

2016

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

SACRED HEART COLLEGE YARRAWONGA

REGISTERED SCHOOL NUMBER: 518



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Contact Details

ADDRESS	Witt Street Yarrowonga Vic 3730
PRINCIPAL	Mr Lew Nagle
PARISH PRIEST	Fr Steven Bohan
SCHOOL BOARD CHAIR	Mrs Andrea Mitchell
TELEPHONE	(03) 5742 1300
EMAIL	principal@shcy.vic.edu.au
WEBSITE	www.shcy.vic.edu.au

Minimum Standards Attestation

I, Lew Nagle, attest that Sacred Heart 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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our College Vision

At Sacred Heart College, we believe that:

- The College is a child safe learning community where students, teachers, parents and community members work in partnership to contribute to the development of the individual;
- Learning in Catholic education helps individuals understand what it means to live in God's image and to serve as stewards of our community
- Education empowers individuals to be responsible for their lives and to contribute to society
- A holistic Catholic education community, in which the life-giving values of Jesus and the Catholic ethos are taught and lived, enables the integration of Faith, Life and Culture
- A dynamic and relevant Catholic education is faithful to the past but attentive to the needs of the future.

Sacred Heart College is a welcoming, child safe, Christian community devoted to educating the whole person whilst striving to be always faithful to its Catholic and Mercy heritage.

Inspired by John 10:10, "I came that they may have life to the full," at Sacred Heart College our graduates should be:

- Individuals who act with honesty and integrity and who have the courage to be always faithful to themselves
- Equipped with the skills and abilities to contribute enthusiastically and successfully to the wider community
- Confident, compassionate, articulate and resilient people who are responsible and respectful
- Self-directed, life-long learners who aspire to be more rather than have more
- Environmentally and socially responsible
- Reflective, creative, and holistic thinkers who solve problems and make responsible decisions with a moral conscience informed by the Catholic tradition
- Discerning believers formed in the Catholic faith and affirmed in the Mercy tradition.

College Overview

Sacred Heart College stands on the land of the Kwat Kwat people. We acknowledge and pay respect to the Kwat Kwat people, the original and on-going custodians of the land on which our College undertakes its work in the education of our youth. At Sacred Heart College, we commit ourselves to actively work alongside Aboriginal people for reconciliation and justice.

Sacred Heart College is a progressive coeducational Catholic secondary school based on the traditions of its Mercy foundation. The College provides education for students in Years 7–12. The College is part of the Sandhurst Diocese and has strong links with the Parish Priest, the Sacred Heart Parish, the Sisters of Mercy and the wider community.

In the rich traditions of Sisters of Mercy, the Sacred Heart Parish and the Catholic Church, Social Justice teachings underpin the life of the College and all students participate in meaningful social justice activities.

The College is situated in a picturesque location, one block away from Lake Mulwala. The College enjoys excellent teaching and learning facilities including ready access to the up-to-date ICT resources. The College is situated in close proximity to the town centre, recreation areas and many of the town's excellent sporting facilities.

The College's enrolment in 2016 was 248 students. The College enrolment catchment includes the townships of Yarrowonga, Mulwala, Bundalong, Tungamah, Savernake and surrounding rural communities.

Student well-being, growth and learning is a priority at the College—students cannot learn effectively if the conditions are not right. Student learning is supported and facilitated by a range of programs including the Learning Advisor groups and the student well-being and chaplaincy programs. Learning support services are also provided to support students with special learning needs.

Sacred Heart College also provides a wide variety of co-curricular programs to engage students beyond the classroom. The extensive co-curricular program provides students with the opportunity to participate in a range of activities including: camps, retreats, sport, debating, junior council, chess, school productions and the homework club.



Principal's Report

The last 12 months have been a period of positive growth for the College with the enrolment growing from 248 on the 2016 February census to 268 next year. Next year's intake of 60 Year 7 students is the second largest in the College's history and with very strong growth at Sacred Heart Primary, 457 and growing, this trend is set to continue. The College has worked hard to promote the achievements of our students and the work undertaken in rebranding the College's promotional material, website, Facebook and Transition program has had a positive impact of the perception of the College in the wider community. I would like to acknowledge the work of the College Leadership Team, in particular Jenny Loughnan, on the work invested in upgrading our marketing strategies at the College. Sacred Heart still experiences a considerable amount of student movement throughout the year, however, in the last 12 months the effect of this has been mitigated by families moving to the area. The College continues to develop the Corowa, Wahgunyah & Rutherglen region as an enrolment catchment area. The commitment of a daily bus service and information sessions being run at Corowa indicates our commitment to this area. Looking at projections, the College will continue to experience a growth rate in the range of 10-15% for the foreseeable future, with a dip in 2020 due to a low Grade 4 enrolment (48) at Sacred Heart Primary.

