

2015

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



**FCJ COLLEGE
BENALLA**

REGISTERED SCHOOL NUMBER: 384



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Contact Details

ADDRESS	36 Arundel Street Benalla VIC 3672
PRINCIPAL	Ms Joanne Rock
CANONICAL ADMINISTRATOR	Sr Judith Routier fcJ
SCHOOL BOARD CHAIR	Mr Michael Hedderman (Acting)
TELEPHONE	(03) 5762 1222
EMAIL	principal@fcjbenalla.catholic.edu.au
WEBSITE	www.fcjcollege.com

Minimum Standards Attestation

I, Joanne Rock, attest that FCJ 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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

Our College Vision

FCJ College is an inclusive Catholic Educational Community of Companions living in faith, nurturing with hope, serving with compassion and fostering the unique giftedness of each person, so that they are able to live For God Always.

FCJ College Belief Statements

At FCJ College, we believe that:

1. Our welcoming community finds its inspiration in companionship with Jesus.
2. Each member of our community should be a witness to the Gospel values of compassion, courage, integrity and hope.
3. Education is a partnership between the school, teachers, students and families, which involves a curriculum that offers students an authentic avenue to prepare themselves for the challenges of life ahead.
4. We should engage, encourage, nurture and include all students in a safe, respectful and positive environment, so that they have an equal opportunity to become the best persons they can be.
5. All members of our community are equally valued for their unique contribution.

College Overview

FCJ College is Catholic Co-educational Secondary College conducted by the Society of Sisters - Faithful Companions of Jesus, for Years 7-12. The College has a proud tradition of providing quality Catholic education in Benalla for over 110 years.

We offer a strong academic program in a caring, well-disciplined environment. Our philosophy is founded on the values of the Gospels, in our Catholic tradition and especially in the charism of Marie Madeleine d'Houet, founder of the FCJ Society.

We are proud of the personal attention and pastoral care that we are able to offer our students. We have a continuing program of capital improvements to provide quality facilities. Demand for student enrolments is strong.

Graduate Outcomes

At FCJ College, we commit to educating students to be:

6. People of faith, courage and integrity who live the values of compassion, honesty and justice.
7. Confident young adults whose inner strength and positive self- belief make them resilient in a challenging world.
8. People who have an appreciation and respect for everyone.
9. Members of society who have a capacity to be engaged in the community and who demonstrate social and environmental responsibility.
10. Adults growing in faith and an awareness of God's love as life-long learners and critical thinkers.



Principal's Report

- FCJ College has a strong history in Benalla, having served the district for 114 years in the provision of Catholic education. We are a school of strong traditions, which are a means of expressing the values we hold to be important in our school and the wider community. Our School has a strong engagement with the broader FCJ Society and the Church community, demonstrated by events such as World Youth Day, links with other FCJ schools, St Vincent de Paul, and Sandhurst Diocesan initiatives such as Fire Carriers and Justice Matters.
- FCJ College commenced the 2015 school year with the Dux Assembly presentations to the Dux of 2014 Elizabeth Chacko, runner-up Lucy James and the dux of each subject. This was followed by a light luncheon with families, who were very pleased and proud to celebrate our joint successes. Sixty-four students formed the Year 7 cohort and the census enrolment figure for 2014 was 345.
- From the beginning of March, we experienced a change of leadership with Mr David Leslie, Principal of 10 years, departing for Mary MacKillop Catholic Regional College in Leongatha. Mr Joseph Mount was appointed Principal for the remainder of the 2015 school year. Under the guidance of the FCJ Sisters and College Chair, Mr Max Fletcher, we prioritised initiatives that gave clarity to the staff and a voice to the students. The Student Representative Council was relaunched and the 10 School Captains met with the School Principal on a weekly basis. Student leadership and consultation remained a priority in the planning process and the running of College assemblies, contributing to the College Newsletter and being a presence amongst the younger students was identified and carried out by our wonderful young leaders.
- Also in March, the Leadership teams of FCJ Benalla, Genazzano Kew, John Paul College Frankston and the Province Council participated in a governance & leadership day led by Sr Judith Routier at Richmond in the old Vacluse Chapel. The day focused on the roots of our charism and how it should animate the life of our schools.
- In the July holidays, FCJ College Benalla sent five pilgrims on the Marie Madeleine Pilgrimage to France. The pilgrimage was a great success and a real spirit of companionship is still evident amongst the pilgrims.
- Founders' Day in Benalla commemorates the arrival of the FCJ sisters to start the College, which coincides with the feast of the Assumption. In 2015 the day coincided with the opening and blessing of the Woman of Samaria or The Woman at the Well Fountain. Fr Brian Boyle concelebrated the Mass and blessing with St Joseph's Parish priest Fr Peter Taylor. The day was well attended by FCJ sisters, members of the College Council, staff and students. The Woman at the Well competition for the best artistic representation of the wording "I thirst..." was launched. The eventual winner, Caitlin Boyle of Year 8, penned an original story that drew parallels between the meeting between Jesus and the Woman of Samaria and our everyday interactions with those around us. Caitlin read her winning entry at the Presentation Evening.
- Our relationship with Sacred Heart Japan continued with 25 female students spending two weeks within our college. The FCJ College community were, once again, very generous in inviting these Japanese students to stay in their homes during their stay in Australia. The Central Australia Trip was once again a great success with our Senior Sub School Leader, Mr Jason Boyle, accompanying over 50 Senior School students to the Australian outback. Other events of note include the combined Easter Liturgy with St Joseph's Primary School, the National Youth Week Concert, participation in civic ceremonies for ANZAC and Remembrance Days, the annual Presentation Night, Debutante Ball

