



St Therese's School Cranbourne North

2021 Annual Report to the School Community



Registered School Number: 1926

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Minimum Standards Attestation

I, Michelle Bruitzman, attest that St Therese's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

10/03/2022

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

As we entered with hope into 2021 we were again confronted by the impact of COVID-19. The experience of 2020 went some way to enabling us to positively address the challenges that this presented. Again, the strength of our staff, students and their families is to be commended as we moved into the second year of this pandemic.

Diocese of Sale Catholic Education Limited (DOSCEL), now in its fourth year of operation, continued to work tirelessly to ensure our schools and faith communities thrived through this challenging time.

Our school communities and the DOSCEL Secretariat continued their strong focus on ensuring high quality outcomes for the students and worked to maintain a safe and supportive learning environment. The resilience shown by DOSCEL staff, parish priests, students, parents and guardians over the past year has been extraordinary. Schools have fully embraced the way of working and learning within this remote environment, ensuring colleagues, students and their families were encouraged and supported, giving witness to our Catholic faith.

Investment in school staff and their leadership teams is of the utmost importance. We continue to collaborate with and involve all members of our school communities in the pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

The focus on expert learning and teaching in support of the full implementation of the Victorian Curriculum and the Diocesan Religious Education Curriculum, *To Live in Christ Jesus*, allows our teachers and school leaders to provide educational opportunities for every student to grow, to be nurtured, to enable them to encounter God and to develop a knowledge of the Catholic faith and tradition.

Developing and maintaining rigorous reporting and accountability structures that comply with our regulatory requirements is a core focus of our organisation. With pastoral support from our parish priests and expert advice from the DOSCEL Secretariat, our highly-committed school leadership teams were able to maintain their focus on creating safe and welcoming learning environments, whether at school or remotely.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese and commend the commitment of our staff and leadership teams in nurturing and empowering the children in our care to grow into independent adults with faith in their future.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our School Vision

At St Therese's Catholic community, we envisage a school where:

- an individual's personal relationship with Jesus is being nurtured within the tradition of a Catholic community that is prayerful, accepting, and loving,
- the wellbeing of each member of our community is flourishing in a nurturing environment, where positive relationships are valued and the dignity and talents of individuals are respected,
- we are successful learners. Our school is a safe, harmonious and engaging learning environment. Everyone works together cooperatively and is responsible for their learning.

School Overview

Inspired by the strong faith and belief of Saint Therese of Lisieux that even the smallest act of love is large in the eyes of Jesus, we are committed to valuing each member of our learning community and supporting all students' academic and spiritual development. We are a welcoming and inclusive community that embraces the cultural diversity of over thirty nationalities that we are blessed to have at St Therese's School.

In 2021, our enrolment figures were 295. There were thirteen class groups that were structured as follows; 2 Foundation classes, 2 Year One classes, 2 Year Two classes, 2 Year Three classes, 2 Year Four classes, and 3 multi-age Senior classes (5/6). Class sizes remained on average at 22 per class. Specialist areas included Visual Arts, Languages; Japanese, Physical Education, and Sustainability (Kitchen/Garden). Digital Technology was taught by classroom teachers and incorporated into inquiry-based learning.

Teachers provided differentiated instruction to all students through targeted clinic groups and data is regularly collected as evidence to inform teaching and to measure the impact of teaching strategies. Numeracy and Literacy Intervention for students who are considered at risk continues to be supported throughout the school by Teachers and Education Support Officers. Weekly Professional Learning Team meetings were held at each year level to analyze evidence and to contribute to teacher planning.

The following Strategic Intent was developed that will guide us over the next four years; 'We commit to collaborative professionalism in developing expert teacher practice to achieve improved learning outcomes for all students.' (SIP 2020-2023)

Despite the interruptions to face-to-face learning, the school continued to maintain its unrelenting focus on school improvement with the following goals being addressed:

- That recontextualised and dialogical approaches are utilised to promote a post-critical belief stance for students and staff in the area of Religious Education
- To continue to develop expert teacher practice and collective efficacy
- To improve the learning outcomes for all students
- For leaders to engage with staff to develop and empower professional growth
- To continue to develop and embed a culture of high expectations supportive of a Child Safe school community.

