

**Mary MacKillop Catholic Regional College
Leongatha**



**2014 ANNUAL REPORT
to the School Community**

Secondary College

REGISTERED SCHOOL NUMBER: 1903

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Contact Details

ADDRESS	Horn Street LEONGATHA VIC 3953
PRINCIPAL	Mr David Leslie
PARISH PRIEST	Father Peter Kooloos
SCHOOL BOARD CHAIR	Mr Martin Keogh
TELEPHONE	(03) 5662 4255
EMAIL	principal@mackillopleongatha.catholic.edu.au
WEBSITE	www.mackillopleongatha.catholic.edu.au

Minimum Standards Attestation

I, Mr David Leslie attest that Mary MacKillop Catholic Regional College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

Our College Vision

Our Vision

Our Catholic Secondary College is a welcoming co-educational Learning Community in the Josephite tradition.

The wisdom of the Lord teaches us to remember the past, honour the present and inspire the future of all those students, staff and families entrusted to our care.

Our Mission

Guided by the Gospel values as exemplified by St Mary of the Cross MacKillop and Fr Julian Tenison Woods, we express this vision by

Strengthening our **FATH AND CATHOLIC IDENTITY**

Striving to do our **PERSONAL BEST**

Building and Exercising **Authentic Catholic LEADERSHIP**

Exercising **Responsible STEWSARSHIP**

It is our expectation that graduates of our College would

- Be active witnesses to the Gospel of Jesus
- Uphold Australian democratic values
- Participate in the civic life of Australian society, and
- Have the skills needed for lifelong learning

College Overview

Strengthening Catholic Identity

The Gospel message encourages us to strengthen our Catholic identity through discerning and embodying all that is good and just. To build a community that inspires a vibrant spirituality we will

Implement inquiry based learning in Religious Education across the College

Increase opportunities for formation in faith, spirituality and the Josephite charism.

Increase involvement in our College and the wider local, national and international community.

Raise awareness of social justice issues and respond in action

Maintain a culture where individuals are valued and respected

Improving school and student performance and well being

Respecting and celebrating the dignity and giftedness of each individual, we will strive to provide an environment for positive growth and well-being through

- Increased engagement of students
- Improving outcomes for students
- Acknowledging and celebrating achievement
- More co-curricular endeavours – dance, music, drama, sport

Building Leadership capacity

Effective leadership is life giving and life changing. As a Christian community we understand the “We must teach more by example than by word”.. (MMC 1867)

To promote and empower our community to leadership we will

- Develop students as independent learners
- Develop better teachers
- Develop a positive feedback and coaching culture
- Implement effective and appropriate models for leadership

Exercising responsible stewardship

Respecting all things as gift, we recognise that “We are but travellers here” (MMC 1866)

To inspire a culture which endorses responsible stewardship and sustainability we will

- Improve communication with parents
- Improve facilities for staff and students
- Build partnership and relationships with other schools
- Develop as active alumni and reunion culture
- Develop and implement a facilities and environment master plan

Principal's Report

This is my last Principal's report after 19 years at this College and I write it with very mixed feelings. Of course I am excited by my move to St Joseph's College, Echuca but I am also sad to be leaving such a fine Catholic Learning Community as Mary MacKillop Catholic Regional College.

I would like to express my gratitude for being given the honour and privilege of serving this College. There have been many challenges and successes along the way and none of the achievements of this College community would have been possible without the immense level of support given by all members of it including the parish priests and assistant priests, staff, families and students and staff at the Catholic Education Office in the Diocese of Sale.

Above all, I would like to express my gratitude for the support of my family. Without their love and understanding of the nature of the role of principal I could not have been anywhere near as effective. To them I owe the biggest debt of gratitude.

TELL THEM THIS...

One day, you may be asked about my time at Mary Mac.

Don't talk too long.

Just keep it simple.

Talk about how it wasn't important just to serve the brightest kids. What was important was that every student tried his or her best, that each and every student was given the opportunity to make the most of his or her gifts and talents

Talk about the time some students had gone off the rails; the students made their peace with us and said 'sorry'. These were the defining moments in my life as teacher and principal.

Talk about the welcoming community that opens its arms to all students particularly those who have experienced difficulties in their lives and shows them the unconditional love of Jesus.

