



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



CORPUS CHRISTI PRIMARY SCHOOL
WERRIBEE

2018



REGISTERED SCHOOL NUMBER: 1898

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Contact Details

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FEDERAL DET NUMBER	1898

Minimum Standards Attestation

I, Linda Roynic, attest that Corpus Christi 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)

30th April 2019

Our School Vision



CORPUS CHRISTI PRIMARY SCHOOL

VISION AND MISSION STATEMENT

We, at Corpus Christi, continue the Spirit-filled legacy of Mary MacKillop within our Catholic Learning Community. We recognise that we are an integral part of the St. Andrew's Parish of Werribee.

Inspired by the courage and tenacity of Mary MacKillop, we recognise that each of us is called to be a living part of the Body of Christ.

Therefore we:

- Live out in word and deed the *Gospel values* of justice, integrity, respect and dignity
- *Celebrate* our faith, scripture and tradition
- Provide contemporary learning for *all* members of our community
- Create an environment that *enables* each member of the community to find *greater meaning* in his/her life
- Foster a culture that *values* the *Pursuit of Excellence*.



School Overview

Corpus Christi is situated in the outer Western suburb of Melbourne, bounded by the Princes Highway and the Maltby Bypass, 34kms from the CBD. It is built on land originally inhabited by the Wurundjeri people of the Kulin Nation.

The School was established in 1985 due to an increasing demand for Catholic education in Werribee and to relieve pressure on the parish school of St Andrew's. It became one of four primary schools in the Parish at that time. In 2005 Corpus Christi amalgamated with St Mary's in Werribee South. Today, Corpus Christi remains one of five primary schools within the Parish of St Andrew's.

Corpus Christi Primary School provides a learning community "inspired by the courage and tenacity of Mary MacKillop," recognising that each person "is called to be a living part of the Body of Christ. Corpus Christi is Latin meaning 'Body of Christ'. In recognising that each of us is called to be a living part of the Body of Christ, Corpus Christi acknowledges the work of St Mary of the Cross MacKillop and is inspired by her courage and tenacity.

The staff is the school's biggest asset and they are very committed to providing the best learning opportunities for the children. Children experience a variety of learning opportunities in all curriculum areas through the use of Information and Communication Technologies and the Arts incorporating an Inquiry Approach. Classroom practice takes into consideration the needs of all students. Corpus Christi is committed to the development of the whole child: spiritually, intellectually, physically, socially and emotionally. We strive to provide a comprehensive curriculum that will establish a sound basis for the future needs of all our students. Our Learning Centre, possible through the BER P21 Project has increased our capacity to create flexible learning environments to cater for the wide variety of student learning styles and pedagogical approaches to learning and teaching.

Corpus Christi has an enrolment of 415 students in 17 learning community groupings. The school population is made up of many students who are second and third generation Australian, predominantly from Italian backgrounds. However, Corpus Christi has experienced changes during the past few years as we have welcomed families from Sudan, Philippines, Indonesia, Thailand, Ireland, Zimbabwe, Argentina and Brazil. Some of these families have entered Australia under the Refugee or Humanitarian Status.

Corpus Christi always aims to be a welcoming school. The spirit of the school is warm and inviting. The parents are an integral part of the Corpus Christi community, parent participation and working in partnership with parents is highly valued and actively encouraged at Corpus Christi.

Principal's Report

At Corpus Christi we believe that the student is at the heart of all learning and teaching and that the promotion of their wellbeing is necessary to achieve success. All programs aim to create a strong culture of wellbeing within the classroom and across the school to maximise learning and teaching.

The belief that relationships are central to the effectiveness of a Catholic School underpins what we do and who we are at Corpus Christi. We work hard to strengthen relationships between staff, parents and students within our school community, with our Parish Community and with the broader community.

Corpus Christi always aims to be a welcoming school. The spirit of the school is warm and inviting. We strive to foster the Catholic Faith and celebrate the Catholic traditions regularly as we encourage all in our community to live the values of the Gospel.

We believe effective schools have high levels of parental and community engagement and that this engagement is strongly related to improved student learning, attendance and behaviour. Therefore family members are always welcomed at Corpus Christi and are encouraged to play an integral role in their children's education by helping in classrooms, assisting with special days, planned activities, excursions and parent information sessions.

At Corpus Christi we strive for the implementation of a curriculum that is student centred and personalised using a variety of contemporary learning and teaching approaches.