Within the school there was substantial change and innovation. Under the leadership of Ben Fitzpatrick, the Learning Management System known as Simon was adopted and implemented. This system's functionality has created a one stop shop for students, parents, teachers and administration staff. The roll out of Simon has been a big positive for the College and it is highly likely that Sacred Heart Primary will adopt this program as well, which will be another good transition for students and parents as they become familiar with the Parent Access Module and associated features.

During 2016, the College underwent an extensive period of consultation to develop a Position of Leadership structure for the next 2 years. This new structure seems to be working well and will be reviewed before the end of 2017.

Under the leadership of Marg McKay, the College worked to fulfill requirements of the Ministerial Order relating to child safety. In addition, the College committed to develop a Positive Behaviour Framework which will continue in 2017.

In Learning and Teaching, the major focus for 2016 was the implementation of the F-10 Victorian Curriculum for commencement in 2017. Under the leadership of Fleur Linehan, the various domains continue to work closely together to produce developmental rubrics for all assessments. By adopting a mastery of skills approach to learning, we have seen pleasing growth with the Maths Pathways Program continuing to produce very good data on student growth (rated 13th of 135 schools). The College is showing good levels of growth in Literacy and Numeracy as indicated by our Naplan results and we continue to strive for continual improvement setting explicit goals in these areas. Additional courses of study in the shape of VET Civil Construction, Cert III Sport & Recreation, Cert II Unit 3 & 4 Business and the dual qualification in Allied Health provided our students with excellent opportunities to develop skills for future pathways and the option to enhance their VCE score.

Our feast day saw close to 1000 people gathered in the MPB to celebrate the Feast of the Sacred Heart. Students, staff, parents and friends were joined by a host of special guest including the Executive of the Sandhurst Diocese. The event could be best described as life giving and the feedback from all quarters was extremely positive. Once again, the day provided us with an opportunity to celebrate the achievements and actions of not only students of Sacred Heart but also members of the wider Sacred Heart community. The overall standard of our major events was high and our information evenings were very well supported by our families.

Our camp program was very successful with students having a range of experiences at different year levels. At year 11 the city camp was introduced, with a focus on vocations and tertiary education. The Canberra Leadership camp entered its second year in partnership with FCJ Benalla. This was very successful and was supported once again by Rotary and the Mulwala Water Ski Club.

The College continued to receive excellent support from the hardworking Parents & Friends Association who have continued to raise funds to assist both Sacred Heart schools. The unprecedented success of the Multi Sports event is very exciting for the future and the group plays a great role in welcoming new families to our schools. The support of the NSW clubs has once again been outstanding and I single out Mulwala Water Ski Club as being a wonderful supporter of our community. Rotary has also been very proactive in working with our College and an excellent relationship is developing between the College and this organisation. Our community is also well supported by a range of other organisations within the town whose support we value greatly.

Personally, I have received great support from Fr Steve, the College Leadership team and College Board. I thank everyone for their wisdom and hard work. I especially would like to thank our outgoing Board members, Ume Payet and Andrea Mitchell. They have been very good to work with and I appreciate their willingness to be parent representatives and a great Board Chair during 2016.

College Board Report

With a backbone of hard work, practice, progress and reflection, Sacred Heart College has ensured our students have the best education. As a parent who has had children at the school since 2003 and now Board Chair, it has been a pleasure to watch the school develop and grow as a quality provider of Catholic education for years 7 to 12. A highlight as a member of the Board was hearing from dedicated staff in their quest for best practice for the school. Their ability to source new improved information and programs and their fearless attitude to change, and not being reliant on the status quo, was one in which the school community and students have only benefitted from.

I would like to thank the SHC Board members for their valuable input and attendance at meetings. To the SHC staff, a most sincere thank you, for the education and pastoral care of our students.

Education in Faith

Goals & Intended Outcomes

- Raise the profile and quality of College and combined Eucharistic celebrations
- Promote Ministry Programs both within SHCY and further afield
- Continue to provide targeted PD to staff to achieve accreditation A&B

Achievements

The College made good progress against the key areas outlined in the Annual Action Plan with a number of staff completing the requirements for Accreditation to teach in a Catholic School. Professional development was strategically targeted at the areas where teachers required hours to gain accreditation.

The values of honesty respect and integrity that feature in our Vision and Mission were given greater prominence and communicated strongly to our College community.

Our College continued to connect with the parish facilitated by combined Eucharistic Celebrations such as Sacred Heart Day. A definite highlight of 2016 was the capacity crowd of 1000 people who attended the Feast of the Sacred Heart at the Multipurpose building. Deputy Director of Sandhurst Sr Geraldine Larkin was on hand to award the Bishop Joe Grech Scholarship to Chloe Bogle and Vince Scalzo.

Another notable highlight was the Caritas K's event held during Lent which involved approximately 700 primary and secondary students walking around a 1km circuit carrying buckets of water as an act of solidarity for communities who have to walk up to 12 kilometres to retrieve water on a daily basis.