Talk about how the many commendations Mary Mac received weren't the reason for my wanting to work with kids. I just wanted to make a difference to kids and feel proud of them; I didn't do it for me.

I'd like someone to mention that all the hours, days and weeks that Mary Mac staff put into preparing relevant and interesting learning became 'miracle moments' when kids finally 'connected all the dots'.

Celebrating 'light-bulb' moments together is awesome! It's what we live for.

I would appreciate it if someone said we taught them something they can still remember.

I'd like someone to mention the contribution that the ancillary staff made to the growth of the students by the way they role model good relationships and happiness in the honour of day to day work.

I'd like someone to say that it is never about the money.

But more importantly, talk about how the students, parents and staff collectively, taught me more than I could ever teach them. They humbled me and made me think about my own responses to their questions; even when the questions weren't in the text book.

And when it comes to God, talk about how even though I didn't know all the answers, I tried.

I tried to be the best I could be.

This is what matters to the God who loves each and every one of us unconditionally.

Talk about what you like.

But keep it simple.

St Mary of the Cross MacKillop wrote that Gratitude is the memory of the heart. This College community will always be a special memory of my heart.

Thank you for the honour and privilege of serving it.

This report again showcases all that was excellent during the 2014 school year. I wish each and every member of the Mary MacKillop College community all the very best for 2015 and beyond.

God bless.

Michael Delaney
Principal



Church Authority Report

It is with great satisfaction that I can report that Mary MacKillop Catholic Regional College bases its life on the Gospel.

The College is blessed with a very dedicated staff under the very capable leadership of its Principal, Mr David Leslie.

Whenever I go to the College to celebrate a Mass, whether it is the regular class Mass on a Thursday morning or a Mass for a special occasion I am always very impressed by the reverence and devotion shown on those occasions.

Another thing which impresses me is the quality of the pastoral care which the College provides for both the staff and students, especially on those occasions on which they need it most.

One feature which people often comment to me is the spirit of the College. This is shown by the respect the students show one another and the mutual respect between students and staff. Obviously they also live out these values in their life outside the College. This is a true gospel value.

All this tells me that the College is a place where the Gospel is both taught and lived. I find that the spirit of St. Mary of the Cross MacKillop, the patroness of the College, is very much alive.

Fr Peter AM Kooloos.
President – Canonical Administrators



College Board Report

It is a great honour to participate in the life of this school as a member of the college Advisory Council, and on behalf of everyone who serves as part of this group I would like to thank the college for the privilege. I would also like to encourage all members of the school community to consider becoming involved in the work of the College Advisory Council.

Last year much work was undertaken by the Advisory Council to ensure that the work of the group was consistent with governance frameworks within the Diocese of Sale. To that end, a new constitution was developed which culminated in a terms of reference which ushered in the name change from “Board” to “Advisory Council”.

Don Walkley from the Australian Institute for School Governance facilitated the process which enabled a framework to be established to ensure that the Advisory Council was better able to support the work of the college executive, and represent the views of the broader college community.

Finally, on behalf of the Advisory Council, I would like to sincerely thank Mr Michael Delaney for his outstanding contribution to Mary MacKillop Catholic Regional College, South Gippsland. Michael worked tirelessly for the college during his time as College Principal, and much of his effort and energy remains within the school now. I wish him all the very best at St Joseph’s College Echuca.

I would also like to welcome Mr David Leslie on his return to Mary MacKillop as our new College Principal. I am thrilled with the appointment of David and I look forward to the leadership that he will bring to the college. David is an outstanding educator whom I believe is well placed to take our college forward into the future.

I would like to thank and congratulate all students, members of staff and the families who make up the community of Mary MacKillop Catholic Regional College, South Gippsland for their efforts over 2014.

Martin Keogh
Board Chair



Education in Faith

Goals & Intended Outcomes

- Implement inquiry based learning in the Religious Education Curriculum especially in Years 7-10
- Increase opportunities in formation of faith and the Josephite charism
- Raise awareness of social justice issues and respond in action.

