ANNUAL REPORT
TO THE SCHOOL COMMUNITY

SANTA MARIA COLLEGE
50 Separation Street, Northcote VIC 3070

REGISTERED SCHOOL NUMBER: 1386
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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>50 Separation Street NORTHCOTE VIC 3070</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mrs Deborah M. Barker</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Good Samaritan Education</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Ms Fiona Leahy</td>
</tr>
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<td>TELEPHONE</td>
<td>(03) 9488 1600</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@santamaria.vic.edu.au">principal@santamaria.vic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.santamaria.vic.edu.au">www.santamaria.vic.edu.au</a></td>
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Minimum Standards Attestation

I, Deborah M Barker, attest that Santa Maria College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017
Our College Vision
Santa Maria College is a Catholic School in the Benedictine tradition. Our students will be strong, compassionate and independent women who are critical thinkers and who seek to live out Scriptural values with compassion, love, justice and Hope.

Mission Statement
Santa Maria College is a Catholic Secondary College for girls, founded by the Sisters of the Good Samaritan, in 1904. Our educational endeavours seek to nurture a search for truth, a spirit of inquiry and a deep love of learning. The life and teachings of Jesus energise our community and permeate all that we do. The parable of the Good Samaritan with its spirit of welcome, love, service and compassion gives a particular emphasis to the way we live out our Gospel challenge in this community. We celebrate our diversity by developing critical social awareness and a reverence for and responsibility towards all creation. In this educational environment we strive to nurture an atmosphere of trust and hope where our students are accepted, affirmed, encouraged and challenged to grow to their full potential.

Values Statement
Good Samaritan Education by its nature provides educational experiences that ignite a passion and honouring for:

- Social Justice
- A life of prayer
- Integrity
- Service
- Educational Excellence
- Personal Responsibility
- Balance
- Human Dignity
- Respect

Strategic Intent
Our College aims to provide a holistic learning experience for each student. Offering opportunities that engage and ignite a passion for learning within a nurturing community, as part of the framework of Catholic Education.
College Overview

Santa Maria College is a girl’s Catholic school situated on 2.5 hectare single campus, in the heart of suburban Northcote, 7kms north of Melbourne CBD. Established in 1904, the College has undergone much change, and yet remains true to its Good Samaritan, Benedictine charism and strongly evident in the 110 year anniversary celebrated in 2014. The college SES is 104 which in part reflect the increasing gentrification of the Northcote area. The student population is 916.

Santa Maria College is a public company limited by guarantee. It is governed according to the Good Samaritan Education Constitution. The Members of the Company represent Good Samaritan Education and are accountable to this entity. The Directors, appointed by the Members of the Company in accordance with the Constitution, form the College Board, and provides the governance of the College and sets the strategic direction. All operational matters and internal administration are delegated to the Principal.

Santa Maria College is a welcoming school that has dynamic, determined and cohesive leadership and a committed staff. It is increasingly highly regarded in the community as a school that cares deeply for its students: one that seeks to promote student life that enables girls to become strong, compassionate and independent women who are critical thinkers and who seek to live out Gospel values with integrity, hope and joy (School Mission Statement). In recognising the importance of working in partnership with parents, the College is endeavouring to provide a holistic education to the young women it serves. In doing so, it is wholeheartedly embracing the challenges of the rapidly changing educational, social and spiritual landscape.

The College successfully gained authorisation from the International Baccalaureate as a global school in 2014 and as such is an official provider of the Middle Years Program (MYP: 7-10). This recognition has placed the College on an international platform as a learning organisation.

The College completed stage one of the master plan in 2014 with the completion of the visual and performing arts complex including; contemporary fitted theatre, dance, drama, art and textile studios, lecture theatre, gathering space boasting facilities for hospitality and College reception. The newly renovated music rooms and many instrumental suites are an offshoot of this space. This building has become a significant feature to the Separation street entrance to the school and has exemplified the seamless connection between building design and the place for contemporary learning. The second stage of the master plan commenced in 2015 which included the development of a student resource centre for all students and further development of contemporary learning spaces through renovation in 2016 with the aim to continue this in 2017 and beyond.

