for data driven conversations.

The Learning and Teaching Policy and Assessment and Reporting policies have been updated to reflect changes in data collection and reporting guidelines. The production of a Teaching and

Learning Handbook which clearly outlines our practices and processes has assisted all staff to understand agreed practices and ways of working.

Engaging students in their own learning has been a focus with staff actively working on planning units of work with many opportunities for student voice and choice embedded in learning experiences and where children are being engaged in and given opportunities to set learning goals and share their learning. Students now regularly use their pre and post data testing results in reading, writing, spelling and maths to identify their current levels of achievement and what they are required to do in order to improve.

There has been a continued focus on teachers moving from 'my' to 'our' data across levels and units, with data discussions featuring at each unit meeting and at our weekly leadership team meetings. The use of consistent questions to inform the conversation has been introduced with staff encouraged to reference discussions around children's data against the 6 PLC and 4 RTI questions.

With the introduction of the NCCD requirements our systematic approach to providing services and intervention for students with additional learning needs has been further refined. There is a designated Special Needs and Curriculum Leader, 2 Student Support Officers and an established RTI team to ensure we do all we can to best meet the individual learning needs of each child in our care. Having adopted the RTI framework there are increasing levels of intensity (Tiers 1-3) of support based on progress monitoring and data analysis. A variety of evidence based intervention programs in numeracy and literacy are provided within a multi-tiered approach in classrooms, small groups and 1 to 1 instruction dependent on individual students' learning needs.

Whole school moderation in writing occurred twice yearly with staff moderating against the school essentials and aligned against the Victorian Curriculum work samples. Moderated pieces of writing have been scanned to create banks of writing samples to use to moderate and to create annotated 'bump it up walls' for students' to use a rubric against which to assess their own writing. 2019 saw the implementation of WIN (What I Need) into our writing block of a Thursday & Friday which operates at the same time throughout the school. It is a fantastic opportunity that involves all staff being involved to offer additional support to classroom teachers. WIN time is based on fluid grouping and the pre assessment of data collected, allowing for differentiation and enrichment for all students.

STUDENT LEARNING OUTCOMES

For detailed information please refer to Page 38

Teachers have analysed the NAPLAN data in conjunction with other data sets to work towards improvement in learning outcomes in all areas.

Wellbeing

Goals & Intended Outcomes

- To strengthen students' engagement in contemporary learning
- To strengthen students' social and emotional learning and to have a whole school approach to positive behaviour management
- To promote and encourage staff wellbeing

Student Wellbeing aims to promote and enhance the personal, social, physical, emotional and spiritual nature of students. Key elements of student wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviours and personal resilience. These attitudes and skills are taught as well as expected of the children. The key strategies are to maintain a consistent approach to Positive Behaviour Support, explicit teaching of Social and Emotional skills and the use of restorative language.

Staff wellbeing is also paramount in contributing to a positive culture

Achievements

- Reviewed and made significant changes in our 'St Mary's Way' in light of School Wide Positive Behaviour Support
- Refinement of the Year 6 student leadership program to provide all with skills in their area of strength
- Development of student devised individual learning goals and reflection on these as a means of growth
- Use of student reporting journals to reflect on individual learning growth
- Implementation of student led conferences in Year 5 and 6 and 'three way chats' in Years 2, 3 and 4
- Using regular PSGs to reflect and refine student goals
- Increased the number of LSO's across the school to support children with specific needs

- Commitment to teaching Social and Emotional Skills each week with a whole school focus using the program 'Respectful Relationships'
- Employment of a full time Wellbeing Support person to support students and families with social/emotional needs and two part time Wellbeing support people
- Engagement of paraprofessionals to support individual students and their families with particular social and emotional needs (Occupational Therapist, CAMHS, counsellors)
- Community Groups that meet each term with a specific focus on celebrating across year levels
- Strengthening our commitment to the cultural diversity in our community (Harmony Day, Italian Day, Indigenous Day, NAIDOC Week)
- Building understanding and empowering teachers to utilize Brain Gym & Movement programs and mindfulness techniques with their classes to help support children to be ready for learning
- Ongoing commitment to PAL (Foundation-Year 5/6 buddies) program and bus buddies
- Commitment to having a diverse range of activities available for children to utilize during break times (Library, Lego club, gardening club, mediation, yoga and imaginative play activities)
- Establishing Child Safe Practices & Protocols
- Tracking student behaviour (Simon) and consistent follow up and communication with parents
- Each term having a focus on staff wellbeing – soup lunches, staff breakfasts, yoga and meditation

VALUE ADDED

- Implementation of SWPBS as a framework for developing a systematic whole school approach to positive behaviour support
- Extended use of Boost teachers Year 1-3
- Increased use of bilingual aides – Foundation and other year levels
- Embedded use of Shared drive to record interventions work - Boost, Reading Recovery, Fundamentals, QuickSmart Maths, SPELD, Speech and Language programs with monthly updates recorded by relevant people
- Increased number of support staff in response to children's needs
- Scheduled meetings each week with the wellbeing time that has agenda items and kept in Shared Drive
- Peaceful Kids trained wellbeing support people who conduct group sessions each week

STUDENT ATTENDANCE

Regular attendance at school is essential for students to maximise their learning. The school in partnership with parents is responsible for promoting regular attendance of students. The following procedures are followed to monitor and address non-attendance;

- Attendance is checked twice daily and entered electronically on SIMON
- Parents/Carers are required to notify the school of the reason for any absence
- An SMS message is sent by 9:30am for any unexplained absence and a follow up phone call is made if the SMS has not been responded to by parents or carers

Attendance is constantly monitored and frequent non-attendance is followed up by leadership with a phone call and if necessary a letter.

