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Contact Details

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Minimum Standards Attestation

I, Maria Barnes attest that St Joseph the Worker Primary 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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our School Vision

OUR VISION

AN ACCEPTING COMMUNITY WORKING TOGETHER TO
INSPIRE:
THE PROCLAMATION OF GOD'S LOVE, THE GROWTH
TO WHOLENESS, A LOVE OF LIFE AND LEARNING
AND AN UNCONDITIONAL RESPECT FOR SELF,
OTHERS AND THE WORLD.



School Overview

St. Joseph the Worker School commenced operation in 1978 and quickly grew to a two stream school from Prep to Year Six. The school and parish communities have always worked in close co-operation with one another through the Parish Pastoral Council and other joint committees.

The property is bounded on three sides by Edgars Creek and has a pleasantly appointed playground with shaded areas for the students. The school has three separate permanent structures, which house 14 classrooms, computer lab, library space, Arts and LOTE rooms, hall and a school administration center. The buildings are well maintained and in good condition.

The current school population is 210. There has been a decline in numbers over time due to changing demographics. The percentage of children who are Catholic has remained steady on 80%. Our students are currently grouped in one Prep class, one Year One, two Year Two classes, two Year Three classes, two Year Four classes and three multiage senior classes. The socio-economic status band is 92.

St Joseph the Worker serves a range of ethnic backgrounds which is reflected in the school population. The school maintains a high level of families with an Italian background and welcomes families from a diverse range of cultures including Vietnamese, Chinese, Indian and Sri Lankan.

Currently we have 28 dedicated members of staff; 14 classroom teachers (8 full time and 6 part time), a Principal (in her first year of principalship at St Joseph the Worker), Deputy Principal/Additional Needs Leader, Learning and Teacher/Literacy Leader, Maths Leader, Student Wellbeing Leader and Religious Education Leader. We have part time Italian, Art and Physical Education teachers. There are 2 administration officers (a full time staff member and one working four days per week) and a Library administrator working one day a week. We also have 3 learning Support Officers. A teacher is released one day per week to co-ordinate ICT within the school. Furthermore, we have a Consultative Committee, Occupational Health and Safety team and a union representative. St Joseph the Worker also has a counsellor one day a week and offers Music Lessons each Monday.

Student leadership roles include School Captains and Vice Captains, Sports House Captains, a Liturgy Team, Arts Team and Green Team who work closely with staff leaders to plan and organize a range of school activities and who take an active role in informing the school community of our accomplishments and upcoming events.

I wish to acknowledge and thank all the staff for their commitment to the students of St Joseph the Worker Primary School. I wish to thank the Leadership team who has greatly assisted the Principal throughout the year. In 2016 that has been Marisa Steele (Deputy Principal, Additional Needs Leader), Maria Raso (Literacy/Teaching and Learning Leader) Ylenia Useli (Religious Education and IT Leader), Connie Bof (Student Wellbeing Leader) and Christine Jacobs (Maths Leader).

Principal's Report

The staff, students and families of St. Joseph the Worker can be justifiably proud of their efforts during 2016.

Our Professional Learning has continued to focus on Learning and Teaching, targeting areas of need in Reading. The Year 3-6 teachers participated in five days of Reading to Learn working collaboratively to implement strategies to support reading comprehension in the middle and senior classes. Staff also revisited Restorative Practices and Circle Time, discussed the Year of Mercy and introduced the new Child Safe Policy.

The Catholic ethos of our school is constantly drawn into focus through prayer and reflection and the regular whole school celebration of Eucharist and participation in our Sacramental Program.

I would like to thank the staff for their continued commitment and dedication to ensuring students are challenged in their learning and provided with the opportunity to reach their full potential. Fr Manny Bonello, our Parish Priest, has continued to be involved in the life of the school through his involvement with the School Board and regular interaction with staff and students through liturgies, prayer services and discussions with students.

The students of St. Joseph the Worker work together in a spirit of co-operation and willingness to learn, which makes our job enjoyable. They are respectful and well-mannered and they continue to enjoy all learning at our school. Students are encouraged by their parents who actively support the school embracing the ethos of our community of 'working together'. I am impressed by the students willingness to embrace and support our SRC, Arts and Green Team, working together to make a valuable contribution to our school.

