

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



2016

St Leo the Great Primary School Altona North



St Leo the Great Altona North



Contact Details

ADDRESS	389 Mason Street Altona North 3025
PRINCIPAL	Mr James Ryan
PARISH PRIEST	Father Paul Tru
TELEPHONE	(03) 9391 5522
EMAIL	principal@slaltonanth.catholic.edu.au
WEBSITE	www.slaltonanth.catholic.edu.au

Minimum Standards Attestation

I, James Ryan, attest that St Leo the Great Primary 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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017



Our School Vision

AS A MOST IMPORTANT PART OF OUR PARISH, ST LEO THE GREAT PRIMARY SCHOOL PROVIDES A WELCOMING, SAFE AND ENRICHING LEARNING ENVIRONMENT, THAT PROMOTES SUCCESS FOR ALL.

OUR STAFF PRESENTS AND GIVES WITNESS TO THE TEACHINGS AND TRADITIONS OF THE CATHOLIC CHURCH, SO THAT OUR STUDENTS MAY COME TO KNOW, WORSHIP AND LOVE GOD, AND TO LOVE AND RESPECT THEIR NEIGHBOUR.

OUR MOTTO '**UNITY IS STRENGTH**' INSPIRES OUR CHILDREN, PARENTS AND STAFF TO COOPERATE IN ALL WE DO.

Our School Mission Statement

St Leo the Great Primary School aims to deliver quality *Catholic Education* to the children of our Parish.

Our vocation is teaching and learning. We focus on spiritual, intellectual, physical, social and emotional growth.

Our curriculum programs will be:

- Enlightened by the teachings and values of the Catholic Faith
- Based on Government, CECV and CEOM policies *
- Delivered in a safe, welcoming and cooperative learning environment
- Enriched by modern technology
- Underpinned by Pastoral Care

* Catholic Education Commission of Victoria; Catholic Education Office, Melbourne



School Overview

St Leo the Great Primary School opened in 1971 and serves the Parish and community of Altona North.

Our current enrolment is approximately 242 students. Our school community is enriched by its diversity. We celebrate and affirm the uniqueness of each cultural family background. Our school advocates the Principles of Social Justice and raises awareness of issues both in our community and globally.

Currently there are 11 classes; all classes are comprised of children from a single year level. Our classrooms are well resourced; every classroom has an Interactive White Board, as well as access to laptops, computers, iPads and Chromebooks (Grades 2-6). Students have access to various programs purchased by the school including Reading Eggs as well as Apps for our mobile devices. Teachers and students are using Google Apps for Education (GAPE). We are an eSmart accredited school.

Students have access to an ICT/Computer laboratory, a multi-purpose hall and extensive playground areas. The school also offers Before and After School Care. *Camp Australia* conducts this on the school's behalf.

The school's Vision Statement includes the words, 'safe and enriching learning environment'. We take these words very seriously, as we endeavor to promote success for all students. Structures are in place to allow for collaborative planning and effective delivery of the curriculum.

We analyse school-based and external data regularly in order to inform planning and teaching. Teachers use the Victorian Curriculum to plan curriculum. Our teachers are regularly involved in Professional Development, which is determined by the needs of the school community and outlined in our Annual Action Plans. Teachers are involved in weekly professional-learning-team meetings. These meetings provide a forum for dialogue about data, evaluation, observation and curriculum.

Specialist teachers teach Physical Education and Information & Communications Technology, whilst classroom teachers teach The Arts (Drama, Visual and Media) and L.O.T.E. (Italian). Furthermore, in-school workshops (run by experts) and excursions add an extra dimension to our learning and teaching.



St Leo the Great Altona North



The school has a well-established Parents & Friends Committee; its main function is to organize fundraising and celebratory events for our School Community. These events encourage “unity” and “strength” which reflect our school motto.





Principal's Report

In 2016 the students at St Leo's School continued to grow academically, spiritually, socially and emotionally. We achieved this through the shared goals and efforts of our Parents, our Staff and our Students.

We continue to draw inspiration from our motto: unity is strength.