VALUE ADDED

The following programs and initiatives have run during 2016 and have added value and opportunity to our students

- Social Justice Group
- YCS Group
- Stronger Rallies
- Ash Wednesday Liturgy
- Winter Sleep Out
- Youth Supporting Others Group
- Friends in Common
- Rosemary Cullen Foundation
- St Vincent De Paul fundraising
- Social Justice Camp
- Caritas K's
- Sacred Heart Day
- Opening Mass
- Graduation Mass
- Bishop Joe Scholarship
- Sandhurst Switches Off

Learning & Teaching

Goals & Intended Outcomes

- Set explicit measurable goals for improvement in student learning outcomes
- Increase capacity of staff to use evidence based practice as a basis for reporting to parents
- Continue the development of professional learning communities in Numeracy Literacy and data
- Implementation of Victorian Curriculum

Achievements

A central focus of 2016 was preparing for the full implementation of the Victorian Curriculum and ensuring that all teachers became deeply familiar with the Victorian Curriculum. Leadership of learning participated in high quality Victorian Curriculum professional development which helped drive the school based implementation. The Learning Teams undertook curriculum mapping, developed scope and sequence charts and undertook professional learning in designing and using developmental rubrics aligned to the Victorian Curriculum Achievement Standards.

Another central theme of 2016 was the English department using ACER assessment data to provide teachers with diagnostic information (used Pat-R, Comprehension tests and e-write) to inform teaching and also to monitor progress in English. Guttman charts allowing teachers to easily process data and identify students zone of proximal development.

The Mathematics department continued to implement the Mathematics Pathways Program as a central element of the College's Mathematics learning model which focuses on all students receiving learning content that they are ready for and ensuring that every student has the opportunity to achieve success in Mathematics. The mastery approach of the learning model has helped the College as a whole work towards developing a mastery approach in all Learning Areas commencing 2017. Full implementation of the Mathematics learning program occurred from Year 7 to 9, with the highly-committed team of teachers undertaking extensive professional learning predominantly through self-paced online courses. The College has successfully implemented this learning model with the College ranking 13th out of 135 schools in terms of student growth using the Maths Pathways learning model.

The Senior School also introduced new Vocational Education Certificates in 2016 in the areas of Sport and Recreation and Business (in addition to our VET Certificates in Building and Construction, Engineering, Allied Health and Applied Languages which we provide on-site) to increase the opportunities afforded to our rural and regional students undertaking either the Victorian Certificate of Education or the Victorian Certificate of Applied Learning.

STUDENT LEARNING OUTCOMES

Year 7 data demonstrates a positive increase in Writing, Spelling, Grammar and Punctuation and Numeracy. 100% of students met the standard in Spelling and Numeracy. The proportion of Year 7 students meeting the minimum standard in Reading declined by 5.1% from 100% in 2015. The strengthening of transition processes and closer communication between the College and feeder schools has facilitated the identification of students who require intensive tutoring and also extension. Sacred Heart College’s main feeder primary school has adopted the Math Pathway program at Grade 5 & 6 and we are excited about the success we have experienced with this program to date.

Year 9 data demonstrated increases in all sections with the exception of a 0.2% decline in Writing. Year 9 Numeracy data continues to be positive as students have completed a full semester of the Math Pathways program. Overall the growth in the proportion of students meeting the minimum standards has been pleasing and the data indicates some of the areas of Reading at Year 7 and Writing at Year 9 as areas of future focus.

POST-SCHOOL DESTINATIONS

TERTIARY STUDY	41.0%
TAFE / VET	0.0%
APPRENTICESHIP / TRAINEESHIP	29.0%
DEFERRED	12.0%
EMPLOYMENT	18.0%

Student Wellbeing

Goals & Intended Outcomes

- Increase the capacity of the Student Wellbeing Team
- Ensure College is compliant with the Ministerial Order 870 relating to Child Safety
- Develop a school wide approach to positive behavior management

Achievements

A very positive development in 2015 was the renaming of the Year Level Leaders Team to the Student Wellbeing Team. This change along with a renewed focus on building capacity in middle leaders and inviting representatives from outside agencies such as DHS and NESAY to speak to Level leaders was a great initiative and sharpened the focus on student wellbeing as opposed to student behaviour.

A range of value adding programs were introduced at Middle School level with Innovations such as the Building Better Men and Empowering Young Women programs. These programs focused on mental health awareness and building resilience were conducted at Year 9 level and were well received by the students.

In conjunction with the Sisters of Mercy and the 'Along the Murray Project', extra support services have been gained in acquiring a psychologist, who has been working with our wellbeing leader in addressing the needs of individual students who are unable to obtain outside services for a variety of reasons. Even though we only have this service one day per week at the moment, this has been invaluable and the Wellbeing Leader, along with other members of the community, continue to strive to obtain further assistance for both our young people and for the wider community.