Finally, I wish to acknowledge and thank all the parents for their contributions to and support of our school. The School Board members have continued to play a valuable and important role in ensuring that our community socializes and works together to support our community. Our aim is to always extend a warm welcome to all families, acknowledging that we work together to support and enhance the education of all students in our school.

School Education Board Report

St Joseph the Worker has had a successful year in 2016. I believe we are very fortunate to have a community which is so committed, considerate and united. I'd like to extend a very heartfelt thank you to the special group of parents and helpers, both inside and outside the classroom. From barbeques, to hot lunches, to camps and school discos, without the parents that dedicate their time, it would be impossible to run these events successfully.

For his spiritual leadership, I'd like to thank Fr Manny. You instill the teachings of God in our children, assisting them build strong Christian values, and to show love, kindness and compassion towards others. We thank you for your constant prayers and guidance. We thank the class teachers for preparing the children for sacraments.

A school is not a school without the dedication and determination of teachers. We thank them for their tiresome efforts to educate our children. Your lessons stand not only in the classroom, but in providing memories, instilling values, and embedding strategies in the lifelong learning journey for our precious little ones.

Fundraising requires much planning and commitment. The fundraising committee has done an amazing job, organizing events such as the trivia night, Mother's Day & Father's Day stalls, the school disco, and the election day barbeque to name a few. These events have raised the school approximately \$17,000.

Thanks to the Green Team for their integral role in educating the rest of the school community on sustainability and the environment. Likewise, to the Arts Team for providing and maintaining existing art works, and for their efforts in beautifying the school, making it a more colourful and interesting place. Thank you!

This year the maintenance team was headed by Joe Sinopoli. Joe's diligence in organizing and coordinating the working bees has led to the efficient completion of a huge volume of tasks such as refreshing the gazebo area, laying yellow safety strips in hazardous areas, general garden maintenance, including paving, replanting, mulching and maintenance of native corridor, the cleanout and of the frog pond, and fence & gate repairs.

And lastly to the board members whose efforts and goodwill benefits the wellbeing of the school. Thank you for your time spent attending board meetings and other school events

Tino D'Angelo – Chairperson.

Education in Faith

Goals

To enhance the Catholic identity of St Joseph the Worker School as a living faith community within a contemporary context.

Intended Outcomes

That all members of St Joseph the Worker community will be able to articulate, model and live their understandings of being part of a Catholic community.

Achievements

- Staff participated in a professional development day facilitated by Bernadette Venables (CEM). She assisted staff to unpack and build up their understanding of the Year of Mercy and focused on the Spiritual and Corporal Words of Mercy.
- The staff continued to review the Learning, Life and Faith conceptual framework in light of Vic Curriculum, ensure a strong link between the Religious Education Learning Foci and secular inquiry areas wherever possible.
- Two Learning, Life and Faith Leaders continue to plan regularly with teachers to support the learning throughout the school.
- The REL meets regularly with the Parish Priest to plan liturgies and liaises with the Pastoral Associate in regards to sacramental programs to ensure school and parish goals are aligned.
- The students and their families are an integral part of the social justice program of the school, through prayer and material support of the local community in the Feast of the Sacred Heart and the global community through support of Project Compassion, Mission Week and the School of St Jude in Tanzania.
- Students and their families attend Sunday Class Masses where they participate with other parishioners and provide a reflection to enhance the ceremony that links with their classroom learning.
- Staff began to unpack the CEM *Horizons of Hope* Framework, with a focus on the Vision for Catholic Education in our Archdiocese.

VALUE ADDED

- The Senior Liturgy team assists in the preparation and presentation of Masses and other prayer times.
- Students are regularly involved in prayer and liturgy through class and school Masses, weekly prayer at whole school assemblies. Class levels are also able to share their learning, a prayer or reflection or song that they have learnt as part of their RE/LLF.
- Prayer life is visible and active in classrooms (seen via prayers tables, changing liturgical seasons and colours, crucifixes and a range of prayer resources) to ensure that prayer is an integral part of school life.
- Students participate in the Sacramental program through the guidance of their parents and teachers and the support of the whole parish community. Where possible, all sacramental Masses take place during regular Sunday Parish Masses.