The College has a true multicultural profile with no one particular nationality dominating the ethnic mix with many students representing third and fourth generation migrant families. Added to this great richness to our College is the enrolment of 7 Indigenous students and a small but growing intake of Sudanese students. This provides a wonderful learning opportunity for considered dialogue and growing mutual respect.
Principal’s Report

At Santa Maria College we want our students to be:

- Named, known and understood (as they learn)
- Connected to the community in the various facets of school life
- Engaged in their learning within a model of guardianship
- The best person they can be (College motto: Dare to do as much as you are able)
- Informed by our Catholic and Benedictine story as a way to live (and develop holistically) in community

This happens within an environment where the following framework is embedded in the culture:

- **Respectful Relationships** knowing our students as they learn, working collaboratively with our colleagues and working in partnership with our families and organisations that support our mission
- **Continuing to enhance a flourishing learning environment** where all students can access learning and achieve their potential whilst supporting and nurturing their wellbeing
- **Empower members of the community to learn and lead** within the framework of our Catholic context / Benedictine / Good Samaritan tradition through our structures, policies, processes and professional relationships whilst living in community

Education in Faith

Inspired by the richness of St Benedict, our College theme for 2016: Stillness. Healing. Peace has invited us to actively find time to: be still...to ponder...actively reflect...openly pray...just “be”.

The discipline of paying attention to: “what is going on in the present moment,” which gives rise to insight, awakening, love and authentic inner peace has been the invitation and gift of this year’s theme.

This year’s theme invites all of us, all members of the community, students and staff to a stillness which is not just the absence of noise or the buffetig words of worry and so on, but a calm awareness of the presence of God, of Christ in the midst of our day-to-day busy lives.

In 2016, Santa Maria College participated in what is commonly known as the Enhancing Catholic School Identity Project (ECSIP) for the second time and the survey results stemming from this project were able to be compared from 2012 data with 2016 data.

It was pleasing to note that students could clearly identify Santa Maria as:

- A contemporary Catholic school that is inclusive and welcoming of the multicultural world in which we live
- A Catholic school committed to social justice
- A Catholic school committed to the study of Religious Education
Faith in Action: Living out the Gospel Values

Due to the introduction of the Faith in Action Leaders at each of the Villages, we continued to educate and involve the community in issues of social justice, ensuring that the education and the actions are connected to Gospel values and not linked to a secular humanitarian context. Social Justice is central to the mission of the Good Samaritan charism and therefore is integral to life at the College.

The growth of the Social Justice team has been phenomenal, with a large number of students attending the meetings. The Social Justice Team initiated a range of school wide fund and awareness raising activities including:

- Shrove Tuesday Pancake Flip for Project Compassion
- Caritas K’s
- Santa Maria Day
- Social Justice Week
- Refugee Week
- St Vincent De Paul Christmas Present Drive
- Refugees Justice Rally 2016
- Palm Sunday walk in the city
- The Green Team
- Senior students gathering in partnership with Parade College to raise awareness of the injustices against Refugees and Asylum Seekers through forums with invited guests.

Learning and Teaching

At Santa Maria College in 2016, learning and teaching has been further consolidated upon an existing foundation that has, at its core, the belief that all students can learn. If this belief is held, then all curriculum planning, implementation, delivery and evaluation is done through a lens of engaged and authentic learning opportunities that makes curriculum accessible to a learner, no matter where on the learning continuum she may be. Learning is active and not passive, aware and not insular and outward focussed, not solely egocentric. Students are encouraged to move out of their comfort zone and start to feel comfortable with feeling uncomfortable in their learning; in not always knowing the answers but instead, knowing the right questions to ask to learn.
At the College we aim to offer a rich academic environment that enables:

- Student centred learning founded on engagement in relevant, meaningful activities and tasks
- Well-resourced environment
- Developing the skillset for higher order thinking
- Building resilience in our students by allowing them to take responsibility in their learning
- Exploring problem solving strategies
- Engaging students in authentic, rich tasks
- Opportunity for interdisciplinary and integrated approaches
- Exploring global, local and personal dimensions of curriculum topics
- The introduction of the GAFE (Google Apps for Education) incorporating; G Suite (a suite of cloud based applications) to support learning, communication and collaboration
- The introduction of the Years 7 - 9 laptop program, BYOD from Years 10 - 12 and FollowMe Cloud printing

**Student Wellbeing**

In continuing to grow the Three Villages, One Community model in 2016 avenues for student’s flourishing; providing opportunities for students to nourish their intellectual, social, emotional, spiritual and physical health were promoted. This holistic approach to education ensured that Student Wellbeing was seen as a vital component of College life.

