

ANNUAL REPORT TO THE SCHOOL COMMUNITY



OUR HOLY REDEEMER SCHOOL
Surrey Hills

2019

REGISTERED SCHOOL NUMBER: 0653



Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal’s Report	6
School Education Board Report	9
Education in Faith.....	10
Learning & Teaching	12
Student Wellbeing.....	16
Child Safe Standards.....	18
Leadership & Management	21
School Community	25
Future Directions.....	27
School Performance Data Summary	28

Contact Details

ADDRESS	311 Mont Albert Road Surrey Hills VIC 3127
PRINCIPAL	Frank Dame
PARISH PRIEST	Mark Reynolds
SCHOOL BOARD CHAIR	David McIntosh
TELEPHONE	(03) 9898 2315
EMAIL	principal@ohrsurreyhills.catholic.edu.au
WEBSITE	www.ohrsurreyhills.catholic.edu.au
E NUMBER	E1068

Minimum Standards Attestation

I, Frank Dame, attest that Our Holy Redeemer 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 2017 (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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

8 May 2020

Our School Vision

Under the guidance of the Holy Spirit, at Our Holy Redeemer we are commissioned to model, build and nurture a commitment to lifelong learning and responsible global citizenship.

We provide a safe and supportive environment where child safety is a priority and the Gospel values of respect, compassion and justice guide our relationships.

As a professional team of educators, we work collaboratively to create purposeful and rigorous contemporary learning which inspires all members of our community to grow, learn and succeed.



School Overview

School History

The Sisters of St Joseph established Our Holy Redeemer School in Surrey Hills over 110 years ago. We have a proud tradition of supporting all members of our community to *grow, learn* and *succeed*.

School Description

Our Holy Redeemer School is a small Catholic co-educational school with a population of 169 students in 2019. Our school's size allows students from Prep to Year 6 to interact with each other and develop relationships in a way that may not be possible in a larger school. We believe that every child is known. We promote the teachings of the Catholic faith and assist parents to educate their children in developing an understanding of, and relationship with, God. As a Catholic community, we emphasise service to God, one another, and the greater community.

Our Holy Redeemer is a very well-resourced school which includes access to a superb hall that is used by students for assemblies, performing arts, sport, school production rehearsals, art shows and parent functions. The contemporary Learning Resource Centre (Library) also provides students and staff access to a range of literacy resources and Digital Technologies. All classrooms have access to either Chromebooks or iPads, with students in Years 5 & 6 participating in a 1:1 Chromebook program.

The school offers a comprehensive curriculum in Literacy, Numeracy and other key learning areas. 2019 saw Our Holy Redeemer undertake an explicit focus on improving Writing by entering its second year of learning and engagement under The Learning Collaborative, which is based on the research of Dr Lyn Sharratt. We continued to network with two other schools under the STEM Mathematics Collective to focus on continued school improvement in Mathematical thinking. Both projects receive support through Catholic Education Melbourne. Religious Education permeates the entire curriculum and is integrated with our Inquiry approach to learning. 2019 was the second year Our Holy Redeemer participated in a collective with two other schools to focus on developing teacher capacity in the planning, teaching and assessment of Religious Education. Mandarin is the language taught throughout the school in addition to specialist classes in Science, The Performing Arts and Physical Education. A Learning Diversity Leader works in conjunction with the Student Wellbeing Leader to ensure that assistance is provided to children experiencing social, emotional and learning challenges in addition to the support that is offered through class-based intervention. Reading Recovery and Levelled Literacy Intervention supported the development of reading fluency and comprehension. #

OHR is a member of School Sport Victoria. The students in our Senior School have opportunities to compete in inter-school sport and field teams in softball, cricket, netball, tennis, AFL 9's, hockey, basketball, volleyball, swimming, athletics and cross-country running.

The goals articulated in the 2019 Annual Action Plan comprised:

- To enhance the Catholic Identity of the school
- To provide a contemporary personalised learning environment
- To ensure a safe, caring and collaborative environment, that respects and values inclusivity to support and enable the flourishing of all students
- To strengthen the school's collaborative learning partnerships with home, parish and the wider community
- To enhance and sustain a professional learning community.

Special Features

Our Holy Redeemer offers:

- a Christian environment for staff, children and families, in the Catholic tradition;
- smaller classes to enhance literacy and numeracy provision

- a strong emphasis on the development of public speaking skills
- a before and after-school care program run on site, by a dedicated team of professionals
- an environment where a growth mindset is encouraged
- thinking activities that are incorporated into the inquiry learning units being investigated from Prep to Year 6
- a camp program for students in Years 3–6
- a lunchtime chess program
- a gardening club
- a school choir
- an intensive swimming program across every year level
- participation in International Competitions and Assessments for Schools (ICAS)
- strong parental involvement



Principal's Report

The purpose of this report is to communicate a summary of the 2019 school year at Our Holy Redeemer Primary School to the community, the CECV, the State Register of Victoria and ACARA. The report is largely based on data collected by the school and Catholic Education Melbourne.

The school year commenced on 28 January 2019 for staff, with students resuming on 29 January. 171 students comprised the 8 classes that included: 2 x Foundation (Prep); 2 x Year 1/2; 2 x Year 3/4; and 2 x Year 5/6.

The School Captains and other student leaders were appointed and inducted at the Mass for the Opening of the School Year. Throughout the 2019, the Captains were supportive and eager to assist in extra curricular activities and lead meetings of the School Parliament (SRC). Other student leadership teams included: R/E and Social Justice; Arts and Library; and House Captains.

All areas of Our Holy Redeemer's curriculum were geared towards a high standard throughout 2019. Strategic application of the Annual Action Plan (AAP) ensured that a deliberate focus on purposeful teaching characterised a whole school commitment to effective classroom practice. As part of the School Improvement Framework, the Our Holy Redeemer community participated in the National School Improvement Tool (NSIT) Review. With CEM support, the Leadership Team developed the 2020-2023 School Improvement Plan and the 2020 Annual Action Plan.

