

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2017



# NAZARETH COLLEGE

Nazareth College, Noble Park North



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**Contact details**

<b>ADDRESS</b>	Manning Drive NOBLE PARK NORTH VIC 3174
<b>PRINCIPAL</b>	Mr Salvatore (Sam) COSENTINO
<b>PARISH PRIEST</b>	Rev Kevin DILLON
<b>SCHOOL BOARD CHAIR</b>	Mr Michael QUIN
<b>TELEPHONE</b>	(03) 9795 8100
<b>EMAIL</b>	principal@nazareth.vic.edu.au
<b>WEBSITE</b>	<a href="http://www.nazareth.vic.edu.au">www.nazareth.vic.edu.au</a>
<b>ABN</b>	45 439 984 985
<b>E NUMBER</b>	E 1343
<b>FEDERAL DET NUMBER</b>	5558

**Minimum Standards Attestation**

I, Salvatore Cosentino, attest that Nazareth 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

25 May 2018

## Our College Vision



# NAZARETH COLLEGE

***Nazareth College is a Catholic Co-educational Regional Secondary College established in 1986.***

Nazareth College is a learning community centred on the person of Jesus Christ.

Through learning and teaching in the Catholic tradition, we foster a culture of faith, wisdom and knowledge.

***“He returned to Nazareth, and became strong, filled with wisdom;  
And the favour of God was upon Him.” (Luke 2:40).***

## College Overview

Nazareth College was established in 1986 by the four parishes of St Elizabeth's, (Dandenong North), St Justin's, (Wheelers Hill), St Gerard's, (Dandenong North) and St Simon's, (Rowville). While these four schools are priority feeder schools, Year 7 enrolments also come from the regional primary schools of St Anthony's, (Noble Park), St John Vianney's, (Mulgrave) and Resurrection Parish, (Keysborough), and from more than ten other schools, both Catholic and government. Situated in Noble Park North, the College is in a residential area but borders the Monash Freeway. The area is becoming a low to no growth suburb and decreasing numbers attending the four parish schools have impacted on enrolments at Nazareth. Enrolments have declined from 836 in 2012 to 680 in 2017.

A College bus service provides transport for students from Rowville and Keysborough, both perceived to be areas of more growth. The school is multicultural with more than 35 countries of birth represented. Students who are new arrivals to Australia are provided with quality refugee support. Nazareth's multicultural faith community draws on a richness of tradition and diversity and treasures the contribution of each member. The International Education Program, which has been a feature of the school for many years, continues to be an important part of the Nazareth College Community.

The Leadership Team which was increased in number in 2017 comprises the Principal, Deputy Principal, two Assistant Principals (Learning, and Faith and Wellbeing), the Directors of Operations and Studies, the Co-Directors of Wellbeing and the Business Manager together with a Staff Representative.

Nazareth College has a focus on personalised learning and individual pathways such as that provided by Applied Learning, which enable all students to follow their head and heart through innovative eLearning Programs and Single Gender classes in core subjects, programs of acceleration and a broad extracurricular program – all within a faith-based community.

The College is governed by a Board under delegation from the Canonical Administrators. Each of the four parishes is represented on the College Board. Further support to the College is provided by the Nazareth College Parents' Association.

Nazareth College strives to provide a safe and nurturing environment in which students are able to achieve to the best of their ability. Through our focus on personalised learning we endeavour to meet the spiritual, academic and wellbeing needs of all our students.

## Principal's Report

In 2017, the College made it a priority to reconnect with all Feeder Catholic Primary Schools, both priority and shared Parishes.

The College identified the fact that it was not very well known and it needed to reconnect with the surrounding community. It was evident that Nazareth College was a 'hidden treasure' and needed greater exposure.

The College employed Marketing and Promotions Officers whose task was to ensure that Nazareth College became known. The College focussed on engaging Primary School students to come and spend a day at Nazareth College. Grade 4 and 5 students were invited to participate in Activity Days. These were extremely successful.

The Nazareth College Parents' Association also undertook a number of activities to bring community members to Nazareth College. The Christmas Fair became a focal point and parents worked towards hosting a community function.

