Contents

Contact Details.................................................................................................................... 2
Minimum Standards Attestation ....................................................................................... 2
Our College Vision ............................................................................................................. 3
College Overview .............................................................................................................. 4
Principal’s Report ............................................................................................................. 5
College Board Report ....................................................................................................... 7
Education in Faith .............................................................................................................. 8
Learning & Teaching ......................................................................................................... 9
Student Wellbeing ........................................................................................................... 11
Leadership & Management ............................................................................................ 13
Financial Performance .................................................................................................... 15
VRQA Compliance Data .................................................................................................. 16
Contact Details

| ADDRESS        | 41 Rosehill Road  
                              Essendon VIC 3040 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mr Tony Paatsch</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr Nhan Le (Chaplain)</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Mr Peter Hogan</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9289 1000</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@sbcmeib.catholic.edu.au">principal@sbcmeib.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.sbc.vic.edu.au">www.sbc.vic.edu.au</a></td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Tony Paatsch attest that St Bernard’s 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.

23 May 2014
Our College Vision

As a Catholic school in the Edmund Rice tradition St Bernard’s aspires to be faithful to the four touchstones as set out in the Edmund Rice Education Australia (E.R.E.A.) Charter.

Liberating Education
We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.

Gospel Spirituality
We invite people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.

Inclusive Community
Our community is accepting and welcoming, fostering right relationships and committed to the common good.

Justice and Solidarity
We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.

In our own context we have the following Vision and Mission Statements:

Vision Statement
Our vision statement is “Achieving Excellence by Learning and Doing”. Our focus is to offer a holistic education for our students in a community of faith. We aim to provide opportunities for every student to achieve excellence spiritually, academically, socially, culturally, morally, physically and emotionally. We seek to lead a vibrant community that lives out equality, justice and service to others.

Mission Statement
St Bernard’s College is a Catholic School in the Edmund Rice tradition. We will educate for a community where excellence is promoted, opportunity provided and spirituality, together with Gospel based service, practised in a just, learning environment.
College Overview

St. Bernard's College is a single-gender Catholic Secondary School offering a wide range of formal classes, and also a comprehensive informal curriculum, to approximately 1334 young men from Year 7 through to Year 12. The students are expected to be personally enthusiastic about involving themselves in the broad educational spectrum offered by the school. This applies especially to their growth in an informed appreciation of their Faith as an integral and essential part of that broad education.

Though our student population is drawn mostly from those who have attended local Catholic Primary Schools, and whose families have been actively supportive of their sons’ ongoing education in the Catholic faith through consistent involvement in their parish communities, consideration is always given to students who can demonstrate special circumstances. There is no selective academic entrance exam.

Set in extensive grounds on the side of Steele Creek Valley in West Essendon, the College is administered as two separate campuses - Years 7 to 9 and Years 10 to 12, who share the same site. This fosters a closer sense of community on each campus.

The College is guided by the College Strategic Directions 2011-2016.

In 2013 the following were identified as priorities:

- Investigate the development of a stronger connection with the feeder parishes to enhance a sense of community.
- Investigate the viability and relevance of a school cafeteria.
- Investigate genuinely innovative approaches to strengthening student faith.
- Investigate positive symbiotic relationships with organisations outside the College.
- Investigate the adequacy of special needs programs for students and the physical spaces and location that is allocated.
- Explore shared learning spaces in future building programs at the College.
- Extend the literacy program.
- Review the current Professional Development structure and opportunities for staff to ensure currency.
Principal’s Report

Students of 1963 returned for the 50th anniversary celebrations on St Bernard’s day this year and found the single building on the side of a bare hill had become a modern campus of 1374 boys. St Bernard’s day was the highlight of the 2013 school year and included blessing and commissioning of the Visual Arts and Technology Centre by Fr Michael Morley (Old Collegian 1963).

The 2013 school year commenced with our Opening College Mass, Academic Assembly and a Mass of welcome for Year 7 and Year 12 students. The ‘core business’ of classroom teaching and learning was augmented with a range of additional experiences. This year fathers or male mentors visited The Santa Monica for an overnight experience with their son. This provided the opportunity for formal discussion and mentoring of what really makes a good man. Later student welfare was highlighted with the launch of the College Alcohol and Drug Resource book.

Reconciliation week was celebrated with Miriam Rose Ungunmerr-Baumann joining us as Artist in Residence and hand over the painting entitled ‘Living Waters’. Miriam worked with boys exploring the layers of meaning implicit in this beautiful work, exploring themes of Indigenous reconciliation and spirituality. Reconciliation week also saw the 1st XVIII playing St Joseph’s College Geelong for the Reconciliation Cup.