The sisters are also providing additional Literacy and Numeracy support for students who require extra support.

The College continues to address students' social and emotional learning, both through the Learning Advisor system and the further development of the Health and Wellbeing sessions provided to students throughout the College curriculum, as well as through the Religious Education component of the College curriculum.

HOW NON-ATTENDANCE IS MANAGED

Office administration is responsible for contacting parents to explain the reason for a student absence. The use of an automated texting service has been very effective in these circumstances.

Learning Advisors are the first port of call when dealing with unsatisfactory patterns of attendance of students. The Learning Advisor contacts home to see what the reason is for continual non-attendance.

If the situation continues, the Level Leader becomes the next person to become involved. This may include making contact with the parent/guardian and organising a meeting with all parties involved.

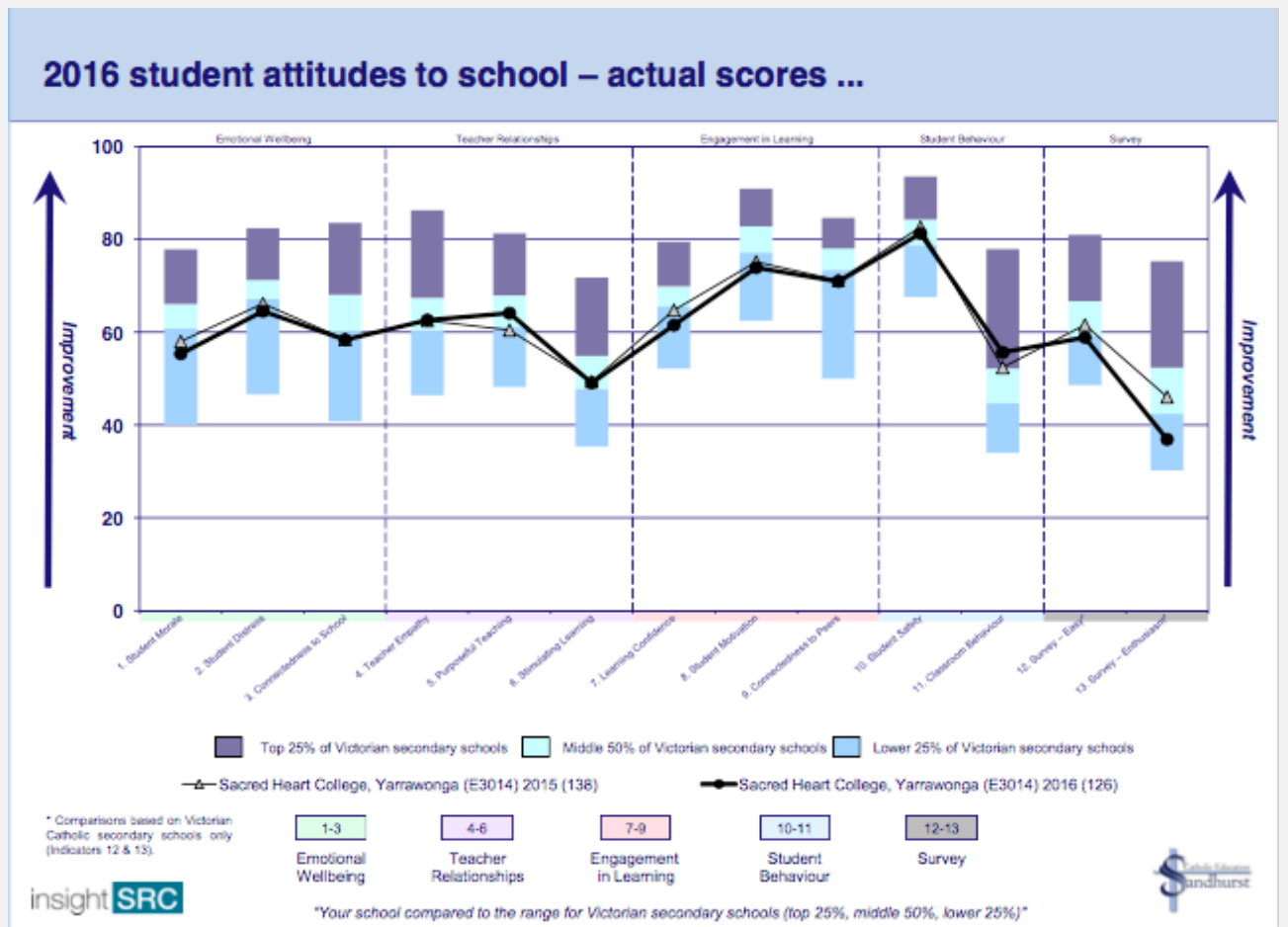
If the situation still continues, all documented evidence of the above is passed onto the College's Wellbeing Leader to follow up on. This may mean home visits, further meetings, and/or involvement of outside agencies.

