

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



2015



*learning - hope - purpose*



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## Contact Details

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## Minimum Standards Attestation

I, Damian McKew, attest that Clonard College Geelong 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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

20 May 2016



## Our School Vision 2017

### Brigidine Identity Statement

*Our students, inspired by Gospel values, participate in their world critically, effectively and creatively.*

### Clonard College - Vision 2017

*Clonard College is a Catholic secondary school for girls where we strive for learning to be collaborative, dynamic and vibrant.*

*Inspired by the Gospel values of love, justice, service and peace, we will be a community that:*

- Welcomes and includes everyone
- Encourages each person to develop their potential
- Promotes the dignity of all and shows respect for creation
- Empowers students to empathise with and respond to the vulnerable.

### Graduate Outcomes

*Clonard College strives to help each student to be:*

#### **A young woman of spirituality and faith who:**

- Values and participates in rituals, liturgies and the prayer life of the faith community
- Hears and models the Gospel values of love, justice, peace and inclusivity
- Experiences faith as a source of hope and belonging
- Respects multiple voices, views and perspectives within and beyond the school.

#### **A young woman of character who:**

- Embodies love and respect for herself and others
- Values and nurtures her physical, mental and emotional health
- Demonstrates integrity in decision making
- Empowered with an independence of spirit, explores new ideas.

#### **A young woman of learning who:**

- Reflects and is discerning, thinks critically and can see possibilities and solutions
- Strives for excellence
- Welcomes challenge and opportunity
- Participates effectively in her world
- Creates, is innovative and resourceful.

#### **A young woman of service who:**

- Embraces the legacy of Saint Brigid: compassion, social justice, advocacy, leadership and vision
- Creates right relationships
- Builds connectedness with her community and environment
- Seeks and promotes justice in local and global communities.

## School Overview

To achieve the Graduate Outcomes requires an environment that is progressive and innovative. Learning spaces must be flexible and adaptable to changing learning and teaching methodologies. In recognising this, we have undertaken the historical step of doubling our physical size by acquiring the former Minerva Road campus of Western Heights and we will undertake an ambitious building program.

Clonard Vision 2017 is more than a wish-list: it is a statement of intention supported by structures and action to equip our students to meet the challenges of the world beyond Clonard College. Our young women need strength to stand firm in their conviction and to take the Gospels, the works of St Brigid and Australia's first Saint, Mary of the Cross (MacKillop) as inspiration. We look to support them in their individual pursuit to become young women of justice and kindness underpinned by an unshakeable conviction to do what is right.

Clonard Vision 2017 speaks of hope: our collective hope for our young women and the world they will occupy, giving them a clear sense of purpose and faith-illuminated path on which they can tread to achieve their goals ethically and happily.

Clonard College Geelong is a Catholic girls' school owned and sponsored by the Brigidine sisters, located in Herne Hill. It is a school of approximately 850 students, serving the areas of greater Geelong, the Bellarine Peninsula and the Golden Plains Shire. Our motto, 'Strength and Kindliness', gives a sense of our mission, and we strive to develop in young women the capacity to understand and contribute to the world. The school focuses on developing strong pathway planning skills in students through comprehensive VCE, VCAL and VET programs. Clonard has a special focus on indigenous issues, with a strong thread running through the curriculum and successful nurturing of links with two schools in the Northern Territory. Environmental sustainability is another important feature of the school's work with the attainment of a five star sustainability rating through the Centre for Education and Research in Environmental Strategies (CERES). The school takes very seriously the challenge of educating for sustainability both within the curriculum and in terms of dealing with waste and energy use in the school environment. It is the mission of the College to educate its young women to be people of spirituality, character, learning and service.



## Principal's Report

In 2015 the College released its new five year building master plan, which will be a continuation of the extensive building and redevelopment program undertaken over the past five years. A key component of this plan is the establishment of a new Library/Student Services Centre that we believe will provide the space and resources for our students to maximise their learning opportunities. We continue to reap the benefits of the Tullow redevelopment and over the course of the year, we have established a new Multipurpose Centre and Chapel that will be officially opened in 2016.