Through our professional learning and planning program a strong emphasis is on the planning process and planning for differentiated learning and teaching experiences in order to meet the individualised needs of all students. We have also been endeavouring to develop a culture of collective responsibility for all students ie "These are 'our' students not 'my' students".

We are embracing the challenges that are obvious in the ever-changing curriculum demands that seem to emerge. The Australian Curriculum and ongoing change and improvement in approaches to learning and teaching can only serve to continue to improve the outcomes of students. Our work in journeying together, as a learning community, places us in a good position to continue to move forward in embracing the challenges of the future with excitement and enthusiasm.

We remain very confident that Corpus Christi will continue to be a place of great learning, ready to meet the changing needs of our students and the families that are our community.

Education in Faith

Goals & Intended Outcomes

- To assist all in the Corpus Christi Community to view the contemporary world within a Catholic context, (inclusive of Scripture, tradition and Catholic social teaching).
- That students are able to make more explicit links between the Catholic faith / life and Social Justice teachings including in all aspects of school life.
- That staff will further develop their understanding of the Catholic faith within a contemporary world (faith / life Inquiry).

Achievements

Key Successes

- **Whole school meditation**
- **Faith/Life Inquiry across all units have been working well**
- **Ongoing Staff PL**

Strategies:

- Develop Faith / Life Inquiry / in the learning and teaching of R E
- That staff are formed personally and professionally to support students to explore, question and challenge their faith within the context of a contemporary world.
- Ensure that our Catholic School vision underpins all that we do

RELIGIOUS EDUCATION PLANNING & Assessment

- Beginning to link our inquiry to social justice and modern world events/life
- Faith Life Inquiry going well
- Positive all units use the Faith life inquiry Structure.
- Sequencing units and lessons, linking across curriculum areas (art, inquiry etc)

Staff Formation

- Cluster meetings

Professional Learning

- Staff attending PL

Prayer

- Different focus of prayer in units, staff and whole school e.g. whole school meditation
- Whole School meditation has been launched and implemented / successful

Other:

Ongoing Liturgy formation, planning, leading and participating. Eucharistic and non-Eucharistic liturgies. Prayer and Reflection practices. Pre Sacramental formation Students, Staff, Families F-2 Sacramental formation 3-6., Staff, students and families. Parish links and liaison.

Learning & Teaching

Goals & Intended Outcomes

- To empower and challenge every student to be a successful and engaged learner by further developing a rigorous, contemporary learning environment.
- That student outcomes in Mathematics, Reading Comprehension and Writing improve
- That student engagement and motivation is improved

Achievements

General

- Planning days : guidance and discussion has been focussed and beneficial
- Whole School PLT : have become more regular
- success criteria is co-constructed with student voice incorporated
- PLTs F-6
- Parent Nights
- Improvement in learning outcomes

Assessment / intervention

- Intervention programs begin early in the year and are reflective of assessment and data and knowing how / where our chn are at
- Intervention programs improved (especially Maths) to provide extra support to students at risk

Literacy

- Phonics in context PD (synthetic phonics)
- Consistency in writing approach - utilising Colourful Semantics
- Beginning to implement whole school Fountas and Pinnell reading
- explicit teaching of comprehension strategies

Maths

- Strong cohort in Foundation extending each session / as required
- Numeracy Leader has implemented key ideas and multiplicative strategies
- Engagement in Math is evident with $3/4$ and $5/6$
- Increased understanding of where curriculum is for current year level and subsequent year level. Improves targeting of learning and teaching.
- Numeracy leader has been able to help with planning and assist in the classroom
- Having Nancy and Ainsley PD to whole staff
- engaging students using open ended investigations
- Combination of experiences for students e.g. explicit workshops and investigations
- Moderation sessions assist teachers in knowing what level their students are at
- Learning Framework In Number as form of intervention for at risk students
- Mfacts has improved and engaged Year 3-6 students with multiplication and division

Professional learning

- Engaging PDs for staff which focus on Numeracy and Spelling
- Whole Unit PLs (Phonics in Context for Jnrs)

e Learning

- Evidence for Learning refinement
- E4L changing and improving process

Inquiry

- **Learning Expos**
- **Inquiries are richer: include student voice a bit more**

Curriculum Teams

- **Curriculum teams: authentic purposes / PL in some**

STUDENT LEARNING OUTCOMES

Over the years, 2016 to 2018 Corpus Christ NAPLAN scores have shown increases in some areas – both in year 3 and year 5.