- Sacramental workshops are well attended by parents and students who give positive feedback. The Eucharist Retreat was run by the Presentation Family Project and the Confirmation retreat was led by our school staff in 2016.
- Sacrament Retreat Days for Eucharist and Confirmation (Confirmation Retreat was facilitated by the Archdiocese Office for Youth - NET Team).
- Making Jesus Real (MJR) – students, staff and Fr Manny continue to use a consistent language and expectation based on the MJR program.
- Staff and school families are invited to attend and listen to the Parish Guest Speaker who in 2016 was Fr Bob Maguire who spoke on the Year of Mercy.
- Holy Week and Easter prayer services.
- Celebration Mass for the Feast of our patron, St Joseph the Worker.
- Family Christmas Carols evening included the nativity play at the beginning of the night and the school choir also participated along with a carols or song from each year level.



Learning & Teaching

Goals & Intended Outcomes

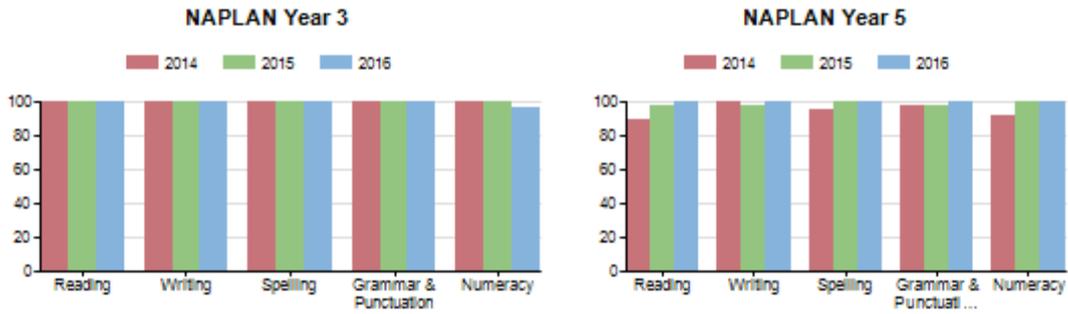
- To provide a rigorous, personalised, contemporary learning environment that challenges and empowers students to grow as passionate and successful learners.
- Those student outcomes in Numeracy and Literacy, with an emphasis on Reading, improve.
- That students engage in, reflect on and articulate their personalised learning journey.

Achievements

- Regular timetabled meetings with Literacy, Numeracy and Learning, Life and Faith Leaders provide assistance with program planning.
- Literacy & Numeracy PLTs provide opportunities for teachers to participate in professional conversations around improving pedagogy to enhance student outcomes. They also enable teachers to share practices, moderate assessment tasks and analyse student data.
- Allocating regular staff meetings for professional conversations and team planning has supported the development of contemporary teaching and learning practices across the school. Conversations about student outcomes have highlighted the importance of analysing and using data to ensure that we address the needs of all our students.
- The implementation of CAFÉ / Daily 5 strategies in the Junior School and 'Reading to Learn' in the senior school has assisted in maintain an upward trend of students meeting the minimum standards. Teachers in Years 3-6 participated in the 'Reading to Learn' professional learning program offered by Catholic Education Melbourne.
- Students who display particular learning needs are adequately catered for through targeted support. This includes the Reading Recovery Program for Year 1 students and Literacy Intervention programs facilitated by Support staff.
- Consistent approach to Parent/ Teacher/ Student exchanges across Years 3-6. Students share learning goals and achievements with their parents.
- There is an increasing use of technology to enhance learning and teaching. In Years P-3, all students have access to computers in the classroom as well as regular time in the Technology Lab. They have been taught a range of skills such as how to log on to the network and access a range of resources. In Years 4-6 all students participate in a 1:1 laptop program. These students understand that the computer is a tool to enhance learning and are supported to use their device to research, produce and create. Students in the Senior School have begun using Google Docs to support collaborative learning.
- Professional learning opportunities regarding GAFE (Google Apps for Education) have continued, with teachers sharing their expertise with each other. Most teams are now using Google Docs to plan collaboratively, share with others and store on Google Drive.