In the 2015-19 strategic plan released by Catholic Education Melbourne (CEM), Archbishop Hart notes that in Catholic schools, students have the opportunity to develop their talents and abilities, their knowledge, skills and capabilities, across the many areas of learning and wellbeing, in particular, those areas that enrich the human person. In this way, students live lives of meaning and embrace the possibilities and challenges of the future with responsibility and hope. The continual reflection and development of the learning and teaching program at the College is focused upon maximising the best possible outcomes for students. We have been blessed with an environment supportive of our students where there are opportunities for all to be their best.

In 2015 the College undertook a review in the area of Learning and Teaching. This was a chance to review each aspect of our learning program, seek feedback from key stakeholders and plan for changes that will assist the College in enhancing outcomes in future years. The external review panel were suitably impressed with the efforts that the College has made towards continued improvement.

In August we were delighted to host the Tri schools production of *The Lion, The Witch and The Wardrobe* at Geelong Performing Arts Centre. This was an opportunity to join together with the students and staff from St Joseph's College and Sacred Heart College and showcase the great theatrical talents that exist in our school communities. It is another example of our Catholic Secondary College's working together to maximise the potential of the young people in our care.

I wish to acknowledge the extraordinary work of the College staff. The education of and care of more than 830 young women is not without its difficulties and there are times of disappointment and frustration. More importantly, there are times of celebration and success. We are indeed fortunate to have a dedicated group of staff who genuinely care for our students and I thank each staff member for their commitment, generosity and care shown to our students over the course of the year.

I also wish to commend the work of a dedicated group of College supporters: the Stewardship Council which has, under the capable guidance of our Chair Ms Greer Lamaro-Haintz, been a continual source of support, particularly as we forge ahead with both the educational and capital works program in the College. The Council play a vital role in ensuring that the College remains true to its core purpose and beliefs and that a secondary education for girls in the Kildare Ministries tradition remains accessible and affordable for families in our community.

I would also like to specifically acknowledge the support from the members of the College Leadership team: Assistant Principals Ms Jo Ryan, Ms Kylie Power, Mr Dean Williams and Mr Richard Jones, who along with our Business Manager, Mr Tom Harriott, have been passionate in their quest to provide a quality education for all students in our care.

We acknowledge the graduating class of 2015. I feel particularly honoured to have been part of these students' journey through the College since 2010. I thank our College Captains, Annalise Baulch and Caitlin Bury, who have provided exceptional leadership and who, in conjunction with the student leadership team, have made a positive difference to the College community. I look forward to hearing of the many achievements of this group over the years to come and they will remain an integral part of the history of the College.

In 2016, the College celebrates the significant milestone of sixty years since its foundation. We look forward to some key celebrations over the course of the year and the suitable recognition of the Brigidine sisters who laid the strong foundations of the vibrant community that we have today. We look forward to a year of celebrating all that is good with 'joy and gratitude'. In the words of our College motto, "Strength and Kindliness", we have been encouraged and heartened by the commitment and goodness of our young people in making a positive difference to Clonard College in 2015. We are thankful for the support of our College community families and friends. As we conclude this year, we re-commit ourselves to our mission of the Christian and Catholic education of our young women.



Damian McKew

Principal

## Church Authority Report



Prior to 2014, Clonard College was owned and administered by the Brigidine Sisters, Victorian Province, who held responsibility for seven Catholic secondary Colleges in Victoria and South Australia. In 2014, Kildare Ministries was launched as a Public Juridic Body and became the new legal entity responsible for Clonard College Herne Hill.

In the Brigidine tradition, Clonard College encourages students to:

<b>Be faithful</b>	to our Catholic heritage
<b>Welcome</b>	all people, especially the most vulnerable
<b>Celebrate</b>	all that is good with joy and gratitude
<b>Engender</b>	a love of learning, hope and a sense of purpose
<b>Image and practice</b>	justice and service

This statement of core values informs policies and guidelines that are developed across each of the seven Brigidine secondary Colleges. In addition, the Brigidine Sisters promote a strong sense of networking between their schools through such means as the provision of professional development opportunities for staff, through regular meetings of their Principals and through active involvement in local Stewardship Councils.

Brigidine schools are student focused. The Sisters are proud of the quality of teaching and learning programs in each of their schools, the focus that exists on student and staff wellbeing, and the careful stewarding of physical and financial resources that have been built up over many years.

