

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2017



*125 Years*  
— 1893 - 2018 —

**Assumption College, Kilmore**



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## Contact Details

<b>ADDRESS</b>	Sutherland St Kilmore VIC 3764
<b>PRINCIPAL</b>	Ms Kathryn Fogarty
<b>GOVERNING BODY</b>	Marist Schools Australia
<b>TELEPHONE</b>	(03) 5782 1422
<b>EMAIL</b>	principal@assumption.vic.edu.au
<b>WEBSITE</b>	<a href="http://www.assumption.vic.edu.au">www.assumption.vic.edu.au</a>
<b>ABN</b>	85 917 803 177
<b>E NUMBER</b>	E1016
<b>FEDERAL DET NUMBER</b>	13936

## Minimum Standards Attestation

I, Kathryn Fogarty, attest that Assumption 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)

1 May 2018

## Our College Vision

Assumption College: A inclusive and transformative Marist community, inspiring one another to shape the future with audacity and hope.

The people of Assumption College have long aspired to 'seek the things that are above' by making visible the Marian face of the Church. Cherishing the rich heritage of having provided a quality Catholic education for rural families for over 120 years, we appreciate and recognise our special place in the hearts and minds of the Australian community. In a contemporary way, we strive to cultivate young women and men who can confidently live as 'good Christians and good citizens'<sup>1</sup>. Our Marist inheritance is a gift that guides the daily culture of the school in life-giving and challenging ways.

The adults and adolescents of our community are committed to a mindset of ongoing improvement, and see life-long learning as the cornerstone of our development. We are proud to support and encourage others to achieve their potential, and know that partnerships with families, local schools, and other community and educational organisations enrich us, and help us provide even greater opportunities for all. Knowing that we are a community blessed with much, we hear the call from those on the margins, and in solidarity, advocate and toil for a more just and merciful world.

In a region that is gradually becoming more urbanised, we believe in and work for the values of a strong and lively rural life, where people of all ages and backgrounds feel welcomed and nourished. We are enriched by the presence of our boarders, many of whom hail from families whose association with the land has shaped and changed our nation. Together, our rural and urban families create a unique social environment that calls for a courageous discernment of evolving times, and an agility of response that ensures our students 'learn to know, to be competent, to live together, and most especially, to grow as persons'<sup>2</sup>.

As such we affirm:

- Mary courageously said 'Yes!' to all that God promised. Like her, we seek to witness, and nurture in all, a passionate and compassionate spirituality through which Jesus is known and loved.
- The early Marists proclaimed 'Let it be said of us, as it was of the first Christians, 'see how they love one another'<sup>3</sup>. In a world thirsting for connection and belonging, we strive to be a place in which a family spirit of love, respect and mutual trust are the wellsprings of growth and healing.
- Marcellin responded to the needs of his time. Inspired by his example, we dedicate ourselves to building an aspirational and responsive school that ignites a love of learning and celebrates personal excellence.
- Gospel leadership is characterised by service. In our presence to one another and through the joyful giving of ourselves, we model and promote the dignity of all.
- We approach creation with a deep sense of awe and gratitude, and are mindful that our resources are finite. We value simplicity, and as such, develop structures and relationships that enable a humble, honest, and balanced approach to life.

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<sup>1</sup> Saint Marcellin Champagnat

<sup>2</sup> In the Footsteps of Marcellin Champagnat

<sup>3</sup> From Saint Marcellin's last letter.

## College Overview

Assumption College is a Catholic coeducational day and boarding secondary school. Our 1200 students are comprised of adolescents from Kilmore and the surrounding towns, whilst our boarders (72 students) come from families who live all over Australia. Our generous school property (33 hectares) allows for an amazing array of sporting fields, as well as a working farm. We participate in the Associated Grammar Schools of Victoria and Associated Public Schools sporting competitions, and also operate a successful restaurant, staffed wholly by students, for the wider community. We are the fifth largest provider in Victoria of Vocational Education and Training (VET) for students, and are proud that our students go on to such a broad range of study, training and careers opportunities following their time with us.

2017 saw the redevelopment of the College in a number of key ways to better enhance the learning of our students. The introduction of vertical pastoral groups, under the care of a dedicated 'Learning Mentor' allows students and their families to work closely with a key staff member to establish learning goals and access additional support where needed. The school day was reorganised to incorporate four seventy-five minute lessons, to allow staff and students to plan for both longer and shorter learning experiences with greater ease, and the learning spaces themselves were realigned by subject area, rather than year level. The later of these changes allowed teachers to better facilitate multi-age learning experiences and 'stage not age' learning.