Students undertook immersions with homestay in Japan, living in community at Daly River, visiting the battlefields of Turkey and Western Europe, living and working in the Br Beausang school in Embulbul and on the Kokoda track. Less distant offsite experiences included the Victorian Youth Parliament, Writers’ camp, Sydney City to Surf, Band Camp, Mt Gambier Jazz Festival, Sydney International Music Festival, Year 12 retreats and the ANZAC day dawn service (carrying the banner of the 2/3 machine gun battalion).

The area of “Mission” was renamed “Identity” this year to more accurately reflect its importance in defining the nature of the College. As part of ‘identity’ the St Bernard’s Social Justice Network of parents, staff and students, ran a “social justice forum” and protested against the treatment of asylum seekers in Canberra. The College also hosted Edmund Rice ‘Advocacy for Change’ day attended by Year 7 -10 students from other EREA Schools. The College community’s commitment to Justice and Solidarity was in evidence again this year as Edmund Rice Day raised over $70,000 to support Br Beausang School.

The College community responded magnificently to the request of the Edmund Rice Foundation for financial support. An ‘opt out’ $120 addition to College fees saw the vast majority of families contribute. Over $110,000 raised will make a difference to communities in Africa, the Philippines and East Timor.
Principal's Report (continued)

This year saw the implementation of the Eddie Rice Pathways program catering for those Year 12 students without tertiary ambitions but seeking a VCE certificate. The “Year 10 Certificate” undertaken by all Year 10 students formalised elements of the existing program with additional expectations in the areas of Christian service, literacy, physical activity, academic and organisational ability and planning.

Sport saw an eleventh straight Athletics premiership and our 8th Cross Country championship in 9 Years. The most successful sport was hockey with premierships in 5 of the 6 year levels.

21% of our VCE cohort achieved an ATAR above 90 and had a median study score of 74.2. The On-Demand Testing from Years 7 – 11 has improved our ability to monitor student performance and support teachers in catering for diversity within our classrooms and should support strong future VCE performance.

Tony Paatsch
Principal
College Board Report

This year I had the privilege of participating in the inaugural ‘Gone Fishing’ immersion program held in Kenya. As part of this program we visited the Br Beausang school in Embulbul, Kenya.

All participants were most impressed with the quality of education offered at Beausang and the enthusiasm and energy of the staff and students. 50% of the costs of the school are met by the St Bernard’s community. Most families would have little hope of providing a secondary education for their children were it not for the opportunity provided by Beausang.

Beausang is the centre of the College’s social justice program which the students have enthusiastically embraced. All in the St Bernard’s community can rightly feel proud of the difference they are making for some of the world’s poorest and most marginalised people.

2013 has been another significant year for the College. The Visual Arts & Technology building was completed and handed over to the College early in the year and it was formally opened in August on St Bernard’s Day. This was a particularly significant day this year as it marked the 50th anniversary of the first classes being held at the West Essendon site. A highlight of the day was when 40 current students escorted into the formal celebrations 40 of the first students to attend the West Essendon site of the College in 1963.

Another significant development this year has been the finalisation of the College’s new Master Plan which has been approved by the Board. This document sets out the strategic direction for the College’s capital developments for the next decade.

The College can confidently approach the implementation of the first stages of the Master Plan because of the College’s strong financial position.

Finally, I would like to thank all members of the Board and its sub-committees for their dedication, support and contribution towards the developments and successes that have been achieved in 2013. The College has come a long way in the past 50 years and it can approach the next 50 years confident in the knowledge that its reputation in the local and broader community continues to grow on the back of the fine young men who graduate from the College and enter the community as proud “Bernard’s Boys”.

Peter Hogan
College Board Chair
Education in Faith

Goals & Intended Outcomes

- The development of an Identity Team, building capacity and empowerment of the three new team members.
- Increasing the number of Masses at the College to enhance the liturgical understanding of the community.
- The continuation of growth of the St Bernard’s College Social Justice Network.
- Inclusion of the Director of Identity on the Curriculum Leadership Team to assist implementing the pilot of ‘Transforming Education’ across all KLAs.
- Working in conjunction with St Joseph’s College, Geelong to increase embedding the concepts of Justice and Peace in the education of the boys as well as the understanding of the parents in our community.
- The piloting of a justice and peace bulletin to the College community.
- Building the relationship formed this year with St Columba’s College.
- Investigating ways for staff attending immersion/formation experiences to share their experience with the community.