and the Graduation celebrations. A contingent of twelve FCJ Benalla students also attended the Australian Catholic Youth Festival in Adelaide.

- A Student Leadership Camp was initiated in October, where the ten recently inducted School Captains, the Principal and Student Leaders from Sacred Heart Yarrawonga travelled to Canberra to visit Parliament House and discuss various issues with our Federal Representatives.
- The appointment of 2016 Principal, Ms Joanne Rock, was announced within the first week of Term 3 and was greeted with delight, enthusiasm and anticipation. Ms Rock was involved in the employment of new staff for 2016, the creation of the 2016 Action Plan and she attended many of the staff professional learning and planning days towards the end of the year.
- One of our great strengths is our caring and experienced staff, committed to providing an engaging learning environment, pastoral care, education support for special needs and careers programs. We want every student to find and develop his or her own special talents and appreciate their worth as a child of God. Inspired by our Foundress, Marie Madeleine d'Houet, may they grow into persons of courage and confidence.



Education in Faith

Goals & Intended Outcomes

- To engage our young men and women in the FCJ Catholic tradition with experiences that offer them faith, hope and love.
- To deeply imbed Catholic Social Teaching within the explicit and implicit curriculum.
- To increase numbers of staff accredited to teach RE or to teach in a Catholic School
- To further develop staff collective prayer and to encourage and deepen personal spirituality as indicated by Enhancing Catholic School Identity data, with a particular focus on Ignatian Prayer.
- Grow Catholic Schools Youth Ministry Australia by trialling an introductory unit with all year students to ensure that the Senior Youth Ministry class ran in 2016.
- Maintaining Current practice in supporting local, diocesan and national Catholic events.

Achievements

- The blessing of the Woman at the Well Fountain and staff and student formation around the theme, 'I Thirst'.
- The visit of three Asian sisters: Sisca fcJ, from Burma, Inez fcJ, from Indonesia and Van fcJ, from the Philippines. The sisters spoke to all Year 10, 11 and 12 students. They also assisted with a Parish Youth Led Mass and enjoyed a pizza dinner with students afterwards.
- The fundraising policy was written and ratified.
- Two staff whole PL days for accreditation to teach in a Catholic School were held. The first Dr. James Nickoloff: "Vatican- II Mission of the Church" and also Dr. Rick Gaillardetz: Science and Christian Faith.
- Student and staff representatives attended three of the diocesan Stronger Rallies and the Stronger Retreat.
- A group of fourteen staff and students attended the biannual Australian Catholic Youth Festival held in Adelaide. The group stayed in Penola on the way over to visit the St. Mary of the Cross Mackillop sites.
- The FCJ College Youth Ministry team continued to lead St Joseph's Parish Masses on a monthly basis.