Achievements

- 1) Development of Student Mission to facilitate the faith development of students in the Josephite tradition.
- 2) Sent students to AJASS Leadership Conference in Sydney. Students developed action plan for Student Mission team.
- 3) Continuing to develop the Retreat Program at all year levels
- 4) Increased our outreach through the implantation of Social Justice Initiatives
- 5) Expanded AJASS networks with fellow Religious Education Coordinators and Identity Leaders

VALUE ADDED

1. In serviced College Mission Team and senior students in the Josephite Team. Formation Days and retreats provided
2. Junior students viewed a dramatic production about Mary MacKillop and followed in classrooms
3. Celebrated St Joseph's day for first time
4. Created MacKillop Advisory Council in which College Vice Captains work with other student leaders to develop Mission based initiatives in the College
5. Provided staff in service with Brother Damien Price. What does it mean to teach in a Catholic School?
6. Students have accessed Soup Van program at North Melbourne and have assisted the Moe Vinnies conference to deliver food to needy families in the Moe /Newborough townships.
7. Participated in Youth Ministry experiences offered by the diocese.
8. Celebrated special liturgies for Easter – Youth Ministry team, Passover Meal – Year 8 students, ANZAC Liturgy – Justice Captains
9. Raised 1,700 dollars for Project Compassion. Many activities were organised by the Justice Captains and the Year 8 Captains

Learning and Teaching

Goals & Intended Outcomes

- Look closely at NAPLAN results to assist with student class diagnostics
- 1:1 device computing for all students
- Review VET and VCAL Curriculum to ensure they meet student needs
- Continue to develop flexible curriculum that is able to respond to AUSVELS
- Look closely at NAPLAN results to assist with student class diagnostics

Achievements

There have been a large number of achievements at the College during 2014. The College successfully implemented a change program from iPad's to Laptops for all students and staff. This additionally incorporated a move to electronic text books providing students with the latest in up to date resources and support material for lessons and provided resources to collaborate with staff.

On demand testing was introduced for all 7-10 classes. Classes are being tested regularly to provide staff with accurate benchmarks of achievement to provide solid data along with NAPLAN data to guide informed decisions when looking at supporting students and marked levels of achievement.

The Year 10 VET program was very successful. All year 10 students study a Certificate II or III VET which was allowed by a \$90,000 state government grant. This has provided relevant pathways to a number of Year 10s and brought Australian recognized qualifications to all Year 10 students.

Amongst our VCE results there were some high levels of achievement to recognize such as Arabella Steenholdt achieving 48 in English, Sarah Lindsay 46 in English, and Sarah McCahon 46 in Biology.



STUDENT LEARNING OUTCOMES

ANALYSIS OF NAPLAN DATA for 2014

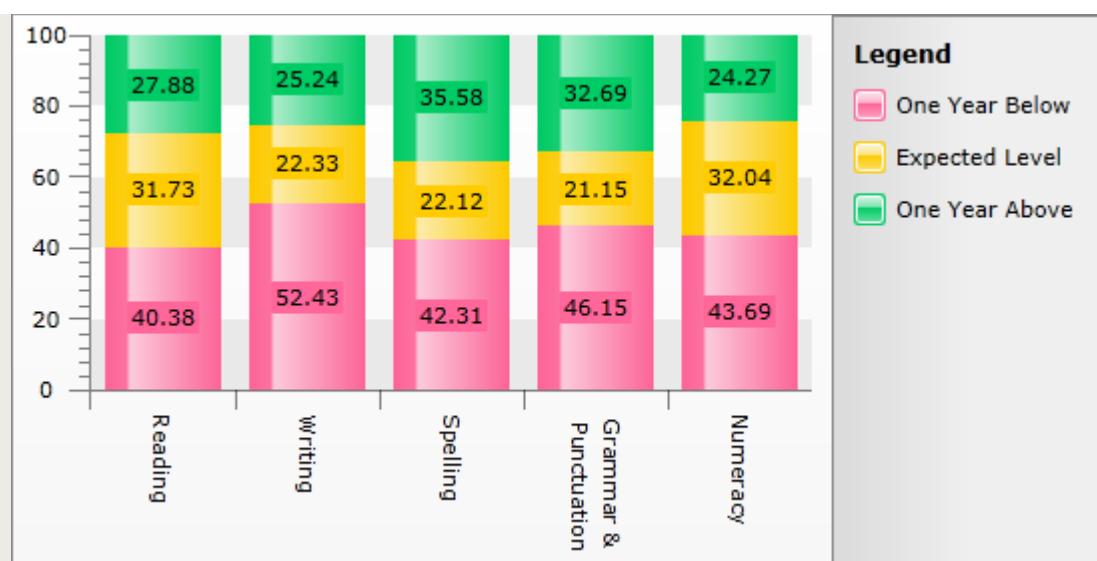
Current Year 7 (NAPLAN 2014)