We are rightly proud of so many achievements, including the following:

- Ongoing and impressive results in Literacy
- Ongoing and impressive results in Mathematics
- Increasing student collaboration via Google Apps for Education (GAPE)
- Continuing various initiatives in Parish/School/Community relationships, e.g. assisting at Parish Healing Masses, attending Hobsons Bay Junior Council
- Sporting developments, including involvement in an expanded range of Sport clinics, and competitions
- Physical development involving refurbishment of a classroom and new furniture
- Installation of a new shelter shed for children and families to enjoy
- Increased student involvement with Social Justice Projects
- An active Parents and Friends' Committee
- Parents assisting teachers in classrooms

A pleasing aspect of the year was the simple but vital matter of school climate. Our staff continues to be pleased that so many diverse people – be they visitors, excursion guides, camp coordinators...the list goes on – comment about our students displaying exemplary manners and respect. Such comments reflect credit on all concerned – the staff, the parents and the students.

I would like to thank our staff for their professionalism in the education of our students. It is a pleasure to be part of a staff with diverse skills and talents, knowing that they can always be relied upon to do whatever is needed to benefit our children.

The key to our success is simple: we have established and we maintain a culture of cooperation and respect that permits consistent and explicit teaching.





Education in Faith

Goals & Intended Outcomes

To strengthen St Leo's as a Parish school where the Catholic faith is celebrated and Gospel values are lived out in everyday life.

- That faith, a commitment to Social Justice and Gospel values are more central to the lives of members of the community.

Achievements

- Our Insight SRC data (Catholic Culture, 2016) indicates that staff, parents and students feel that behaviour of members of the school community is consistent with faith-based values of respect, trust and fairness, scoring well above the 90th percentile in all indicators.
- Our Insight SRC data (Catholic Culture, 2016) shows that both students and staff feel that social justice is important and have the opportunity to participate in social justice activities. (Insight SRC, Catholic Culture, Staff 98%, Students 95%). Parents are continuing to show an increased awareness of the Principles of Social Justice.
- Staff participated in professional development in the New Religious Education Framework, in particular, the curriculum content are and learning descriptors.
- Liaised with local charities and making links with the wider community through the Mini Vinnies and promoting and coordinating school initiatives.





Value Added

- Collected food and amenities for the local Asylum Seeker Resource Centre.
- Participated in Family Week activities and raising funds for Catholic Care and being recognised for our efforts.
- Marked the 30th anniversary of the visit of Saint Pope John Paul II as a Parish community.
- We invited Michael Mangan to perform a concert for our school community to celebrate our Faith.
- Students attended Parish Masses and the Sacrament of Reconciliation on a weekly basis and the continued participation of our school choir at significant events.
- Raised funds to support Joseph's Corner.
- Senior students attended Healing Masses to support the engagement of parishioners in this celebration.
- Students continued to take an active role in leading; classroom prayer sessions, prayer at assemblies and school based liturgies promoting special events in the Church's calendar such as, Advent, Lent and other feast days.
- Our school website/newsletter raises awareness of upcoming religious events and reflections.
- Staff meetings were held to plan sessions in order to ensure students' prior knowledge and experiences are acknowledged and their faith developed during the unit of work through opportunities to explore, question and respond.
- We had a Sock it to Poverty Mission coin trail to raise funds for Catholic Mission.





Learning & Teaching

Goals & Intended Outcomes

To empower every student to be a successful and engaged learner.

- That student engagement in their learning improves.
- That students' oral language improves.
- That student achievement in years 4-6 improves.

Achievements

In order to enhance learning in Literacy and Numeracy, the staff participated in developing a whole school approach and understanding of a '**Growth Mindset**'. We endeavored to create a **classroom culture** where children were encouraged to persevere, value effort and engage with challenging tasks. As a result, a shared language has developed amongst the school community and student morale has increased (Insight SRC, Student Survey, 2016 86%) which indicates that students are feeling more positive at school.

As part of our commitment to explore new pedagogies to enhance learning and teaching in **Numeracy**, the staff adopted a new lesson structure, which is aimed at encouraging students to engage and persist with problem solving tasks and explore efficient strategies. Further to this, the tasks are differentiated to allow all students to experience success and develop their understandings of concepts. Teachers are supported by ongoing Professional Team Meetings where data is analysed to further improve our learning and teaching.