The most significant and steady increase can be seen in year 3 and 5 writing, followed by spelling, grammar and punctuation and reading.

These results reflect the targeted and focused attention that has been made by staff to explicitly address and target needs of students in the above areas.

Because of professional learning, a whole school approach has been developed for writing and a consistent process across all levels of the school has been developed and provides consistency in both processes and strategies.

Numeracy has shown some growth in both years 3 and 5 but it is not as significant. As a result Numeracy will continue to be a whole school priority in 2019 which will allow for focused attention to the teaching and learning in this curriculum area.

Student Wellbeing

Goals & Intended Outcomes

- To empower students to be confident, independent and resilient learners through the development of a whole school positive learning culture.
- That students will demonstrate a greater level of resilience and connectedness.
- That students will develop an enhanced sense of responsibility for their own learning and behaviour.

Achievements

Key Successes

- **Consistent language and strategies across school (Berry Street, Restorative Practice)**
- **Introduction of Respectful Relationships resources**
- **Planning: resources, planners, different styles, addresses student needs**
- **Staff Team Building PLTs**

Wellbeing Curriculum

- Introduction of specific Wellbeing planner
- Use of three key resources: Berry Street Education Model, Respectful Relationships Program and Restorative Practice
- Berry Street use is more consistent across school
- Structured/ formal wellbeing sessions focussing on needs of our students e.g. peer pressure, healthy friendships, cybersafety
- Language of growth mindset across curriculum areas
- The NED Show incursion “Mindset matters”
- Year 5/6 “retreat program” as part of specialist program

Student Behaviour

- Students feel safe and supported
- Introduction of Yard duty tracker & automatically generated emails to class teachers and wellbeing leader
- Restorative Process and individual plans for particular students
- Introduction of Whole School Meditation (on Thursdays)
- Adapted Yard Duties and alternate play programs (indoor play, gardening) to cater for student needs

Professional Learning

- PLTs on Reportable Conduct, ASD, Mindfulness, Creating a Positive Classroom Climate, Introduction to RR program
- Berry Street training day (with Cluster)
- Elissa & Richelle attended “Identity & Growth” introductory PL

Staff Wellbeing/ Morale

- Successful Staff Team Building PLTs: flow on effect throughout school/ contributes to positive school climate
- Staff Wellbeing has felt overall more positive

Parents and Community

- Parent workshops to support Cyber Awareness: “Think U Know” & “Social media, Selfies & Self-Esteem” presentations

STUDENT ATTENDANCE 2018

Our overall Average Student Attendance rate in 2018 of 94.1% remained constant as it was equal to the 2017 rate of 94.1%.

Our policy at Corpus Christi requires parents / carers provide school with a letter to if a child is to be absent – extended period - or has been absent from school. If a student is absent and there has been no notification of the reason for the absence then a call is made or SMS text is sent to the parents as soon as possible on the day of the absence.

Meetings with parents are organised to discuss instances of frequent absences.

VALUE ADDED**Parent support programs**

To support parents in their role in increasing knowledge and understanding in issues affecting their children some of the Parent sessions offered included:

- Tuning Into Kids
- Tuning into Teens
- “Parenting Children Who Worry Too Much” seminar presented by Drummond Street Services
- “Back to School BBQ” to assist year 6 to year 7 transition
- KidsMatter – Whole School program
- Access to additional school counsellor

Classroom / student support

- Prevention and intervention practices for children needing additional support in identified areas
- Coaching and mentoring of staff – literacy / personalising learning to ensure student engagement
- Regular Class and/or Unit Meetings
- Revised transition to school program
- Teachers are discussing children and their concerns and meeting with parents
- Planning for wellbeing is meeting the needs within the teams and becoming more sequential.
- Language of emotion coaching and language choice is embedded
- Handover and Transition Process strengthened to ensure smoother transition and

sharing of information about every child is documented and passed on to new teachers

Whole School participation

- Special fun days (Disco, Book Parade, Book Fair, School Disco, Feast Day Celebrations, Footy Colours Day, Carnivale Parade)
- Liturgical reflections and celebrations
- Corpus Clubs
- Arts Show
- Carols Evening