The motto of Our Holy Redeemer, *'Grow, Learn Succeed'*, along with our vision gave emphasis to all that was achieved. With the collaboration and support of our Parish Priest, Fr Mark Reynolds, and the Religious Education Leader, Nick Byrne, our liturgies, assemblies, sacramental parent evenings and home masses were spiritual and significant events in the life of the school. Our students engaged openly under the Integrated Learning model, where staff continued to sow the seeds of a differentiated curriculum that was responsive to individual needs. PAT Testing was administered across the school in an online format, with teachers able to access the Teaching Resource Centre. The SPA Platform was used to assist with data analysis. The continuation of the National School Chaplaincy Program ensured that children, parents and staff had access to a pastoral care worker who was able to provide valuable interaction and support.

In 2019 Our Holy Redeemer continued to focus on differentiating the curriculum in extending the top performing students through enrichment activities both within the classroom and through external events such as the Maths Talent Quest, Maths Olympiad, Science Talent Search, GATEWAYS programs, and UNSW Global Assessments. Our students developed their knowledge and skills using G-Suite which supported and extended individual students at their point of need. We continued to monitor our School Improvement Plan (2016 – 2019) goals and realign our strategies from year to year based on various sources of feedback. This was supported by continued professional development of staff in the Berry Street Education Model and Resilience Rights & Respectful Relationships supported by the implementation of Restorative Practices and School Wide Positive Behaviour Support to ensure consistent understanding and ownership across the whole community, while equipping staff and students with well-structured approaches to settling conflict resolution and developing positive relationships.

In 2019, the school entered its fourth year of the '2016-2019 School Improvement Plan'. In collaboration with the Catholic Education Melbourne (CEM), the Leadership Team's area of focus during the year comprised developing staff capacity through:

- Providing opportunities for the community to be involved in dialogue to make stronger links between faith and life
- Professional Learning on case management, whole school writing moderation, data analysis and implementation of the 5 Questions reflection tool
- Implementing a variety of structures and practices in feedback, peer observation, mentoring and coaching to aid instructional learning
- Embedding best practice in wellbeing through the explicit SEL teaching that incorporates students voice and reflective practice
- Providing parents with opportunities and strategies for engagement in their children's learning.

In addition to the professional learning provided on-site at Our Holy Redeemer, the staff also attended a range of Network Days, off-site professional learning opportunities and Conferences. Attendance at such network meetings and conferences is vital as they provide opportunities for valuable networking and rich professional development. The opportunities to dialogue professionally with peers results in practices which are brought back to school and shared with other members of staff to improve the teaching and learning of our students. Throughout 2019 the students were provided with a variety of opportunities to enhance their growth and development across many strands of the curriculum. Most involved many hours, sometimes weeks, or even months of planning and preparation on the part of staff, students and parents. These opportunities were seen to include, but not limited to:

- Student Leadership Days, including the Halogen National Young Leaders Day
- The OHR Biennial Art Show
- Exhibition of Visual Artworks at Catholic Education Week Visual Arts Exhibition
- Fortnightly Meetings of the School Parliament (SRC)
- OHR House Athletics Day
- OHR Cross Country
- OHR Swimming Carnival (Years 3-6)
- Inter-school Sports Program (as members of School Sport Victoria)
- Grandparents' and Special Friends' Day
- Whole school Christmas Concert with Drew Lane from Butterfly Music
- Science Talent Search
- Maths Talent Quest
- Public Speaking Competitions
- House Debating
- Basketball Clinics
- Hockey Clinics
- Sacramental Programs – Reconciliation, First Eucharist and Confirmation
- GATEWAYS program
- University of New South Wales (UNSW) Global Assessments
- Lunchtime Chess Program, including interschool chess tournaments
- Camps: Years 3/4 – CYC The Island; Years 5/6 – Coonawarra Farm Resort
- Private Music Tuition

Our Parents and Friends Association (PFA) are testament to our strong and vibrant school community. The PFA met on the last Wednesday of every month throughout 2019 under the presidency of Mrs Kate Sekias. The PFA supported families through the Food Bank, orchestrated a great variety of social events including the Foodie Festival, coordinated the

Class Representatives, oversaw the Tuck Shop, and sought creative ways in which to fundraise.

The Parish School Education Board met throughout the year. Members of The Board were involved in the NSIT Review, with a presentation of the final Commendations, Affirmations and Recommendations made during the April meeting. The Literacy and RE Leaders made presentations. Child Safety was a regular standing agenda item. The school accountant delivered a Finance Report in August. The year concluded with a focus on plans for the school's Edible Garden and Sustainability Project.

The network of relationships and sense of community between all members of our school and parish communities continues to be of high priority. Our students' capacity to 'grow, learn and succeed' is facilitated by our skilled, enthusiastic and dedicated staff. I am genuinely appreciative of all members in our school and parish communities who work together to support the growth and development of our children. In particular, I thank our Parish Priest, Mark Reynolds, the Parish School Education Board, and Parents & Friends Committee for their advice, guidance and ongoing support.

Frank Dame
PRINCIPAL



School Education Board Report

Throughout 2019 the Parish School Education Board (PSEB) met on seven occasions. Child Safety was a standing agenda item, and the first meeting of the year was used to orient new members of the Board on the Child Safety Standards.

Various members of the School Leadership Team made presentations to the Board on their sphere of expertise, including English and Religious Education. John Corkill, CEM Principal Consultant, delivered a summary of ACER's National School Improvement Tool (NSIT) Review, including commendations, affirmations and recommendations. The school accountant delivered a Finance Report in August. The Nationally Consistent Collection of Data (NCCD) and Catholic Education Melbourne School Improvement Surveys (CEMSIS) formed agenda items throughout the year.

A primary focus of the Board during 2019 was to work with Boroondara Council to improve traffic and pedestrian safety within the immediate vicinity of the School. This resulted in some successful reforms. Our Holy Redeemer School was one of only two schools to be accepted into the Boroondara Active and Safe Schools (BASS) program. This program is designed to create a safer travel environment for students and families walking and riding to school.



Education in Faith

Goals & Intended Outcomes

To enhance the Catholic identity of the school.

That the Catholic Culture Index improves.