- Our Art Show in 2016 - enabled students to develop a range of skills. This has offered students an opportunity to personalise and showcase their learning. Positive feedback regarding the quality of work was provided by the community. Students were able to reflect on and articulate their learning in Visual Arts throughout the year.
- Students are provided with a broad range of learning experiences beyond the classroom. This includes our Kitchen/ Garden Program, Incursions and Excursions and School Camps. This year our Year 3 students attended their first overnight camp.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	97.2	-2.8
YR 05 Reading	90.0	97.7	7.7	100.0	2.3
YR 05 Writing	100.0	97.7	-2.3	100.0	2.3
YR 05 Spelling	95.2	100.0	4.8	100.0	0.0
YR 05 Grammar & Punctuation	97.6	97.7	0.1	100.0	2.3
YR 05 Numeracy	92.5	100.0	7.5	100.0	0.0



STUDENT LEARNING OUTCOMES

- 2014-2016 NAPLAN results demonstrate that students do exceptionally well against National benchmarks. Our 2014- 2016 data indicates that 100% of Year 3 students have achieved the benchmark in all areas except numeracy where there has been a slight downward trend in 2015-2016.
- Our 2014-2016 Year 5 results demonstrate a continuous upward trend in Reading, and Grammar and Punctuation. Our Writing data indicates an improvement from 2015-2016. Furthermore, we have maintained 100% students achieving the benchmark in Numeracy and Spelling over the past two years.



Student Wellbeing

Goals & Intended Outcomes

- To develop responsible, independent and resilient learners equipped to thrive in a contemporary world.

Achievements

- All staff have Restorative Practice lanyards with a reminder to review affective questions.
- All staff participated in 'Circle Time' PD with Martin Prior. Weekly Circle time is encouraged in all classrooms.
- Mandatory Reporting: All Mandated staff completed e-module by the end of term 2.
- Photo & Action plans for children with health risks displayed in First Aid room. Medical Management folders are in every classroom.
- Students with academic, emotional or social needs are catered for through our school Counsellor, ATAPS psychological onsite service, Program Support Group meeting, individual Learning Plans, Reading Recovery and Learning support staff.
- Regular entries in our newsletter, regarding parenting information, provide parents with many useful ideas and strategies.
- Program support Group (PSG) Meetings are arranged for families of children identified with specific needs.
- SunSmart recommendations published in newsletter.
- Senior students involved with Leadership roles. Liturgy, Library, Green Team, arts Team and Sports Captains SRC representatives. The Green/Art Team and SRC have regular meetings to enhance student involvement.
- 'Let's Ride' program introduced at SJW to grade 2 students to develop their knowledge, skills and confidence to ride safely and promote wellbeing.
- Michael Grose- 'parenting Ideas' school subscription. Ideas included in the weekly Newsletter.
- Student attendance is monitored daily using Nforma.
- Parents of any students who are consistently late or absent are sent an initial note reminding of the importance of attendance. If there is not a positive response this issue is taken up between the parents and the Principal.