Achievements

- The introduction of the Year 7 and Year 12 Welcoming Mass.
- The significant growth in the St Bernard’s College Social Network. Now 17 people regularly attend meetings and over 40 are rostered on to the soup van and 3 at St Albans.
- The Freedom Bus protest against Canberra’s treatment of refugees was well attended by staff and gained significant profile in the school community.
- Immersion Programs to Kenya, Daly River, Kokoda, Western Front continue to flourish. Well attended Immersion debrief process at EREA.
- Edmund Rice Day was well attended in great spirit and raised a significant amount of money towards the Brother Beausang Centre in Kenya.
- The appointments of an Identity Team including a Christian Service Co-ordinator, Immersion Co-ordinator and Faith Development to work with the Director of Identity.
- Year 9 Father/Son program piloted with great success.
- Year 12 Reflection Day in conjunction with St Columba’s College was well received in both communities.
- The Fire Carrier program has grown significantly due to the inclusion of this as a prerequisite for the attendance at the Daly River immersion.
- The attendance at the Carrig-Karibu East African Immersion in the July holidays by the Director of Identity.
- The St Bernard’s Day 50 Year celebration was a significant occasion for the College community.
- The attendance by staff at EREA Immersion programs.
- Christian Service in Year 10 progressed very well over the year.
Learning & Teaching

Goals & Intended Outcomes

• Increase use of computers in the classroom – with the deployment of computers on a 1:1 basis for all students in 2014.
• Developing the use of Moodle as a learning management system (LMS).
• Multiple foci for PLT groups on 2013 – focus on transforming pedagogy with a particular emphasis on using data to inform practice and embedding the formative assessment strategies as outlined in the PL workshops.
• Use of ICT to create on-line units of work; increased use of ‘student resources’ (internal to the College).
• Improved on-line Curriculum Documentation with the phase 2 of Atlas Curriculum (AC) mapping.
• Input on AC cross-curriculum priorities and general capabilities at the College.
• Update the Assessment and Reporting Handbook.
• Increase the profile of academic achievement.
• Use of parent portal for access to confidential material about their son
• Implementation of the Evidence Based Observations and Coaching (EBOC) process to include 35 teachers.
• Support professional growth through more teachers being trained in EBOC process.
• Introduction of Food Technology into the Year 10 Curriculum.
• Set up Moodle to be used as a Learning Management System (LMS) across all KLAs.
• Implementation of the pastoral program.
• Implementation of Professional Learning Workshops to support the professional growth of staff.
• Set up 2 Year classrooms as contemporary learning spaces. On-going professional learning to support the staff who are working in these classrooms.
• Introduction of Social and Emotional Survey to provide further information on student well-being.
• Thorough analysis of the Naplan data and On Demand Testing (ODT) data to enable targeted programs to be implemented.
• Implementation of a writing program across all KLAs.

Achievements

• Introduction of Food Technology into the Curriculum for the first time at St Bernard’s College.
• Implementation of the Australian Curriculum in English, Maths, Science and History.
• All teachers in Professional Learning Team structure with multiple foci for PLT groups on 2013 – Transforming Pedagogy, with a particular focus on ICT, Positive Psychology and curriculum mapping.
• Testing of all Years 7 – 10 students using On Demand Testing in literacy.
• Trial of On-Demand testing numeracy to give an accurate profile of students
• E-learning Team met regularly and was responsible for continued supervision of ICT across the College and roll out of notebook computers to Year 10. We also developed a plan for rollout to Year 7, 2013 and into the future at the College.
Learning & Teaching

Achievements (continued)

• Increase use of computers in the classroom – Years 7, 8, 10, 11 and 12. Develop on-line reporting to parents via the parent portal.
• Development of a Curriculum plan for the period 2012-2015.
• Trial of assessment task results being available “live” to parents via the parent portal.
• Analysis of NAPLAN data.
• Introduction of Evidence Observation and Coaching program. With 35 teachers taking part in a trial and 7 teachers trained as coaches. Planning for all teachers to be observed and coached over a 3-year period.
• Introduction of a Pastoral Program Years 7-12.
• PLT groups based on SMART goals to evaluate effectiveness.
• Building teacher capacity through on-going professional learning. We engaged the services of Glen Pearsall to work with staff to conduct workshops on formative assessment.
• Introduced the Moodle as learning management system.