**Respectful Relationships**

Respectful relationships are a critical dimension of College life as these relationships recognise that all community members are made in the likeness and image of God. Respect encompasses each member of the community engaging in respectful behaviour towards themselves, their peers / colleagues and all those they journey with. To this end, in 2016 the College engaged in highlighting respectful behaviour and making expectations increasingly transparent through the development and implementation of a Code of Conduct. The Code of Conduct has its’ foundations in Restorative Practices, which emphasises the separation of the individual and the behaviour, whilst seeking to resolve and move beyond any issues that arise. Child Safe practices, Social Media responses and developing the Case Management model also are key components of this framework.

To aid such organisational and structural changes, the introduction of GAFE technology has assisted in streamlining processes for recording and monitoring student profiles through the lens of their holistic development.

**Leadership and Management**

Much of the 2016 year for the College Leadership Team was to review, develop and engage in a new organisational structure that would respond to the data collected through the School Improvement Framework (SIF). As a result, an innovative organisational structure was launched to enhance our relationship with each student through a Village structure housed within a Three Villages, One Community model.
The aim of each Village is to provide a deeper understanding of student learning, wellbeing and faith by creating an environment to enable each student to flourish. The establishment of three Villages (Year 7&8, Year 9&10, Year 11&12) will also, by its very nature, enhance connectedness for students and form stronger partnerships with parents.

The aim of each Village and reflective of the Guiding Principles is to:

- To strengthen student voice / place in community (Principle 1)
- To engage students in their learning through effective pedagogy (Principle 2)
- To enhance leadership development (Principle 3)

**Community Engagement**

Partnerships with community such as: International Baccalaureate (Middle Years Program), Duke of Edinburgh (Bronze, Silver, Gold), Scientists in Schools (SIS), Good Samaritan Inn, Collingwood Cottage, Street Retreats and Bacolod, Philippines continue to enrich and add value to authentic learning for students and the wider College community.

The Parents’ Association, SantaLink, provides an authentic pathway to strengthen relationships between home and school through varied innovations and activities. Coupled with this is the increased number of parents attending Family interviews (Parent /Teacher), Information nights and school presentations.

**Concluding Comments**

Santa Maria College strives to be a learning community of sound teaching practices, innovation and creativity. It is a pastoral community that fosters healthy relationships, resilience and the importance of connectedness to the community. With sound managerial skills and professional practice, Santa Maria moves forward with a strong sense of purpose and future orientation, participatory leadership, strengthening partnerships and a vision to build a community that celebrates the gift of learning, faith and life.
Education in Faith

Goals & Intended Outcomes

To embed Gospel values and Catholic identity in a way that is lived out and celebrated in College life and practices.

Continue to foster connections with our Catholic heritage, Good Samaritan traditions and experiences through outreach projects, liturgies, rigorous Religious programs and staff professional learning.

Achievements

Continued work on the Religious Education curriculum was strengthened gaining strong enrolment in both VCE Religious Education subjects. The introduction of Faith in Action Village Leaders for students for each of the Villages provides increased involvement for both students and staff.

Enriching faith experiences occurred through the Street Retreats at Year 11, Faith Enrichment days in Year 7 and Social Justice Outreach in Year 7, 9 and 10. The Immersion programs also added value with opportunities to work on an on-going way.

VALUE ADDED

- Facilitate meaningful liturgies for staff and students
- Involvement of students in planning and leading liturgies with Village Leaders
- Continued with Street Retreats for all Year 11 students
- Introduced forum for key issues of justice (i.e. Asylum seekers)
- Strengthening work of the Green Team (Environment Team)
- Continue to deepen the Religious Education program from Years 7-12
Learning & Teaching

Goals & Intended Outcomes

- To provide a challenging and caring academic environment that fosters independent, collaborative, confident, resilient learners and community builders, whose individual learning needs are met.
- To promote successful and contemporary learning and teaching practices through the delivery of the International Baccalaureate: MYP program as an authorised provider.
- To develop a culture of learning that exudes rigor, enthusiasm, engagement and independent learners.