VALUE ADDED

- Restorative Practices brochure distributed to new families.
- SRC Students & School Leaders attended 'Halogen Young Leaders' Conference, which helps them identify good models of leadership in our world and the skills necessary to fulfil these roles. Our senior leaders take an active role in promoting and informing the school community of student achievements and school projects at SRC meetings, weekly assemblies and via newsletters.
- 'Let's Ride' program introduced at SJW to all grade 2 students. Let's Ride is Cycling Australia's national junior riding program, designed to bridge the gap between riding and riding responsibly. Let's Ride is a six-week program, held on school grounds.
The program is a real testament to how cycling can provide a perfect form of physical activity for students, while teaching bike skills and bike safety skills, ultimately instilling confidence in the students.
- The Green Team- a group of students, ranging from Prep to Year 6 has forged strong connections within and beyond the school. This group has focused on promoting an awareness of and educating the school and wider community about environmental sustainability and sustainable practices.
- The Green Team has successfully established partnerships with local businesses and the local council, undertaking tree planting days and other projects, strengthening the school's profile and community links.
- 'Wrapper- free Wednesdays'
- Green Team won an award for a short film on waste and was screened at IMAX theatre.
- Garden to Kitchen program - all students at St. Joseph the worker participated in.
- The chicken coop and the hens have formed part of our school environmental program. Our students have been provided with opportunities to care for them, gather eggs and learn about sustainable living. The students are very excited about the chooks and are looking forward to taking on the responsibility of caring for them.
- Arts Team worked on producing the 2016 year book for grade 6 students.
- Bi annual Art show in November welcomed past student Sarah lowers to open show.
- Student Leadership handover- Presentation of Student Leaders for 2017 and 2016 Student Leaders presented a report at the School Board AGM.
- City of Darebin supplied a free breakfast to celebrate our Walk to School Day.

STUDENT SATISFACTION

Data from student surveys show an improved level of satisfaction within the school.

- Student Morale 73%
- Connectedness to School 80%
- Student Motivation 87%



Child Safe Standards

Goals and Intended Outcomes

- To implement the Child Safe Standards and share them with our community.

Achievements

At **St Joseph the Worker Primary School** we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel ([CECV Commitment Statement to Child Safety](#)).

St Joseph the Worker Primary School is committed to providing a safe environment for all students and young people and will take active steps to protect them against abuse. To achieve this, the school has developed and actively enforces Child Safety Strategies to ensure that any person involved in child-connected work is aware of their obligations and responsibilities for ensuring the safety of all children under their care.

In 2016 we introduced the Child Safe standards to the community by:

- Leaders worked together to develop a child safe policy.
- Staff were introduced to this policy through staff meetings and Professional Learning Team meetings during Term 3 and Term 4.
- Expectations regarding Child Safe standards and the Child Safety Code of Conduct were discussed with the School Board Parents.
- All parents received a copy of our Code of Conduct and our Child Safe policy was shared on the webpage.
- Information about Child Safety was explained to families through the newsletter.
- Staff meetings were organised to explain individual staff requirements with Child Safety and responding to incidents, disclosures and suspicions of child abuse.
- Staff learnt about the four critical actions for schools (PROTECT) and how to report incidents, disclosures and suspicions of child abuse.
- All staff display the PROTECT, four critical actions for schools in their classrooms.
- Staff discussed how to raise student awareness about Child Safety during staff meetings.

New practices include

- A revised approach to interviewing staff was adapted to ensure Child Safe compliance. This includes advertisements for job vacancies that clearly communicate a commitment to child safety, candidates being questioned regarding their suitability to undertake child-connected work and a screening process that included questions working with children.
- As part of induction, new employees meet with the Principal to discuss the Child Safety Code of Conduct and teacher legal responsibilities regarding this.
- Revised and updated procedures to ensure that all parent and contractor 'Working with Children' applications are updated and renewed in a timely manner.



Leadership & Management

Goals

- To grow and sustain a staff culture that is characterised by shared vision, a strong sense of engagement and a focus on continuous improvement.

Intended Outcomes

- That feedback processes are embedded and lead to the professional growth of all staff.

Achievements

At St. Joseph the Worker we acknowledge that the policies, plans and procedures relating to the organisation and management of our school have a major influence on student learning outcomes. We aim to use time and resources efficiently and effectively to increase the amount of learning time and maximise learning outcomes for students.

- Continued to promote the Catholicity of our school and ensured that our Vision and Mission are lived throughout the school community.
- Learning needs and the wellbeing of students continued to remain central to all decisions made.
- Continue to ensure that communication is effective for all members of the community.
- Structures such as staff meetings, professional learning team meetings, and facilitate planning provide opportunities for professional dialogue and the sharing of ideas.
- The leadership team have strived to implement all aspects of the School Improvement Plan. The School Leadership team meets on a weekly basis. We have endeavoured to keep staff informed of leadership conversations by posting weekly minutes for all to view.
- Strengthen Professional Learning Teams (PLT) to ensure that all students needs are effectively met.
- Social justice action, the arts and the school's focus on sustainability have enabled students to make authentic links with the broader community.
- Professional learning is highly valued at our school. All professional development is aligned to our School Improvement Plan.
- The staff has opportunities to participate in onsite and off-site professional learning days.
- The senior team and Literacy Leader were involved in 5 days of "Reading to Learn."
- Teachers have also attended a range of other Professional Learning programs that have

either been identified by leaders or have been initiated by teachers.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