As part of our commitment to explore new pedagogies to enhance learning and teaching in **Literacy**, planning days were implemented twice a term. This has allowed for deeper investigation of data and the planning of explicit units of work to address students' needs. Curriculum processes, that is, the extent to which there is effective communication amongst staff in the planning of the curriculum, remains high, scoring 96% (Insight SRC, Staff Survey, 2016). In order to maintain our high results in the area of Spelling, we introduced the SMART Spelling program from Grade Prep to 6. This program supports teachers in the explicit and systematic teaching of Spelling with an emphasis on meaning and vocabulary development.

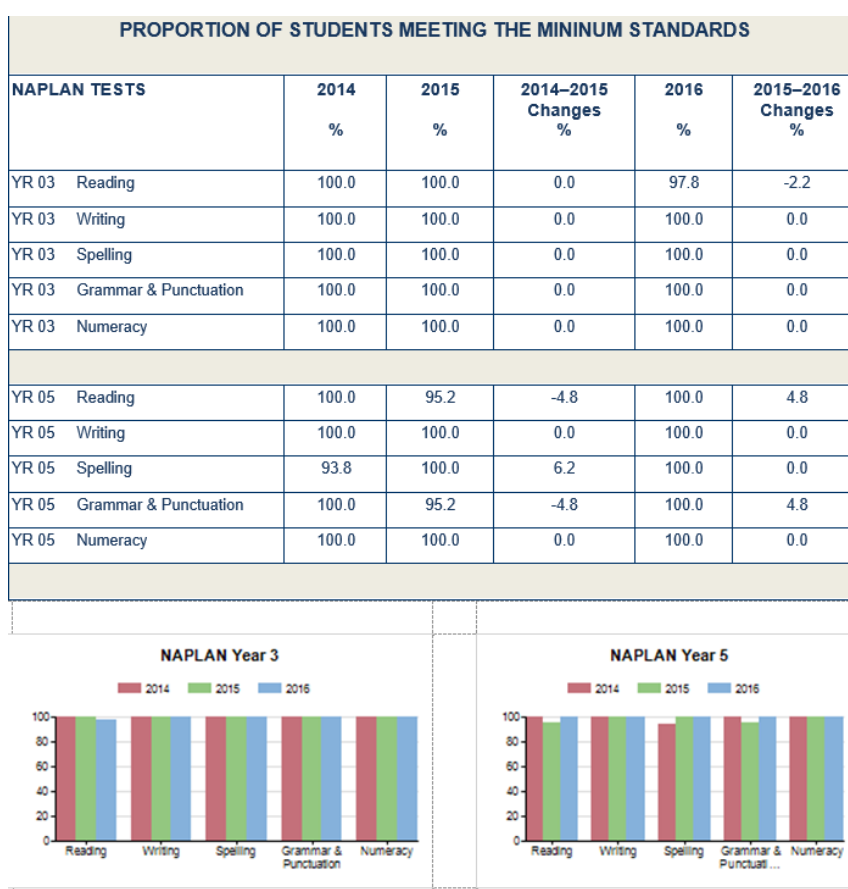
The school audited and updated our Inquiry units of work in light of the introduction of the Victorian Curriculum. The Victorian Curriculum also informed our learning and teaching in Literacy and Numeracy.





We were invited to partner with Museum Victoria (Scienceworks) and CECV and subsequently the school became part of the WeSTEM project. This initiative has ensured that our students have access to and develop skills that are necessary in our rapidly changing world. We have introduced coding and unplugged activities into the curriculum and purchased equipment including, Makey-Makeys, B-Bots, OzoBots and Spheros. We celebrated our achievements in this area at a Learning Expo where students were able to showcase their learning to their families.