If the student still shows non-attendance and is of the age allowed to leave school, then an appointment with the Careers Counsellor will be organised to provide pathways and or direction to becoming an independent member of society.

VALUE ADDED

- Year 10, 11 and 12 have a program called "My Body, My Responsibility" which was introduced last year. This program is run in conjunction with the local Community Health Centre. Programs such as P.A.R.T.Y road trauma programs, Drive Smart, Look After Your Mate, Fit to Drive and Keys Please are an example of some of the wellbeing programs hosted by the College.
- The effective targeted use of outside expertise such as Psychologists and various community agencies to assist with a variety of student wellbeing issue
- The College continues to benefit from the NCSPW scheme which facilitates home school liaison
- Development of Career Action Plans for all students beginning at Year 7
- The introduction of the "Building Better Men" and "Empowering Young Women" programs at Year 9
- Programs that support proper and informed choices about drugs and alcohol, mental health issues and sexual health education are provided at each year level so that students can make informed decisions.
- Year 7 and Year 8 cover these areas of drugs and alcohol, mental health issues and sexual health education through their Health Program with guest speakers provided from the Community Health Centre.
- Year 9 programs such as Help 4 U, and Party Safe programs are provided which incorporate speakers from various services such as Ambulance, Police, Mental Health Providers, Local General Practitioners and Drug and Alcohol Counsellors.
- Year 11 Leadership Camp to Canberra

STUDENT SATISFACTION



The 2016 survey results show that Sacred Heart College has mirrored the improvements made in almost all areas compared to the previous year. The results show that students feel safe at school and are very connected to their peers. There was a positive improvement in the perception of student teacher relationship which was pleasing. The survey also indicated that students at Sacred Heart College showed both motivation and connectedness to school. The Learning Advisor system employed at the school has facilitated a stronger and more genuine connection between families and the College.

Child Safe Standards

Goals and Intended Outcomes

For the College to fulfil requirements of Ministerial Order 870 by August 1 2016.

Achievements

The College, under the leadership of Wellbeing leader, Marg McKay and with the assistance of the Catholic Education Office Sandhurst, worked diligently to meet the requirements of the standard stipulated by the Ministerial Order 870 relating to Child Safety. This body of work involved extensive training of staff and by working closely together the Staff Code of Conduct was developed to meet requirements stipulated in the Standard. In addition, all related policies and procedures, including College Vision and Mission were reviewed and updated to reflect the language and requirements of the Standard.

Throughout this process all stakeholders were involved. Meetings were conducted with our senior students to make them fully aware of their responsibilities and obligations under the Order. The College Board was given regular updates and training to bring them up to speed with the requirement of the Standard. Our parent community were updated regularly in College communications and at Parent Information Sessions

The College has committed to developing a School Wide Positive Behaviour Framework to facilitate the embedding of Standard 4 in the overall culture of the College. This work has commenced and will continue in 2017.

Extensive resources, including guidelines and templates have been developed and these are being employed in the recruitment of staff, organization of camps as well as liaising with external agencies and organisations.

Leadership & Management

Goals & Intended Outcomes

- Ensure a strong and sustainable future for our College by increasing enrolments
- Consult and develop an effective POL structure for 2017-19
- Review and renew all marketing materials and marketing events at the College

Achievements

After an extensive period of consultation, College Leadership developed a Position of Leadership structure to carry the College forward for the next 2 years. This was a very thorough process and as a result we saw some new faces take on leadership positions at the College. In addition, the College completed a review of the timetable and moved towards a new structure of 4 X 75 minute periods to be adopted at the beginning of 2017.

Under the leadership of Business Manager, Jenny Loughnan, the College totally reviewed and renewed all marketing and promotional material and associated strategies. Information evening formats were reinvigorated and the resultant parental response was very positive. The College received an increased demand for enrolments at year 7 level and at other year levels as well.

The College has continued the commitment to the Corowa, Rutherglen and Wahgunyah areas by continuing the provision of a daily bus service. This commitment, combined with school visits by student ambassadors and College Leaders is clearly aimed at developing this area as a growing source of enrolments.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

12 staff updated their Bronze Medallion
 All staff updated their CPR training
 STEAM and Coding training
 Maths Pathways training
 Reaching Non-Readers training
 Test and Tag course (non-teaching staff member)
 Cycling Safe
 Cert II Building & Construction Pre-Apprenticeship
 Mindful Self Compassion
 Cert IV Training and Assessment
 HDD Unit 3 & 4 teacher toolkit