Principal's Report

The landscape of the 2021 academic year has been shaped largely by the global pandemic. Remote learning was provided throughout the year, and we faced many challenges that resulted from the uncertainty of moving in and out of lockdowns. Together, Staff worked incredibly hard to maintain our focus on student well-being and academic learning. I am proud of the way teachers and support staff flipped learning to ensure the best educational outcomes for each student and worked at keeping communication open with families.

The State Government's Capital Building Project began in 2021. Stage 1a consisted of a complete refurbishment of the Administration Block and was completed by Term Four. The new administration area included a new front office with a large foyer, Sick Bay, two interview rooms, an updated staffroom, and teacher preparation spaces, and much more. Stage 2 also commenced and was due to be completed at the beginning of 2022. There was a real buzz of excitement as students and staff witnessed the building project taking shape. Stage 1b included 7 new classrooms, a kitchen for student cooking and science, and a library area. This new area has been named the Junior Learning Neighbourhood, and we look forward to moving the Foundation to Year Two students into the upgraded classrooms from the beginning of 2022.

It is important that I acknowledge the establishment of the Community Hub under the expertise of Trish Lloyd. It was a challenging year to begin this project as the COVID-19 restrictions prevented activities from occurring face to face for most of the year. Despite this, adult English classes, Playgroup, and Coffee and Chat sessions went ahead virtually. This enabled some of our migrant mothers to connect with the school community at a time when many felt shut off from the world.

I sincerely thank the entire school community for the support, patience and flexibility as together we worked together to support the learning and well-being of each and every student.

Michelle Bruitzman

Catholic Identity and Religious Education

Goals & Intended Outcomes

To promote a post-critical belief stance through recontextualisation and dialogue.

- That recontextualised and dialogical approaches are utilised to promote a post-critical belief stance for students and staff.
- That the planning cycle is used to implement an inquiry approach to Religious Education with a focus on Student Voice.
- That the Diocesan's Sexuality Education program is known and utilised.

Achievements

- Professional Learning Community planning for Religious Education occurred twice a term. This was led by the Religious Education Leader allowing for teachers to deepen their knowledge, application, and delivery of the Religious Education curriculum, 'To Live in Christ Jesus'. The use of the curriculum for planning, researching, and moderating allowed teachers to guide and assess the knowledge and skills of the students along their faith journey. Teaching teams moved toward implementing Religious Education through an inquiry model, using the other curriculum areas and capabilities to enhance the progression of learning in both curricula.
- Staff engaged in ongoing knowledge building and formation in Catholic Identity and Religious Education throughout the year during professional learning days and staff meetings. We worked towards using a dialogue tool that was developed incorporating provocations and emphasising the importance of dialogue and an openness to the Other. We also worked on developing rich questioning and assessment strategies.
- Sacraments are a wonderful expression of our community of faith. Our sacramental program was again impacted by the COVID-19 pandemic. Nonetheless, all sacraments that were postponed were celebrated by the end of the academic year. Families who chose to, also engaged in celebrating the Sacraments at an arranged time with the Parish Priest.
- Staff participated in a professional learning activity with St Agatha's and St Thomas the Apostle staff to learn about the Diocesan's Sexuality Framework.
- Staff participated in professional learning supported by the Diocese of Sale's Catholic Identity and Religious Education (CIRE) team to learn about inquiry-based approaches to teaching religious education with a focus on student's voice.

VALUE ADDED

- This year we celebrated our Easter Journey with each year level creating an artistic representation of the Stations of the Cross and Holy Week. Classes journeyed through the school to engage with these scenes and pray together. Our senior classes also led the school in relevant liturgies. We celebrated the Resurrection through an Alleluia Day whereby the students were involved in liturgy and activities relevant to the Easter story

- Mini Vinnie leaders were appointed as the Social Justice Leaders of St Therese. The group of students worked with the Religious Education Leader to create social justice opportunities that raised money for Caritas and St Vincent de Paul. The team was instrumental in creating an awareness of the importance of giving to others through the organisation of the Food Drive and Christmas Hampers that were donated to the St Vincent de Paul Society
- The School and Parish continued to work together to deliver a comprehensive Sacramental Program, including child/parent workshops for Reconciliation, First Eucharist, and Confirmation
- Whole School Masses and liturgies were celebrated online
- Class Reconciliation and Masses (when permitted)
- Caritas - Project Compassion
- St Vincent de Paul Food Drive
- St Vincent de Paul Christmas Hampers donated

Learning and Teaching

Goals & Intended Outcomes

To develop expert teacher practice and collective efficacy.