STUDENT LEARNING OUTCOMES



- In Grade 3, we have maintained the same benchmark – 100% at or above the National Minimum standard since 2014 in all areas of Writing, Spelling, Grammar and Punctuation and Numeracy. Although there was a slight decrease in Reading in 2016, we are still performing at a very high standard in this area.
- The data indicates that in Grade 5 we have maintained the same benchmark – 100% at or above the National Minimum standard since 2014 with significant improvement in the areas of Writing and Grammar and Punctuation.
- *Our continued commitment to improving teacher pedagogy and targeted learning experiences are reflected in our consistent NAPLAN results*



Student Wellbeing

Goals & Intended Outcomes

To enhance positive relationships, student resilience and confidence.

- That student morale and confidence will improve.



Achievements

Student Wellbeing is paramount to teaching and learning to ensure the development of a rich learning environment in which safety and positive relationships are strengthened between home and school.

- Our **Social and Emotional Learning** supports students' social skills and core values are endorsed. Teachers refer to the Personal and Social capability domain of the Victorian Curriculum in the explicit teaching of social skills. Data indicates that in the area of Emotional Wellbeing – **Student Morale**, Student Distress and Connectedness to School that we are scoring in the top 25% of Australian primary schools (Student Experience, Insight SRC, 2016).
- These scores are also evident in the area of **Engagement in learning** which includes **Learning Confidence**, Student Motivation and Connectedness to Peers (Student Experience, Insight SRC, 2016). This indicates that students have the confidence and motivation to learn whilst having positive relationships with other students.
- Teachers continue to cater for all funded students under the SWD program with Individual Learning Plans and school support programs. Ongoing Programs Support Group meetings are held regularly to ensure effective communication with parents. Regular contact with outside agencies and services is maintained to support teachers and students. The school employs two Learning Support Officers to assist students both at an individual and small group level for funded and non-funded students.





AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y03		95.40
Y06		94.21
Y01		93.13
Y05		95.35
Y04		93.18
Y02		93.48
Overall average attendance		94.13
TEACHING STAFF ATTENDANCE RATE		
Teaching Staff Attendance Rate		87.17%

Attendance is monitored through our Attendance Roll System which requires an electronic and a hard copy to be completed twice daily by teachers. Families are able to contact the school via phone, email or the school App to report absences.

Frequent absenteeism is followed up with telephone calls to parents/guardians. Further meetings are held with parents/guardians to implement strategies in order to improve attendance.

In extreme circumstances, prolonged and unexplained absenteeism is referred to School Attendance Officers as mandated by the Department of Education and Training.

Value Added

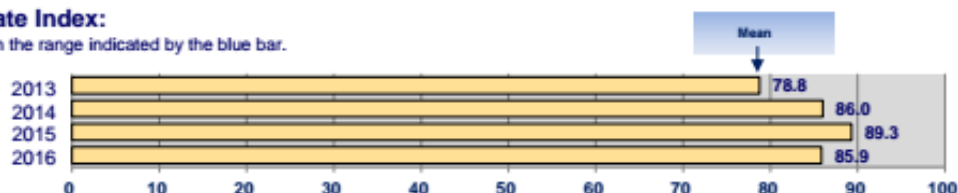
- The school is an accredited and recognised **eSmart** school. This is a whole school approach that teaches concepts such as responsibility, safety and relationships. An eSmart committee is operational comprising of staff and students who organise events and activities to promote positive relationships within our school. A family information evening facilitated by The Alannah and Madeline Foundation, presented research and strategies to assist with **cybersafety** behaviours.
- Our school is a **Better Buddies School** (Alannah and Madeline Foundation). As part of this initiative we have established cross-age buddies which aim to develop empathy, positive values and social skills. These values and skills contribute to developing friendships and social relationships. The school also continues to support the **National Day of Action Against Bullying and Violence**.
- One of the strengths of our school is that staff are able to recognise student needs and act upon these to allow for a positive culture within our school environment. This is evident through the opportunity to attend **Games Club/Code Club** at lunch times and the provision of varied play equipment on the yard for students who prefer passive play. Students have the opportunity to participate in a range of **extra-curricular activities** including various sporting clinics, in school workshops, excursions and after school art classes. The school continues to participate in a local cluster initiative involving the **transition** of grade 6 children to secondary school.



Student Satisfaction

Student Wellbeing Aggregate Index:

68% of Australian schools fall within the range indicated by the blue bar.