VALUE ADDED

- The full school gathers for Mass to recognise significant events in the school and the liturgical calendar. These events include: Ash Wednesday, The Easter Triduum (Last Supper, Crucifixion and Resurrection) Social Justice, Founders Day, Year Closing.
- Youth Ministry, including Youth led Parish Masses, Stronger and CSYMA program.
- Year level retreats, RE days and social justice activities.
- Each Catholic Identity activity is held for the purpose of engaging our young women and men in the FCJ Catholic tradition with experiences that offer them faith, hope and love.

Learning & Teaching

Goals & Intended Outcomes

- Teaching and Learning at FCJ College aims to nurture, engage and encourage all students, in a safe, respectful and positive environment, to develop their gifts and become the best persons they can be. FCJ strives to develop confident young adults who are life-long learners and critical thinkers whose inner strength and positive self-belief make them resilient in a challenging world. Teaching and Learning at FCJ strives to form members of society who have a capacity to be positively and actively engaged in community and who demonstrate social and environmental responsibility.
- FCJ College Teaching and Learning focuses on the continued development of a curriculum that finds inspiration within the teachings of Marie Madeleine d'Houet, Ignatian pedagogy and contemporary best practice. Our focus in 2015 has been on feedback and developing consistent practices throughout the school.

Achievements

- Throughout 2015 the Teaching and Learning team focused on feedback with a specific focus on developing effective rubrics within Professional Learning Community groups. All staff participated in professional development in this area and then worked within their PLC's to begin developing consistent rubrics which they were able to use in their feedback to students. Parent and staff use of our online management systems SIMON and PAM was further developed with all reporting going online, with print outs only sent on request. The Teaching and Learning team developed minimum requirements for teachers in the number of assessment tasks completed, a time line for these and the feedback requirements for each of these tasks.
- After several years of collecting ACER data along with our NAPLAN data, a focus was placed on the use of this data within our classrooms. We worked with the Catholic Education Office (CEO) and St. Josephs Primary school to investigate ways in which schools were using the data to inform their planning and teaching and continued to link this in with learning continuums, particularly in the area of Mathematics. Simplifying this data became a focus for us and presenting it to staff in a meaningful manner so that PLC's could utilize it in their planning.
- The Educational Support team continued to support students with special needs. Professional development was undertaken in the areas of Autism and Individual Learning Plans.
- The Hands-on-Learning Program continued throughout 2015 with encouraging outcomes in the area of self-confidence and application of focus plans within the group.
- All staff participated in a CEO run professional development day at Catholic College Wodonga where the focus was best practice within the classroom. Staff were enthusiastic about the flexible learning settings they observed and this fed into the development of our own flexible learning setting. We have chosen an architect for this project and look forward to working with him in 2016.

Student Wellbeing

Goals & Intended Outcomes

- At FCJ College we believe students learn best in an environment that is supportive and encouraging. Students thrive when made welcome, allowing them to develop a sense of belonging within our school community in which they feel valued and respected. FCJ College aims to continue its development of knowledge and skills of staff regarding Student wellbeing, with emphasis on both preventive and intervention strategies.

Achievements

- The Wellbeing team at FCJ College was led by the Deputy Principal - Staff & Students, with Wellbeing co-ordinators at each of the junior, middle and senior sub schools. The Wellbeing team also has the services of an assistant who works across the whole school. The Wellbeing team works closely with students, parents and staff for the best possible outcomes.
- A consulting psychologist was employed part-time, along with support offered by the Catholic Education Office's Youth and Welfare service team and external agencies. Homeroom Teachers, Wellbeing Co-ordinators and the Sub-School Leaders are an integrated support structure for families and students. Families are encouraged to make contact with the school if they have any concerns about their child.
- Students participated in programs such as Hands on Learning across the year levels, Expect Respect (Year 7), Values Education (Year 8), Bookends (Year 7 and 12) Anti Bullying Audits across the school and Relationship days at Year 11. Camps and Retreats allow students to develop their own wellbeing skills including resilience, teamwork and valuing others. Positive Behaviour in Schools principles inform staff practice around establishing the three values of: Respecting yourself, Respecting learning and Respecting our community.
- FCJ College has always had a highly developed and successful transition program. During 2015 the program was further developed with the introduction of a welcome program for students entering during the course of a term or at non-usual entry years. The planned entry begins on the student's first day, with a mentor and homeroom teacher meeting. This is followed up with a morning tea with all new students, giving a structured opportunity to meet other new students, ask questions that have not been answered and share experiences. Student leaders from Year 11 plan, assist with and chair this lunch meeting.
- The Extended Homeroom Program has seen the merging of assemblies and opportunities for the students to develop their study skills and also the embedding of wellbeing programs such as anti-bullying programs, relationship building and cyber safety programs which are also made available to staff and parents through staff meetings and parent evenings.