That student engagement improves.

Achievements

- Continued the RE Collective with Our Lady's, Surrey Hills and St Luke's, Blackburn South with a focus on building a deeper knowledge of curriculum designing, assessment and pedagogy
- Whole staff PD day facilitated by Margaret Carswell around Scripture and how to incorporate Scripture in the classroom
- RE Leader facilitated regular professional learning during staff PLT meetings with a special focus on planning/assessment and analysing the school's Enhancing Catholic School's Identity (ECSI) Data
- Reporting of student achievement in Religious Education was further refined
- Father Mark facilitated the Sacramental Parent Faith Night evenings which were well attended
- Home masses were held for the families of the children preparing for the Sacrament of Eucharist
- The Celebration of the Sacrament of Reconciliation involved many Year 3 students and their parents
- The Sacraments of First Eucharist and Confirmation were celebrated enthusiastically. Monsignor Anthony Ireland visited the Confirmation candidates in the week prior to the celebration of the sacrament
- Baptism Revisited Family Faith Night for students in Year 2 and their parents was refined following its introduction last year and served as a way of commencing the Parish Sacramental Preparation Program
- Raised over \$1500 for Project Compassion through our 'Give 100% Challenge where students were empowered to make a Lenten Commitment.
- The RE/Social Justice Team also sold donated icy poles each week in Terms 1 & 4 to raise further funds for Caritas Australia and the Moira Kelly Creating Hope Foundation.
- Moira Kelly AO visited our students and shared some stories of the amazing humanitarian work she does. This inspired our students to incorporate some fundraising into their RE Learning in Term 4 and as a school over \$1400 was raised and donated to the Moira Kelly Creating Hope Foundation
- The Senior School RE/Social Justice Team worked with the RE Leader to plan school liturgies and prayer services and also raise awareness of and drive social justice initiatives
- The Senior School RE/Social Justice Team planned and led the whole school in a 'Circle of Silence' as part of CAPSA's (Catholic Alliance for People Seeking Asylum) Refugee Week where the students also heard a presentation from Mireille Kayeye a Project Officer from CAPSA
- RE Leader worked closely with the Parish Sacramental Co-Ordinator and the RE Leader at our Lady's, Surrey Hills to continually foster the relationship between the school/s and parish.
- A Community Carols Night was facilitated and led by Drew Lane who worked with all students to prepare performances for the night
- As part of Holy Week, students in the Senior School planned and presented the Passion of Jesus as a play to the whole school and members of the community.

VALUE ADDED

- Opening of the School Year Mass where staff and the student leadership team were commissioned in their roles of service, followed by a BBQ in the school grounds
- Combined Staff Mass with the other school in the parish (Our Lady's, Surrey Hills) in the first week of school.
- Fr Mark burned the palms on Shrove Tuesday, before the school community, to illustrate the connection with Ash Wednesday
- OHR, continued to receive funding and support under the umbrella of the RE Collective and this collective continued the work commenced the previous year.
- Ash Wednesday Mass
- Grandparents' and Special Friends' Day Mass
- Graduation Mass & Dinner
- Feast of the Assumption Whole School Mass
- End of the School Year Mass
- Classes attend weekday parish Mass every Friday and Father Mark would visit classes prior to these masses
- Student Leaders & RE/Social Justice Team attended the St Patrick's Day Mass in the Cathedral as part of Catholic Education Week
- All classes take turns to prepare and lead the prayer at the weekly Whole School Assemblies
- Students preparing to receive the Sacrament of Reconciliation attended a Reflection Day in conjunction with the students from Our Lady's, Surrey Hills
- The children preparing to receive the Eucharist for the first time took part in a retreat day at the Don Bosco Retreat Centre Lysterfield and shared a special celebratory lunch which the parents kindly prepared
- Eucharist Family Masses were held and hosted by school families
- Eucharist Commitment Masses were also held in preparation for this Sacrament
- Year 6 students participated in a student retreat day at the Don Bosco Retreat Centre in Lysterfield, in preparation for the Sacrament of Confirmation
- Children and families participated in a Confirmation Commitment Mass
- RE Leader attended REL Network Days to liaise with other schools and build professional capacity



Learning & Teaching

Goals & Intended Outcomes

To provide a contemporary personalised learning environment.

That literacy and numeracy learning growth for all students will improve as they progress from year to year.

That student achievement in Writing will improve.

That student engagement will improve.

Achievements

In 2019 our school continued work on our School Improvement Plan (2016-2019) through the development and implementation of the 2019 Annual Action plan.

Student engagement continued to be a focus where students were provided with opportunities to develop and extend skills and thinking through participating in events such as UNSW ICAS Competitions, Chess, the Science Talent Search, the Maths Talent Quest, Public Speaking, G.A.T.E.WAYS Extension Program and Debating. We aim to provide extracurricular opportunities across all levels in differing areas. In 2019, the students showcased their Visual Arts skills at the OHR Biennial Visual Arts Show. We also enjoyed success in the sporting arena with many individuals and teams representing Our Holy Redeemer at district and regional level. Our Year 6 Girls Hockey team were Runners Up at the State Final.

To consolidate our already comprehensive assessment schedule, twice yearly formal assessments using ACER's Progressive Assessment Tests (PAT) in Literacy and Mathematics were continued. We also continued to work with the PAT Teacher Resource Centre for Reading and Mathematics to support targeted teaching. Whilst we continued our work with the Student Performance Analyser (SPA) program developed by SREAMS to individually track and monitor the academic and social development of every individual student, we also developed Digital Individual Student Record Cards. These were developed as a way of tracking individual student data and setting goals for students.

Throughout the year the whole staff continued to implement the 'Soundwaves Spelling Program', a phonemic based spelling approach. The 'Soundwaves Spelling Program' formed a part of the whole-school Assessment Schedule. As part of our Literacy action plan we continued to implement the writing framework, 'The 6+1 Traits of Writing' across F-6. Staff continued to implement an explicit success criteria rubric for Writing from F-6. Staff moderated the 6+1 Traits Rubric as a whole school against the Victorian Curriculum. Added to the assessment schedule was an expectation that teachers used the Curriculum Aligned Rubric with a writing sample twice a year. In addition, the expectation is that teachers use the rubric to provide student feedback and set future goals.