The Assumption College Strategic plan incorporates the following priorities:

### Catholic Identity

- Celebrate liturgy and ritual that responds meaningfully to our daily needs.
- Cultivate silence and meditation as the foundation of a life-giving relationship with a loving God.
- Develop understanding and active engagement in social and ecological justice.

### Pastoral Wellbeing

- Be proactive in developing and implementing programs and processes that foster belonging, resilience and wellbeing
- Expect and support respectful communication and restorative relationships between students, staff, parents and the broader community.
- Ensure a physically, socially, emotionally and spiritually safe school.

### Learning & Teaching

- Use evidence-based interventions to ensure students develop the skills and motivation to be competent independent and interdependent learners.
- Ensure our curriculum and pedagogies respond to student need, and prioritise 'assessment for learning'.
- Expect and support staff to be reflective and collaborative in striving to continuously improve student learning outcomes.

### Leadership

- Support and affirm Servant Leadership with appropriate, honest, and timely feedback.
- Build subsidiarity and empower leaders at all levels through mentorship, collaboration and opportunities for distributed leadership.
- Cultivate leaders, who through courageous action, embrace innovation and effectively navigate change.

### Stewardship of Resources

- Care for our resources and make environmental sustainability a priority in the life of our school.
- Put student learning at the centre of our resourcing decisions.
- Ensure all Policies and Procedures accurately reflect the needs of our College community.

## Principal's Report

The theologian Joan Chittister is one of my favourite authors. She has an earthiness about her writing that seems to touch the heart of both the best and most puzzling aspects of being human with effortless prose. In 2006 she wrote a book that tackled the enduring question 'How Shall We Live?' highlighting our yearning for communities that help us to grow. Her insight is both an affirmation and a challenge:

'We exist to be miracle workers to one another. It is in community that we are called to grow. It is in community that we come to see God in the other. It is in community that we see our own emptiness filled up. It is community that calls me beyond the pinched horizons of my own life, my own country, my own race, and gives me the gifts I do not have within me...the function of community is to enable us to be about something greater than ourselves' (Chittister, 2006:59)

Like all good communities, Assumption College is a place where we can be miracle workers to one another. In the pages of this report you will see (behind the data), countless examples of young people being stretched beyond the 'pinched horizons of their lives' to encounter and embody something greater than they thought themselves capable. In doing so, they have inspired and supported others. They have shown the world and themselves the beauty of their capacity and promise. They have shown us the face of God.

In 2017 our school community improved in many important ways. Together, we expanded our understandings of what life-giving relationships could be with the introduction of the vertical House structure. We matured in our appreciation of appropriate restitution and forgiveness in the implementation of Restorative Practices, and we developed our capacity to involve parents, guardians and other important adults more fully in the learning of our students.

The theme of 'Awaken' provided a fresh lens on the Gospels, our Marist story and our individual lives. It invited us to look with fresh eyes, the eyes of a sunlit morning, on the habits and practices that hold us back. It invited us, like the first Marists at LaValla, to boldly encounter young people in their greatest need, and build relationships, experiences and structures that nurture goodness and growth. As we remember 2017, I trust this report prompts memories of joy, possibility, progress and fulfilment.

We give thanks for all who served our community this year – staff, students, parents, guardians and friends. We honour your contribution and trust (as St Francis remind us), that in giving, you have received.

Peace and Blessings,

## Education in Faith

### Goals & Intended Outcomes

- Celebrate liturgy and ritual that responds meaningfully to our daily needs.
- Cultivate silence and meditation as the foundation of a life-giving relationship with a loving God.
- Develop understanding and active engagement in social and ecological justice.

### Achievements & Value Added

This year's College and Marist Theme "Awaken" was a wonderful call to action in this the 200th anniversary of the Marist Brothers. It inspired and gave reference to all our thoughts, words and actions throughout the year, no more so than in the areas of Liturgy, Spiritual Reflection, Social Action and Community work.

The year began as always with our opening mass where we launched this theme as well as introducing and commissioning our new Student Leadership Team. Throughout the year, we continually punctuated the busy academic timetable with moments of prayer, reflection and celebration. Ash Wednesday liturgies in Houses, the moving Stations of the Cross ceremony in the lead up to Easter, Champagnat Day, the feast of St Mary of the Cross MacKillop, and the great College Assumption Feast Day were all moments when the community could stop and re-awaken a sense of the sacred and our part in the truly miraculous and ongoing journey of Marist spirituality in this place.