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

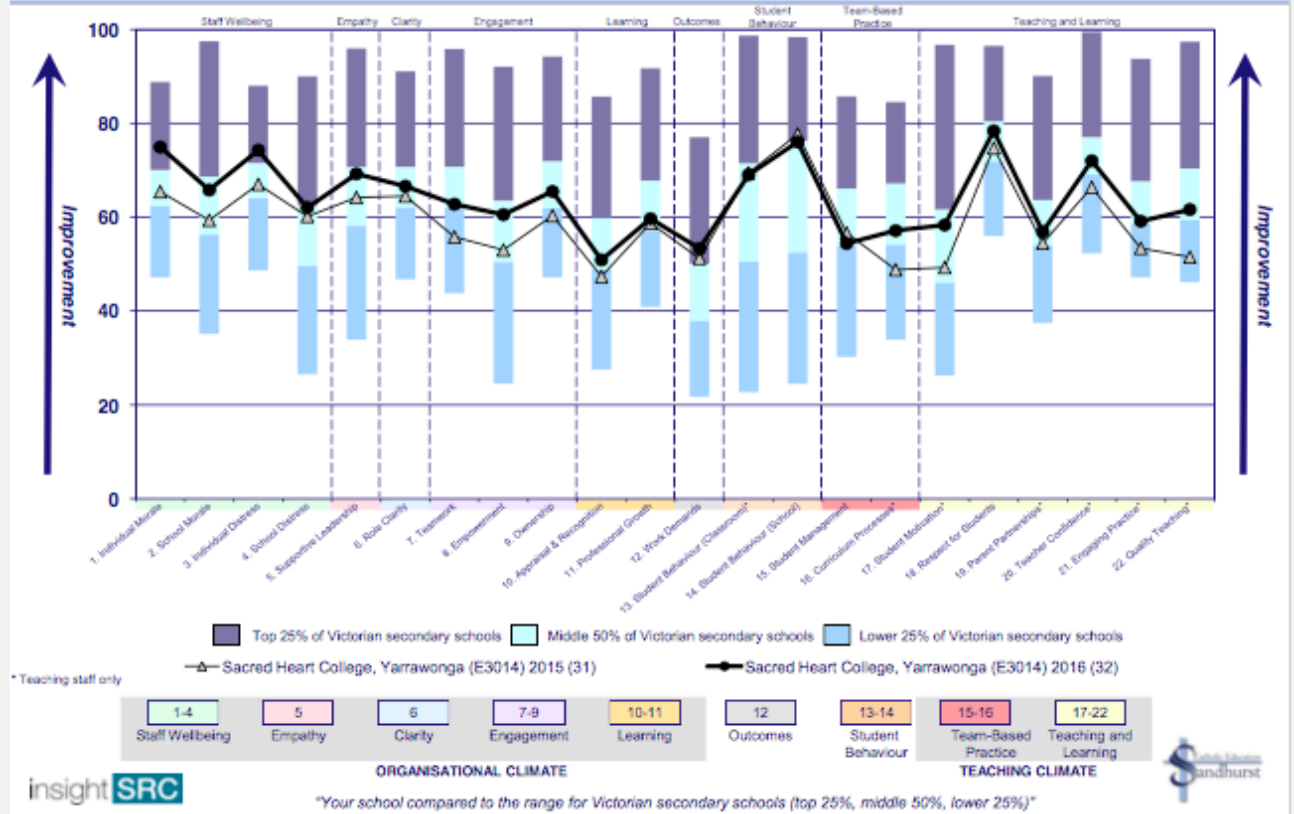
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AVERAGE EXPENDITURE PER TEACHER FOR PL

\$604

TEACHER SATISFACTION

2016 school climate – actual scores ...



The data indicates some significant gains in the areas of Staff Wellbeing, Empathy, Clarity, Engagement and Teacher Based Practice. Learning Outcomes and Student Behaviour closely mirrors the previous year’s results gains in the areas of student behaviour and teacher confidence. An emphasis was placed on the development of Professional Learning communities and increasing opportunities for teachers to work together in planning teaching and moderating student work. Programs such as Math Pathways and the implementation of the Victorian Curriculum could be related to this improvement in the data.

College Community

Goals & Intended Outcomes

Our primary objective in this area for 2016 was to:

- Raise the profile and quality of College events and Eucharistic celebrations

Achievements

- Excellent attendance by parents at school events
- Effective relationship with the Parents & Friends Association
- Good take up of the Parent Access Module (PAM) on Simon

VALUE ADDED

Sacred Heart College continues to seek new ways to bring parents and families into the life of the school. Our new parents and visitors often comment on the warm welcome they receive not only from staff but from students in particular.

The College held many events during the year. In particular Information Nights at the various year levels which had an excellent parental attendance rate. Our House Sporting carnivals, ANZAC Assemblies, Liturgies, school Masses are all advertised to the parent community via our newsletter and social media. Sacred Heart Day alone attracted a crowd of 1000 people which is a great achievement.