MANAGING STUDENT ATTENDANCE

- FCJ College manages student attendance through daily follow-up with families regarding absences.
- Rolls are marked using SIMON, which allows for electronic roll marking. Rolls are marked in Homeroom and each class throughout the day. If a teacher forgets to mark the roll an email will be sent to prompt them. Administration staff can view information detailing outstanding classes.
- At FCJ College, the roll procedure involves:
 - Teachers mark their roll in Homeroom and each class throughout the day
 - Admin staff check to ensure all rolls have been completed
 - At the completion of Homeroom, admin staff send an SMS to all parents of students noted as Absent Unknown
 - Admin staff receive emails and alter SAS2000 data
- Reports are distributed to homeroom teachers, sub school leaders and pastoral care to identify students who may be experiencing difficulty in attending school. Individual management plans are established for families who require support.
- Expectations around student attendance are promoted through internal programs, such as 'It's Not OK To Be Away' and communication with families through the newsletter.

VALUE ADDED

- A comprehensive transition program, linking to students from grade 4/5 to prepare them for secondary school.
- Full School and Sub school assemblies run by students which include presentations to commend students on academic progress, participation and positive behaviour.
- Preventative programs such as cyber bullying, Expect Respect, Secret Men's Business, Walk the Talk, Don't Go There Girlfriend, Hands on Learning, mentoring and buddies, Bookends, Positive Education
- Community service activities to promote social justice.

STUDENT SATISFACTION

- *In comparing 2014 to 2015 Insight SRC results, student satisfaction improved in all categories with the greatest improvement within the areas of emotional wellbeing and teacher relationships. Key priority areas such as reinvigorating and reinventing our student leadership programs and developing clarity regarding student rights and responsibilities were identified late 2014 and included in our Annual Action Plan. The initiation of a student leadership camp to Canberra to visit our local representatives was the natural progression of this focus area.*

Leadership & Management

Goals & Intended Outcomes

- FCJ College views learning as a lifelong journey, and as such supports staff through the process of an annual review to develop professional learning plans that tie in with the overall learning focus of the College as identified in the Annual Action Plan. Leadership potential is nurtured and developed amongst the staff and the College aims to attract, induct and support early career and talented teachers. The key role of leadership at the College is to support learning and teaching through the provision of resources, the development of leadership skills and support to enable staff to provide a positive learning environment for our students.

Achievements

- Professional Learning Communities continued to evolve in 2015, with each group working towards specific goals for the betterment of curriculum development and best practice in delivery of that curriculum.
- In 2015, the SIMON online system was implemented and utilized as the platform for mapping student attendance, achievement, behaviour and growth.
- The Online Learning Management system continued to evolve as more curriculum and resources were added to enhance the learning experience for all students.
- The College continued to use the Insight SRC data and Annual Review meetings to inform and create the focus of Professional Learning, at both a whole staff and individual level.
- Staff worked on formulating and receiving feedback with the assistance of Group 8 and John Corrigan.
- The sub committees of the College Council continued to work on their specific areas – the Policy and Compliance Committee continued its cyclic review of policies and processes, the Finance Committee ensured the College was making the most of its allocated funds for the year and the Facilities and Resources Committee continued with its maintenance program to further enhance amenities for students and staff.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

Full staff professional development sessions were held in the areas of spirituality, wellbeing/pastoral care, First Aid (and anaphylaxis), Group8 Leaders/Staff/Teams Professional Development, Youth Mental Health First Aid, Brendan Spillane Day in Wangaratta, Richard Gaillardetz Day in Benalla, Creating Contemporary Learning Conference at Catholic College Wodonga, Sponsored Pilgrimage, Emergency Management (evacuations) and OHS.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

