



2013 ANNUAL REPORT OF GERALDTON GRAMMAR SCHOOL

This report addresses the national school performance information for Geraldton Grammar School. As with all that we do, it is underpinned by the vision of the school:

Geraldton Grammar School will provide an outstanding education and a strong sense of community, cultivating people of integrity, independence of mind and a love of learning.

The ongoing areas of development of the school continue to be:

- Increasing enrolments
- Retaining enrolments
- Debt servicing
- Maintaining a firm financial base
- Attraction and retention of quality staff
- Communication
- Development of technology
- Development of gifted and talented education
- Provision of facilities
- Maintaining a sense of community
- Implementation of the Australian Curriculum
- Implementation of the Early Years of Learning Framework
- Meeting the requirements of the National Quality Standards

School Details:

School sector: Independent 'In the Anglican tradition'

School's address: 134 George Rd,
Geraldton WA 6530
PO Box 76

Total enrolments: 663

Year levels offered: Kindergarten to Year 12

Co-educational or single sex: Co-educational

Boarding/Day school: Day school, however we cater for boarding students through our relationship with the Geraldton Residential College which is a member of the Country High Schools Hostels Association.

CURRICULUM OFFERINGS:

Geraldton Grammar School caters for 3 year old Kindergarten through to Year 12 students.

Geraldton Grammar School has three sub-schools all on one campus:

Geraldton Grammar Primary School (Early Learning Centre K-3 through to Year 1 followed by Year 2 to Year 6).

Geraldton Grammar Early Learning Centre is implementing the Early Years Learning framework. This document is Australia's first national framework for early learning and articulates the vision that: "All Australian children have the best start in life to create a better future for themselves and for the nation." The framework draws on conclusive international evidence that early childhood is a vital period in children's learning and development. It has a specific emphasis on play based learning and recognises the importance of communication and language (including early literacy and numeracy) as well as and social and emotional development.

Geraldton Grammar School Primary School also offers a broad curriculum with specialist teachers in Indonesian, PE, Music and Art. There is a high level of learning support and a High Achieving and Talented Students (HATS) program. Enquiry based learning is a feature of the primary school which follows a multi-aged class grouping philosophy.

Some features of the primary curriculum are:

- Authentic assessment – portfolios, rubrics, criteria
- Thinking Skills
- Differentiating Curriculum
- Student-centered classrooms
- Bounce Back – Resiliency program

Innovative Practices include:

- INSPIRE – social and emotional learning program
- Leadership program including camps, formal positions and team building
- Indonesian Bridge School partnership with Surabaya, Java
- Lunchtime clubs including dance, art, computers, sports, chess
- Internationally recognized Round Square School
- Comprehensive camps program - experiential learning. Year 6 – Canberra; Year 5 – Perth; Year 4 – Geraldton; Year 3 – GGS sleepover.

Geraldton Grammar Middle School (Year 7 to Year 9) is a school within a school and caters for adolescents with special areas, specialized curriculum programs and highly qualified and caring staff. It is the most experienced middle schooling facility in the Midwest Region.

Some features of our Middle School curriculum are:

- Comprehensive curriculum offering with the traditional learning areas plus Music, Drama, Visual Arts, Media Arts, PE, Outdoor Education, Design and Technology, Information Technology, and Food Technology.

Innovative Practices include:

- iPad BYOD Program
- Transitioning Programs (for each year level)
- Parent Information Nights – including curriculum and adolescent awareness
- Positive Learning Program (anti-bullying and resilience programs, Rock and Water Program)
- Outdoor Education Programs Year 7 to Nukara; Year 8 to Moresby Ranges; Year 9 have two camps – first to Galena as preparation to extensive Outward Board camp
- Round Square Conference and Program
- Leadership and Service Learning Programs
- Curriculum differentiation
- Personal Development and Personal Organisation Programs

Geraldton Grammar Senior School (Year 10 to Year 12) offers a broad range of subjects, with the majority of year 12s sitting WACE external examinations and achieving an ATAR.

Some features of our Senior School Curriculum are:

- Comprehensive curriculum offering the traditional academic learning including: English, Literature, Mathematics, Physics, Chemistry, Biological Sciences, Human Biological Science, Psychology, Philosophy and Ethics, Media Production and Analysis, Economics, Modern History, Geography, Materials, Design and Technology,, Applied Information Technology, Computer Science, Visual Arts, Drama, Physical Education Studies, Outdoor Education, Health Studies.