During term 1, all Year 12 students once again attended their House retreat. Participating in reflection and prayer activities, the retreats attempted to help the students identify God in their lives, especially through a sense of belonging to this Catholic Community, and come closer to achieving the Graduate Outcomes to which we hope all our students aspire. Year 11 students similarly attended an overnight retreat at the beginning of third term.

Each term, we again attempted to connect the liturgical and social justice dimension of the College with particular attention paid to transforming our world, both locally and internationally, through practical awareness and fund raising activities.

Term one: Caritas Australia's Project Compassion Appeal

Term two: The St Vincent de Paul Society

Term three: Marist Solidarity focused on support of Timor Leste Communities

Term four: the local St Vincent de Paul Society Christmas appeal.

When combined with the extensive voluntary Champagnat Ministry program completed by our students from Year seven to twelve, we can truly say we have attempted to create a more just and compassionate society.

We then sent forth of our students into the world at the Year 12 graduation ceremony. They take with them so many special gifts they have received over the past thirteen years of education and now share with the wider society. Our hope is that in the great Family Spirit that exists in the Marist tradition, we hope all our students take with them the gifts of Presence, Simplicity and a love of work, and in all that they do, they do it in the way of Mary.

## Value Added

The appointment of a dedicated 'Liturgy Leader' and Religious Education Learning Leader saw new energy brought to these important areas of College life.

Each week we continue to gather on Friday mornings for Mass. A steady congregation (between 40-60) are present each week before school.

Our significant Liturgies included the Opening School Mass, Ash Wednesday liturgy (student lead), Easter Liturgy (Way of the Cross) and the Year 12 Graduation Mass.

Two groups of students attended social justice immersions – one to Timor Leste (18 students) and one group to Santa Teresa (8 students). In Timor Leste, our students visited our new sister-school in Quelicai (Lequidoe).

The school raised over \$35,000 for Caritas Australia, Vinnies and the Marist Missions (Timor Leste).

Other significant events were: Year 11 & 12 Retreats, Champagnat Day Liturgy (St Marcellin in 'I'm a Celebrity, Get Me Out Of Here', Assumption Day Mass, fete and concert, Year 9 Reflections days,

Remar Australia was once again a significant force within our school community, preparing students in Yrs 10-12 to be 'disciples of Christ'.

A group of student leaders participated in the 'Archbishop's Conversation' in preparation for his Lenten message.

## Learning & Teaching

### Goals & Intended Outcomes

- Use evidence-based interventions to ensure students develop the skills and motivation to be competent independent and interdependent learners.
- Ensure our curriculum and pedagogies respond to student need, and prioritise 'assessment for learning'.
- Expect and support staff to be reflective and collaborative in striving to continuously improve student learning outcomes.

### Achievements

It was a year of some significant change from a learning and teaching perspective. The school moved to days that consisted of 4 periods of 75 minutes each that proved to be a positive step for both teachers and students, creating more opportunities for deeper learning in class. We also ensured classes within each department were held in 'learning hubs' to enable teachers and students to work alongside each other in rooms that were fitted out with the appropriate resources required for specialist subjects. We witnessed a great deal of collaboration between teachers and students within the learning hubs.

Other positive improvements included the implementation of a Year 7 and 8 Curriculum that focused on providing students with the appropriate breadth and balance of subjects across the range of learning areas. New subjects to appear at these year levels included Digital Technology, Performing Arts and Visual Arts. At years 9 and 10 the focus was to develop a curriculum that was shaped to enable learners at these year levels to have greater choice in their own learning to support their push towards a personalised learning program. Students across years 9 and 10 now have 16 electives to choose from.

### Student Learning Outcomes

At Year 7, the data shows that there are significant differences from year to year in the strengths and learning weaknesses of the incoming cohorts. The PAT-R and PAT-M standardized testing of the 2017 Year 7 cohort confirms the NAPLAN results, in that proportion of students meeting the minimum standards is 95% for writing, and higher than this for each of the other measures.

At Year 9, the data shows that whilst this particular cohort has remained particularly strong in Numeracy (99.5% of the students meeting the minimum standards), the Literacy measures especially writing, do not appear to be tracking as positively. This data does not concur with the more regularly applied PAT-R testing, which suggests these students are progressing as expected. As PAT-R testing is completed twice yearly and is a good indicator of current learning, Assumption College is confident that growth will be visible over time.