In 2017, the College continued to explore Single Gender education and incorporated it in our offering, however, it was reduced to Years 7 and 8 and only in four (4) core subjects. The remaining subjects were co-educational.

The College placed a great deal of emphasis on Personalised Learning, Literacy and Student Wellbeing. Nazareth is a school where we ensure that our students are known.

The Applied Learning Centre (The Joesph Centre) opened in early March and it gave VCAL students the much awaited facilities that they had been waiting for. Also, the school fully utilised the DREAM Centre facilities at Chisholm College. Younger year levels, together with Years 9 and 10 VET programs, utilised a variety of programs throughout the year.

In 2017, we found ourselves consolidating all our new ventures and saw a remarkable improvement in participation and learning. Students at Nazareth College focussed on the Family of Nazareth and the impact each member of the Family has on their spiritual and overall learning.

Music and Performing Arts were showcased with an outstanding College Musical Production 'Xanadu'. Numerous students participated and were able to showcase their skills and talents through this medium. Sports programs, Chess, Social Outreach, Mini Vinnies and academic Pathways continued to be strengthened throughout the year.

Our Year 12 cohort in 2017 consolidated the growth of the last five years with 2016-17 providing the best two years of Year 12 results for the last ten years. Highlights of pleasing 2017 achievements include:

- Fifth successive year of growth in A+ exam grades
- 39% of student ATARs in the top 30% of the State
- A VCE Premier's Award and perfect Study Score of 50 in Further Mathematics
- Median Study Score in the top 25% of the State
- 99% of Tertiary applicants received a First Round offer
- 52% of ATARs were above 60

2017 was a significant year in ensuring that Nazareth College becomes a School of Choice for the surrounding community members and their children. It has reconnected and we hope to reap the benefits in the years to come.

We trust that the College will continue to grow in Faith, Wisdom and Knowledge, now and into the future.

Mr Sam Cosentino

PRINCIPAL

## College Board Report

The College continues to deliver commendable outcomes in each facet of school life – exam results, the co-curricular program, the contribution of the College Community and the administration of the school.

The VCE and VCAL results for 2017, as noted in the Principal's report, were favourable and reflective of the cohort of students.

The NAPLAN results were also encouraging at Years 7 and 9 and confirm that the focus areas on which the College has concentrated are improving.

The co-curricular program highlight in 2017 was perhaps the annual Musical Production 'Xanadu' which engaged about ninety (90) students and staff and allowed each of them to utilise their talents. It was a tremendous Production for all involved resulting in large audiences attending each evening.

This Musical was well complemented by the regular sporting activities (both College and interschool competitions). Other activities included Minni Vinnies, Bloodbank visits, Building Bridges, Shared Table, Soup Kitchen and many others. It is evident that the College provides a multitude of opportunities for the Nazareth Community.

Parents had regular access to the College through Parent / Teacher evenings, Subject Selection evenings, together with formal and informal gatherings at the College.

The Board is always well attended at the several meetings held per year and via the functioning of an effective Finance Committee. Board discussion is regularly directed to issues like setting of fee levels, fee collection and to initiatives related to enrolment including effective links with neighbouring Catholic Primary Schools, publicity and the conduct of parent visits to the school.

A highlight of the College year was the opening in early March of the newly constructed Applied Learning Centre known as the 'Joseph Centre'. The College was proud to welcome the Premier of Victoria, the Honourable Daniel Andrews, who officially opened the facility. The Joseph Centre provides a fine and regularly utilised educational environment for our students.

The membership of the Board includes representatives from the College staff, parent / parish representatives and the Canonical Administrators. We particularly welcome Fr Kevin Dillon, recently appointed Parish Priest of St Simon's and the elected President of the Canonical Administrators.