In 2014 our Year 7 NAPLAN data indicated that the college has inherited a cohort of students of whom the average standard; in all areas of assessment, is below both the State and National average, with weakest results in writing, numeracy, punctuation and grammar. This will provide the College with a number of challenges/opportunities over the next few years and will require accurate tracking of progress ensuring that all students make at least expected progress towards year 9.

As expected, we do have a wide range of abilities including a portion of the students who are well above standard and therefore the importance of planned differentiation across all subjects is important to also extend those students who are already performing at a high level.

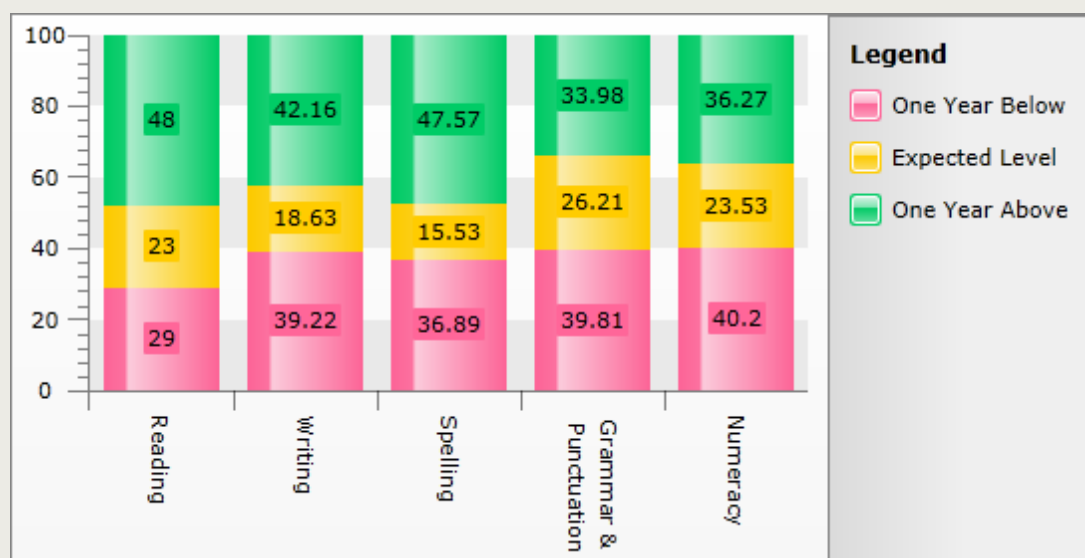


Single Year Analysis 2014 Year 7



	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School Mean	538.46	501.33	534.91	529.23	528.24
National Mean	545.80	511.50	545.30	543.90	545.90
National Difference	-7.34	-10.17	-10.39	-14.67	-17.66
State Mean	551.39	518.74	547.52	544.27	550.63
Difference	-12.93	-17.41	-12.61	-15.04	-22.39
School Mean for Boys	523.90	478.97	517.95	509.97	527.44
State Mean for Boys	545.76	502.45	538.53	534.32	555.78
Difference	-21.86	-23.48	-20.58	-24.35	-28.34
School Mean for Girls	553.60	524.14	552.54	549.24	529.06
State Mean for Girls	557.09	535.21	556.63	554.36	545.40
Difference	-3.49	-11.07	-4.09	-5.12	-16.34

Year 9 (Cohort 2012)(NAPLAN 2014 data)



	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School Mean	589.92	558.54	586.31	581.93	583.06
National Mean	580.20	550.10	581.70	573.50	587.80
National Difference	9.72	8.44	4.61	8.43	-4.74
State Mean	587.36	560.30	585.15	580.74	595.21
Difference	2.56	-1.76	1.16	1.19	-12.15
School Mean for Boys	576.02	533.17	561.64	559.15	579.73
State Mean for Boys	580.88	542.57	576.26	570.34	601.30
Difference	-4.86	-9.40	-14.62	-11.19	-21.57
School Mean for Girls	604.98	584.93	611.46	605.15	586.52
State Mean for Girls	593.96	578.33	594.19	591.32	589.00
Difference	11.02	6.60	17.27	13.83	-2.48

Numeracy

Significantly 40% of the students are below the state in terms of their numeracy levels, the national mean for numeracy is a scaled score of 587.80, and the school mean is 583.06, a difference of 4.74.