- That teachers use the VCAA Learning Progressions effectively and within the framework of the learning cycle to improve student learning outcomes in English/EAL and Mathematics.
- Processes are developed that promote the use of giving and receiving effective feedback to improve teacher practice and student learning.

Achievements

- Weekly online Professional Learning Community (PLC) meetings occurred. These team-based meetings were supported by the Learning and Teaching Leader and Student Adjustment Leader and were facilitated by the team's Middle Leader.
- The Learning and Teaching Cycle of Inquiry was used at the PLC planning table and provided the framework for teachers to analyse students' data; identifying where individual students are on the Learning Progressions, what they need to achieve next and the most effective and evidence-based teaching strategies to support students' movement along the VCAA Progression of Learning.
- Professional learning opportunities were provided for teachers to develop and document a shared understanding of students' voice and how this fits within the learning cycle.
- A culture of collaborative professionalism was fostered through developing a shared understanding of giving and receiving teacher-to-teacher feedback.
- Teachers, supported and facilitated by the Learning Adjustment Leader, continued to use student data and evidence, the Victorian Curriculum, and VCAA Learning Progressions to identify and document goals for students with additional needs.
- A tutor was employed to target the teaching of Numeracy in Years One to Four.
- Teachers' knowledge in the area of place value was developed through participating in a whole staff professional learning opportunity with the Maths Association of Victoria.
- Teachers continued to use the ACER Teacher Resource Centre to support the development of evidence-based teaching strategies in Mathematics and Reading, based on individual students' data.

STUDENT LEARNING OUTCOMES

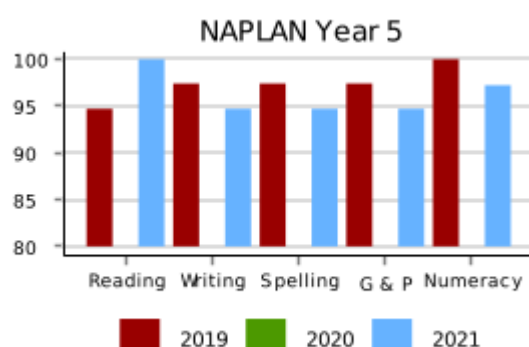
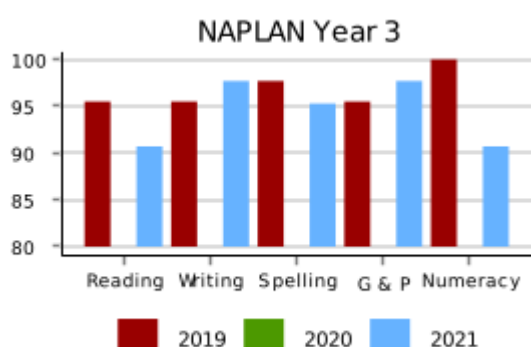
The global pandemic shaped the landscape for learning in 2020 and 2021. The impact of multiple remote learning periods can be seen in the NAPLAN results in 2021. Despite the continual disruption, students in Year 5 showed an increase in Reading, with 100% of students in Year 5 reaching the minimum standard. In Year 3, students made increases in the areas of Writing, and Grammar & Punctuation.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	95.5	-	-	97.7	-
YR 03 Numeracy	100.0	-	-	90.7	-
YR 03 Reading	95.5	-	-	90.7	-
YR 03 Spelling	97.7	-	-	95.3	-
YR 03 Writing	95.5	-	-	97.7	-
YR 05 Grammar & Punctuation	97.4	-	-	94.7	-
YR 05 Numeracy	100.0	-	-	97.2	-
YR 05 Reading	94.7	-	-	100.0	-
YR 05 Spelling	97.4	-	-	94.7	-
YR 05 Writing	97.4	-	-	94.7	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



School Community and Student Wellbeing

Goals & Intended Outcomes

To develop a culture of high expectations supportive of a child safe school community.