Achievements

- **GAFE** (Google Apps for Education) incorporating; G Suite (a suite of cloud based applications) to support learning, communication and collaboration.
- Year 7 - 9 laptop program, BYOD from Years 10 - 12 and the introduction of FollowMe Cloud printing.
- Village Learning Leaders led the development of student learning profiles.
- **Partnership** was formed with Joshibi High School (Japan) including Homestay.
- **EAL** project in partnership with ACU to assist in supporting students in their learning.
- **Physics without Borders** - To promote STEM within the College a new elective was introduced into Year 10 with focus on aviation.
- **Morrisby Online Skills Assessment** - To further strengthen the decision making of our Year 10 -12 students around program choice and Career pathways.
STUDENT LEARNING OUTCOMES

The vast majority of students in Years 7 & 9 have met the National Minimum Standard in all test areas.

As per the intent of the NAPLAN testing, all students in Years 7 & 9 are offered the opportunity to complete all tests.

The data across 2014 – 2016 for Numeracy shows improvement (value adding). This may have occurred due to increased professional learning opportunities for the Math Domain, the implementation of leadership roles in the College (Numeracy and Literacy) and changes to timetable structures for students in Year 7.

Literacy results identify the ongoing need to strengthen Literacy approaches such as the recent implementation and deepening of programs as follows; iRead, Writer’s Workshops, Debating Workshops.

POST-SCHOOL DESTINATIONS

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Tertiary Study</td>
<td>66.0%</td>
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<tr>
<td>TAFE / VET</td>
<td>19.0%</td>
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<tr>
<td>Apprenticeship / Traineeship</td>
<td>4.0%</td>
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<tr>
<td>Deferred</td>
<td>5.0%</td>
</tr>
<tr>
<td>Employment</td>
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VCE DATA SUMMARY

- Our Dux gained an ATAR score of 99.15
- 16 of our students achieved an ATAR score of 90+ with 9 of those 16 scoring an ATAR above 94
- 26 of our students received a score of 80+
- 57% of the Class of 2016 receiving an ATAR of 70+
- We note and celebrate our senior VET / VCAL students who have achieved their goals with much success
Student Wellbeing

Goals & Intended Outcomes

To enhance a culture where the uniqueness of each student is known as a person and catered for as a learner.

Achievements

- Development of a new organisational structure: Three Villages, One Community demonstrated the strong belief that Learning, Faith and Wellbeing are of equal importance in the holistic development of a young person.
- The College engaged in highlighting respectful behaviour and making expectations increasingly transparent through the development and implementation of a Code of Conduct with its foundations in Restorative Practices.
- Further refined student wellbeing practices were embedded with significant contributions to the development of the Child Safe practices, Social Media responses and developing the Case Management model.
- Avenues to listen to student voice were explored and acted upon to assist in some decision making in the school.

If a student is unable to attend school, then the Parent/Guardian must call the College by 9:30am to report the absence.

If no communication has occurred, the College will send an SMS to the family notifying of their daughter’s absence.

A written note must also follow on the student’s return to school stating student’s full name, Homeroom and reason for the absence. Often a medical certificate is required.

VALUE ADDED

- Year 7 and 8 Camps
- Extensive co-curricular Music program
- Duke of Edinburgh (Bronze, Silver and Gold)
- Immersion programs (interstate and internationally)
- Student led College Assemblies
- College celebrations (Sports carnivals, Santa Maria Day)
- College Production (Alice in Wonderland)
- Benedict’s Café
- Debating
- Great Vic Bike Ride
STUDENT SATISFACTION

Areas of success from the School Improvement data (2016) are found in student motivation, student safety and classroom behaviour and high motivation levels for learning. In many of the above areas Santa Maria is placed in the top 25% on the scale.

In addition, more students are involving themselves in co-curricular activities including; Debating, Social Justice activities, Ambassador Program and Student Leadership.
Child Safe Standards

Goals and Intended Outcomes
Santa Maria College is committed to providing a safe and friendly school where there is zero tolerance of child abuse. We are committed to the safety, participation and empowerment of all students and the ongoing education of staff on child abuse risks.