Boys in particular are of concern with a mean score of -21.57 against the state mean for Boys, Girls fair better at -2.48.

Writing, Grammar and Punctuation

In these areas there is no real significance in the state mean compared to girls. However the boys are -11.19 below for grammar and punctuation, -14.62 for spelling and -9.40 for writing against the state mean.

Our Year 9 results for 2014 indicate that the college has lifted the performance of students in reading. 40% of the students in 2012 were below expected level compared to 29% in 2014.

However in grammar, punctuation and numeracy in particular, there has been a drop in performance. In 2012, 32% of the college year 9 students were one year below National expected levels in numeracy. In 2014 this figure increased to 40% below.

Changes to the staffing structure and leadership of the Maths Faculty took place towards the end of 2014. Additional support for numeracy and targeted differentiation would be seen as important steps towards raising the performance of students in this year group over the next two to three years and this creates new challenges for the college.

A robust system of tracking student progress in the junior years with a well-planned curriculum is required to improve results in the future. Use of newly introduced tracking data systems and diagnostic tools will support this.

ACER On Demand Testing was introduced in 2014. This has already provided teachers with immediate data on students using numeracy, comprehension and general ability testing to supplement the data from NAPLAN. This programme allows individual teachers and whole faculties to use supplied diagnostic resources to target areas of improvement as identified through the testing. It also provides teaching staff with the ability to check that the strategies being used in the classroom are being effective. This will take some time to embed in core subjects and eventually across the whole college.

All teachers are aware of the NAPLAN results and are working towards continued improvement in the use of the results to better inform their teaching practice.

POST-SCHOOL DESTINATIONS 2013

TERTIARY STUDY	91.6%
TAFE / VET	4.1%
APPRENTICESHIP / TRAINEESHIP	10.5%
DEFERRED	31.5%
EMPLOYMENT	13.1%



College Community and Student Wellbeing

Goals & Intended Outcomes

In 2014 the College has strived to develop the Community Nature of Mary MacKillop Catholic Regional College. The keys areas of focus from the Pastoral Team of the College have been:

- Promote our College as a welcoming and compassionate community
- Build positive relationships within our College and the wider Catholic school system based on the Gospel values of justice and love
- Care for the wellbeing of students, staff and parents
- Respect difference and diversity and promote inclusive practices in our College
- Build partnerships with families, parishes and the wider community

Achievements

Our College has developed a well-deserved reputation in the area of relationships between staff, students and parents. The strength of these relationships and the mutual support provided, has often been identified as one of the main pillars of success of the College. In particular the College places a particular emphasis on the wellbeing of students. 2014 was another bumper year for the provision of this Pastoral Care to our College community. Our insight SRC data has once again reflected the continual hard work from the very dedicated Pastoral Team consisting of Ms Tara Cox – Year 7/8 Coordinator, Mr Ken Myors – Year 9 Coordinator, Ms Janelle McRae – Year 10 Coordinator, Mr Richard Muranty – Year 11/12 Coordinator and Mrs Mel Bradley – student counselor. The team has implemented designated pastorally focused lessons throughout the Year 7-9 homerooms. Through the semesters these focus on building responsible cyber-citizenship, build resilience and problem solving.

The team has worked tirelessly through the year to assure pastoral care permeates through all facets of College life as well as part of the timetabled program, empowering our students to have the confidence to articulate their beliefs in both words and actions as well as developing the capacity to critically reflect upon their personal and inter-personal development.

By providing a 'balanced education for the whole person' students consider contemporary issues for young people, develop an understanding and appreciation of healthy relationships and develop skills and sensitivity to the diverse needs of people in their local and wider community.

Our staff have worked to ensure that the social, physical and spiritual needs of students are addressed. A particular focus of our Pastoral Care program is the building and sustaining of relationships that nurture the individual and also challenge them to fulfil their potential in the spiritual, academic, social and personal domains.