Teachers undertook Professional Learning in areas such as, Contemporary Teaching and Learning, Leadership, Reading to Learn, Religious Education, Arts Education, Student Wellbeing, Sustainability, Literacy, Numeracy, Reading Recovery, Social Justice, ICT and SAS.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

21

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1800

TEACHER SATISFACTION

Data from student surveys show an improved level of satisfaction within the school.

- Individual Morale 75%
- School Morale 65%
- Teacher Confidence 83%

School Community

Goals & Intended Outcomes

That students' learning be strengthened through interaction with the local and global community.

Achievements

To achieve the intended outcome of strengthening learning through interaction with local and global communities, St Joseph the Worker Primary school has continued to undertake the following actions:

- Incorporating incursions, excursions and camps as part of student learning.
- Promoting community events by highlighting extra-curricular activities to the school community in the newsletter, website, display boards, mobile phone app, pamphlets etc.
- Special events which welcome parents to participate in their children's learning in a variety of ways. This includes open classrooms, weekly assembly, special feast day masses e.g. beginning of year mass, Sacred Heart feast day, Sports Day, Interschool sports.
- Parent Literacy and Numeracy workshops are provided for interested parents who wish to support classroom learning or support children at home.
- All parents are able to meet with teachers to discuss student progress. Those students on individual learning programs meet formally once a term to monitor student progress.
- St. Joseph the Worker Feast Day was another opportunity that brought the whole community together to celebrate a significant event in our Parish.
- Our School Board plays a vital role in the School Community Sphere. Members are involved in decision making processes on an advisory basis and understand the direction of the school.
- Parents participate in many aspects of the school and work closely with the school community informing them of any ideas or issues raised. The School Board has identified a need to involve more parents in order to build stronger relationships and a sense of ownership.
- Established Playgroup which operates in the School Hall weekly.
- Three orientation sessions for beginning Preps that included information sessions for new parents in our school.
- Overviews from each level that provide parents with knowledge about the teaching and learning that will take during the term.
- Life Education Program to support the senior families in our school.

- Updated behaviour management rules and protocols that were shared with our community via the newsletter.
- Parent Forums where students and parents meet to discuss ways to work together to improve our school.
- Sacramental Information sessions to support families in preparing students to receive sacraments.
- Working with specialists from outside agencies to support student learning e.g. Speech Therapist, Psychologists.

PARENT SATISFACTION

PARENT SATISFACTION

Comments regarding the results from the Parent SRC surveys can be included here.

- Approachability 80% Favourable
- Connectedness to school 80% Favourable
- Parent Input 80% Favourable





AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	90.98
Y2	90.79
Y3	94.68
Y4	94.23
Y5	92.81
Y6	94.38
Overall average attendance	92.98

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	96.08%

STAFF RETENTION RATE	
Staff Retention Rate	80.77%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	22.22%
Graduate	38.89%
Certificate Graduate	0.00%
Degree Bachelor	77.78%
Diploma Advanced	33.33%
No Qualifications Listed	5.56%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	20.00%
Graduate	35.00%
Certificate Graduate	0.00%
Degree Bachelor	80.00%
Diploma Advanced	35.00%
No Qualifications Listed	5.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	25
FTE Teaching Staff	15.936
Non-Teaching Staff (Head Count)	6
FTE Non-Teaching Staff	2.844
Indigenous Teaching Staff	0

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	19
FTE Teaching Staff	12.779
Non-Teaching Staff (Head Count)	5
FTE Non-Teaching Staff	2.433
Indigenous Teaching Staff	0

VRQA Compliance Data

NOTE:

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

[Victorian Registration and Qualifications Authority](#)