Innovative Practices include:

- Laptop BYOD Program
- Outdoor Education Programs
- Round Square
- Leadership and Service Learning Programs
- Tutorials and Homework Clubs run after school

CO-CURRICULAR OFFERINGS:

We offer a range of co-curricular opportunities in sporting, cultural and service pursuits.

Cultural Programs:

The Grammar School has an excellent Instrumental Music Program with an active Concert Band, Rock Band and Choir. There is a flourishing Visual Arts club. We enter items each year in the annual Music Festival and have developed a fine reputation in this field.

Service Learning Programs:

The Grammar School has a strong service imperative, which is part of its Round Square involvement.

Students take part in the Compass Program in the primary school, and then move to their bronze and silver Duke of Edinburgh medals in the middle and senior schools. Each year level has a local and an international focus in terms of service. The school has a partnership with Outward Bound, who promote service learning into their programs. All Year 9 and 11 students are involved in Outward Bound.

Other service programs regularly include: leadership days and commitments to local, national and international fund raising events (Jeans for Genes, the Christmas Shoebox Appeal, Relay for Life and the World's Biggest Morning Tea). Grammar has recently also established a sister school in Nepal.

Sporting Programs

A combination of House sport, club sport and interschool sport meets the needs of our students within the community of Geraldton.

The Grammar School field teams in cross country, athletics, hockey, netball, cricket, soccer, and in surfing, tennis, badminton, Auskick, equestrian, golf for specialist competitions.

The school is also a member of the secondary Associated and Catholic Colleges WA competition where we send teams to Perth for swimming, and our students participate in the annual Country Week competition also hosted in Perth.

PASTORAL CARE:

- The school believes in the fundamental principles of:
- the right to learn/teach without disruption;
- are and consideration for each other;
- care of the environment and property; and
- the right to feel happy and safe at all times.

In promoting these principles the primary school took part in:

- Increased leadership activities
- Big Days Out and In
- Junior Representative Council activities
- Increased support time
- Kidsmatter resiliency program and the INSPIRE program
- Service work for various community organisations.

Pastoral Care in the middle school aims to provide a program that supports our students so that they are able to reach their potential within their academic and co- curricular endeavors. Students are placed into vertical Home Groups and the Home Group teacher is a vital link between school and home. Students have a Personal Development Program lesson once a week in which the sequential Pastoral Care program is taught.

In the senior school the Pastoral Care program builds upon the programs of the primary and middle schools.

Year 10 a significant year during which the Gateway program unfolds. This program involves guiding the students through information that will enable them to make well informed career choices. The Personal Development Program (PDP) focuses on such goals but also supports the academic pursuits by promoting study skills. A week long camp to Perth is a highlight for the year 10 students. The camp has a single goal of stimulating the student's interest in their future. An opportunity to experience the workforce is given at the end of term 2 when all students are sent on a week-long work experience.

Year 11 is a developing year for students. The students begin the year with an orientation camp, the aim of which is to set the students up for the rigors of senior schooling. All students are required to choose six subjects. It can be a difficult year for those students who have not applied themselves in year 10. Students get to choose from range of subjects which caters for students whether they wish to go on to tertiary studies, go into the workforce, take on an apprenticeship and so on. A focus of year 11 is the leadership program.

Year 12 is a significant year for many social, pastoral and academic reasons. From the year 12 cohort come the school leaders – School Captains, Vice Captains, House Captains and Chapel Captain. Their input to the student life at GGS is significant and they make up the major proportion of the Student Representative Council. The year 12 badge and leavers' jumpers are some of the ways year 12s are recognised as our leaders. The graduating class has a very big year academically. Final exams in November are always a significant goal and milestone. Students receive significant help from teachers through specific subject area tutorials.

PARENTAL INVOLVEMENT:

At Geraldton Grammar School, we value the relationship with the home, and the shared responsibility of educating our young students. We welcome the active involvement of parents both in the education process and the overall life of the school including our comprehensive camping program. Parent volunteers are an important part of all camps.

Parents have an open invitation to attend assemblies and church services. Information evenings across all year levels are hosted for parents to learn more about the education process.

We have a variety of forms of communication such as newsletters, email postings, Facebook and the formal school website aimed at keeping parents well informed.

The P&F is a supportive body of parents who have a significant role in the school both from a fund raising point of view and from a social perspective. Their Facebook page is proving increasingly popular as a means of communication.