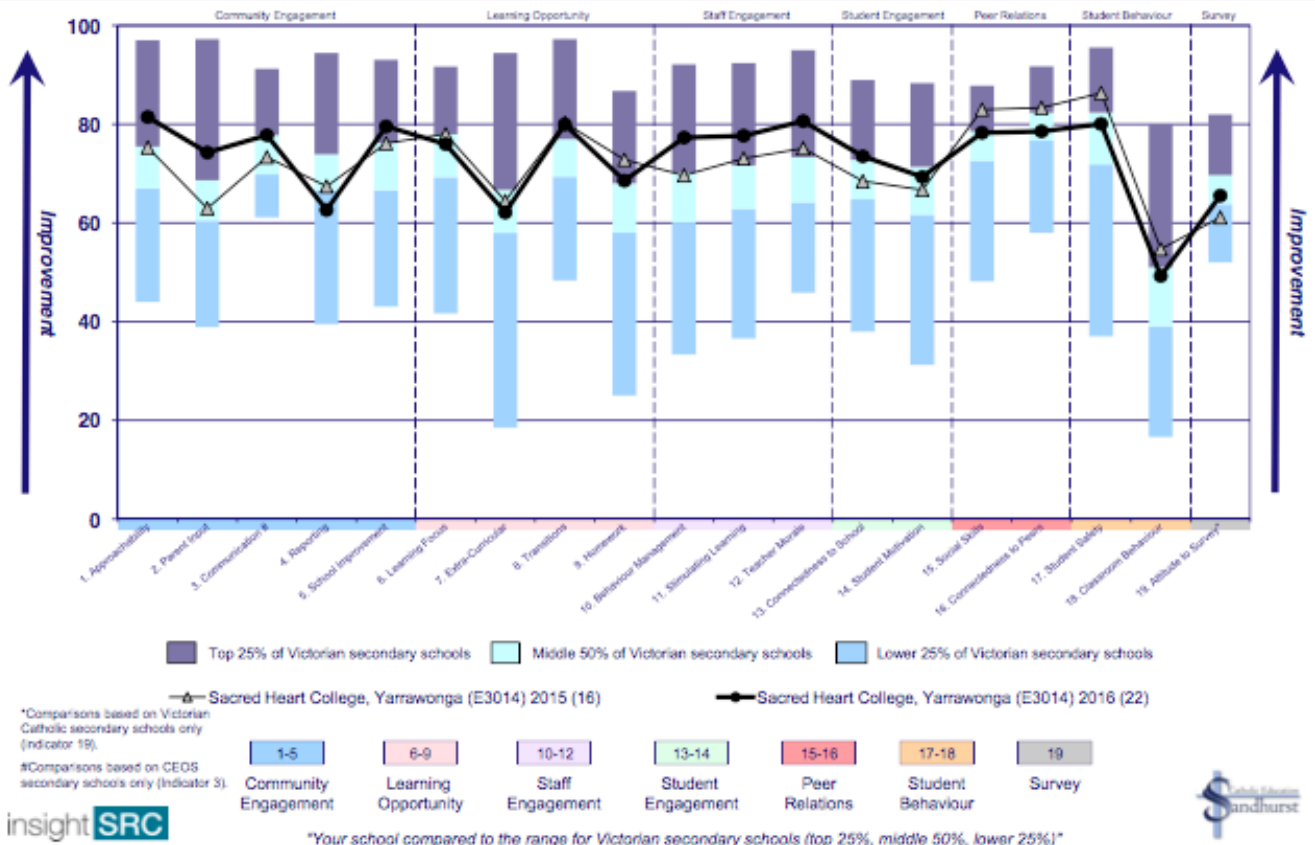
Sacred Heart has a vibrant and hard working Parents and Friends Association who run many activities during the year. Some of these include the fete, Mothers' Day and Fathers' Day stalls, Splash 'n' Dash event and the Winter Ball.

The College is well represented on the College Board with parent representatives and their involvement is greatly appreciated by the College community.

Sacred Heart conducted two parent teacher interview sessions in 2016 and these events were well attended.

PARENT SATISFACTION

2016 parent opinion – actual scores ...



The data clearly indicates that there is a high rate of Parental Satisfaction at Sacred Heart College in the areas of Community, Staff and Student Engagement. Parent satisfaction continues to be stable in most areas, however there has been a decrease in of parental satisfaction in the indicators reflecting Peer Relations and Student Behaviour. The introduction of SIMON and the Parent Access Module (PAM) may help to address parent perceptions in these areas.

In addition, the College has a vibrant and active Parents and Friends Association that meet once a month. Parents are welcome and are evident at major days of celebration such as Sacred Heart Day, Year 12 Graduation and House Sporting carnivals. All information evenings and open days are very well attended. Many of the staff are involved in coaching sport in the local areas which also adds to the positive perception of Sacred Heart College in the broader community.

Future Directions

Sacred Heart College is entering a period of growth with next year's (2017), Year 7 enrolment the second highest in the history of the College. This growth is expected to continue with our main feeder schools experiencing exponential growth in enrolments as the town grows. It is anticipated that the College will experience a growth rate of 10-15% for the foreseeable future.

The College is well placed to cope with this increased demand with additional classrooms available on the Kennedy Campus to cater for the additional numbers.