Achievements

- All staff have attended three distinct sessions where the Child Safe Standards have been explored and contextualised.
- Resources have been made available to all staff for the processes for reporting.
- Parents have been informed via information night and College publications of Child Safe practices.
- Child Safety Officers have been nominated.
- Recruitment and induction of staff processes include Child Safe practices and highlight the schools commitment and expectations around Child Safe practices.
- Physical improvements to offices and classrooms (for example increased visibility) have been made to strengthen Duty of Care practices for all staff.
- Professional Learning relating to matters of Child Safe has occurred and been attended by key staff.
- Frameworks, resources and policies have been adapted to the local context.
- Reporting to the College Board commenced in 2016.
Leadership & Management

Goals & Intended Outcomes

To empower staff to individually and collectively grow professionally.

Achievements

Much was achieved in 2016 in the area of Leadership and Management:

(i) Selecting ongoing opportunities for professional development to increase staff capacity to lead.

(ii) Careful monitoring and planning of financial matters.

(iii) The development of a new and innovative organisational structure that places students at the centre of the organisation through the Three Villages, One Community model.

(iv) The ongoing commitment to refurbishment to enhance a collaborative and contemporary learning space.

(v) Creating the foundations for the GAFE instance (Google Apps for Education) as part of ICON was established.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of PL Undertaken in 2016

Staff professional learning goals for 2016 were again aligned to the AITSL Standards for Professional Development. This allowed staff to be strategic in their selection of and participation in professional learning. It also allowed the College to be strategic in their support of professional learning for staff, as it gave a transparent framework through which to see alignment of not only personal staff goals but the link to the strategic intent of the College for the year and beyond.

Professional Learning for staff continued, with a focus on the formation of both Village and Domain Leaders. Village Leaders were involved with both internal and external professional development. Domain Leaders participated in an on-going leadership formation program facilitated by EDUCCA. In addition, Professional Learning and Growth Leader for the College staff was introduced in 2016.

With the introduction of GAFE, all teaching staff participated in training sessions to assist their skill development and confidence in a new technological platform.

An ongoing engagement with Catholic Identity formation continued with staff PL and small group enrichment.
### Number of Teachers who participated in PL

<table>
<thead>
<tr>
<th>Number of Teachers who participated in PL</th>
<th>81</th>
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<tbody>
<tr>
<td>Average Expenditure per Teacher for PL</td>
<td>$1,394</td>
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</table>

### TEACHER SATISFACTION

In viewing the School Improvement data (2016) we can see:

- A healthier level for work demands
- Staff sit in the middle 50% for ownership
- Role clarity, teacher confidence and individual morale were responded to positively by staff
- Staff see the increasing collection and use of the data to inform decision making within the College for school improvement as a positive
- Staff rate highly the professional learning opportunities provided throughout the year. The purpose of all professional learning is to build capacity in all staff which in turn leads to increased confidence, connection and shared understanding
College Community

Goals & Intended Outcomes

Encourage Santa Maria students, staff, parents, alumnae and the wider community to work in partnership to build connectedness.

Achievements

- The Village model has been well supported by parents as a structure that makes them feel connected with the College.
- The College’s Parent group named SantaLink continued to grow in 2016 with increased membership and strength in family support for functions. Identifying their mission as “promoting a strong, compassionate college community” in 2015, SantaLink provides a positive avenue for parent voice to be heard and the fermentation of a shared partnership in their daughter’s learning journey at the College.
- GAFE has provided parents with a greater insight and partnership with their daughters learning through the various G suite platforms.

VALUE ADDED

- Visitation to all the Catholic primary priority parishes
- Improved website for easy access to College information
- Increased number of families attending Open Day, Parent Information Nights, Mother’s Day High Tea, Father’s Day Breakfast and School Tours
- Increased membership of Parents’ Association – SantaLink and varied activities
- Increased involvement in the learning program (i.e. Personal Project as part of the International Baccalaureate MYP)
- Open Day, Talk and Tour opportunities for the community to view the College
PARENT SATISFACTION

- In viewing the School Improvement data (2016) we can see the following:
- Parents view Santa Maria College as a very safe school
- Parents value Catholic education and strongly support the values imbued by the College
- Parents are positive about stimulated learning, support for transition and parent partnerships / approachability
- Parents are positive about their daughter’s connections to the College and to their peers
- Santa Maria continues to be affirmed by parents for co-curricular activities against other Catholic secondary schools
- Parents remain satisfied with the College’s approach to Homework against other Catholic secondary schools
- Parents continue to see an increasing focus on school improvement in 2016

In general:

- Parents are pleased with the successes in VCE results
- Parents are showing appreciation for the new structure: Three Villages, One Community. Social Justice initiatives and co-curricular offerings (including international tours) are seen as very positive
- More parents continue to attend College events and information sessions
Future Directions

Commitment to the Master Plan: With the completion of the Visual and Performing Arts building and administration area two years ago, we will continue to commit to enhance the learning environment of our school through creating spaces that enhance our contemporary pedagogy.