Staff Meeting:

Staff meetings are held on Monday afternoons across the campus for both teaching and non-teaching staff at GGS. Some meetings have a professional development focus and all staff are required to attend. These professional development sessions are facilitated by staff and make use of skills and expertise of the current staff as well as maximizing the value of external providers.

The involvement of the teaching staff in professional development activities during 2013 was 100%, non-teaching staff also have opportunities to take part in professional development.

STUDENTS

2013 August Census

Indigenous Students

Male 11

Female 4

Student Retention:

This measure reflects the fact that we are a small school with limited VET subject offering in the senior years. We lose those students at the end of year 9 or 10 who are looking for greater vocational choices than our more traditional academic lines offer.

Year Level	Year 12	Year 8	Year 8 to 12 Apparent Retention Rate
2013 exits	34	89	38%
2012 exit	39	73	53%
2011 exit	33	70	47%
2010 exit	25	46	54%

Value Added:

- small class sizes
- nationally recognised pastoral programs
- experiential and expeditionary learning opportunities under the banner of
 - Compass, Duke of Edinburgh, Outward Bound, Round Square
- strong ties with the Anglican Church
- strong K to 12 community focus
- very active P&F
- strong community service focus
- only AHISA (Association of Heads of Independent Schools of Australia) school north of Perth
- excellent community partnerships
- committed staff with strong personal investment in GGS
- out of school hours tutorials
- HATS program (High Achieving and Talented Students)
- travel and exchange opportunities
- exciting camps program from year 4 to year 12
- excellent graduation achievement and tertiary places offered

TEACHER STANDARDS AND QUALIFICATIONS

NAME (Principal, Deputy Principal and Teachers)	REGISTRATION WITH TRBWA				WORKING WITH CHILDREN CHECK		QUALIFICATION
	REGISTRATION NUMBER	REGISTRATI ON EXP. DATE	FINANCIA L MEMBER Y (Yes) N (No)	CATEGORY FR (Full Registration) PR (Provisional Registration) NP (Non- Practising Registration) LR (Limited Registration)	WWC NUMBER	EXP. DATE	
Angelatos Damon	32013282	15/09/2016	Y	FR	1351534	16/07/2016	Gad Dip Ed (sec), M Ed, B Sci
Arthur, Kate	33092768	12/01/2019	Y	FR	2025605	4/01/2017	B Mus, B Ed
Aston, John	32006291	14/10/2015	Y	FR	1387865	10/09/2016	B Ed, Dip Teach
Baldock, Sara	32061346	13/03/2019	Y	FR	845836	14/05/2017	B Ed
Barber, Vanessa	32031380	6/10/2015	Y	FR	735100	28/12/2016	B Ed
Bennett Kelley	33084772	15/01/2020	Y	FR	1350439	2/08/2016	B Ed (Pri)
Bibrlik, Michael	32016269	15/04/2016	Y	FR	1349534	11/07/2016	B Ed, Dip Teach, Cert IV Workplace Training & Assessment
Bruce, Dallas	32012662	15/09/2016	Y	FR	1364397	8/08/2016	Grad Dip Ed, B Ed, B Sci
Buckley, Cherrie	33093984	16/07/2017	Y	PR	938607	14/09/2017	B Ed (pri)
Burges, Amanda	33074968	8/02/2017	Y	FR	1121063	6/08/2015	B Ed
Caley, Jayne	32031537	12/03/2016	Y	FR	1292306	10/04/2016	M Ed, B Ed, Grad Cert Ed
Cameron, Colin	33070511	10/07/2018	Y	FR	1292150	10/04/2016	Grad Dip Ed, Grad Cert Higher Ed, BA Languages & Applied Linguistics, BA Asian & International Studies
Carroll, Julie	32041962	13/01/2016	Y	FR	1362122	5/08/2016	Dip Teach
Cinanni, Megan	33080036	5/09/2018	Y	FR	1342846	7/07/2016	Grad Dip Ed, B Sci
Clarkson, Katie	33096389	24/12/2017	Y	PR	1348794	11/07/2016	B Ed (Sec) Maj in Drama Ed, B Creative Arts
Cole, Sharon	32031068	15/06/2016	Y	FR	1357859	28/07/2016	B Ed
Cox, Kristine	33071054	31/12/2015	Y	PR	1414002	28/10/2016	B Ed (pri)
Da Silva, Nigel	33076631	28/07/2019	Y	FR	1219135	2/01/2016	B Sci, Post Grad Dip Ed
Davey, Gail	33064709	3/04/2019	Y	FR	1324988	4/06/2016	B Ed early childhood
Day, Steven	33084137	21/01/2020	Y	FR	1378068	1/09/2016	Grad Dip Ed (Pri)
Eckersley, Cathy	33057924	23/01/2017	Y	FR	1071703	21/05/2015	B Ed
Elliott-Lockhart Liz	32040428	16/05/2016	Y	FR	1242303	11/02/2016	Grad Dip Ed
Evans, Allan	32040460	16/05/2016	Y	FR	1353526	21/07/2016	Grad Dip Ed, BA Soc Sci
Faichney, Anne	32015610	27/10/2015	Y	FR	1309656	23/06/2016	Dip Ed, BEdPE, Grad Dip Ed, MedAdmin
Fox, Stan	33093719	5/05/2019	Y	FR	2075730	8/03/2017	B Ed (Pri), Grad Cert Ed (high school math)
Friesen, Ashley	32016757	15/04/2016	Y	FR	1328914	13/06/2016	Grad Dip Ed, B Applied Sci internet & web development
Frye, Sheila	33067547	9/10/2017	Y	FR	1164548	3/11/2015	M Teach, B International Stud, B Photography
Gray Narina	32013723	15/09/2016	Y	FR	1389367	12/09/2016	B Ed early childhood
Greenaway, Chad	33072318	20/11/2019	Y	FR	864120	18/05/2017	Grad Dip Ed
Hann, Caroline	32033709	15/12/2016	Y	FR	1245222	5/04/2016	Grad Dip Ed, B Sci
Heron, Mark	32014408	18/04/2016	Y	FR	939598	6/10/2017	Grad Dip Ed, B Sci (Exercise & Health)