The area of Student Wellbeing include the following indicators:

Emotional Wellbeing
Teacher Relationships
Engagement in Learning

The results show that we have consistently scored above the mean from 2013 (68% of Australian schools fall within the range indicated by the blue bar). Our Student Wellbeing data indicates that students feel safe at school and classroom behaviour is conducive to learning (Student Survey, Insight SRC, 2016).

Our data shows that our students feel understood by their teachers, their teachers have a presence in the classroom and their classroom is stimulating. Teacher Empathy, Purposeful Teaching and Stimulating learning have remained relatively high (Student Survey, Insight SRC, 2016). These results can be attributed to practices including initiatives in the area of Social and Emotional Learning, differentiation of the curriculum and the increased awareness of growth mindsets.

We are extremely pleased with our consistent results in this area and this affirms the practices and structures in place at our school.





Child Safe Standards

Goals and Intended Outcomes

We have implemented the following Child Safety Standards and continue to strengthen and work towards our Child Safety strategies and procedures.

- **Standard 1** Strategies to embed an organisational culture of child safety.
- **Standard 2** A Child Safety Policy
- **Standard 3** A Child Safety Code Of Conduct
- **Standard 4** Human Resources Practices
- **Standard 5:** Responding to and reporting suspected child abuse.
- **Standard 6:** Reducing or removing risks of child abuse.
- **Standard 7:** Empowerment of Students

Achievements

- We have reviewed the details and requirements as contained in Ministerial Order No. 870 with staff.
- We have appointed a Child Safety Lead/Officer position in our school to support ongoing implementation of the Child Safety Standards.
- We have reviewed and updated our existing policies in accordance with the Victorian Government Ministerial Order 870.
- We have developed a Child Safety Policy, a Code of Conduct and a Complaints and Grievances Policy.
- All policies have been published on the school website for families to access.
- A Parent Forum was held to inform the community about the new Child Safety Standards. These were also published in the school newsletter.
- Professional development of the seven Child Safety Standards to ensure staff are aware of policies, procedures and practices.
- Implemented practices including ensuring our Working with Children Check register is up to date and promoting an increased awareness of this requirement through the school newsletter, website and through formal and informal conversations with our school community.
- Reviewed our practices and procedures for newly recruited volunteers including appropriate documentation.
- Online training for all staff in Mandatory Reporting using the e-module.
- Commenced the review of our risk management strategies to meet the new Child Safe standards.



Leadership & Management

Goals & Intended Outcomes

To enhance the dynamic and high performing learning culture of the school to support teacher development and confidence.

- That staff feedback processes will improve and lead to enhanced professional growth.

Achievements

The staff professional learning culture continues to be strong. Our data reflects that staff feel:

- that there are purposeful processes in place which provide them with adequate feedback on how they are performing in their roles and that they are recognised for their efforts. (Staff Survey, Insight SRC, 2016, Appraisal and Recognition, 92%)
- that they are encouraged to keep learning and develop capacity in their roles. (Staff Survey, Insight SRC, 2016, Professional Growth, 91%)
- that they know what is expected of them and their roles. (Staff Survey, Insight SRC, 2016, Role Clarity, 95%)

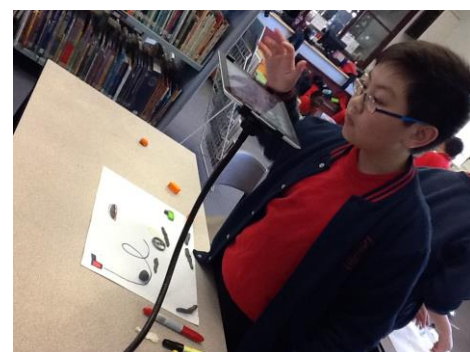
Regular Professional Learning Team meetings, Staff meetings and facilitated planning provide opportunities for staff to collaborate, share ideas and solve problems together, leading to a shared understanding and alignment of team goals (Staff Survey, Insight SRC, Curriculum Processes, 97%, 2016).

Staff believe that the school is focused on quality teaching and creating a learning environment that maximises outcomes for students. (Staff Survey, Quality Teaching, Insight SRC, 2016, 90%).