Student Action

- Student plan and host School Assemblies / Unit Assemblies
- Mentor / Mentee Program (Prep / Year 1 & Year 5 / 6)
- Student Representative Council (SRC) – Class meetings/actions
- Community Action Teams

Community Links

- Active After School Programme
- Corpus Clubs
- Connections with MacKillop College
- Support of worthy causes e.g. Jeans for Genes Day
- Visits to Aged Care facilities
- School Community Garden Project

STUDENT SATISFACTION

SIS Data

- Achieved aggregate index target in 2018 of 79.7 was one point lower than the 2017 score of 80.7. This will directly influence and impact our goals and focus areas for our Annual Action Plan in 2019 in relation to the decrease in this index.
- According to SIS data, STUDENT EXPERIENCE of student wellbeing has shown some decrease of scores which as mentioned above will be explored and addressed in our 2019 AAP. However, scores have shown some improvement in Teacher Relationships and Engagement in Learning, particularly Teacher Empathy and Stimulating Learning.

Child Safe Standards

Goals and Intended Outcomes

Corpus Christi was – and remains - committed to driving cultural change within the school and our community so that protecting children from abuse is embedded within our school culture. Our aim is to continue to improve current policy and procedure and have a greater understanding of the vital role we play as educators within our school and the opportunity to lead our community firstly by our actions and secondly by communication and education.

As a school we feel that the initial implementation of the Child Safe Standards were achieved and our staff and school community were kept involved and informed along the way and this will be a continued focus into the future for our School.

Achievements

As part of our commitment to Child Safety, much work has been done in relation to the implementation of the 7 standards to ensure the safety of all our children. The following is a list of some of the work completed:

- Development of Corpus Christi Child Safe Commitment Statement
- Development of Corpus Christi Child Safe Policy
- Development of Corpus Christi Staff, Contractors, Volunteers and Clergy Code of Conduct and Disclosure Forms
- Corpus Christi Parent and Visitor Code of Conduct
- Review of procedures and process for responding and reporting suspected child abuse
- Review of policy and practices to identify / reduce / remove risks of school and off site
- Review of curriculum to include participation and empowerment of children
- Review of recruitment and employment processes of staff, volunteers and contractors
- Parent Information Night – Child Safety and Volunteering at CC
- Introduction of Volunteer and Employee Code of Conduct
- Refined employment & HR procedures
- Introduction of Reportable Conduct Scheme
- Bravehearts incursion for Foundation to Year 2 students and families
- Whole school participation in Day for Daniel safety awareness activities
- We engaged Michael Grose who delivered a session for all staff and parents with a focus on Building Resilience and Independence in children.

It will be the responsibility of the School Leadership Team to review and implement the necessary policies, procedures and strategies to ensure legal and regulatory compliance into the future in addition to continually promoting and enhancing a culture of Child Safety in our school.

Leadership & Management

Goals & Intended Outcomes

- To enhance wellbeing and learning for all through the development of a positive, reflective, empowering professional learning community culture.
- That staff professional growth and teaching quality has strengthened.
- That Leadership capacity has been developed so that staff feel supported and empowered and during their daily work.
- That a culture of “Growth Mindset” pervades all aspects of school life.
- To embed a whole-school commitment to continual school improvement and excellence.

Achievements

Achievements 2018

- Learning Leaders as part of Leadership Team is viewed as very beneficial – meeting and feeding back times have been advantageous to communicate between teams and leaders
- Many opportunities have been provided for PD, experts visiting our school to enhance and depth planning/ professional knowledge, support us in being better at analyzing data and Leadership Capacity development
- Whole year planning and co-ordination of events and meetings is valuable
- Embedding our Practice eg Writing Process,
- Full Day Planning and Extra planning days – great
- Building on and improving practices e.g. Evidence for learning
- Learning journeys and E4L, linking to learning through overviews and newsletters – Links to FSP Goals
- Moderation in Literacy and Numeracy F-6
- Empowering of curriculum teams, goals remaining the same provided continuity
- Curriculum team members lead the area during planning and share their knowledge in curriculum teams – enhanced teacher capacity and efficacy. Curriculum Team members lead Staff Meetings / PLTs
- CEM Numeracy Advisors - Nancy and Ainsley has been positive and encouraging
- Team building sessions have been a boost in positive wellbeing, connecting with colleagues.
- Education in faith – opportunities to connect with our parish schools in staff meetings has been positive – strengthening of parish Links.
- Data Support Team – very effective and TBC in 2019
- Communication between leaders and communities is timetabled regularly and occurs frequently
- Encouragement of all stakeholders to have their ‘voice’ heard is appreciated and visibly encouraged
- Parent engagement increasing
- Curriculum Team meetings are timetabled in weekly schedule