## Education in Faith

### 'Be Faithful to our Catholic Heritage'

As a school we are formed in the teachings and traditions of the Catholic Church, including St Brigid and the Brigidine Sisters. Throughout the year our school masses, liturgies and classwork were framed within the theme for 2015.

One aspect of our heritage which we concentrated on was reflection; as a result this year saw the reintroduction of reflection days at all year levels. These were designed to enable the students to explore in greater depth a particular theme and their own spirituality. The Year 7 students learnt about St Brigid, our Patron Saint, as well as discovering other women who displayed strength and kindness in their lives. Exploring the new cosmology was a focus for the Year 8 students. The girls were fascinated by the new ideas they were exposed to; the evolving cosmos and how we as humans are only a very small part of cosmic history but we have an important role to play as stewards of the earth.

Following the theme of 'Identity' which was a focus for Year 9, the reflection day asked students to explore the ways their identity has been formed and how it continues to develop. It also presented them with the challenge of using their gifts and talents to become the best person they possibly can.

Different forms of meditation were experienced by the Year 10 students in the hope that they will employ the techniques learned during their life. These included learning from Tibetan Monks how they use sand mandalas in meditation as well as creating or colouring their own personal mandala, writing a reflection on the wonder of nature and participating in a guided meditation session with a Tibetan Nun. The day concluded with the monks sweeping up their intricate mandala and explaining that life is transient and that we need to move on and continue to develop as people. They then gifted the students' with some of the sand used to create their wisdom mandala symbolising that the girls are to take this wisdom forward with them.

A half-day exploring the work of ACRATH (the Australian Catholic Religious against Trafficking in Humans) was undertaken by the Year 11 students. Through participation in some great workshops the girls became more aware of the human trafficking issue and explored where in the world human trafficking was most prevalent. They were also invited to reflect on the issue and encouraged to take action to address the issue. A very enlightening day for both the students and their teachers.

Held over three days at Rutherford Park Blampied, the Year 12 retreat was the perfect opportunity for students to enrich their faith, form strong friendship bonds, acknowledge and repair broken relationships and remove themselves from their fast paced world. It was much needed time and space to step outside the busyness and stress of their daily living and reflect upon their journey so far and their future within the context of their life as a young Christian woman. A highlight of the program was the morning spent with Michelle Newland, an amazing young woman living with an acquired brain injury. Her aim is to reach as many people as possible, to help inspire them to face their own obstacles with courage and strength. An added excitement was the fact the session was filed for the ABC Compass program.

I thank our Student Liturgy Leaders who fulfilled their roles beautifully throughout 2015. They ably planned liturgies, writing lovely prayers and capably leading the masses and services. Thanks also to the teachers and girls across all year levels who volunteered to bring the liturgies to life for the congregation. Finally, thanks to Fr Mick Fitzpatrick and Fr Gerard Keith for their continued support of Clonard and the beautiful manner in which they bring the mass alive for the College community.

Linda Kiernan

Director of Religious Education

## Learning & Teaching

### Goals & Intended Outcomes

2015 has been a year of review in Learning and Teaching which has been a most valuable experience for all. It validated much of what is our current practice and also endorsed what we hope to be our future practice which will reflect, even more closely, the more current trends in education. The winds of educational change are blowing and all schools are grappling with some of the more complex issues around this change. A more student-centred approach which emphasises the 21<sup>st</sup> Century skills of collaboration, problem-solving, critical and creative thinking, enriched understandings of the world as it is and as it may be and social sensitivities pose challenges for all schools. We, in our Junior School Review, have undertaken a year of reflection on the data presented, the best practice as espoused in peer-reviewed educational research and identified the way forward to begin the process of canvassing these 21<sup>st</sup> Century skills. I thank the Leading Coalition who have voluntarily undertaken this reflection process with me for their wisdom, their enthusiasm, their generosity and their care for Clonard's future. I also thank the Change Team who have spent the last term of the year devising the way forward for the College which will benefit all our students in years to come. It is also important to acknowledge the teaching staff who will, in the end, be the great change-makers. It is they who will, through the implementation of the program, develop the skills, programs and procedures to enact these changes. In 2016 it begins with Mindfulness sessions to help students learn how to self-settle and focus even when anxious and distracted. In addition, we have undertaken to change the program of homework for Year 7 so that it is more focused and limited to revision, rote and recitation and wider reading in line with best research available. All the changes will expand to Year 8 in 2017 after which we will begin the review of Year 9.