### Post-School Destinations

<b>Tertiary Study</b>	46.0%
<b>TAFE / VET</b>	7.0%
<b>Apprenticeship/Traineeship</b>	17.0%
<b>Deferred</b>	17.0%
<b>Employment</b>	11.0%

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## Student Wellbeing

### Goals & Intended Outcomes

- Be proactive in developing and implementing programs and processes that foster belonging, resilience and wellbeing
- Expect and support respectful communication and restorative relationships between students, staff, parents and the broader community.
- Ensure a physically, socially, emotionally and spiritually safe school.

### Achievements

Helping to ensure that our students and staff flourish in all aspects of their lives is our main concern. They have excelled in so many areas: through social justice and fundraising initiatives for Vinnies and for our friends in Timor-Leste; through their cultural and sporting achievements; through their leadership of our houses; and through their creative and innovative efforts with their studies. We especially congratulate our Dux (and boarder) Sam Maher for his outstanding academic achievement with an ATAR of 99.1 and a perfect score of 50 for physics.

The Year 12s completed their formal schooling with dignity, good humour and buoyant celebration. They are a fine group of young men and women who have developed a spirit of service to one another and to the wider community. They now take their place as responsible citizens, hopefully appreciative of the foundation that their education has given them. We hope they can look back over their last year of secondary education with great satisfaction, a smile and no regrets. And we hope they will continue their relationship with the College and wish them success in all their endeavours.

School Attendance: A class roll is marked at the beginning of the day in Learning Mentor Group, and then by the teacher during each of the four lessons as they day progresses. A text is sent to the parents of all students who are absent without an explanation before 10am. Attendance data is available to parents in 'real-time' through the Parent Access Module.

### Value Added

2017 again saw an extremely extensive list of opportunities being offered to Assumption College students. The co-curricular AGSV and APS sport program grew to formally include photography and women's AFL, the performing arts team undertook several evenings of dramatic and musical productions, the debating teams performed extremely well in local competitions and the REMAR leadership program grew significantly in student numbers, adding the support of a social justice arm. Again, there were overseas excursions to France and Italy, and opportunities for immersion experiences in Timor Leste and Santa Teresa.

The Equestrian Team (show-jumping and dressage) triumphed at both state and national level, and the Dance troupe hosted several memorable performances. The school hosted ANZAC Day, Mother's Day and Father's Day events for our school community, while the VCAL team lead the way in ensuring that our connections with the wider Kilmore community continued to grow and deepen through their work with the Men's Shed, various primary schools and elderly people's homes. They also held the annual 'Relay For Life', ensuring that our families whose lives have been touched by cancer were acknowledged and supported.

The introduction of Restorative Practices as the guiding framework for student management has brought Assumption College into line with best-practice in this area of school life. While full implementation will take up to four years, the staff and students made an excellent beginning in becoming used to using the restorative questioning technique to assisting students to grow in their emotional and social responsibilities towards themselves and others.

## Student Satisfaction

Three times a year, the student body is required to provide feedback on the teaching staff. The reports produced by Group 8 in the second half of 2017 indicate the following:

- Students assessed their teachers greater than 4.5 out of 5 in respect, approachability, friendliness, knowledge of subject, enthusiasm, ability to remain calm, building a sense that success depends on effort, use of technology and ability to link learning to current events and broader life.
- The three lowest ranked responses (3.7-3.8 out of 5) indicated that students would like to see more modelling (play-acting), compare and contrast activities and 'what-if' questions.
- Whilst the average results were all well within the bands that indicate effective teaching is occurring, students in Years 10-12 generally marked their experience of learning more favorably than those in Years 7-9.

## Child Safe Standards

### Goals and Intended Outcomes

- Assumption College seeks to ensure a physically, socially, emotionally and spiritually safe school.

### Achievements

As a College of Marist Schools Australia, Assumption College has obligations under both the VRQA and Marist Child Safe protocols. The Full School Review that occurred in second semester saw independent reviewers commend the school on implementing an excellent program that includes appropriate policies and practises to ensure students and families understand and can implement Child Safe protocols.

Assumption College developed a student program that has been shared with other schools for use in helping students to understand and report Child Safe matters.

Assumption College developed a matrix to help key staff ensure that policy and procedural responsibilities were undertaken, and continue to be undertaken in a timely manner.

Assumption College has 20+ trained “Child Safe Officers” and undertook the training of CSO’s in nearby primary schools.

Assumption College continues its work in this space through the Respectful Relationships curriculum and program, which includes senior students as key members of the steering committee.