- That the wellbeing needs of students are promoted and enhanced through the explicit teaching of the Victorian Curriculum Capabilities (Personal & Social Capability).
- That we meet all mandatory compliance benchmarks under all relevant state and federal legislation.

Achievements

- There was a focus on supporting our students with additional needs through remote learning and as they transitioned to and from face-to-face learning. All staff members were provided with information and support regarding NCCD and managing Personalised Learning Plans for those students who required extensive, substantial, and supplementary adjustments to access the curriculum.
- Democratic Class Meetings were introduced to enable students to have a voice regarding issues that affect them both in the classroom and on the playground.
- A revision of the Whole School Approach to Positive Support procedures was undertaken and the behaviour support flowcharts for classroom and playground were revisited.
- The Personal and Social Capability was unpacked by all classroom teachers and used when identifying learning goals for students and included in planning documents.

VALUE ADDED

The Community Hub was established. The Community Hub serves to support and connect community members, in particular, migrant women with local community services. The following achievements were made via the Community Hub:

- The Hub Leader connected with each family for whom English is not the first language to ensure they understood the Covid Safe requirements for school and the changing government mandates. Information was sent out in various languages in addition to personally calling each family on a regular basis to check for understanding.
- Playgroup sessions began and were held online.
- The Hub Leader spent time building networks with services such as Merinda Park Community Centre, Eat Up, WAYS, Orange Door, Wellsprings for Women etc.
- Support was provided to the families affected by COVID and included assisting them with food packages
- Support was provided to the families affected by Domestic Violence and who were required to move into crisis accommodation as a result.
- Eat Up Food Boxes were distributed weekly to those in need.

- Regular phone calls were made to vulnerable families to check that their needs were being met

In addition:

- Our Whole school Athletics Day took part in February at the Casey Fields Athletics Grounds
- Mother's Day was celebrated outdoors and included a presentation from students and the Taiko drumming team. Each mother or significant adult was presented with a rose. This event was very popular with an overwhelming number of people attending.
- The Father's Day celebration was once again held virtually.
- Christmas Carols was put together with each class performing a song and this was recorded and sent out to families as a virtual package.
- A Mini Olympics was organised with all classes taking part in this event.
- Book Week was celebrated at year levels with the students and teachers dressing up as their favourite book characters.

STUDENT SATISFACTION

The student opinion results completed by the students from Years 3-6 decreased in all areas. This can be explained by the disruption that was caused to student well-being and connectedness to school by the global pandemic. Students expected that 2021 would be better than 2020 and unfortunately, it was a challenging year as students were in and out of remote learning repeatedly. The decreased results are a reflection of the unsettling nature of the pandemic. Student Well-being will be targeted in 2022 and beyond, with a strong focus on the area of Personal and Social capabilities.

STUDENT ATTENDANCE

Attendance is closely monitored via the collection of electronic roll data, twice daily. During lockdowns, when students were learning from home, teachers kept attendance records using a Google Sheet. Attendance during these times was taken once per day. Parents of students who did not complete the remote learning attendance forms in a timely manner were contacted by their classroom teacher or Education Support Officer via email or phone on the day of the unexplained absence and if no response the School would follow its normal processes for unexplained absences outlined below.

The school has a policy of requiring parents to notify the school when children are absent and providing a reason for the absence. Communication occurs via a phone call, email, notification through the School Attendance form located on the School's website, or written note. Parents who wish to take their children out of school for family reasons are required to write to the Principal for approval of such absences.

All unexplained absences are followed up in the following way on the day of the absence;

- SMS sent to parents/carers for any unexplained absences by 10:00 am of the day of absence.
- If parents are unresponsive to the text message, phone calls are made to all emergency contacts to verify the reason of a student's absence.
- A further step is followed up by the Principal, and may include a report being made to the Department of Health and Human Services or Police to conduct a Welfare Check if contact cannot be made to determine a reason for an absence.

St Therese's includes a summary of attendance in the school reports in June and December.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	92.4%
Y02	94.8%
Y03	94.6%
Y04	95.5%
Y05	95.3%
Y06	90.9%
Overall average attendance	93.9%

PARENT SATISFACTION

The 2021 Insight SRC in the area of Parent Opinion showed an improvement in all areas. The aggregated indicator showed significant improvement from 67.4 to 79.5. The greatest improvement indicators were in the Community Engagement area with parents acknowledging that their input was valued and in the Extra-Curricular area.