The realignment of Year 10 to the senior school began this year and has been very well received by the students. Teachers have reported a more settled year with greater academic focus as students see themselves beginning their senior journey rather than completing their junior years. Students have greater control over their direction, enabling specialisation where appropriate. It allows greater flexibility for students needing more support which has been a tremendous positive for many. Students report that they feel 'supported in their learning' because of the specialist subjects available whilst others who have undertaken VCE studies in the Accelerated Learning Program (ALP) have found they have a greater sense of what VCE is going to be like. In 2016 we have a record number of students in the ALP undertaking studies from the full suite of VCE subjects which is an opportunity that the new structure has made possible.

### Achievements

- Clonard College continues to review and monitor its curriculum delivery is in keeping with the Victorian F – 10 Curriculum but which also represents what it views to be priorities for learning and teaching for our students.
- With the success of the Year 10 program, we have undertaken research into the possibility of offering electives to Year 8 students as well.

- In finalising the Review of the Junior School and having conducted an extensive research project into the requirements of the Junior School of the 21st Century, we are currently working through an implementation plan that has, as its aim, to introduce to Years 7 and 8, approaches to learning that are in keeping with this focus, particularly Collaborative Learning.
- We have altered the Homework Policy at Year 7 and 8 to bring it into line with the recommendations from current research.
- We have introduced Mindfulness as a practise twice daily to assist students to focus and maximise the learning experience.
- We have begun the formal introduction of the General Capabilities in all subjects in all Year 7 – 10 classes and these will be reported on to parents in a rolling structure from Semester 1 with a focus on Critical and Creative Thinking.
- We have introduced the HomeWork Catchup program that targets students who delay submission of homework to ensure that they do so that they can receive feedback for ongoing improvement.
- We have strengthened our data collection to assist us to identify students at risk and also students in need of acceleration
- We have introduced accelerated studies in English and Mathematics at Year 9 and extended the VCE offerings at Year 10 to advance higher achieving students
- We have maintained a flexible approach to the Numeracy and Literacy Enhancement Program at Year 7 – 8 with supported in literacy acquisition in Year 9 and 10.

### STUDENT LEARNING OUTCOMES

At Year 7 the NAPLAN data indicates that the majority of our students come to us from primary schools meeting the National Standards. We have established courses and staffed programs to support those students who struggle to, or do not meet those standards. We remain a school that has strong literacy capability and well developed writing skills.

At Year 9 the NAPLAN data indicates in all areas of literacy our students maintain high levels of competence. Spelling results suggest that some students require a greater focus on spelling through their middle years and Clonard College will respond with direct instruction in spelling and monitoring through proofreading and editing foci when writing.

Jo Ryan

Assistant Principal – Learning & Teaching

## Student Wellbeing

### Goals & Intended Outcomes

- Consolidate the focus on data to identify and support student learning and welfare needs.
- Implement a Pastoral Care Program from Year 7-10 that responds to the developmental needs of the specific year levels.
- Apply for and further develop the role of Chaplaincy in the College.
- Develop the case management approach to students with high needs.
- Implement the whole school approach to student wellbeing using the MindMatters framework.
- Focus on the professional development for staff in relation to accommodating students with learning needs.
- Increase parent engagement in school events.

### Achievements

- We adopted a whole school approach to mental health and wellbeing using MindMatters as a framework.
- A core team and three action teams were assembled focusing on improving student attendance, parent engagement and supporting students with mental health concerns.
- Data was obtained from staff, students and parents/guardians via the MindMatters surveys which was then used to inform wellbeing staff on priorities for 2015.
- A case management approach was adopted for all students with SWD, ATSI and EALD.
- A Pastoral Care Program from Year 7-10 was refined and delivered via Homeroom teachers weekly.

### VALUE ADDED

- East Timor Trip
- Indigenous Trips to Santa Teresa, Ampilatwatja & Lajamanu
- Justice and Democracy Forum
- School Musical 'The Lion, Witch & Wardrobe'
- Sustainability
- Clonard Night Markets
- Various sporting events including the SCSA competition

### STUDENT SATISFACTION

According to the MindMatters student survey, students have responded positively and say they feel connected to the school.