Child Safe Standards

- At St Mary's we hold the care, safety and wellbeing of children as a central and fundamental
- Responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of
- Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (CECV)
- Commitment Statement to Child Safety

Goals and Intended Outcomes

- To develop school community awareness of and a commitment to the Ministerial Order No 870 (Victorian Child Safe Standards)
- To develop school policies which are able to demonstrate the strong commitment of St Mary's Primary School to the care safety and wellbeing of all students in our school
- To ensure thorough and rigorous practices are applied in the recruitment, screening and ongoing professional learning of staff
- To ensure that school personnel have regular and appropriate learning to develop their knowledge of, openness to and ability to address child safety matters
- To ensure the school takes specific action to protect children from abuse in line with the three new criminal offences introduced under the Crimes Act 1958 (Vic.) and in line with the
- PROTECT: Identifying and responding to all forms of abuse in Victorian schools.

Achievements

The school has achieved compliance with the Child Safe standards in the following ways;

- The development and implementation of a Child Safe Policy which outlines the schools commitment and practices towards ensuring a safe environment
- The Child Safety Code of Conduct and commitment to Child Safety are prominently displayed in the foyer, each classroom and in every office and learning area in the school
- Appointment of a Child Safe Officer
- All policies and documentation related to the seven child safe standards housed in E Sort and Knowledge Banks which is accessible to all relevant personnel
- Identification of ways that students can identify concerns and a clear procedure for staff to report child abuse
- Consultation with the School Advisory Council regarding the writing of policies and procedures and the purpose of each standard
- Ongoing professional development for staff, volunteers and visitors relating to expectations for them to comply with school policies and procedures
- Information provided to the school community though the newsletter and website
- Ongoing risk assessment of school procedures and events that removes risk to children from adults

Future Directions

Clarified priorities for School Improvement Plan 2018-2022 (as a consequence of 2017 School Reflection and External Review)

Priority & Goal/s	Links to relevant Key Aspects of Schooling	Proposed Strategies
<p>Engaging students in rich and authentic learning experiences</p>	<p>Vision and Mission</p> <p>Catholic School Culture</p> <p>1.1 Religious Education</p> <p>1.2 Enhancing Catholic School Identity</p> <p>1.3 Social Justice and Action</p> <p>Community Engagement</p> <p>2.1 Partnering with Families</p> <p>2.2 Community Partnerships</p> <p>Leadership and Stewardship</p> <p>3.1 Shared Leadership</p> <p>3.2 Building Staff Capability</p> <p>3.4 Stewardship of Resources</p>	<p>Establish purposeful and effective student centred learning which supports differentiation across all subject areas and year levels.</p> <p>Develop critical and creative thinking.</p> <p>Build a culture and shared understanding of feedback.</p> <p>Strengthen the practice of sharing and using data to analyse and respond to school and student performance.</p> <p>Provide Professional learning opportunities for staff to develop their understanding of Positive Behaviour, RTI and PLC practices and revise the St Mary's Way in light of Positive Behaviour Strategies (SWPBS).</p> <p>Create Academic and Social Behaviours Guaranteed and Viable F-6 framework.</p> <p>Structure roles and responsibilities to ensure there are coordinated strategies for intervention.</p> <p>Introduce Student Led Chats in order to engage parents and their children more deeply in learning.</p>

	<p>Learning and Teaching</p> <p>4.1 A Guaranteed and Viable Curriculum</p> <p>4.2 Effective Teaching</p> <p>4.3 Engaging Students in Their own Learning</p> <p>4.4 Analysis and Use of Data</p> <p>4.5 Coordinated Strategies for Intervention</p> <p>Wellbeing</p> <p>5.1 Quality Relationships</p> <p>5.2 Wellbeing Practice</p> <p>5.3 Safe Learning Environment</p> <p>5.4 Rights and Responsibilities</p>	
<p>Developing an authentic Catholic culture in our school community</p>	<p>Vision and Mission</p> <p>Catholic School Culture</p> <p>1.1 Religious Education</p> <p>1.2 Enhancing Catholic School Identity</p> <p>1.3 Social Justice and Action</p> <p>Community Engagement</p> <p>2.1 Partnering with Families</p> <p>2.2 Community Partnerships</p>	<p>Implement an explicit social justice program across all year levels to strengthen connections within and beyond the community.</p> <p>Engage and understand the theology of ECSI.</p> <p>Use the ECSI and other Catholic Culture data.</p> <p>Build teacher knowledge of Awakenings and shared Christian praxis to make connections with social justice actions.</p> <p>Develop staff Professional Learning on Catholic social teaching.</p>