Since the inception of the 'Every days counts' guidelines from the Department of Education the College community has become even more vigilant in ensuring students value continual attendance at school. Parents communicate through the student planner to their homeroom teacher any time a student has been away from school. An electronic role is marked for each and every lesson at school. Students that have been marked absent for Lesson 1 are sent a text message requiring explanation of the student absence. Students recording an unexplained absence for more than two consecutive days are personally contacted by the child's homeroom teacher. If any patterns emerge for non-attendance a formal interview is requested by the Deputy Principal – Pastoral Care.

VALUE ADDED

The co-curricular program at Mary MacKillop is designed to provide a real diversity of opportunities for students to extend their horizons and develop the whole person. Many of the College's Co-curricular activities are associated with improving learning strategies and allowing students to experience success in various areas including camps, retreats, sporting pursuits, performing arts, debating and public speaking. All students have the opportunity to participate in a range of College activities with each activity gaining valuable House Challenge Points. The Mary MacKillop House Shield and Point System recognises the participation and encouragement of students in all areas of College life throughout the school year in the co-curricular and extra-curricular activities.

Building on from its inception last year we have a very healthy total of over 4,151 entries totally over 36,500 points distributed amongst the student body.

The Year Seven Orientation Camp is specifically designed to encourage students to develop new friendships and consolidate established relationships with their peers. Interactive and co-operative learning programs have been built into the camp structure. The camp itself is held for two nights and three days during first term. It is an integral part of the students' successful transition between Primary and Secondary school.

The Year Nine curriculum is further complimented by 2 camps (wilderness & urban) designed to promote learning outside the bounds of the classroom and to allow students to gain experiences they may otherwise not obtain. The focus of these camps is co-operation, curriculum, community and celebration.

Each student is encouraged to become involved and experience a breadth of opportunities to achieve their personal best.

STUDENT SATISFACTION

Student satisfaction at Mary MacKillop CRC, as validated by the recently conducted School Improvement Surveys, is of a high standard. Student engagement has increased from previous years through the inception of the House Points system that has recognised and celebrated achievements across all facets of school community life. The survey data has indicated that student's relationships are very positive at the college and that factors of negative nature such as distress, poor classroom behaviour are at low levels. Our data has also highlighted the strong relationships our students have with each other and their teachers.

PARENT SATISFACTION

Parent satisfaction in the College has also increased since the previous year. The parent community, as validated through the School Improvement Surveys, have confidence in the schools ability to create a purposeful and engaging learning community. Parents have positively supported the college throughout the year and think favourably of the safe and connected pastoral environment created at the College. The opinion gained from the parent surveys has validated the Pastoral teams focus on creating engaged and connected adolescences that build positive relationship with their peers and broader school community.



Leadership and Stewardship

Achievements

Staff at the College have a wide range of professional development opportunities that they are able to participate in. There has been a strong focus on quality internal professional development opportunities allowing other teachers to offer in-service training to other staff.

Teachers are given the opportunity to conduct external training relative to their positions in the College as well as their subject areas, in order to gain further expertise in knowledge, network and professional development.

It was pleasing that a large number of staff have completed their TAE Certificate IV which allows them to teach VET specific subjects. This involves a significant amount of work and study.

Whole staff training days offer a wide range of shorter opportunities maximising the amount and exposure for professional development and using the expertise of our own staff to lead sessions. Examples of Professional Learning undertaken by staff in 2014 are below:

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
DESCRIPTION OF PL UNDERTAKEN IN 2014	
<ul style="list-style-type: none"> • Anaphylaxis Training • NAPLAN data analysis • VCE Data Analysis • Cyber Safety • How to keep safe online • Mandatory Reporting Training • Subject Curriculum Development • Report Writing and Assessment • Whole staff retreat • Accreditation to gain Certificate in Religious Education • Subject specific training • Diocesan Literacy Project • Country Leaders Program • Mind Matters Program • Subject specific Conferences • Certificate IV TAE 	
NUMBER OF TEACHERS WHO PARTICIPATED IN PL	47
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$595.00

TEACHER SATISFACTION

School Improvement teacher surveys show increasing scores in organisational climate and teaching climate from 2012 to 2013. Areas of particular focus and specific action have seen greatest gains in school morale, role clarity and curriculum processes.