Mr Michael Quin

NAZARETH BOARD CHAIR



## Education in Faith

### Goals & Intended Outcomes

#### ***To build the Catholic culture of the College***

*That students and staff will have a greater understanding of and commitment to what it means to belong to a Catholic school.*

*That College Community members have an understanding of Social Justice as an expression of our Catholic faith.*

*That the opportunity to be an active member of a Catholic School Community be further embraced by students, staff and parents.*

### Achievements

- Continued implementation of ‘school wide positive behaviour support’ to assist our Community as one of hope and faith
- Continued development and support of St Vincent de Paul College Conference as evidenced by the increase in students participating
- Opportunities for Monday prayer at lunchtime
- “Building Bridges” program participation increased by 25% over 2016 to 250 students
- Introduction of Nursing Home visits by students as a way of living our Christian call to service

#### VALUE ADDED

Reflection Days for each Year Level;  
 CSYMA Youth Ministry at Years 9,10 and 11;  
 Overnight Retreat in Year 11 as preparation for Year 12;  
 Lunchtime Prayer on Mondays;  
 Building Bridges – an Interfaith program for Year 10 students;  
 Reconciliation in classes during Lent;  
 Prayer in Morning Homeroom including whole school reading of and reflection on Sunday’s Gospel reading;  
 Staff Reflection Day;  
 Mini Vinnies;  
 Staff sharing Dinners with Refugees;  
 Social action including:  
  
 Soup Kitchen;  
 Winter Sleep Out (in open);  
 Blood Bank;  
 Food and Clothing Appeals;  
 Attendance at Archbishop’s Youth Consultation;  
 Attendance at St Patrick’s Mass for Catholic Education Week;  
 Weekly Thursday morning Mass;  
 Each Term Whole School Mass;  
 Address to Whole School Mass by Sudanese Refugee Community Leader Mr Gordon.

## Learning & Teaching

### Goals & Intended Outcomes

***To enable students and staff to be successful, engaged and purposeful learners.***

*That purposeful teaching will improve through teacher understanding and practice of contemporary pedagogy.*

*That student learning outcomes continue to improve.*

*That every teacher be confident and competent with utilising contemporary learning strategies for personalising learning.*

### Achievements

The start of 2017 witnessed the opening of the Joseph Centre, providing a state of the art flexible learning environment for Applied Learning programs (VCAL & LEAP). The Joseph Centre includes the latest technology in the College, as well as variety of flexible learning class and meeting spaces, integrated with specialist Hospitality, Hair and Beauty and Horticulture facilities. The Joseph Centre has also been sought by external agencies to host meetings and professional learning, highlighting its amazing facilities to the wider community as well.

VCE results continued the consolidation of the past 5 years, with the 2016-17 VCE results providing the best results in over 10 years. In this period, the median Study Score has averaged 30 and the 40+ scores risen by 3.5%, with the percentage of students achieved A-grade exams doubling during this period (rising in each successive year to 2017). Most pleasingly for future pathways, the ATAR median has risen, with the 60+ ATARS now 18% above the state average. In addition, Nazareth College completed the first group of VCE VET training for students through onsite delivery of the VET Music (Performance) units, with students from local colleges also completing this course.

Under the guidance of the Learning Technology Steering Team, major new eLearning implementations supported staff, student and parent engagement with learning. These included rollout of Gmail, Google Drive and SIMON. This has seen a demonstrable rise in the flexibility of learning and the ability for students to collaborate with peers and their teachers to enhance personalised learning and provide real-time feedback within the student's own document or Drive, and critically enabled parent access and engagement via PAM. We look forward to rolling out even more of these features in 2018, along with the full implementation of BYOD, one of the key outcomes of the eLearning survey to which over 500 Nazareth Community members contributed.

While Nazareth College has enjoyed long partnerships with external providers such as Monash University and Chisholm TAFE, 2017 saw the expansion of our partnership with Australian Catholic University (ACU). Nazareth have hosted ACU pre-service teachers for many years, but 2017 saw the highly successful launch of ACU Business Step-Up: a university-level course

delivered on campus to high achieving Nazareth College students, providing credit to both their VCE and future university studies.