The College is remaining focused on increasing student outcomes, particularly in the areas of literacy and numeracy and the success of such initiatives as the Math Pathways Program has been extremely positive. To assist with this goal, the College will be involved in the Inquiry Mindset Program during 2017.

The increase in VET provision and the establishment of partnerships with other schools and providers such as North East Health Wangaratta, has been extremely beneficial for our community and it is expected that these partnerships will continue to grow and flourish.

With the learning management system, Simon, now embedded in the life of the College, parents and families have greater access to student's information and assessments results through the Parental Access Module.

The College will continue to play a prominent role in the community through involvement with groups such as the Sub Branch of the RSL, Friends in Common, Rotary and St Vincent's de Paul. These partnerships assist our students in developing an awareness of social justice and people less fortunate than themselves and aspiration to be more rather than to have more.

VRQA Compliance Data

NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

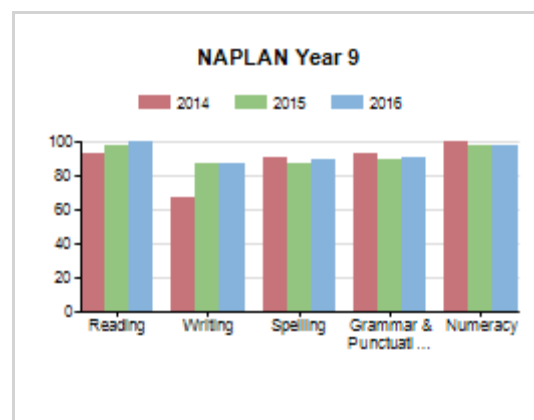
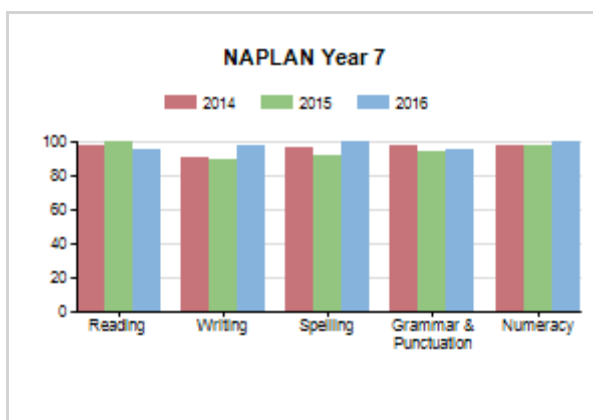
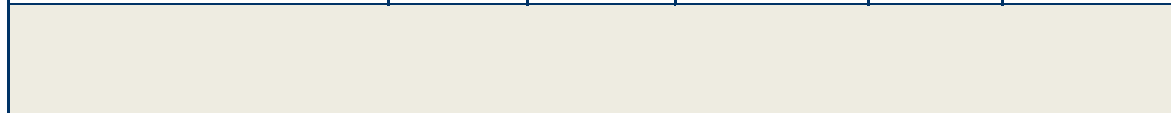
[Victorian Registration and Qualifications Authority](#)

E3014
Sacred Heart College, Yarrowonga

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 07 Reading	98.2	100.0	1.8	94.9	-5.1
YR 07 Writing	90.6	89.4	-1.2	97.4	8.0
YR 07 Spelling	96.3	91.7	-4.6	100.0	8.3
YR 07 Grammar & Punctuation	98.1	93.8	-4.3	94.9	1.1
YR 07 Numeracy	98.1	97.8	-0.3	100.0	2.2
YR 09 Reading	93.0	97.4	4.4	100.0	2.6
YR 09 Writing	66.7	87.2	20.5	87.0	-0.2

YR 09	Spelling	90.5	87.5	-3.0	89.1	1.6
YR 09	Grammar & Punctuation	92.9	90.0	-2.9	91.3	1.3
YR 09	Numeracy	100.0	97.6	-2.4	97.8	0.2



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	52.94%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y10	90.50
Y09	89.08
Y07	92.47
Y08	92.89
Overall average attendance	91.24

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.1%

STAFF RETENTION RATE	
Staff Retention Rate	81.48%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	21.74%
Graduate	34.78%
Certificate Graduate	0.00%
Degree Bachelor	82.61%
Diploma Advanced	17.39%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	21
FTE Teaching Staff	19.720
Non-Teaching Staff (Head Count)	12
FTE Non-Teaching Staff	8.298
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	576.40
Year 9 Writing	553.80
Year 9 Spelling	580.05
Year 9 Grammar & Punctuation	561.50
Year 9 Numeracy	591.50

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28
VCE Completion Rate	100%
VCAL Completion Rate	97%

POST-SCHOOL DESTINATIONS AT AS 2016	
Tertiary Study	41.0%
TAFE / VET	0.0%
Apprenticeship / Traineeship	29.0%
Deferred	12.0%
Employment	18.0%