In 2019 OHR continued our work with the 'Learning Collaborative Framework'. The Learning Collaborative Collective's lens on data driven teaching created a sharp and narrow focus on areas of improvement in all curriculum areas for all staff. In English, staff collectively maintained a Data Wall on Writing as a result of two whole school Writing Moderation Sessions which evidenced teaching and learning outcomes and provided direction for future Case Management Meetings, Professional Development and Reading Intervention. Continued work on using co-created Success Criteria and The Power of Five Questions (Sharratt, 2017) was conducted to develop long term attainment of English learning.

During 2019, the work conducted through involvement in The Learning Collaborative project continued. Throughout the year, our focus continued on English, but also moved to other curriculum areas. As a staff we began to implement the pedagogies into all curriculum areas. The development of Learning Intentions and Co-constructed Success Criteria was implemented in all curriculum areas. The Power of The Five Questions formed the basis of developing independent learners.

In 2019 further staff engaged in professional development on 'The Levelled Literacy Intervention' program to continue targeting students reading goals. The Reading Recovery teacher continued implementing the Levelled Literacy program at OHR. Levelled Literacy activities ran in parallel with Reading Recovery and reached a broader range of Students across Years 1 - 3. In addition to the Blue System program, three Red System testing kits were also acquired. The Literacy Leader successfully applied for a grant from Mont Albert Rotary Club. The grant went towards the purchase of The Levelled Literacy Intervention (LLI) materials. The LLI initiative supports the Literacy attainment and knowledge of teachers and students as it expands from F-6.

During Book Week the Year 6 students visited the local kindergartens where they shared their hand-made picture storybooks. The Year 6 students held a community Book Week Breakfast which served as the official launch for their storybooks. During Book Week students F-6 experienced a performance of Reading Is My Super Power.

Contemporary literature continued to be researched and acquired for the Year 5-6 Literature Circle Program. The Literature circle program facilitates higher order thinking and the skills of questioning, mapping, connecting, vocabulary study and summarising, which were explicitly demonstrated and modelled by teachers before students began working independently using these supports.

Staff continued to utilise the set of 8 rich concepts and explored these using an inquiry approach over a twoyear cycle. These concepts were Belonging, Choices, Diversity, Growth, Impact, Justice, Story & Systems.

The staff continued their work as part of a Mathematics Collective with the staffs from Our Lady's, Surrey Hills and St Luke's, Blackburn South. The collective involved the CEM Maths consultants and the Maths and Teaching and Learning Leaders from each of the three schools working with staff. The focus of the collective was on engaging parents in the Maths learning of their children. In Term Four, a Maths Family Evening was held. The beginning of the evening provided parents with some parent education around the Teaching of Mathematics in 2019. Parents then visited classrooms, where the children acted as the teachers and "taught" visiting parents a particular Maths skill or concept. Each family took home a Maths Show Bag with Maths Games and Activities as well the necessary equipment to engage in these activities at home.

The same three staffs also continued their work as part of an RE Collective. The collective involved the CEM Religious Education consultants and the Education in Faith Leaders from each of the three schools working with staff. The focus was the Religious Education Curriculum Framework and Assessment in RE.

The Maths Leader and the Principal continued Learning Walks. These were based on the work of Lyn Sharratt and involved the Principal or the Maths Leader entering a classroom and asking a student five key questions about their learning. Feedback about the student responses was later provided to the classroom teacher. A data collection method (Google Form) was established for recording student responses. This data was then interpreted and the information was presented to the whole staff. This formed the basis of future professional development around The Five Questions.

The Maths Talent Quest was provided for selected students in Prep, Years 3/4 and 5/6 as a form of Maths Extension and engagement. Across the school, we continued to focus on fluency skills

and problem solving strategies. All senior school students participated in either 'Maths Olympiads' or 'Maths Games' problem solving competitions which were run by the APSMO.

The use of technology in the classroom has continued to be an area of focus. Some classes were involved in the Global Read Aloud Project, a project that involves teachers reading a selected read aloud text to their class. They then used a range of technology tools and platforms to communicate and make global connections with schools around the world.

We have continued to work with Google as our seamless operating system and all students have access to G-Suite. Every student has a school Google account, enabling them to connect and collaborate with other members of our school. Students use technology across the curriculum to investigate, communicate, collaborate, solve problems and capture, connect and celebrate their learning. We have a Chromebook program in our junior, middle and senior school with iPads in the Foundation area of the school. Students also accessed desktop computers in the Learning Resource Centre.

The school twitter account (@OHRLearning) has enabled achievements in the sphere of Learning & Teaching to be acknowledged and celebrated. The SeeSaw Learning Journal continued to be used across the school as a way of showcasing and reporting student learning to parents via an app.

Staff participated in a wealth of targeted Professional Development Programs throughout the year to build capacity to deliver expert teaching in every classroom. The Year 3/4 Teaching Team, for example, was accompanied by the Maths Leader and attended a two day Professional Development Program run by Catholic Education Melbourne titled Developing Mathematical Understanding (Fractions). This enabled these teachers to learn more about the teaching and learning of Fractions and to collaboratively plan and implement a unit of work. They shared their learning with all staff upon returning to school.

STUDENT LEARNING OUTCOMES

Data provided by the Catholic Education Office Melbourne illustrates the proportion of students at Our Holy Redeemer who met the National Benchmarks as assessed by NAPLAN (National Assessment Program Literacy & Numeracy) testing during the period 2017 - 2019. When interpreting the data, it is important to note that due to small student numbers in certain year levels at Our Holy Redeemer, one student may be reflected as approximately 2.5 - 5% of the total.

The table and graphs found on pages 28 and 29 of this report, referring to VRQA Compliance Data, illustrate the variation, if any, in meeting national minimum standard between the 2017 and 2019 testing cycles. It is important to note that, with one exception, the results are not a comparison of the same cohort of children, but of those students in Years 3 or 5 in 2017 to those in Years 3 or 5 in 2018 and, once again, to those in Years 3 or 5 in 2019. However, the figures can be viewed as indicating a trend over time, when comparing Year 3 in 2017 with Year 5 in 2019, as in this instance they comprise the same group of students.