### STUDENT LEARNING OUTCOMES

The 2017 cohort continued the trend of 2015-16 proving stronger in their NAPLAN results for Spelling, Writing and Numeracy. The 2017 cohort produced the highest results in these areas across the three years: in terms of the means; a higher 75th percentile; and a higher 25th percentile. All of these are above the state and national means. While Numeracy results for the incoming 2017 students continued the marginal decline of 2015-16, remaining below the state average, the grammar results arrested the trend of 2015-16 to return to be above the state average. The more relevant Relative Cohort Growth results indicate the successes of the Nazareth College programs in Literacy and Numeracy, particularly the enhancement programs to support less able students and the Laurel Program for highly able students. In 2017, measures of relative growth are improved from the 2015-16 results in Reading, Writing and Numeracy. Numeracy continued a positive growth trend, moving from marginally below state mean in 2014-15 to above the state growth mean in 2017. The influence of the SLIP Program continues to be evident in the 2016 and 2017 Writing Growth comparison, which moved from being below the state average in 2014-15 to being significantly above in 2016-17.

### POST-SCHOOL DESTINATIONS

TERTIARY STUDY	68%
TAFE / VET	21%
APPRENTICESHIP / TRAINEESHIP	3%
DEFERRED	3%
EMPLOYMENT	5%

## Student Wellbeing

### Goals & Intended Outcomes

***To strengthen our understanding of contemporary wellbeing issues to better inform our policies and enhance our practices.***

*That students' connectedness to school, their peers and staff will improve.*

*That wellbeing will improve.*

*That Nazareth is a school where Jesus is alive as evidenced in the way people treat each other.*

### Achievements

- Continued implementation of 'School wide Positive Behaviour Support';
- Fortnightly Learning and Pastoral meetings to build Student Wellbeing and Learning Programs;
- Emphasis on staff building relationships with students;
- Significant success with school refusal students;
- Successful management of Year 12 students with high mental health needs;
- Planning of Wellbeing Centre for refurbishment in 2018;
- Restructure of Leadership Team to include Director of Wellbeing;
- Establishment of need for improvements in student recreational equipment;
- New Pastoral structures have resulted in more time being available to assist students in need.

In order to achieve success and to develop and maintain meaningful relationships, regular attendance at school is vital. The importance of school attendance is communicated to parents and monitored and advised on a daily basis by the College.

Nazareth College managed student non-attendance in 2017 in the following manner.

- Marking of the daily attendance roll, Electronic Roll Marking by the SIMON system, at each period;
- Parents contacted each day of child absence by SMS;
- Pastoral Teacher contact with parents;
- Counselling of parents and students in the case of long term and/or frequent absenteeism;
- Implementation of programs to assist students with attendance concerns.

#### VALUE ADDED

- Range of guest speakers covering Key Wellbeing topics;
- Student Leader Forums for student voice;
- Lunchtime activities offered for students;
- Lunchtime Concerts offered for students;
- Reflection Days for each year level;
- Overnight Retreat in Year 11 for the next years' Year 12 students;
- CSYMA Youth Ministry;
- Building Bridges – a program of Interfaith for Year 10 students;
- Provision of outdoor table tennis tables for recess and lunchtime recreation;
- Provision of indoor 'air hockey' tables for recreation.

#### STUDENT SATISFACTION

- School Improvement data demonstrates that students value the relationships they have with their teachers. It also shows that students feel 'safe' at Nazareth.

## Child Safe Standards

### Goals and Intended Outcomes

***To ensure that the care, safety and welfare of students are embedded in policies and procedures which ensure a commitment to zero tolerance of child abuse.***

*That the College is committed to the creation and maintenance of a child safe school environment.*

*That all staff are fully aware of the extent of the regulations promulgated under Ministerial Order No 870 – Child Safe Standards.*

*That all documentation and processes evidence compliance with the requirements of the Ministerial Order.*

### Achievements

During 2017 the College continued to conduct extensive professional development in implementing the requirements of the Ministerial Order and in reviewing and revising documentation and procedures. This included:

- Whole of school staff professional development sessions conducted on a regular basis;
- Case workshops regularly conducted in staff meetings and briefings;
- Extensive training for all new and returning staff, both teaching and administrative and support staff.