46

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$912.05

TEACHER SATISFACTION

- In comparing 2014 to 2015 Insight SRC results, teacher satisfaction in areas of staff wellbeing, empathy, clarity, engagement and learning improved significantly. Key priority areas such as developing a clear structure of support and clarifying the role of leaders, teachers and staff members across the school were developed within our Annual Action Plan. The priority areas were the focus of a whole school discussion at staff meetings across the school and flowed into the classroom.*



College Community

Goals & Intended Outcomes

- In our commitment to the development of the whole person, FCJ College aims to foster alumni involvement in College life; to engage parents; to make FCJ College better known in the region; to maintain and develop links with Catholic and other schools and to build mutually beneficial partnerships with local organisations. A strategic focus of the College is to provide for the future development of the College including staffing, facilities and resources for the benefit of students and their learning.

Achievements

- Students are provided the opportunity to participate in a range of co-curricular activities and learning experiences outside of the classroom. In 2015 students enjoyed the Sacred Heart Tokyo Visit, senior leader's excursion to Canberra, ski trips, year level camps/retreats, Performing Arts nights with the highlight being the school production of 'Annie', social justice activities, caritas fundraising, sporting representation and activity groups.
- Our community links are strengthened through our school based apprenticeship program, Year 10 work experience, connect 9 mentoring, Year 7 FCJ/Cooinda partnership, wellbeing projects, VCAL community service, parent information nights and the annual Debutante Ball.
- In early 2015, the final works on the 'Woman at the Well' project was completed in the College courtyard depicting the gospel story of Jesus asking the woman for a drink. The sculptures and water feature with a raised garden have transformed the College courtyard into a spiritual and reflective space for both students and staff as well as visitors to our school.
- Further meetings and discussions were held between FCJ College and Mansfield Parish on the feasibility of FCJ College establishing a junior Year 7-8 campus at Mansfield adjacent to St. Mary's Primary School. At our November College Council meeting it was decided to develop a working party consisting of representative of St Mary's PS and Parish, FCJ College and Catholic Primary Schools in Yea and Alexandra and involve Joanne Rock, new Principal FCJ College commencing in 2016, and report back to college council in early 2016.
- The FCJ senior school student leaders met with Joseph Mount, 2015 School Principal, on their proposal to erect a school bus shelter at the Wedge Street gate entrance for both FCJ College and St. Joseph's students and staff. The bus shelter proposal was approved by College Council then completed during term 4 2015 at a cost of \$14,000 which was funded 50/50 by the college and the FCJ parents Association.
- FCJ College negotiated with Notre Dame College Shepparton for the sale of 3.5 classroom/office portable block for a sale price of \$20,000. The portables were excess to the college needs and the area has been earmarked for grounds refurbishment over the December/January break.
- Under Joseph Mount's leadership, the college tendered out the architectural services for the completion of stage 2 of the Victoire Building into a 'flexible space' learning model. Ken Woodman from Architects 42 was successful and a FCJ working party was formed to work with Ken to work on our priorities/requirements for this learning and teaching space.

- Other improvements in 2015 consisted of science room 2 having carpeted pin boards installed on all walls, an automatic watering system installed in the front college grounds and replacement of 5 large windows and frames in the staff room of the convent. FCJ College completed a 2016 capital grant application in late 2015 with our highest priority identified as the construction of a \$3 million multi-purpose hall on land at 52-54 Arundel Street Benalla.
- The College was promoted to the community through the Benalla Regional Catholic Education television and print campaign, website page, Facebook, regular publicity, school newsletter and use of the promotional video.

VALUE ADDED

- Completion of a student/staff bus shelter.
- ICT provision across the school including wireless array, projectors, interactive whiteboards.
- Continued refurbishment of the school grounds.
- Planning of Stage 2 of the Junior School grounds refurbishment
- Planning Stage 2 of the Victoire Building
- Sporting activities as part of School Sports Victoria including athletics, swimming, cross country, round robins, football, tennis, volleyball, netball and soccer.
- School clubs include debating, tournament of minds, scrapbook, homework club, chess, and lunchtime jam.

PARENT SATISFACTION

- Families continued to support FCJ College even though enrolments dipped to below 350. Insight SRC data showed that families appreciated the Parent Access Model (PAM) feature of student reports on-line reporting. Information nights and parent-teacher interview meetings were well attended. Ease of access on-line to the college newsletter and SMS messaging of student non- attendance was greatly appreciated by families.



Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	572,131
Other fee income	92,822
Private income	87,815
State government recurrent grants	1,014,144
Australian government recurrent grants	3,493,732
Total recurrent income	5,260,644
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	3,969,400
Non salary expenses	1,862,466
Total recurrent expenditure	5,831,866
Capital income and expenditure	Tuition
Government capital grants	-
Capital fees and levies	344,492
Other capital income	-
Total capital income	344,492
Total capital expenditure	167,943
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	1,251,759
Total closing balance	1,075,210

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

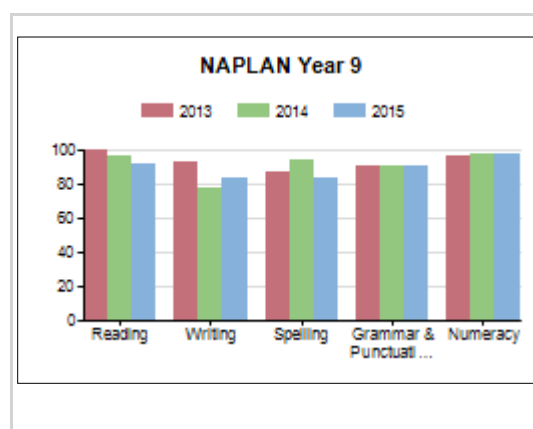
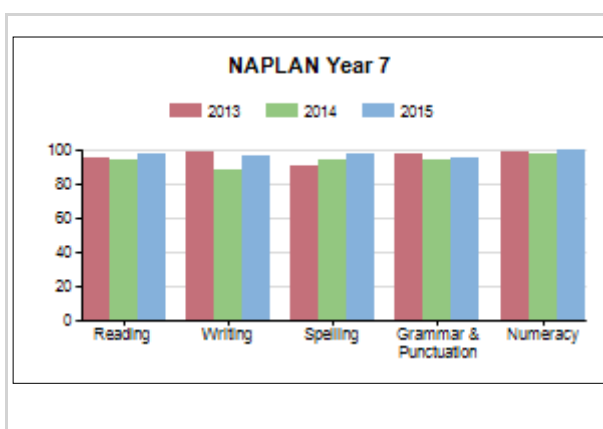
The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

VRQA Compliance Data

E3011
FCJ College, Benalla

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %
YR 07 Reading	95.6	94.3	-1.3	98.4	4.1
YR 07 Writing	98.6	88.0	-10.6	96.8	8.8
YR 07 Spelling	90.5	94.0	3.5	98.4	4.4
YR 07 Grammar & Punctuation	97.3	94.0	-3.3	95.2	1.2
YR 07 Numeracy	98.6	98.1	-0.5	100.0	1.9
YR 09 Reading	100.0	96.4	-3.6	91.8	-4.6
YR 09 Writing	92.9	77.4	-15.5	84.1	6.7
YR 09 Spelling	87.5	94.3	6.8	84.1	-10.2
YR 09 Grammar & Punctuation	91.1	90.6	-0.5	90.5	-0.1
YR 09 Numeracy	96.4	98.2	1.8	98.4	0.2



YEARS 9–12 STUDENT RETENTION RATE

Years 9–12 Student Retention Rate	70.83%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	92.23
Y08	90.97
Y09	90.13
Y10	92.00
Overall average attendance	91.33

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.79%
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STAFF RETENTION RATE

Staff Retention Rate	80.56%
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TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	8.82%
Graduate	20.59%
Certificate Graduate	2.94%
Degree Bachelor	44.12%
Diploma Advanced	11.76%
No Qualifications Listed	41.18%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	41
FTE Teaching Staff	31.419
Non-Teaching Staff (Head Count)	25
FTE Non-Teaching Staff	21.147
Indigenous Teaching Staff	1

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	565.80
Year 9 Writing	558.00
Year 9 Spelling	559.20
Year 9 Grammar & Punctuation	540.30
Year 9 Numeracy	574.15

POST-SCHOOL DESTINATIONS AT AS 2014	
Tertiary Study	13%
TAFE / VET	13%
Apprenticeship / Traineeship	10%
Deferred	36%
Employment	26%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	27
VCE Completion Rate	100%
VCAL Completion Rate	88%