Johnstone, Nick	33095776	22/10/2019	Y	FR	2283877	18/01/2018	B Science, M Ed, Grad Dip Ed, Grad Cert. Theology
Lange, Derek	32032296	30/11/2016	Y	FR	1396470	26/09/2016	Grad Dip Ed, BA, B Comm
Lee Somers, Yen	33065024	19/11/2017	Y	FR	1164818	13/09/2015	Grad Dip Ed
Liddle, Tammy	32017574	12/03/2016	Y	FR	774408	7/12/2016	B Ed
Lodge, Berrice	32010615	20/10/2015	Y	FR	1357853	28/07/2016	BA Ed
Luk, Kim	32017346	26/02/2016	Y	FR	1191486	29/11/2015	B Ed, BA, Grad cert Ed (learning difficulties)
Martin Nicole	33075726	21/07/2016	Y	FR	1312355	13/05/2016	Grad Dip Ed (Pri)
Matthews Ben	33096931	29/01/2018	Y	PR	642420	22/12/2017	B Ed (Pri)
McArthur, Sue-Ann	33064666	15/12/2019	Y	FR	1281412	13/05/2016	B Early Childhood Ed
Middleton, Lorna	33071699	4/04/2019	Y	FR	1213729	18/12/2015	B Ed Tech
Moffatt, Simon	33071758	1/01/2017	Y	FR	1164382	13/09/2015	BA Sports Science, Post Grad Cert sec PE
Monoharam Santhia	33086474	19/12/2015	Y	PR	1032993	26/03/2015	B Sce, Grad Dip Ed
Morton Nicole	32014669	27/10/2015	Y	FR	1041428	3/04/2015	BA (Art), Grad Dip Ed Sec, Post Grad Dip jewellery
Mosdale, Dale	32025448	15/09/2016	Y	FR	1424166	11/11/2016	Dip Teach
Opalinski Rachel	32029906	15/06/2016	Y	FR	926793	24/08/2017	B Ed (Sec)
Pascoe, Janelle	33079125	19/07/2018	Y	FR	1174514	2/10/2015	BA Teach (Pri)
Plummer, Meagan	32006690	14/10/2015	Y	FR	1309870	21/06/2016	BA (Fine Arts), Grad Dip Ed
Price Amy	32004185	27/08/2017	Y	FR	1013657	1/03/2015	BA, Grad Dip Ed
Pusey, Russell	32020891	2/12/2015	Y	FR	1393045	20/09/2016	BA Ed
Quick, Belinda	33096323	13/11/2019	Y	FR	2265344	24/11/2017	Grad Dip ed, BA
Redway Alison	32023029	26/02/2016	Y	FR	799667	23/01/2017	B Ed
Royce, John	32006457	14/10/2015	Y	FR	1293626	8/06/2016	B Sci Ed
Segelov, Andrew	33096717	9/01/2018	Y	PR	2275913	22/12/2017	BA Dip Ed
Simms Mark	32025728	26/06/2018	Y	FR	1068109	5/05/2015	Dip Ed, M Arts
Sloan, Andrew	32023512	9/03/2016	Y	FR	780550	16/01/2017	Grad Dep Ed, BA Mus
Tonkin, Jodie	33064299	12/01/2019	Y	FR	790086	16/01/2017	Grad Dip Ed, BA Mus
Valenti, Narissa	32061144	30/10/2019	Y	FR	1115213	13/07/2015	B Ed (early childhood)
Walthew, Bronwyn	33090404	19/12/2016	Y	PR	1076154	10/08/2015	BA Ed, B cre Arts
White, Karina	33090063	19/12/2019	Y	FR	2046136	10/02/2017	BA Ed, B Ed
Winterbine, Jenni	32041942	12/01/2016	Y	FR	1350209	14/07/2016	Post Grad Dip Ed, B Sci
Young Harley	33072538	11/12/2017	Y	FR	1244957	18/03/2016	B Ed (Sec), B Ed (Early Childhood), BA Asian Studies
Zander, Chris	32006290	14/10/2015	Y	FR	1376707	28/08/2016	BA Ed, B Sci