In addition to:

- The finalisation of the College Child Safe Code of Conduct and the Professional Boundaries Policy;
- The inclusion of the commitment to Child Safe Standards on all documentation including every email from the College;
- Ensuring that all visitors to the College are made aware of their obligations under the Child Safe Code of Conduct;
- Establishing protocols and changing documentation to ensure that all Guest Speakers and Guest Presenters have current Working With Children Checks;
- Increasing the focus on 'Student Voice' within the Student Leadership Program;
- Producing a template for all Referee Checks to ensure questions are asked regarding an applicant's suitability to work with young people.

## Leadership & Management

### Goals & Intended Outcomes

***To promote shared leadership to ensure ethical governance, accountability and a culture of excellence.***

*That the leadership capacity of staff and students is enhanced.*

*That staff are supported in their roles.*

*That appropriate management programs and protocols direct practice.*

*That staff are empowered and engaged in a shared vision for Nazareth.*

### Achievements

The College followed the introduction of the Synergetic Management System in 2016 obtaining further benefit from this administrative package solution. Fee invoices were emailed to parents for the first time and again for the first time prior to the end of the year of charge. Parents were able to make fee payment arrangements earlier than in the past and were provided with more payment options providing a positive impact on cash flow. The electronic communication provided by Synergetic has permitted significant improvements in communication between parents and the College providing more accessible online information and enabling faster and cheaper communication.

SIMON has also permitted teachers to email prepared lessons to emergency teachers and students when absent.

The SIMON web-based platform was purchased and installed, then implemented for student attendance, (replacing electronic roll marking), timetabling, resource booking and daily notices. This will ultimately extend to real time communication and result reporting as well as replacing the Accelerus reporting system.

The College Leadership Team was expanded with the appointments of the Directors of Wellbeing and Operations to the team recognising the importance of these roles in the management of the College, both in the day to day operations and in setting the strategic directions.

Staff self-improvement continued as five staff members progressed successfully towards Masters degrees by studying part-time with the College providing assistance.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

All staff participated in on campus Professional Learning in 2017. Outside Professional Learning for both teaching and non teaching staff continued and involved 213 full days of learning, (2016 137), 50 half days, (2016 35) and 44 days, (2016 44) of out of hours training for both teaching and administrative staff.

The concentration of professional learning during the year was on eLearning, (particularly Google Suite), pedagogy and student welfare.

There was a strong focus on literacy with SLIP training and Literacy for Learning and also on the implementation of VCE Australian Curriculum subjects and the Years 7 to 10 Victorian Curriculum.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	42
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$714

### TEACHER SATISFACTION

The 2017 School Improvement Framework data demonstrates significant and substantial improvement in Staff Satisfaction.in almost every one of the School Climate indicators.

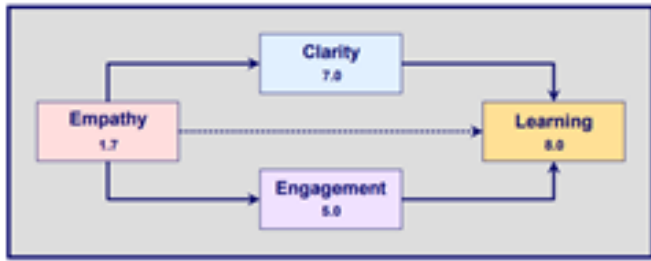
Individual and School Morale, Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal and Recognition and Work Demands were all considered as much better in 2017 than in any of the years in the period from 2014 to 2017.

The most substantial improvements were in the areas of Morale (school and individual), Supportive Leadership and Empowerment. The data showed increased satisfaction levels amongst the staff of between 25% and 50% in each of these areas.