From 2012 to 2013, of 24 measured areas of staff culture, 22 of 24 measures showed improvement, 2 of 24 declined and 2 of 24 remained steady.

The overall evidence is that teacher satisfaction is gradually improving from year to year.



Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	924,311
Other fee income	195,061
Private income	119,417
State government recurrent grants	1,576,829
Australian government recurrent grants	4,966,533
Total recurrent income	7,782,151
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	5,415,376
Non salary expenses	1,994,173
Total recurrent expenditure	7,409,549
Capital income and expenditure	Tuition
Government capital grants	99,900
Capital fees and levies	643,187
Other capital income	51,665
Total capital income	794,752
Total capital expenditure	794,752
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	1,130,122
Total closing balance	1,014,313

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

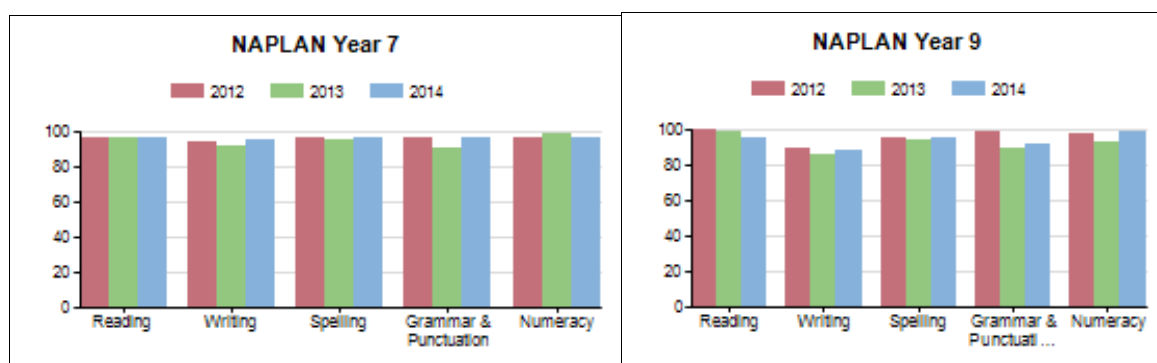
VRQA Compliance Data

E4034

Mary MacKillop Catholic Regional College, Leongatha

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2012 %	2013 %	2012–2013 Changes %	2014 %	2013–2014 Changes %
YR 07 Reading	96.2	97.1	0.9	97.1	0.0
YR 07 Writing	94.4	92.5	-1.9	95.1	2.6
YR 07 Spelling	96.3	95.3	-1.0	97.1	1.8
YR 07 Grammar & Punctuation	97.2	90.7	-6.5	96.2	5.5
YR 07 Numeracy	96.2	99.1	2.9	96.1	-3.0
YR 09 Reading	100.0	99.0	-1.0	96.0	-3.0
YR 09 Writing	89.4	86.5	-2.9	88.2	1.7
YR 09 Spelling	95.7	93.8	-1.9	95.1	1.3
YR 09 Grammar & Punctuation	98.9	89.6	-9.3	92.2	2.6
YR 09 Numeracy	97.9	92.6	-5.3	99.0	6.4



MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	589.80
Year 9 Writing	552.10
Year 9 Spelling	580.80
Year 9 Grammar & Punctuation	580.70
Year 9 Numeracy	577.60

YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	75.34%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	95.47
Year 8	93.87
Year 9	91.92
Year 10	91.33
Overall average attendance	93.15

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28
VCE Completion Rate	100%
VCAL Completion Rate	87%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	86.13%
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STAFF RETENTION RATE

Staff Retention Rate	90.91%
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TEACHER QUALIFICATIONS

Doctorate	2.04%
Masters	18.37%
Graduate	36.73%
Certificate Graduate	6.12%
Degree Bachelor	81.63%
Diploma Advanced	12.24%
No Qualifications Listed	6.12%

STAFF COMPOSITION

Principal Class	4
Teaching Staff (Head Count)	51
FTE Teaching Staff	50.853
Non-Teaching Staff (Head Count)	32
FTE Non-Teaching Staff	26.005
Indigenous Teaching Staff	1