Parent comments throughout the year were positive overall with many parents articulating gratitude of teachers for the work they did, especially throughout the COVID-19 pandemic lockdowns. Staff appreciated the positive feedback provided by parents and there was an overwhelming acknowledgment of the power of working in partnership to achieve excellent learning outcomes for all students.

Child Safe Standards

Goals & Intended Outcomes

Goal

To develop a culture of high expectations, supportive of a Child Safe school community

Intended Outcomes

- That employment induction and professional development practices reflect and focus on the expert teacher in a Catholic school
- That student outcomes drive the allocation of school resources
- That we meet all mandatory compliance benchmarks under all relevant State and Federal legislation

Achievements

Child Safety continues to be an important part of the culture at St Therese's Primary School. The following summaries the achievements made in this area:

- The Child Safe agenda was maintained through inclusion in the weekly Staff Bulletins and Staff Meeting Agendas.
- New staff were provided with an induction meeting that outlined all Child Safe policies and procedures. Staff were introduced to the DOSCEL portal that links to current policies.
- New and existing staff were provided with an updated Staff Handbook that included policies and procedures in the area of Child Safety, OHS, Behaviour Support and Restraint and Seclusion etc.
- Casual staff, for example through teacher relief agencies, were provided with relevant DOSCEL and school expectations relating to Child Safety and OHS prior to working at the school as part of their induction.
- The VIT register was maintained and all teaching staff including casual staff were included on this register.
- The Working With Children Check register was maintained with all volunteers, contractors and non-teaching staff expected to provide evidence of a current WWCC and sign the Code of Conduct.
- Whole School Approach to Positive Behaviour Support continued to evolve throughout the year.
- Advise the School Advisory Board with our efforts in Child Safety.
- Continued implementation of the student version of the Child Safe Code of Conduct.
- Maintained training for staff in Mandatory Reporting and the use of the PROTECT document.
- Volunteer Induction Sessions that include an explanation of our child safety procedures were held at the beginning of the year. Unfortunately, due to Covid, visitors and volunteers to the school were not possible for much of the year.
- All staff and visitors to the school were required to sign in on arrival using the Passtab app located on the iPad at Reception or downloaded on mobile devices.

- All contractors and authorised visitors to the school were required to sign in on arrival using the Victorian Government's QR Code and show evidence of their vaccination status. The entry declaration form was completed and held at Reception for contact tracing purposes if remaining onsite for more than 15 minutes.
- All contractors engaged at the school demonstrated evidence of completing an induction through Diocese of Sale Catholic Education Limited (DOSCEL) before being inducted at a local level at the school by the Principal or Deputy Principal. Contractors must supply copies of WWCC and liability insurances as well as their complaint vaccination evidence.
- Evidence of complying with the seven Child Safe Standards was collected and collated in a VRQA staff platform.
- OH&S reviews were conducted on a termly basis or as required, ensuring the buildings and playground are safe and compliant.
- Annual playground audit and assessment.
- Arborist audit and assessment.
- The Whole School Approach to Positive Behaviour Support continued to evolve throughout the year. The Intensive Support strategies were focused on and identified students placed on Intensive Behaviour Support plans that were reviewed regularly with classroom teachers and parents.
- Review of Behaviour Support Flowcharts for the classroom and yard.
- Continued fortnightly meetings with the Student Wellbeing/Child Safety Team to discuss vulnerable students and to implement Child Safety plans to support families and where required link them to support agencies.
- Personalised Learning Plans developed and regularly adjusted to ensure all students are included and can access the curriculum.

Leadership

Goals & Intended Outcomes

To develop a culture of professional growth.

- That school leaders create the conditions in which expert teacher practice is developed to enact the curriculum so that students have access to learning entitlement.
- School leaders and teachers create the conditions in which high-functioning teams collaborate to achieve improved student outcomes.

Achievements

The strategies that formed the work in this area were focused on continuing to build each staff members' capacity and understanding around collaborative professionalism and expert teacher practice to achieve improved learning outcomes for all students.