The table and graphs show that in 2017, 2018 and 2019, every Year 5 student met the national minimum standard results in Grammar & Punctuation, Numeracy, Reading, Spelling and Writing. No trends can be observed for this Year 5 data other than the results reflect 100% consistency in achievement. The Year 3 data indicates that across the years 2017, 2018 and 2019, every Year 3 student consistently met the national minimum standards in Numeracy, Spelling and Writing. Grammar & Punctuation improved between 2017 (91.7%) and 2018 (100%), and remained at 100% in 2019. Reading also grew between 2017 (97.2%) and 2018 (100%), while dipping marginally in 2019 (96.3%). There was only one student that did not meet the minimum standard in Reading during the 2019 testing.

When examining the growth of the same cohort of students between Year 3 (2017) and Year 5 (2019), 100% of students met the national minimum standards in each of the NAPLAN tests by Year 5.

Mathematics has shown consistent improvement over the three years of Our Holy Redeemer's participation in the STEM (Mathematics) Collective. Similarly, Writing was a key area of focus in 2018 and 2019 as a result of the school's involvement in The Learning Collaborative, which enabled cross sectoral work with Dr Lyn Sharratt.

Data Analysis continued to form a key area of focus during 2019.



Student Wellbeing

Goals & Intended Outcomes

To ensure a safe, caring and collaborative environment, that respects and values inclusivity to support and enable the flourishing of all students.

That students' sense of wellbeing and connection at schools will continue to grow.

Achievements

During 2019, the school continued to foster student engagement, build resilience, strengthen connectedness to school and community, and enhance young people's sense of belonging through:

- Promotion of School Wide Positive Behaviours (SWPBs) in conjunction with the OHR Expectation Matrix
- Enabling School Captains and Members of Parliament (SRC) to participate regularly and effectively in the decision making process
- Developed a Student Version of the Child Safety Policy
- Continuing to develop skills in Restorative Practices amongst staff and students
- Staff member trained in the Peaceful Kids program was assigned to work with students on a weekly basis who exhibited high social and emotional needs
- Incorporating Mindfulness within weekly explicit teaching of Social and Emotional Learning
- Weekly promotion, via the whole school assembly, of one expectation from the Matrix forming the focus for that week. Expectations stemmed from the three core areas: Respect for Self; Respect for Others; and Respect for the Environment
- Staff acknowledge positive behaviours by rewarding students with 'Gotcha Cards'
- Wellbeing Leader continued to work with staff to implement the Berry Street Education Model, Resilience Rights and Respectful Relationships (RRRR) program and Victorian Curriculum
- Principal and Student Wellbeing Leader attend RRRR Community of Practice meetings
- Continued weekly teaching of social and emotional skills using the 'Berry Street Education Model', a research-informed program designed to improve our school's capacity to address school engagement of vulnerable or disadvantaged young people so that they can achieve their personal and social potential through educational achievement
- Attendance at Student Wellbeing Network meetings
- OHR Pastoral Care Worker continued work through the National School Chaplaincy Programme (NSCP) to support the emotional wellbeing of students
- PSG meetings were scheduled and PLP's developed to support students with needs
- Regular speech and language support provided through the CEM to support students
- Scheduled staff meetings specifically focusing on student wellbeing needs considered important for the school and arising from the Annual Action Plan
- Introduction of the Lunchtime Gardening Program
- Buddy program continued between Junior and Senior students
- P-6 Members of Parliament (Student Representative Council) – student lead initiatives; development of leadership capacity
- Leadership opportunities for all senior students where student leadership teams meet with an allocated staff member on a weekly basis
- Successful and supportive camp program: Years 5 & 6 to Coonawarra Farm Resort; and Years 3 & 4 at CYC The Island
- Year 1/2 students participated in the Learn to Be Safe with Emmy and Friends program
- Year 5/6 students participated in the Click Against Hate Program
- Wellbeing leader would meet with individual students or small groups on a needs basis
- Transition Programs: Maintained regular communication between local kindergartens; facilitated a Transition Program for Year 6's - 'Organised for Learning'

- Conducted effective transition program for the incoming Foundation students and their parents
- Student artwork displayed in the Catholic Education Week Visual Arts Exhibition
- Explicit teaching of 'Cybersafety' awareness
- Whole school involvement in the National Day of Action Against Violence and Bullying
- Whole school involvement in Day for Daniel
- Class discussions about safety were held in every classroom
- Student Wellbeing Leader worked with the current and upcoming student leaders to develop a Child Safety Policy Student Version
- Continued working with our lead school (St Michael's Ashburton) as a partner school in the Resilience Rights and Respectful Relationships (RRRR) government initiative
- RRRR framework was implemented in SEL lessons from F-6
- Additional resources were purchased to support the teaching of the RRRR framework
- Behaviour Management Policy, Student Wellbeing Policy, Anti-Bullying Policy (Students), Anti-Bullying Policy (Staff) were finalised