Assumption College utilises COMPLISPACE to manage and track all Child Safe policies, procedures and protocols, including staff professional learning.

Principal Kate Fogarty wrote to the College community in the Winter edition of the Shandon Calls, to acknowledge the historical sexual and physical abuse that occurred at Assumption College and to announce the current and future initiatives to ensure every child knows their rights, are taught protective behaviours and know who to turn to. She also indicated a future event for the College to publically acknowledge past failures.

## Leadership & Management

### Goals & Intended Outcomes

- Support and affirm Servant Leadership with appropriate, honest, and timely feedback.
- Build subsidiarity and empower leaders at all levels through mentorship, collaboration and opportunities for distributed leadership.
- Cultivate leaders, who through courageous action, embrace innovation and effectively navigate change.

### Achievements

With the introduction of vertical pastoral groups (Learning Mentors) and the realignment of learning spaces into curriculum areas (including staff offices), Assumption College teachers undertook a year of cultural improvement in 2017. They are to be commended on entering into the necessary change processes, and for supporting each other to ensure that the students' experience of their pastoral care and learning environments were enhanced.

The implementation of the Group 8 Coaching program for all teaching staff was another key achievement of 2017. This three-year program sees all leaders and teachers set goals, receive appropriate feedback and receive coaching to improve their professional practice. Considerable professional learning time was invested into this, which directly impacted the quality of teaching in a positive manner. The Group 8 feedback provided to teachers allowed the leaders of the College to ensure the focus of all available professional time was focused on improving student outcomes.

Principal, Kate Fogarty, was recognized for her leadership of improved professional development at Assumption College in being awarded the 2017 John Laing Award from the Principals Australia Institute (the peak-body for Australian Principals). In accepting the award, Kate was also acknowledged for her contribution to, and influence on, teacher professional development beyond Assumption.

### Expenditure and Teacher Participation in Professional Learning

All teaching staff have participated in Group 8 Coaching (including additional training for staff who are designated coaches), Restorative Practices workshops, and Visible Learning 'High Impact Teaching' training (year two of a four-year program). In addition, teachers of VCE, VCAL and subjects where there has been significant curriculum change have also attended professional learning programs. Twenty staff undertook Masters level university courses in 2017, partially supported by the College, and fifteen staff attended the three-day Marist professional development retreats.

Number of Teachers who participated in Professional Learning	108 = 100%
Average Expenditure per Teacher for Professional Learning	\$1160.44

## TEACHER SATISFACTION

In undertaking a School Review process in 2017, the school staff were extensively surveyed and also participated in a variety of focus groups and discussion sessions with the Reviewers. Significant feedback included that teachers felt very well resourced to undertake their roles, and that they understood and could speak encouragingly about the changes that had been implemented. Their confidence in the leadership of the College was very high, and they were extremely committed to undertaking the various programs (such as Group 8) to improve their professional practice. The staff were particularly appreciative of the reorganization of the school to better align their offices and teaching spaces into curriculum areas and saw this as a particularly important measure for improving student learning courses and collegial practice. They indicated a willingness for future growth in the area of collective efficacy and could see significant value in using the Group 8 data to better target student engagement.

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## College Community

### Goals & Intended Outcomes

- Care for our resources (including human resources of students, staff, alumni, families, friends) and make environmental sustainability a priority in the life of our school.
- Put student learning at the centre of our decisions.
- Ensure all Policies and Procedures accurately reflect the needs of our College community.

### Achievements

The introduction of vertical Houses and Learning Mentor Groups saw Assumption College approach parent-school relationships quite differently in 2017. LMG meetings focused on particular topics such as Growth Mindset and goal-setting, providing a new avenue for parents to engage in the wellbeing and learning of Assumption students

Parent and guardian engagement continued to be a strength of Assumption College in 2017. The Parents and Friends underwent a significant change of executive staff, and re-focused itself as the broader 'Community Development Team'. They hosted several parent events (information evenings and social get togethers) and gave significant financial and practical support to the immersion program by initiating and supporting a for-profit coffee-van and canteen at Saturday Sport.

The College initiated a Capital Campaign to develop a community centre on the site of the Anderson Pavilion. A Marketing and Development manager was appointed, as well as additional resources provided to alumni and publicity support. The Campaign will formally launch in 2018.