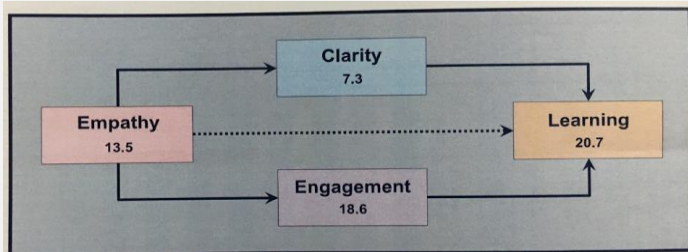
The increased level of Staff Satisfaction is best seen by comparing the Four Cultural Pillars - which research has shown drive Staff Wellbeing, Engagement and Performance. The charts below compare the Four Cultural Pillars of 2016 with 2017. The data illustrates our School data relative to all Australian Schools which undertook the surveys.



2016



2017



These charts show an increase in all four pillars. The increases in Empathy, Engagement and Learning illustrate a very strong increase in the satisfaction of staff, which underpins the culture of the College.

## College Community

### Goals & Intended Outcomes

***To further develop Nazareth College as a core community of Faith, Wisdom and Knowledge.***

*That student involvement in the broader community will increase.*

*That parental involvement in their children's school life will increase.*

*That staff experience an improved sense of belonging through the College Community.*

*That the College's standing in the local and broader community will be further enhanced.*

### Achievements

The Nazareth College Parents Association, (NCPA), organised a variety of successful functions, continuing to support the College at all out of hours functions, providing refreshments and cake stalls at Parent Teacher Interviews and supporting the production of 'Xanadu' by providing lunches to students at Sunday rehearsals and refreshments at interval during performances.

Direct support to students was provided by the NCPA funding of a new barbeque area behind Cafe Naz, garden beautification where VCAL students performed the gardening and indirect support by raising funds at Bunnings sausage sizzles.

Student social functions, primarily the Year 12 Formal and the Year 12 Valedictory Dinner, were again well supported by students and parents.

The 2017 College Musical Production, 'Xanadu', was performed in the Wheeler Auditorium following the successful 2016 Production of 'Hairspray-The Musical'. This Production was again well supported by our school Community enabling the College to showcase its talents and facilities to parish and local schools and parents.

Although designed primarily as a marketing tool to increase enrolments, the introduction of 'Taster', or Activity Days for Grade 5 and 6 students at Parish and local schools, broadened the exposure of the facilities of the College to the community, leading to increased interest in the use of these facilities.

**VALUE ADDED**

- Mini Vinnies further increased in student numbers in 201;7
- Nursing Home visits;
- Blood Bank attendance by staff;
- Use of College facility, the Wheeler Auditorium, by Parish and neighbouring schools for performances and Presentation Nights;
- Use of College facility, the Gymnasium, by Parish and neighbouring schools and sporting groups for practice for performances and Presentation Nights;
- Balloon Football 'best and fairest' Presentation Evening;
- Staff 'Shared Dinners' with refugees.

**PARENT SATISFACTION**

Parent engagement in the College has been enhanced through improved communication between the school and home. Increased use of the College App, iNewsletter, Facebook Page and Twitter accounts have all greatly contributed to better communication channels. Both the College and individual teachers have also made much greater use of email to keep parents better informed. Parents have also increased their use of email to communicate directly with teachers in seeking and being provided with information about their sons / daughters.

## Future Directions

During 2018, the College will continue to build on the programs implemented with the SIMON system in 2017, consolidating the availability of online student information to parents through the PAM, (Parent Access Module), permitting parents to online access interviews, medical records and excursions. More of these features will be rolled out in 2018, along with the full implementation of BYOD, one of the key outcomes of the eLearning survey to which over 500 Nazareth Community members contributed.

It is planned to expand the Synergetic Management System through implementation of the Asset Register Module and the automated Purchase Order system improving administrative efficiency and reducing paper use in administrative processes.