VALUE ADDED

- Whole school involvement in the National Day of Action against violence and bullying
- Whole school involvement in Day for Daniel
- Students participated in a whole school approach to social and emotional learning via the Berry Street Education Model
- Year 5/6 students participated in the Click Against Hate Program
- Year 1/2 students participated in the Learn to be Safe with Emmy and Friends program
- Whole school community presentation from the Georgina Manning: 5 Secrets to Develop Confidence & Resilience
- Music – Student opportunities in piano
- Sports Program – A wide variety of sports clinics with local experts and coaching opportunities (Deakin University Physical Education Students, Netball, Soccer, Hockey, AFL 9's)
- Participation in the Science Talent Search
- Opportunity to participate in the Maths Talent Quest
- Successful and supportive camp program: Years 5 & 6 to Coonawarra Farm Resort; and Years 3 & 4 at CYC The Island
- OHR is a member of School Sport Victoria, providing opportunities to participate in Interschool Sport
- Lunchtime chess program
- Lunchtime Gardening Program
- Lunchtime lego program attended by students from any year level
- Interschool Chess Competitions involving both Junior and Senior students
- The school leaders acknowledgement of their peers for displaying School Wide Positive Behaviours at weekly assemblies
- The School Acknowledgment System encourages all students to uphold the School Wide Positive Behaviour Support expectations of: Respect for Self, Respect for Others and Respect for the Environment
- Providing all Year 5/6 students the opportunity to lead including: School Captains, class MPs (SRC), Arts/Library Leaders, Sports Leaders and RE/Social Justice Leaders
- Student contribution lead to the development of the Child Safety Policy Student Version
- An explicit focus on developing qualities of student leadership through participation in the annual Halogen Leadership Day and Caritas' Just Leadership Day.
- Acknowledgement of achievements in school newsletter.
- Students work towards achieving the House Shield through the school award system. This has a long-term focus in promoting respect and responsibility in the school.
- Active participation in Walk Safely to School Day

- Acceptance into the Boroondara Active Safe Schools (BASS) program

STUDENT SATISFACTION

The students surveyed at Our Holy Redeemer indicated an overall positive endorsement of 71%. The CEM average school comparison was 66% positive. Across each of the nine domains, Our Holy Redeemer's percentage was consistently above the CEM average of comparative positive endorsement.

Of the nine domains, Rigorous Expectations, School Belonging, Learning Disposition and Teacher-student Relationships reflected the greatest % positive. Pleasingly, all elements of Catholic Identity reflected a greater % positive than the CEM average.

The domains of Student Safety, School Engagement, Student Voice were areas that warranted further exploration and attention. Within Student Voice, for example, the Year 6 students felt that teachers are less likely to seek their views on what matters to them, which was in strict contrast to the response of the Year 5 students.

STUDENT ATTENDANCE

Students are expected to attend the school during normal school hours every day of each term unless there is an approved exemption from the school.

The school records student attendance twice per day. When students are absent from school, parents are required to notify the office or the classroom teacher via phone or email by 8.45am on the day of the absence. Absences that have not been notified to the school by the time the attendance roll is completed, will result in a phone call or SMS to the parents/carers to determine the whereabouts of the student. Written communication – either letter or email – is required from the parents/guardians upon the student returning to school. If a student is ever absent for a prolonged period of time or with regular frequency, either the Principal, Deputy Principal or Student Wellbeing Leader will make direct contact with the parents/guardians. Records are to be maintained of such contact. In certain instances a letter will follow the phone conversation.

Parents/guardians are regularly reminded, via the school newsletter, of their obligation to send their children to school on a consistent basis, and that reasons for absenteeism are to be legitimate and in writing. Articles on the impact of regular absenteeism are incorporated in the school newsletter, and are supported by the inclusion of the parent brochure – 'Every Day Counts' (Department of Education & Training).



Child Safe Standards

Goals and Intended Outcomes

Our Holy Redeemer continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. Our Holy Redeemer acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2019-2020, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at Parish School Education Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and students management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching and non-teaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training's Mandatory Reporting eLearning module.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in the Berry Street Education Model (BSEM) and Resilience Rights & Respectful Relationships (RRRR) played a fundamental role in achieving this outcome. This has culminated in a 'Child Friendly Code of Conduct' developed and reviewed by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

Consultation with the community

- Our Holy Redeemer continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

Human Resource Practices

- Our Holy Redeemer continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - Position advertisements
 - Position descriptions
 - Referee Checks
 - Key Performance Indicators have a Child Safety focus
 - Victorian Institute of Teaching Registration (VIT)
 - Working With Children Checks & National Criminal Record Checks
 - Screening of Casual Relief Teachers, Contractors and Volunteers.

Our Holy Redeemer remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.



Leadership & Management

Goals & Intended Outcomes

To enhance and sustain a professional learning community.

That the organisational climate is strengthened.

That the teaching climate is strengthened.

Achievements

The school entered Year 4 of the CEM School Improvement Framework (2016 - 2019). The School Leadership Team was supported by CEM School Advisors in implementing the 2019 Annual Action Plan (AAP). Staff were guided by the Leadership Team in understanding and implementing the 2019 AAP, with a specific focus on the Actions. For the fourth consecutive year every Action was analysed in order to deepen staff understanding of how those actions could be implemented.

The Leadership Team identified that staff capacity was to be further deepened in:

- Engaging with elements of the National School Improvement Tool in the Catholic context.
- Formalisation of structures and practices in feedback, peer observation, mentoring and coaching to aid instructional learning.

Within the sphere of Leadership & Management:

- The Leadership Team met, collaborated and consulted within weekly meetings on Wednesday mornings
- The Leadership Team lead and guided the staff through the NSIT Review process conducted by
- The Leadership Team, in conjunction with the CEM, developed the new School Improvement Plan 2020-2023
- Staff professional learning on making sense of the school's ECSI data
- All PLT Meetings included a reference the Horizons of Hope and clearly articulated Learning Intentions and Success Criteria
- The role of the Critical Friend in PLT Meetings, where constructive feedback was provided to the presenter(s), was further refined
- Staff entered the third year of the Mathematics Collective, which is a joint professional learning program between Our Holy Redeemer, Our Lady's Wattle Park and St Luke's Blackburn South. The Collective was funded and supported by the CEM to support the improvement of Mathematical proficiency
- Staff entered the second year of the RE Collective, comprising the three schools listed above
- Our Holy Redeemer entered the second year of The Learning Collaborative (as a Cohort One school), with a specific focus on improvement in Writing
- Staff were skilled in core elements emanating from The Learning Collaborative including: the 14 Parameters; Case Management; Learning Walks; ; Bump it Up Walls; and The Power of the Five Questions
- Case Management Meetings were scheduled every fortnight
- The Wellbeing Team met every term
- Staff professional learning on the use of the SWIVL Camera as a source of feedback and a mechanism used to gather micro data on teaching performance
- As Holy Redeemer is a Respectful Relationships Partner School, the Principal and Wellbeing Leader attended regular Respectful Relationships Community of Practice Meetings