Further Culture Shifts / Improvements

- Calm with a purpose
- Teachers and staff work really hard in the school and have the best interest of everyone
- Stress is seen as helpful (within reason) and everyone wants to improve
- Walking down the corridor, there is overall positive vibe.
- Confidence has increased with teachers as they have grown to know their children
- Opportunities for professional development has increased confidence of staff
- More frequent PLTs have enabled staff to mix during this time and engage in profitable dialogue
- Respect for each other has lifted

Strategies Implemented

- Touching base with each other during planning sessions and PLTs
- Videoing each other doing lessons, filming staff with good practice and sharing with other staff
- Two day conference as a whole staff was a positive experience. We looked at ourselves and as a team and what we valued therefore we respect each other.
- Language used around each other is helpful and the Shared language of Berry St is used more consistently.
- Feedback and Appraisal - Catching positives in the staff and recognising the great things we are doing is more commonplace and comes from more staff members to more staff members.
- Additional PPL and PPT to acknowledge workload of teachers and the value Leadership place regular Professional practice and professional learning time.

Teacher Satisfaction

Staff's experience of "being supported" has improved with a rise in the Empowerment and Teamwork pillars. Improvement in Curriculum Processes showed significant growth moving from 84 to 90 points – an improvement of 6 points, indicating that staff feel there is effective communication in the planning of the curriculum. The Teacher Climate Index showed an improvement from 80.4 in 2017 to 81.3 in 2018.

In 2018, all the aggregate scores for Organisational Climate, Teaching Climate and Student Wellbeing fall above the Mean Score for all Australian schools.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2017****NCCD PL regarding Adjustments, PLPs, Data Storage****Learning and Teaching Networks****ELearning Networks****Literacy Cluster PL****Religious Education Networks and PL**

- **Prayer in the Classroom**
- **Scripture in the Classroom**

Google Summit attendance – 4 Staff**Child Safe Standards PL****Reportable Conduct PL – All Staff****2018 Graduate Teacher Networks****Working with ASD Children in the Classroom – Kevin Hanasyk****Wellbeing, ICT, FSP, Literacy and Numeracy Leaders Clusters****NUMBER OF TEACHERS WHO PARTICIPATED IN PL****38****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$ 1900**

School Community

Goals & Intended Outcomes

- To support student learning and wellbeing through the development of strong family and community partnerships.
- That parents will be more actively engaged and have a greater understanding of their child's learning.
- That the school will, build further connections with the local and global community.

Achievements

Key Successes

- **Increased attendance at school events and parent volunteers**
- **Staff report changes to PTCLC structure and E4L have been positive**
- **Trialing different approaches to Home Learning**
- **Community Garden (?)**

Parent Engagement

- Opportunities for parent engagement in learning (during school and external providers/ nights)
- Increased Volunteers in the classroom
- Highly successful Learning Expos
- Inviting parents into the spaces eg Father's Day with guest speaker, Grandparents day, Expos
- Continued 'Meet & Greet' transition session for families

Reporting Student Achievement

- Change in structure of parent, teacher and student learning conversations (PTCLCs)
- Evidence for Learning, Learning Journey emails

Events

- School events for all school community to be involved
- Increased attendance in assemblies, liturgies and special days
- Corpus Christi Feast Day - good to work across year levels
- Return of the Art Show
- Twilight Night success (food trucks, activities)
- Family Numeracy Night
- Increased attendance at Back to School BBQ
- Student-led "Battle of the Drought" fundraiser

Community Garden

Parent support

- CC playgroup
- Parent workshops to support Cyber Awareness: “Think U Know” & “Social media, Selfies & Self-Esteem” presentations
- Termly overviews to parents

Home Learning

- Staff, parent and student consultation on Home Learning
- Review of research and trial of different types of home learning
- Take home books and targeted home learning based on need (F)

Community Partnerships

- Elissa attended the Wyndham Council AEDC Forum “Collective impact for children and families of Wyndham”
- Connected with WCC to review Active Travel

Other

- School events calendar, Termly PL calendar useful for staff

PARENT SATISFACTION**SIS Data**

- Increase in Parents perception of Stimulating Learning improved with the actual score in the Parent Opinion Survey moving from 82 to 83 and the School Climate score moving from 82 to 84.