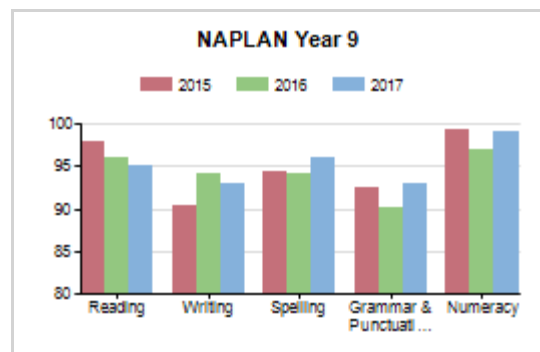
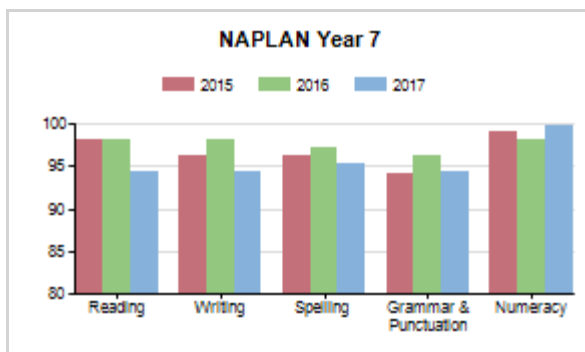
Compliance with the requirements of the Child Safe Standards promulgated in 2016 will continue to be emphasised to ensure that the care, safety and welfare of students are embedded in policies and procedures which ensure a commitment to zero tolerance of child abuse. To ensure that all visitors to the College, whether parents, contractors or teaching professionals are aware of their obligations under the regulations and adhere to the requirements of the Ministerial Order, the LinkSafe visitor and contractor sign in/out recording system is to be introduced, also ensuring that all visitors are recorded when on the College property.

Nazareth College has been at the forefront of literacy education in secondary schools for many years, participating in the Reading2Learn project, Secondary Literacy Improvement Project (SLIP) and now pioneering the LitSTEM project. LitSTEM combines both Literacy and STEM learning and research as a collaborative venture with our local primary schools. Nazareth College staff work with local primary school staff to create learning experiences that benefit both the secondary and primary school students. As part of this project, primary school students will be utilising Nazareth College staff and facilities while Nazareth students and staff will visit the primary schools to lead activities with primary school students. Further, 2018 will see the launch of a dedicated Year 9 STEM course.

## VRQA Compliance Data

<b>E1343</b> <b>Nazareth College, Noble Park North</b>
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 07 Grammar & Punctuation	94.2	96.3	2.1	94.4	-1.9
YR 07 Numeracy	99.0	98.1	-0.9	100.0	1.9
YR 07 Reading	98.1	98.1	0.0	94.4	-3.7
YR 07 Spelling	96.2	97.2	1.0	95.4	-1.8
YR 07 Writing	96.2	98.1	1.9	94.4	-3.7
YR 09 Grammar & Punctuation	92.4	90.1	-2.3	93.1	3.0
YR 09 Numeracy	99.3	97.0	-2.3	99.0	2.0
YR 09 Reading	97.9	96.1	-1.8	95.1	-1.0
YR 09 Spelling	94.4	94.1	-0.3	96.1	2.0
YR 09 Writing	90.3	94.1	3.8	93.1	-1.0



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	82.93%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Year 07	92.71%
Year 08	90.21%
Year 09	91.19%
Year 10	88.53%
Year 11	88.33%
Year 12	89.18%
Overall average attendance	90.03%

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	86.55%

<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	83.08%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.00%
Masters	19.70%
Graduate	40.91%
Certificate Graduate	6.06%
Degree Bachelor	90.91%
Diploma Advanced	19.70%
No Qualifications Listed	1.52%

<b>STAFF COMPOSITION</b>	
Principal Class	5
Teaching Staff (Head Count)	86
FTE Teaching Staff	73.242
Non-Teaching Staff (Head Count)	41
FTE Non-Teaching Staff	39.419
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	586.10
Year 9 Writing	582.50
Year 9 Spelling	579.30
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	600.20

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	97%

POST-SCHOOL DESTINATIONS AT AS 2017	
Tertiary Study	68.0%
TAFE / VET	21.0%
Apprenticeship / Traineeship	3.0%
Deferred	3.0%
Employment	5.0%

**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 <http://www.acnc.gov.au>