- Class Members of Parliament (SRC) held meetings within their own classroom and reported fortnightly to school Parliament focussing particularly on school improvement
- Decisions were made after consultation had been undertaken, views expressed, research considered and students' best interests identified and respected.
- Continued with further development and refinement of The Learning & Teaching Implementation Guide
- Continued to update and refine the school website, which also serves as a communication platform with our existing parents
- Introduced cross-curriculum Learning Walks
- Collation, and feedback, of data arising from Learning Walks
- Fully embedded Seesaw, an online communication portal, with parents as a means of connecting them to their children's learning
- Refinement of Literacy and Numeracy Assessment Schedule
- Data Meetings: Recording and analysis of testing data
- Further staff professional learning in PAT data analysis
- Continued planning units of work and rich tasks as a whole staff during Planning Days and PLT Meetings
- Leaders met with Level Teams for Facilitated Planning
- commenced development of a Staff Professional Learning Plan
- Continued to refine a new model of reporting to parents
- Development of staff capacity Resilience Rights and Respectful Relationships
- Continued implementation of Social & Emotional Learning curriculum and practices, reflecting BSEM
- Regular PSG Meetings (one per term for funded and some non-funded students)
- Community Conversations were offered to staff and parents
- Parent Learning Walks were facilitated for parents



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

A variety of professional learning opportunities, including intensive course work, was undertaken by staff, including but not limited to:

- Learning & Teaching School Improvement Networks (Principal and core leaders attendance and participation at L&T Network Meetings)
- Year 2 of Lyn Sharratt’s The Learning Collaborative (Principal and four teachers)
- School Mathematics & Literacy Leaders Networks
- School Improvement Framework: NSIT Review – all staff
- Learning Diversity Processes, including updated NCCD training
- NCCD training and briefings involving Principal and Learning Diversity Leader
- Learning Diversity Network Meetings
- Student Wellbeing Leaders Network Days
- Principals’ Pilgrimage to the Holy Lands
- Deputy Principal Network Meetings
- Involvement in Deputy Principals’ Conference in Healesville
- Principal Network Meetings
- Attendance at Parish Priests & Principal’s Briefings
- Religious Education Leaders’ Network
- Development of Mathematical Understanding with a focus on Fractions: Yr 3/4 (Maths Leader and two classroom teachers) x 2 days
- Third year of the STEM (Mathematics) Collective, comprising: whole day PL amongst three schools; afternoon PLT meetings; and joint level planning and teaching across the schools
- Second year of the RE Collective, comprising: planning sessions amongst RELs and Principals; and afternoon PLT meetings. Facilitated by the CEM
- Marg Carswell and Fr Mark Reynolds facilitated a whole day of professional learning with the focus on Scripture
- School Business Manager completed 6 days training in ICON eFIN and eSIS
- Weekly Professional Learning Meetings: Literacy, Numeracy, Religious Education, Wellbeing and Learning & Teaching focus
- Analysis of the results of CEMSIS data and composition with strategic actions.
- All staff received training in CPR and Anaphylaxis
- All staff undertook annual training in Emergency Management facilitated by Dynamiq
- Mandatory Reporting Online Module - all staff
- Professional support provided by the CEM for the Maths STEM Collective to release the Maths Leader, Learning & Teaching Leader and Principals of the schools for professional learning and planning purposes
- Professional support provided by the CEM to enable the development of the 2020-2023 AAP and the 2020 SIP
- Term Planning Days facilitated by the L & T Leaders
- Facilitated Planning for class teachers and specialist teachers by members of the Leadership Team

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

22

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,583

TEACHER SATISFACTION

The staff surveyed at Our Holy Redeemer indicated a very positive overall school endorsement of 82%. The CEM average school comparison was 67% positive. Across each of the 14 domains, Our Holy Redeemer's sat consistently above the CEM average of comparative percentage endorsement.

Of the 14 domains, Collaboration in Teams, Professional Learning, Collective Efficacy, Catholic Identity and Staff-Leadership Relationships reflected the greatest % positive. Nine of the 14 domains resulted in % positives ranging from 80% to 98%.

The domains of Support for Teams and Feedback were both areas indicating further strategic focus and attention. The school's 2020-2023 School Improvement Plan will incorporate a "systematic approach to the observation, feedback, mentoring and coaching cycle".



School Community

Goals & Intended Outcomes

To strengthen the school's collaborative learning partnerships with home, parish and the wider community.

That parents will be more actively engaged in the OHR learning community.

Achievements

In 2019 we continued to develop and strengthen partnerships between home, school, parish and the wider community. The school maintained its association with Education consultant, Tony Dalton, in order to bolster the profile of the school within the local community.

Some of the key activities that enriched our year were:

- Parent information sessions to enhance the understanding of the Sacraments, Cybersafety, Transition, Mathematical learning, ways to develop Confident and Resilient children
- Whole school events such as: the biennial Art Show; Grandparents & Special Friends' Day; OHR House Athletics Carnival; Year 5&6 Passion Plays during Holy Week; Christmas Concert with Drew Lane from butterfly Music
- Parent Information Sessions conducted by four local Secondary School Principals (Marcellin, Whitefriars, Sion and Siena Colleges)
- Parent engagement via SeeSaw student learning portfolios
- Continued to maintain relationships with local kindergartens (regular principal visits)
- Partnership with Goodstart Local Kindergarten (preschool children visiting the school to experience aspects of school life, e.g. Literature, Science, and Phys Ed lessons)
- 'Stop and Play', a community playgroup run by volunteer parents entered its second year
- Year 6s visits to local kindergartens and read their Picture Books to the pre-school children
- Parents and the wider community sharing their knowledge and expertise within classroom activities
- Parents/Grandparents shared their favourite poems as part of Literacy and Numeracy Week
- Parental involvement in the implementation and development of their child's Individual Learning Plan
- Regular Learning Walks where parents were invited to participate in guided walks to observe learning in action across the school
- Participation in the Surrey Hills Progress Association ANZAC Day Dawn Service where School Captains shared stories and the Vice Captains were invited lay a wreath
- Participation in the Mont Albert & Surrey Hills Primary Schools Speech Competition
- Comprehensive Transition Program for children entering Foundation (Prep) and their parents
- Parents:
 - as class representatives;
 - volunteering for Athletics days, Swimming Carnival, Cross Country, Whole School Art Show, excursions, classroom help etc;
 - organising fundraising and special social events;
 - as active members of the Parents & Friends Association (PFA)
 - planning and coordinating the biennial Fair: Foodie Festival
- Parent Food Bank (an initiative of the Parents & Friends Association)
- Sacramental Celebrations including Parent Faith Formation Evenings
- Class Mass and weekly visits from Fr Mark
- Parents involved in Open Morning activities
- Opening Year Mass and commissioning of staff and school leaders