Deepening a Culture of Learning: As an IB World school our identity as a learning community on the international stage continues to take flight. Our attention to strengthen our school performance in senior school learning (outcomes and pathways) will continue as will a considered approach for Year 7-12 careers education as part of the Personal Development lessons. Literacy and Numeracy will continue to be an emphasis for curriculum development.

Forging further Partnerships: Santa Maria will continue to commit to strengthen partnerships as a way to improve authentic learning opportunities for students. Family engagement through effective communication pathways will be key.

Astute Financial Management, improved facilities, governance and increased awareness of the needs of the changing educational landscape will continue to be at the forefront of the Boards agenda for 2016 and beyond.

Communication Pathways: Clarify communication pathways for all members of the community to ensure clarity around policy, processes, decision making and vision is shared and valued.

Risk Management: Santa Maria will continue to enhance policies, processes and practices to ensure a safe and happy environment whilst reducing risk for all stakeholders.

Santa Maria continues to be a school with a clear and passionate vision for the future and the offering of a holistic education that engages, energises and forms responsible, ethical and discerning young women for 2016 and beyond is paramount for this community.
## PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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<td>98.1</td>
<td>-1.3</td>
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<td>-0.7</td>
<td>99.4</td>
<td>0.7</td>
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<td>-0.2</td>
<td>98.1</td>
<td>-0.6</td>
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<td><strong>Year 7 Grammar &amp; Punctuation</strong></td>
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<td>98.1</td>
<td>-1.3</td>
<td>98.7</td>
<td>0.6</td>
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<tr>
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<td>99.4</td>
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<td>-2.0</td>
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<td>96.7</td>
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<td>3.3</td>
<td>98.1</td>
<td>-1.9</td>
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<td><strong>Year 9 Writing</strong></td>
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<td>98.7</td>
<td>3.9</td>
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<td><strong>Year 9 Spelling</strong></td>
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<td><strong>Year 9 Numeracy</strong></td>
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<td>99.4</td>
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YEARS 9–12 STUDENT RETENTION RATE

| 9–12 Student Retention Rate | 85.71% |

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<th>Year</th>
<th>%</th>
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<td>97.99</td>
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<td>Year 10</td>
<td>98.11</td>
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<tr>
<td>Overall average attendance</td>
<td>98.19</td>
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TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 90.7% |

STAFF RETENTION RATE

| Staff Retention Rate | 87.65% |
### TEACHER QUALIFICATIONS

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<th>Qualification</th>
<th>Percentage</th>
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<td>Doctorate</td>
<td>2.82%</td>
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<tr>
<td>Masters</td>
<td>12.68%</td>
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<tr>
<td>Graduate</td>
<td>56.34%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>4.23%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>84.51%</td>
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<tr>
<td>Diploma Advanced</td>
<td>22.54%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>1.41%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>66</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>58.080</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>36</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>27.620</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>

### MEDIAN NAPLAN RESULTS FOR YEAR 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Median Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>605.20</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>609.00</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>602.20</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>589.90</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>586.90</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>31</td>
</tr>
<tr>
<td>VCE Completion Rate</td>
<td>100%</td>
</tr>
<tr>
<td>VCAL Completion Rate</td>
<td>84%</td>
</tr>
</tbody>
</table>
POST-SCHOOL DESTINATIONS AT AS 2016

<table>
<thead>
<tr>
<th>Destination</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary Study</td>
<td>66.0%</td>
</tr>
<tr>
<td>TAFE/VET</td>
<td>19.0%</td>
</tr>
<tr>
<td>Apprenticeship / Traineeship</td>
<td>4.0%</td>
</tr>
<tr>
<td>Deferred</td>
<td>5.0%</td>
</tr>
<tr>
<td>Employment</td>
<td>6.0%</td>
</tr>
</tbody>
</table>

**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](https://www.vrq.a.gov.au)