**NON-ATTENDANCE**

The College has a Students' Attendance Policy. The College has an attendance phone line, electronic rolls are maintained daily by staff each period and Parents/Guardians are notified by SMS if students are absent. An Attendance Officer follows up with Parents/Guardians if notes or other documents have not been received. Parents/Guardians can view attendance live through the Parent Portal through SIMON. Students who are late are required to sign in at the front office with a note of explanation regarding their absence. Interviews are held for continual unexplained absences.

Kylie Power

Assistant Principal – Pastoral Care

## Leadership & Management

### Goals & Intended Outcomes

- Office review conducted and findings acted upon.
- Ensure 21<sup>st</sup> C learning is driven from the Library following library review.
- Middle leaders supported to build capacity and to work more effectively as leaders.
- Review the Performance Development (Coaching) process being used to define goals and connections to classroom improvement.
- Plan for effective PL opportunities that help meet the goals of the PD (Coaching) program, Catholic Identity and Accreditation and College priorities identified in the Annual Action Plan.

### Achievements

Staff Professional Development groups realigned to reflect:

- Pastoral (MindMatters)
- Curriculum (Junior School Review)
- Leadership (Coaching for Leadership for Middle Leaders).

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2015:

- Staff Professional Development in Catholic Identity, Curriculum Differentiation and Coaching for Leadership and Pastoral care.
- AUSVELS Implementation
- Transition to National Curriculum - National Curriculum Implementation
- Coaching for Performance Development
- 21C Learning
- ICT
- OH&S and Compliance
- Student Learning Support
- Kildare Ministries Leadership Days
- Indigenous Education Initiatives
- Assessment and Reporting
- Religious Education Accreditation
- Pastoral Care, MindMatters and Restorative Practice
- Completion of units in Diploma, Bachelor and Master Degree Programs
- Subject specific Professional Development
- Exam marking and setting

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

All (59)

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 1302.88

## TEACHER SATISFACTION

Teacher satisfaction can be measured through the Annual Review Meeting process where most staff indicated that they felt supported to continue to improve and develop as teachers.

Feedback gained through student surveys (Group 8) indicate high levels of teacher engagement and competence dealing with students. School reviews find that teaching staff are knowledgeable and effective.

Richard Jones

Assistant Principal – Staff

## School Community

### Goals & Intended Outcomes

- Ongoing OH&S Planning/Training/Implementation
- Works undertaken for dance studio in Tressider Hall
- Completion of office and disabled toilet works in Tullow Hall
- Conversion of Food Tech kitchen into a Chapel – Stage 1
- Increase the amount of meeting spaces in the school
- Multi-purpose room built
- Leadership team offices – reconfiguration
- Redevelop Food Technology building
- Updated phone system
- Office review
- Ensure IT infrastructure in school is current
- Develop a new Master Plan for the College
- Provision of student IT devices enhancing student learning outcomes.

### Achievements

- Assisted with the organization of the 60<sup>th</sup> Clonard Reunion in 2016
- Annual milestone reunion for Clonard ex-students and staff
- Assisted with planning of 60<sup>th</sup> celebrations in 2016
- Improved ex-student database
- Crosslinks (Old Collegians) Annual Publication
- Commenced preliminary archiving
- Improved links with Primary schools, particularly feeder schools
- Improved links with the Community via shared use of facilities/resources.

### PARENT / TEACHER / STUDENT SATISFACTION

General satisfaction with the school can be gauged by the level of parent involvement and support of a range of activities including: Parent/Teacher interviews, Parent Information evenings, sporting events, music and performance evenings and parent forums. There is a very low level of parent complaint about teachers or programs. Visitors to the school on the annual Open Day often comment on the positive feedback they hear from current parents.