Leadership has continued to provide support in the update of contemporary ICT technologies including the purchase of Chromebooks throughout the school and relevant Apps for iPads.

Other resources purchased include books for Literacy and the library, Numeracy materials and Sporting equipment.

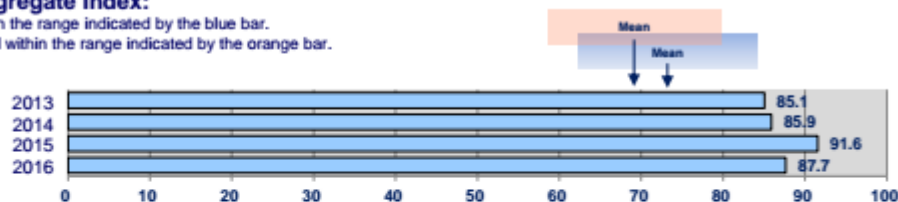
Leadership committed to purchasing equipment to enhance our STEM learning. This included, Makey-Makeys, B-Bots, OzoBots and Spheros and other construction materials to support learning.





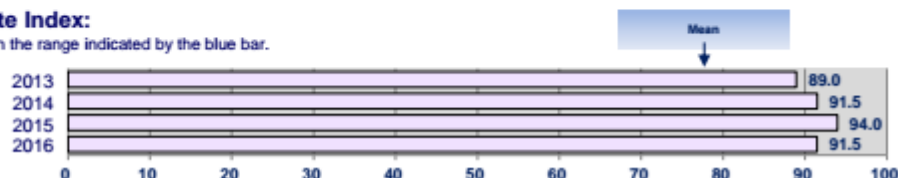
Organisational Climate Aggregate Index:

68% of Australian schools fall within the range indicated by the blue bar.
68% of Australian organisations fall within the range indicated by the orange bar.



Teaching Climate Aggregate Index:

68% of Australian schools fall within the range indicated by the blue bar.



Our extremely high scores in this area indicate that leadership has continued to maintain and strengthen structures and procedures to allow staff to build their capacity in order to ensure our students experience success. Scores of this nature are also indicative of the culture of the school and are also reflected in our student data.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Numbers of Teachers who participated in PL 20

Average Expenditure per teacher for PL \$1930

DESCRIPTION OF PL UNDERTAKEN IN 2016

In 2016, teachers participated in professional learning in the following areas:

- Western Region Religious Leadership Cluster meetings
- Western Region Numeracy Leadership Cluster meetings
- Western Region Wellbeing Leadership Cluster meetings
- Western Region ICT Leadership Cluster meetings
- Western Region Administration Cluster meetings
- Western Region Principals Network meetings
- Western Region Learning and Teaching Leadership Cluster meetings
- Victorian Curriculum in Catholic Primary Schools
- Inquiry Planning in Religious Education
- Reading Recovery
- Multiplication and Division Project – Monash University/CEM
- ICON Project
- G.A.F.E Summit
- ICON preparation meetings
- EDU Train Australia
- SMART Spelling – Michelle Hutchinson
- STEM Education – Scienceworks
- CPOL Contemporary Pedagogy in Oral Language
- SLD Severe Language Disorder
- eSmart – Digital Literacy
- Hapara training
- Assessing and Programming of Phonological Awareness