- Grandparents & Special Friends' Day
- Book Week Breakfast to launch the Year 6 Picture Books (involving parents, relatives, students and staff)
- Senior students attended:
 - the annual St Patrick's Day Mass
 - the Whitehorse Schools' ANZAC Day Ceremony
 - Caritas Just Leadership Day
 - Halogen Leadership Day
- Farewelling of families exiting our school and recognition of their contribution to the school through "The Last Hurrah" social gathering
- The PFA continued to engage parents throughout the school in 2019. Under the capable leadership of Mrs Kate Sekias the PFA:
 - Undertook coordination of the Tuckshop
 - Staffed the School Second Hand Uniform Shop
 - Supported the work of 'Food Bank' in the school (food to support our families in times of need)
 - Arranged social activities, e.g. Golf Day, Movie Night, Dad's Night, School Disco, OHR Weekend Away, Foodie Festival, Dads and Kids Sports Night. Scorchers weekend to Byron Bay
 - Organised Mothers' and Fathers' Day Stalls
 - Coordinated well-attended and productive Working Bees
 - Planned and welcomed parents to regular class social activities
 - Supported teachers, students and the Principal
 - Welcomed new families to the school, and provided relevant, helpful information to new Prep parents at the Prep Dinner and the Prep Transition Program
 - Organised the Year 6 Graduation dinner
 - Raised necessary funds for school projects
- Further events that comprised the school year included:
 - Chess tournaments
 - Environmental Education camps (CYC The Island Years 3/4)
 - Curriculum based camps (Coonawarra Farm Resort Years 5/6)
 - Inter-school and district sports events
 - Maths Olympiad
 - Science Talent Search
 - Maths Talent Quest
 - UNSW Assessments
 - Book Week

PARENT SATISFACTION

Of all the parents invited to complete the survey, 32% of Our Holy Redeemer parents responded. The parents surveyed indicated an overall school positive endorsement of 83%. The CEM average school comparison was 77% positive. Across each of the seven domains, Our Holy Redeemer's percentage was consistently above the CEM average of comparative positive endorsement.

When considering the seven domains, Barriers to Engagement, School Climate, Student Safety and School Fit reflected the greatest % positive. In fact, they ranged from 81% positive to 90% positive.

The domain of Family Engagement requires further analysis. While all responses reflected a greater percentage positive than the CEM average school comparison, 20% of respondents were neutral while another 14% were negative. As a school staff we regard ourselves as investing heavily in family engagement practices, but the data informs us that we need to explore new ways of parent engagement.

Future Directions

Our school will continue to refine our learning and teaching practices with the goal of continuing to improve student outcomes and wellbeing.

We aim to:

- Continue systematically reviewing student outcomes data to identify areas of learning that should be improved, forming the school's narrow and sharp explicit improvement agenda.
- Develop a data plan that clearly specifies the schedule of data collection and the responsibilities for analysis, use and monitoring of data at individual, cohort and school-wide levels.
- Consolidate a whole-of-school professional learning plan that takes account of all modes of professional learning opportunities, particularly those within the school.
- Refine and embed a shared understanding of differentiation ensuring that it is a key feature of classroom practice, characterised by the regular use of data to determine the needs of individual students.

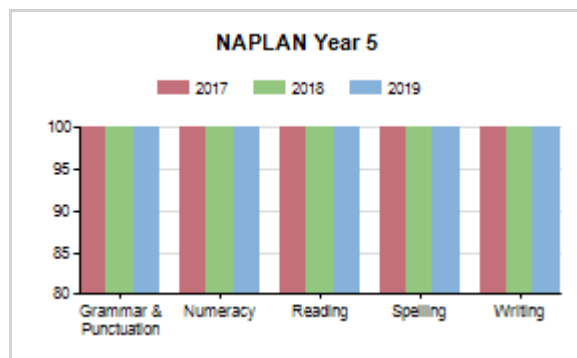
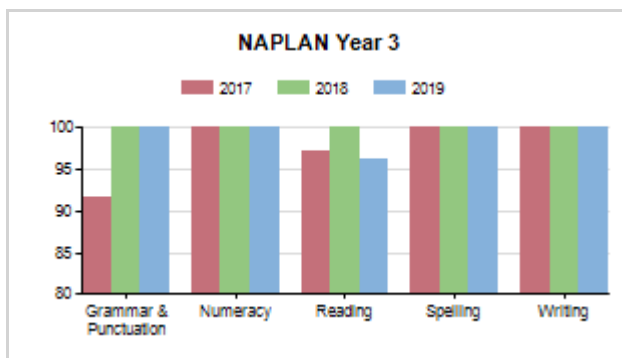


School Performance Data Summary

E1068
Our Holy Redeemer School, Surrey Hills

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	91.7	100.0	8.3	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	97.2	100.0	2.8	96.3	-3.7
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.0
Y02	90.8
Y03	93.9
Y04	93.3

Y05	93.2
Y06	94.5
Overall average attendance	93.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.7%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	95.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	23.1%
Graduate	15.4%
Graduate Certificate	7.7%
Bachelor Degree	84.6%
Advanced Diploma	38.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	13.0
Non-Teaching Staff (Headcount)	5
Non-Teaching Staff (FTE)	3.6
Indigenous Teaching Staff (Headcount)	0

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au