Dean Williams

Assistant Principal – School Organisation

## Financial Performance

Reporting Framework	ACCRUAL \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	0
Other fee income	1,004,057
Private income	354,228
State government recurrent grants	1,817,682
Australian government recurrent grants	7,753,885
<b>Total recurrent income</b>	<b>10,929,852</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	8,387,115
Non salary expenses	2,445,219
<b>Total recurrent expenditure</b>	<b>10,832,334</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	0
Capital fees and levies	1,211,831
Other capital income	0
<b>Total capital income</b>	<b>1,211,831</b>
<b>Total capital expenditure</b>	<b>1,455,326</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>3,982,329</b>
<b>Total closing balance</b>	<b>3,617,657</b>

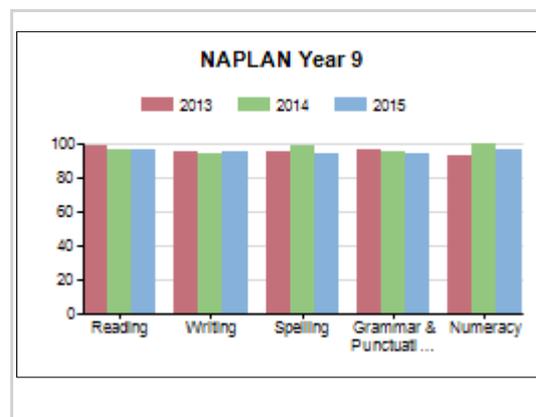
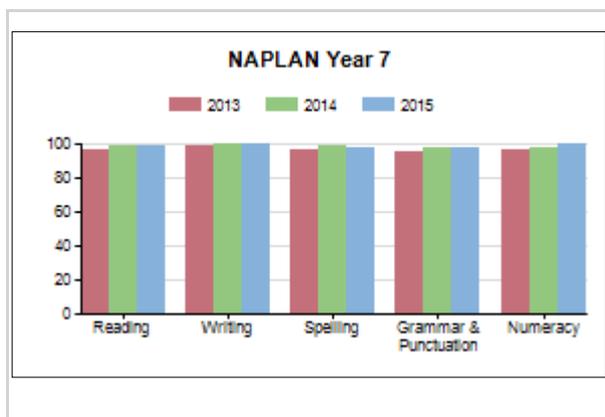
*The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.*

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

## VRQA Compliance Data

**E1193**  
**Clonard College Geelong, Herne Hill**

<b>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</b>					
<b>NAPLAN TESTS</b>	<b>2013</b>	<b>2014</b>	<b>2013–2014</b>	<b>2015</b>	<b>2014–2015</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
			<b>%</b>		<b>%</b>
YR 07 Reading	97.2	99.3	2.1	98.7	-0.6
YR 07 Writing	98.6	100.0	1.4	100.0	0.0
YR 07 Spelling	96.6	98.7	2.1	98.0	-0.7
YR 07 Grammar & Punctuation	95.9	97.4	1.5	98.0	0.6
YR 07 Numeracy	97.2	98.0	0.8	100.0	2.0
YR 09 Reading	99.2	96.9	-2.3	96.3	-0.6
YR 09 Writing	95.2	93.8	-1.4	95.6	1.8
YR 09 Spelling	96.0	99.2	3.2	94.8	-4.4
YR 09 Grammar & Punctuation	96.8	95.3	-1.5	94.8	-0.5
YR 09 Numeracy	93.7	100.0	6.3	97.0	-3.0



<b>YEARS 9–12 STUDENT RETENTION RATE</b>	
Years 9–12 Student Retention Rate	90.40%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y07	94.09
Y08	91.54
Y09	92.64
Y10	91.16
Overall average attendance	92.36

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	90.21%

**STAFF RETENTION RATE**

Staff Retention Rate	95.59%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	2.86%
Masters	14.29%
Graduate	47.14%
Certificate Graduate	12.86%
Degree Bachelor	87.14%
Diploma Advanced	27.14%
No Qualifications Listed	0.00%

<b>STAFF COMPOSITION</b>	
Principal Class	1
Teaching Staff (Head Count)	78
FTE Teaching Staff	66.097
Non-Teaching Staff (Head Count)	44
FTE Non-Teaching Staff	32.177
Indigenous Teaching Staff	0

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
Year 9 Reading	589.90
Year 9 Writing	594.50
Year 9 Spelling	583.70
Year 9 Grammar & Punctuation	568.10
Year 9 Numeracy	576.80

<b>POST-SCHOOL DESTINATIONS AT AS 2013</b>	
Tertiary Study	92.8%
TAFE / VET	6.1%
Apprenticeship / Traineeship	0.9%
Deferred	15.5%
Employment	11.6%

Damian McKew

Principal 2015