	<p>Leadership and Stewardship</p> <p>3.1 Shared Leadership</p> <p>3.2 Building Staff Capability</p> <p>3.3 Ensuring Effective Governance</p> <p>3.4 Stewardship of Resources</p> <p>Learning and Teaching</p> <p>4.1 A Guaranteed and Viable Curriculum</p> <p>4.2 Effective Teaching</p> <p>4.3 Engaging Students in Their own Learning</p> <p>4.4 Analysis and Use of Data</p> <p>Wellbeing</p> <p>5.1 Quality Relationships</p> <p>5.2 Wellbeing Practice</p> <p>5.3 Safe Learning Environment</p> <p>5.4 Rights and Responsibilities</p>	
<p>Embedding a culture of shared leadership and continuous learning for all</p>	<p>Vision and Mission</p> <p>Catholic School Culture</p> <p>1.2 Enhancing Catholic School Identity</p> <p>Community Engagement</p> <p>2.1 Partnering with Families</p>	<p>Increase our understanding of effective strategies to develop and monitor the school's performance as a highly effective Catholic school.</p> <p>Strengthen instructional leadership empowering staff and students to embrace feedback.</p>

	<p>2.2 Community Partnerships Leadership and Stewardship</p> <p>3.1 Shared Leadership</p> <p>3.2 Building Staff Capability</p> <p>3.3 Ensuring effective governance</p> <p>3.4 Stewardship of Resources</p> <p>Learning and Teaching</p> <p>4.1 A Guaranteed and Viable Curriculum</p> <p>4.2 Effective Teaching</p> <p>4.3 Engaging Students in Their own Learning</p> <p>4.4 Analysis and Use of Data</p> <p>4.5 Coordinated Strategies for Intervention</p> <p>Wellbeing</p> <p>5.1 Quality Relationships</p> <p>5.2 Wellbeing Practice</p> <p>5.3 Safe Learning Environment</p> <p>5.4 Rights and Responsibilities</p>	<p>Provide Professional Learning and Coaching opportunities to explicitly upskill staff.</p> <p>Strengthen and understand role clarity and expectations.</p> <p>Develop and implement Professional Learning Plans.</p> <p>Develop strategies for leaders, teachers, administration and LSOs to strengthen connections and work collaboratively.</p>
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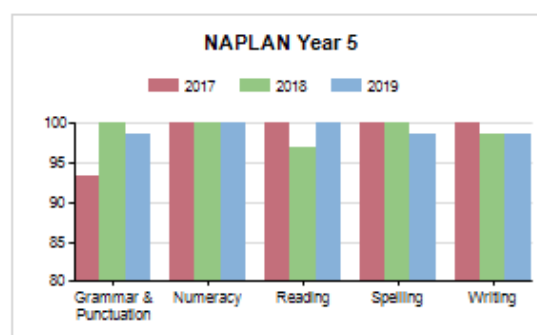
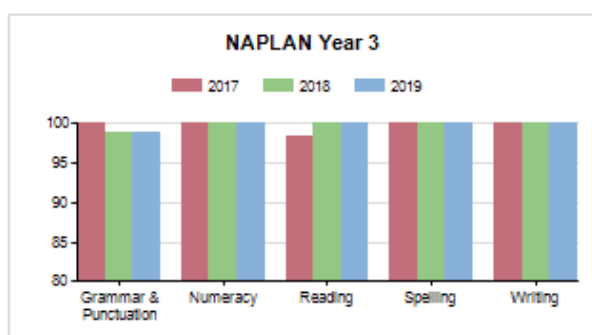
School Performance Data Summary

E2040

St Mary's School, Swan Hill

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes %	%	Changes %
YR 03 Grammar & Punctuation	100.0	98.8	-1.3	98.8	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	98.4	100.0	1.6	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	93.3	100.0	6.7	98.5	-1.5
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	97.0	-3.0	100.0	3.0
YR 05 Spelling	100.0	100.0	0.0	98.5	-1.5
YR 05 Writing	100.0	98.5	-1.5	98.5	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.4
Y02	93.0
Y03	92.6
Y04	92.7
Y05	92.8
Y06	90.5
Overall average attendance	92.3

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.4%

ALL STAFF RETENTION RATE	
Staff Retention Rate	97.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	8.3%
Graduate	8.3%
Graduate Certificate	0.0%
Bachelor Degree	80.6%
Advanced Diploma	16.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	53
Teaching Staff (FTE)	40.0
Non-Teaching Staff (Headcount)	30
Non-Teaching Staff (FTE)	24.4
Indigenous Teaching Staff (Headcount)	2

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