Future Directions

STRATEGIC INTENT

- At Corpus Christi we will continue to enhance and promote the Catholic Identity of the school. Learning outcomes and wellbeing will be improved through engaging students in a rigorous and positive learning environment.
- Partnerships with families and the community will be fostered in support of learning growth.
- Leadership practices will be strategic, consultative and distributed.

Our SIP and AAP directly link to Horizons of Hope / School Vision / L&T Belief Statements / Design principles

2019 - PRIORITY AREAS

- 1) *Wellbeing - Clarity and Consistency – processes, procedures, practices*
- 2) *Learning & Teaching - Data Collection, Storage, Analysis, Implementation*

THROUGHLINES:

- ❖ *Engagement in Learning*
- ❖ *Voice*
- ❖ *Building Teacher Capacity*
 - *Peer Coaching*
 - *Peer Obs*
 - *PL Opportunities – internal / external*

1) *Engagement in Learning*

Focus on – MAXIMISING Engagement in Learning
Implement most effective “grouping” or “strategy” for PURPOSE in order to Maximise engagement

Ensure clearly defined roles for EVERY teacher in the learning experience in order to maximise engagement

Aim is to increase / maximise interactions with students and their ‘thinking’ and ‘engagement’ in an experience.

2) *VOICE*

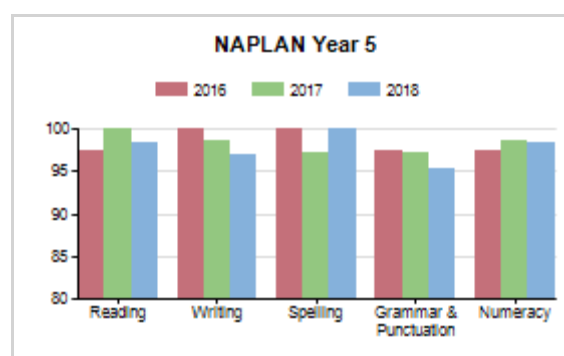
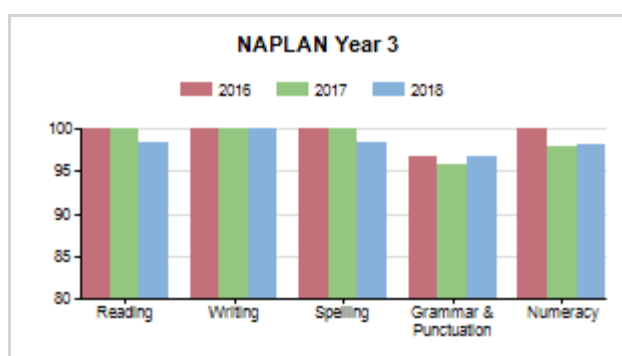
Look for and Provide Opportunities for Authentic VOICE of Staff, Children and Parents

VRQA Compliance Data

E1342
Corpus Christi School, Werribee

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	96.8	95.7	-1.1	96.7	1.0
YR 03 Numeracy	100.0	97.9	-2.1	98.2	0.3
YR 03 Reading	100.0	100.0	0.0	98.3	-1.7
YR 03 Spelling	100.0	100.0	0.0	98.3	-1.7
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.5	97.1	-0.4	95.4	-1.7
YR 05 Numeracy	97.5	98.6	1.1	98.5	-0.1
YR 05 Reading	97.5	100.0	2.5	98.5	-1.5
YR 05 Spelling	100.0	97.1	-2.9	100.0	2.9
YR 05 Writing	100.0	98.6	-1.4	96.9	-1.7



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

85.9%

STAFF RETENTION RATE

Staff Retention Rate

92.6%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	12.5%
Graduate	12.5%
Graduate Certificate	8.3%
Bachelor Degree	75.0%
Advanced Diploma	12.5%
No Qualifications Listed	4.2%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	34
Teaching Staff (FTE)	32.9
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	9.3
Indigenous Teaching Staff (Headcount)	0

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.5
Y02	92.7
Y03	94.3
Y04	93.3
Y05	95.0
Y06	94.8
Overall average attendance	94.1

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