Student Learning Outcomes

The Naplan data has remained stable over the past 3 years. Close analysis of the Naplan data suggests that the domain of writing is the area on which we will focus. A strategic plan to enhance writing across the curriculum will be the focus for 2014 – 2015

POST- SCHOOL DESTINATIONS

| Tertiary Study      | 69% |
| TAFE / VET         | 11% |
| Apprenticeship / Traineeship | 20% |
| Employment         | 9%  |

Markus Ruttkay
2013 Year 12 Dux
achieved an ATAR of 99.85
Student Wellbeing

Goals & Intended Outcomes

Major Strategies for 2014

- Continuing strategies including anti-bullying, Mental health week, embedding restorative practices, staff training for anaphylaxis management and provide Flu vaccinations for staff.
- Review of Relationship and Sexuality programme will continue in PLT meeting – Surveys to be conducted
- Further development of Wellbeing Pastoral Programme
- ABLTo group continuation with a Training day to be included.
- Training of Year Strand staff to run their own Circle Time with their classes
- Address the issue of gambling with lessons in Pastoral Period and at assemblies in the Clairvaux.
- Continue addressing the issue of binge drinking and drug use.
- Parent Alcohol and Drug Information booklet to be given to Year 9 parents during Information Night, Heath Black keynote speaker.
- Continue planning Gender Education program for future years.

Achievements

- The launch of the Parent Alcohol and Drug Information booklet.
- The continuation of the Peer Relations Survey and anti-bullying strategies.
- The National Day of Action Against Bullying and Violence Activities.
- The ABLT2 Student group expanded to Year 7-9 and ran a number of promotions.
- A Year 7 Parenting night around the use of electronic devices.
- The development of Wellbeing Pastoral programme to be used in Pastoral Period.
- The training and implementation of ‘Circle Time’ for staff.
- The training of managing anaphylaxis for staff.
- The training of Psychological First Aid eLearning course for staff.
- Regular examples of Restorative Practices were provided at Staff meetings (part of SIF strategy).
- The promotion of National Cyber Security Awareness Week.
- The Cyber Safety Policy was reviewed and updated.
- The Professional Learning Team review of Relationship and Sexuality education.
- Mental Health Week activities were held (daily quiz, meditation, The Strand Assembly, music performance).
- Teaching staff completed Mandatory Reporting Obligations and eLearning modules.
- Staff Influenza Immunisations.
Student Wellbeing (continued)

Non-attendance Management by the College

For any unexplained absences, the College Student Attendance Centre sends an sms message to the student’s parent/carer. If a student is continually absent or absent for a long period of time, the Year Level Co-ordinator contacts the parent/carer to discuss the student’s absence.

Value Added

Extra Curricular Activities:
• Drama/Musicals
• Sport
• Music
• Immersions (eg Kenya, Japan, Kokoda and Daly River
• Parent/Son and Grandparents’ Days

Student Satisfaction

Results from the School Improvement Student Surveys indicate that student attitudes to school are in the top quartile for secondary schools in student distress, connectedness to school and classroom behaviour. The only result in the bottom quartile is connectedness to peers which bears further investigation.
Leadership & Management

Goal
Creating a strong professional learning community that is characterised by a shared vision, supportive leadership and collaborative work practices.

Intended Outcomes
- Feedback regarding work practices will improve.
- Team work will improve.
- Communications between groups will improve.
- Staff will feel more empowered.
- There will be an increased mutual respect between all sectors of staff.

Expenditure and Teacher Participation in Professional Learning

Description of Professional Learning undertaken in 2013

Use of internal Professional Learning time to:
- Support implementation of best practice ICT use across the Curriculum.
- Implementation of the Australian Curriculum.
- April Professional Learning theme was Transforming Pedagogy – using formative assessment.
- On-going KLA based workshops on formative assessment.
- July Professional learning theme was ‘United as One’.
- Accreditation Seminars.
- Conferences and Workshops – Maths/English/Religious Education and Physical Education.
- Increased use of email and intranet to distribute professional learning information to staff.
- Distribution of professional reading to all staff
- Establishment of a professional reading area in each staff room.
- Continued professional learning on literacy across the Curriculum.
- Using data to inform teaching practice
- Positive Psychology workshops for all staff.
Leadership & Management (continued)

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>105</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$214</td>
</tr>
</tbody>
</table>

Teacher Satisfaction
The retention rates of staff and attendance by staff at social events together are an indicator that staff morale is healthy.

Feedback from the professional learning activities indicates a high degree of satisfaction with the workshops and opportunities provided to them.