The College Advisory Council spent considerable time throughout the year ensuring that the Child Safe standards were being attained, and planning for the imminent Capital Campaign. Building projects included a substantive redevelopment of the Kenneth, and Williams Wings (upper and lower), the instigation of a new house for the Director of Boarding and the refurbishment of the former library. A considerable amount of classrooms were refurnished and the Fourviere meeting room was prepared as a substantive space for seminars and conferences.

### Value Added

The College hosted a broad range of events for the community including a Careers Expo (attended by five schools), parent and alumni events and information sessions for the broader community (eg. social media safety).

SchoolTV was launched as a support to parents, providing expertise and experience from some Australia's most significant adolescent behavior experts on topics such as drug and alcohol misuse, school transition, adolescents and sleep and risky behaviors.

## Parent Satisfaction

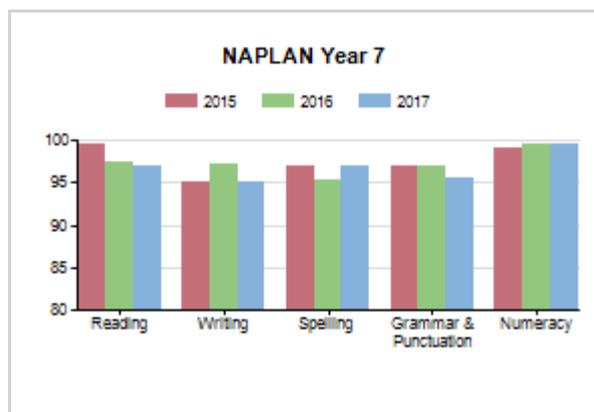
In the focus groups and conversations undertaken as a component of the School Review, parents once again indicated their great pride in Assumption College as their child's school. They acknowledged the significant avenues for parental involvement in the lives of their children and the College more broadly. They indicated that they appreciate that the College is accepting and supportive of families from a broad range of backgrounds, and identified their key concern as a perception that staff responded inconsistently in matters of student follow-up (be that academic or pastoral). They appreciated the shift to the Learning Mentor model, and saw it as having benefits for both their children and themselves in relation to the quality of the relationships being developed and the ease with which they can speak with someone who knows their child well.

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## VRQA Compliance Data

<b>E1016</b> <b>Assumption College, Kilmore</b>
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<b>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</b>					
<b>NAPLAN TESTS</b>	<b>2015</b>	<b>2016</b>	<b>2015 - 2016</b>	<b>2017</b>	<b>2016 - 2017</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
			<b>%</b>		<b>%</b>
YR 07 Grammar & Punctuation	97.0	96.9	-0.1	95.5	-1.4
YR 07 Numeracy	99.0	99.5	0.5	99.5	0.0
YR 07 Reading	99.5	97.4	-2.1	97.0	-0.4
YR 07 Spelling	97.0	95.3	-1.7	97.0	1.7
YR 07 Writing	95.0	97.3	2.3	95.0	-2.3
YR 09 Grammar & Punctuation	94.3	94.7	0.4	90.2	-4.5
YR 09 Numeracy	98.9	100.0	1.1	99.5	-0.5
YR 09 Reading	97.3	99.0	1.7	96.4	-2.6
YR 09 Spelling	92.8	92.5	-0.3	91.8	-0.7
YR 09 Writing	90.1	89.8	-0.3	85.1	-4.7



<b>YEARS 9 - 12 STUDENT RETENTION RATE</b>	
Years 9–12 Student Retention Rate	102.14%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y7	93.88
Y8	92.59
Y9	91.70
Y10	93.01
Overall average attendance	92.80

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	89.47%

<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	73.79%

<b>TEACHER QUALIFICATIONS</b>	
Masters	12.50%
Graduate	39.42%
Certificate Graduate	7.69%
Degree Bachelor	61.54%
Diploma Advanced	14.42%
No Qualifications Listed	28.85%

<b>STAFF COMPOSITION</b>	
Principal Class	4
Teaching Staff (Head Count)	141
FTE Teaching Staff	126.722
Non-Teaching Staff (Head Count)	74
FTE Non-Teaching Staff	66.406
Indigenous Teaching Staff	2

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>	
Year 9 Reading	582.10
Year 9 Writing	558.00
Year 9 Spelling	568.60
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	584.50

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	28
VCE Completion Rate	100%
VCAL Completion Rate	78%

<b>POST-SCHOOL DESTINATIONS AT AS 2017</b>	
Tertiary Study	46.0%
TAFE / VET	7.0%
Apprenticeship / Traineeship	17.0%
Deferred	17.0%
Employment	11.0%

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>