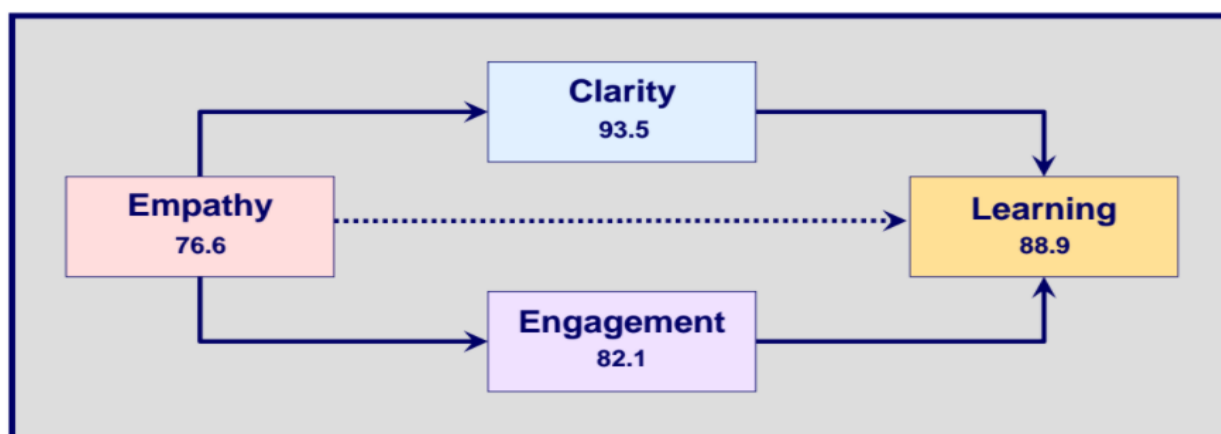


TEACHER SATISFACTION

The four pillars of culture that research has shown drive employee wellbeing, engagement and performance are:

- Empathy (Supportive Leadership)
- Clarity (Role Clarity)
- Engagement (Teamwork, Empowerment and Ownership)
- Learning (Appraisal and recognition, Professional Growth)

Shown below are our school's percentiles on the four cultural pillars compared to other Victorian primary schools.



Overall, our school has rated significantly high in all areas of school culture.

- **Empathy** relates to how staff feel that the school leadership understand and are supportive of their needs (Staff Survey, Insight SRC, 2016, 82%). The leadership team has an open-door policy and are very approachable. Distributed leadership allows shared decision making and whole staff consensus.
- **Clarity** relates to the extent to which staff have a sense of purpose and know what is expected of them. Roles, expectations and responsibilities are clearly defined and revisited to ensure ongoing support and clear communication.
- **Engagement** - A very healthy team spirit and strong staff engagement are evident. Both *School Morale* (87%) and *Individual Morale* (91%) are very positive indicating a very positive emotional tone in the school. Staff perception of *Teamwork* (88%), *Empowerment* (85%) and *Ownership* (86%) has been consistently high demonstrating there is a genuine sense of collegiality and support. *
- **Learning** – Staff feel validated for their efforts and that they are given opportunities to develop their capabilities to build on their repertoire of effective learning and teaching practices.

*Scores are taken from the Staff Survey, Insight SRC, 2016



School Community

Goals & Intended Outcomes

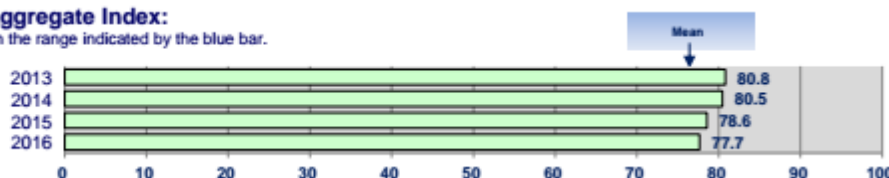
To strengthen our dynamic learning community with strong parent and community partnerships.

- That parents are more engaged in their children's learning to optimize student outcomes.
- That further links are established with the wider community.

Parent Satisfaction

Community Engagement Aggregate Index:

68% of Australian schools fall within the range indicated by the blue bar.



Data from the Parent Opinion Survey (Insight SRC, 2016) indicates that:

- **Student Safety** (82%) - Parents feel their children feel safe at school and that the school has effective discipline policies and procedures.
- **Classroom Behaviour** (91%) - Parents feel that teachers have high expectations, deal with behaviour in a fair and compassionate manner and are consistent with faith based values.
- **Connected to Peers** (78%) – Parents feel that their children are building positive relationships with other students.
- **Learning Focus** (73%) - Parents feel that the school addresses the educational needs of their children.
- **Connected to school** (80%) – Parents feel that their children enjoy and want to be part of the learning at school.

Our Community Engagement aggregate scores have been consistently above the mean (68% of Australian schools) since 2013. Parent partnerships continue to be a priority for school improvement.