The following achievements were made:

- Professional Learning Community (PLC) meetings continued to be held each week via video conferencing and led by the Learning and Teaching Leader and the Middle Leader for each team to reflect on student learning data and plan for explicit teaching to improve student learning outcomes.
- The Leadership Team investigated and began to introduce protocols for teacher to teacher feedback.
- Middle Leaders continued to meet weekly with the Learning and Teaching leader to build their understanding of leading a team using the Buzz Keys - Mindset, Environment, and Dialogue.
- Tracey Ezard worked with the Leadership Team to design a professional learning day and subsequent professional learning community foci for all staff members to do a deep dive on how collaborative professionalism is used to build a team-based culture.
- Education Support Officer (ESO) meetings continued to improve the communication between classroom teachers, leadership and the ESO group.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Professional learning activities were impacted by the global pandemic and professional learning events were offered in a virtual format and when safe to do so were offered face to face.

- Catholic Education Office Sale Learning and Teaching Network meetings were attended by all members of the Leadership Team.
- The Principal continued involvement in Principal Induction sessions and Faith Formation professional learning run by the Catholic Education Office Sale.
- Two staff members completed the Diocese of Sale Leadership Program.
- Franklin Covey All Access Pass online professional learning modules were trialed by the Deputy and Principal, led by DOSCEL.

- Five staff members began the Masters of Evidence-Based Teaching through Melbourne University and sponsored by DOSCEL and St Therese's School.
- St Therese's School continued its involvement with the Catholic Education Office Sale Collective Meetings.
- All staff members were provided with the opportunity to participate in a professional learning event focused on 'The Power of Feedback'.
- Tracey Ezard was engaged to lead all staff members in professional learning that focused on collaborative professionalism and creating a positive team-based culture.
- All teaching staff participated in An Inquiry Approach to Religious Education professional learning to build capacity in the area of inquiry-based learning.
- Three staff members completed modules run by Catholic Education Office Sale to gain accreditation to teach in a Catholic school.
- All teaching staff participated in the Sexuality Education in a Catholic School professional learning event held with St Agatha's and St Thomas the Apostle schools.
- Professional Learning Community meetings continued throughout the year and enabled classroom teachers to work collectively to analyse student data and plan for learning using the VCAA Progressions of Learning, within the framework of the Cycle of Inquiry.
- The Maths Association of Victoria facilitated a professional learning day for all classroom teachers.
- All staff members were led through a series of professional learning activities to further understand students with additional needs and the requirements of NCCD.
- All staff members were led through a series of professional learning activities to build an understanding of the Whole School Approach to Positive Support at the Universal and Intensive levels. Staff worked with the Student Wellbeing Leader to review and revise the school's behaviour management processes and introduced a behaviour matrix and whole school expectations.
- All staff completed Level 2 First Aid, CPR, Asthma, and Anaphylaxis training.
- All staff members completed the online Mandatory Reporting module.
- All staff members participated in Emergency Management professional learning.

Number of teachers who participated in PL in 2021

32

Average expenditure per teacher for PL

\$740

TEACHER SATISFACTION

Pleasingly, Teaching Climate data improved, with the aggregated indicator moving from 80.5 to 81.1. This can be attributed to improvements in staff perceptions of the following indicators; Teacher Confidence, Quality Teaching, and Student Management. Teachers reported feeling more ready to flip learning as they moved between face-to-face learning and remote teaching.

The perceptions of Staff Wellbeing improved in 2021 with staff reporting less distress and higher levels of morale.

The Whole School Approach to Positive Behaviour Support survey was conducted and all indicators of the staff's understanding of supporting student behaviour improved dramatically. Staff identified the importance of relationship building with students, the identification for behaviour motivation, and a restorative approach to dealing with conflicts as the main contributors to the lift in teacher perceptions regarding student behaviour data.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.5%
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ALL STAFF RETENTION RATE

Staff Retention Rate	96.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	23.8%
Graduate	28.6%
Graduate Certificate	4.8%
Bachelor Degree	76.2%
Advanced Diploma	23.8%
No Qualifications Listed	4.8%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	23.0
Teaching Staff (FTE)	19.8
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	10.0
Indigenous Teaching Staff (Headcount)	0.0