College Community

Achievements
- House system across levels and campuses.
- Cross campus contact.
- Parent/School communication.
- Building a program to cater for current and future student demand.
- Inclusion of Food Technology into the Curriculum.
- A comprehensive immersion opportunities program.
- The implementation of the Australian Curriculum.
- The implementation of ICT throughout the Curriculum.
- Continuously improving academic standards and results.

Parent Satisfaction
The School Improvement Report shows all items in the top 50% of 20 schools (“parent input” - 48th percentile). The highest area is learning opportunity with an average score of over 90 just ahead of student engagement and staff engagement.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>6,668,173</td>
</tr>
<tr>
<td>Other fee income</td>
<td>510,925</td>
</tr>
<tr>
<td>Private income</td>
<td>531,896</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>270,3271</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>9,427,491</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>1,9841,757</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>12,901,559</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>6,652,134</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>19,553,694</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>342,904</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>1,567,391</td>
</tr>
<tr>
<td>Other capital income</td>
<td>14,000</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>1,924,295</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>3,183,130</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>6,184,841</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>7,152,194</td>
</tr>
</tbody>
</table>

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

**E1157**  
**St Bernard's College, Essendon**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th>NAPLAN TESTS</th>
<th>2011 %</th>
<th>2012 %</th>
<th>2011-2012 Changes %</th>
<th>2013 %</th>
<th>2012-2013 Changes %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YR 07 Reading</strong></td>
<td>99.1</td>
<td>99.6</td>
<td>0.5</td>
<td>100.0</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>YR 07 Writing</strong></td>
<td>97.9</td>
<td>97.9</td>
<td>0.0</td>
<td>99.6</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>YR 07 Spelling</strong></td>
<td>97.9</td>
<td>98.7</td>
<td>0.8</td>
<td>97.9</td>
<td>-0.8</td>
</tr>
<tr>
<td><strong>YR 07 Grammar &amp; Punctuation</strong></td>
<td>98.8</td>
<td>99.6</td>
<td>0.8</td>
<td>96.7</td>
<td>-2.9</td>
</tr>
<tr>
<td><strong>YR 07 Numeracy</strong></td>
<td>99.1</td>
<td>98.3</td>
<td>-0.8</td>
<td>100.0</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>YR 09 Reading</strong></td>
<td>97.6</td>
<td>98.1</td>
<td>0.5</td>
<td>99.6</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>YR 09 Writing</strong></td>
<td>97.7</td>
<td>95.8</td>
<td>-1.9</td>
<td>94.6</td>
<td>-1.2</td>
</tr>
<tr>
<td><strong>YR 09 Spelling</strong></td>
<td>97.2</td>
<td>97.6</td>
<td>0.4</td>
<td>98.8</td>
<td>1.2</td>
</tr>
<tr>
<td><strong>YR 09 Grammar &amp; Punctuation</strong></td>
<td>98.1</td>
<td>96.2</td>
<td>-1.9</td>
<td>96.3</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>YR 09 Numeracy</strong></td>
<td>100.0</td>
<td>99.1</td>
<td>-0.9</td>
<td>98.8</td>
<td>-0.3</td>
</tr>
</tbody>
</table>

### YEARS 9-12 STUDENT RETENTION RATE

| Years 9-12 Student Retention Rate | 94.44% |

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>96.59</td>
</tr>
<tr>
<td>Year 8</td>
<td>94.71</td>
</tr>
<tr>
<td>Year 9</td>
<td>95.33</td>
</tr>
<tr>
<td>Year 10</td>
<td>95.80</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>95.61</td>
</tr>
</tbody>
</table>
### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 89.79% |

### Staff Retention Rate

| Staff Retention Rate | 97.12% |

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>23.64%</td>
</tr>
<tr>
<td>Graduate</td>
<td>50.91%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>7.27%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>86.36%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>30.00%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>1.82%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### Staff Composition

<table>
<thead>
<tr>
<th>Staff Composition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>119</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>116.00</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>57</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>52.30</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>1</td>
</tr>
</tbody>
</table>

### Median NAPLAN Results for Year 9

<table>
<thead>
<tr>
<th>Year 9 Subject</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>593.00</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>594.50</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>595.20</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>595.00</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>608.20</td>
</tr>
</tbody>
</table>

### Senior Secondary Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Median Score</td>
<td>32</td>
</tr>
<tr>
<td>VCE Completion Rate</td>
<td>99%</td>
</tr>
<tr>
<td>VCAL Completion Rate</td>
<td>88%</td>
</tr>
</tbody>
</table>