Achievements

We have endeavoured to strengthen our parent and community partnerships through the following initiatives in 2016:

- We continued to use the Skoolbag App to notify and alert families of upcoming events at the school as well as a weekly newsletter. We maintained the commitment to reach families by utilizing five modes of communication; written invitation, electronic modes, verbal/personally approaching family members, flyers and newsletter items.
- Further, the school continued to engage families through parent information sessions including ICT workshops (GAPE), year level information sessions and Learning Expos. Parents assisted in classrooms particularly in the Junior Literacy block, sporting activities and running workshops for our Inquiry units. Google Sites, Google Hangout and the See-Saw App have also allowed parents to engage in their child's education.
- The Parents and Friends worked enthusiastically to organise social/fundraising functions including our annual Mothers' Day luncheon, family picnics, discos, breakfast and many other initiatives which have become traditions in our school community.
- The school has offered its resources during school and after school hours to our parent and local community. This has included art classes, meta-fit classes, and opportunities for community service (students from other schools) and work experience.
- We have continued to liaise with the wider community including:
 - Altona Gate Kmart Wishing Tree Appeal
 - Hobsons Bay School Environmental Program
 - Mobil Bright Future Grant
 - Local Services visits, i.e., local dentist, fire brigade
 - Local sporting groups ran clinics for our students, i.e., Altona Lacrosse Club
 - Jump Rope for Heart Skip-a-thon – Heart Foundation
 - Stig at the Library (visiting audio narrator)
 - Local Nursing home visits – Florence Aged Care



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- We have opened our library every morning and twice a week during lunch time to provide opportunities for families and children to share their love of reading.
- We held a Mindsets Maths Information night to establish a shared understanding and language amongst the community.
- We held a Walk a thon with our families to raise funds for Catholic Care and this proved to be a hugely successful afternoon. Our efforts were recognized by Catholic Care and a representative came along to personally thank our community.
- We opened our staffroom to families in the morning to create opportunities for our community to meet and enjoy a chat and coffee.
- The school continues to offer before and after school care to accommodate the needs of families in our school community.



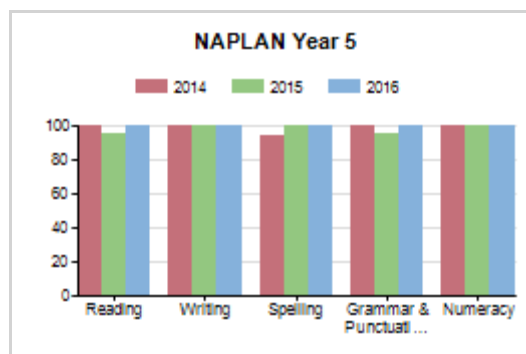
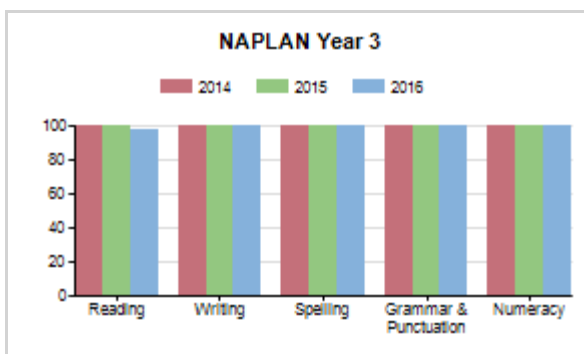
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Extra Reports

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St Leo the Great School, Altona North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	100.0	0.0	97.8	-2.2
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	95.2	-4.8	100.0	4.8
YR 05 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	93.8	100.0	6.2	100.0	0.0
YR 05 Grammar & Punctuation	100.0	95.2	-4.8	100.0	4.8
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y03	95.40
Y06	94.21
Y01	93.13
Y05	95.35
Y04	93.18

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Y02	93.48
Overall average attendance	94.13

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.17%

STAFF RETENTION RATE	
Staff Retention Rate	85.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	4.76%
Graduate	9.52%
Certificate Graduate	9.52%
Degree Bachelor	76.19%
Diploma Advanced	28.57%
No Qualifications Listed	14.29%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	20
FTE Teaching Staff	15.900
Non-Teaching Staff (Head Count)	6
FTE Non-Teaching Staff	3.442
Indigenous Teaching Staff	0