STAFFING INFORMATION

Staff composition:

Teaching, full-time - 47

Teaching, part-time 11

Total = 54.4 FTE

Non-Teaching, full-time - 15

Non-Teaching, part-time - 19

Total = 28.7 FTE

Aboriginal and Torres Strait Islander staff: Nil

Qualifications of all teachers:

All teachers have relevant tertiary qualifications and current TRBWA registration. (included)

Staff Retention:

Staff retention is high although the staff profile changes significantly each year because of growth and the fact that we are a new and developing school. We are also getting to a stage where teachers are eligible for long service leave, and we have a number of teachers on maternity leave. We are fortunate to be able to attract high quality staff for all positions advertised.

Where possible, we replace teachers on leave internally, particularly those with a position of added responsibility. This is part of our ongoing leadership mentoring of teachers.

Leave time taken:

Out of 100% of annual and sick leave entitlements accrued in 2013, 88% of annual leave and 37% of sick leave was taken.

19% of long service leave accrued to date was taken in 2013.

Professional Development:

The total funds expended on teacher professional development in 2013 was \$83,247. These funds are managed by the Head of Curriculum and Head of Primary School.

The major professional development initiatives were implementation of the Australian Curriculum including new senior courses of study; integration of technology in the classroom including EPICT licensing; differentiated curriculum; mental health of students; student behavior management; mandatory reporting; teacher professional standards; the Early Learning Years Framework

Student Attendance:

The student attendance rate is 92% based on attendance records from pre-primary to year 12.

Year level	% attendance
K	
PP	87.07
1	91.05
2	92.79
3	93.89
4	95.09
5	93.46
6	95.07
7	94.02
8	93.21
9	93.06
10	92.99
11	92.47
12	93.88

How non-attendance is managed by the school:

Attendance is marked AM and PM in primary and on a period by period basis in the middle and senior schools.

Parents are expected to notify the front office by 8.30am each day, extended absences require formal approval from the principal. Students marked absent on the roll in the morning will have their parent or guardian telephoned by the attendance officer. All unexplained absences are followed by letter asking for clarification.

Any extended unexplained or explained absences will be referred to the school attendance officer or Participation Team at Mid-West District Office.

Use of SEQTA introduced in 2013

A very important decision was made to change both our student management system and learning management system, rolling them into the one software suite. SEQTA was introduced in term 4 of 2013 with full implementation planned for 2014. It provides a wealth of data on student well-being, including absentees.

Percent in Percentiles

READING									
	National	Year 3	Year 3	Year 5	Year 5	Year 7	Year 7	Year 9	Year 9
		2013	2012	2013	2012	2013	2012	2013	2012
Top	20	23	31	27	22	26	10	24	25
Middle	60	67	61	54	70	55	77	66	64
Bottom	20	10	8	19	9	19	13	10	11

WRITING									
	National	Year 3	Year 3	Year 5	Year 5	Year 7	Year 7	Year 9	Year 9
		2013	2012	2013	2012	2013	2012	2013	2012
Top	20	7	12	5	20	20	13	22	21
Middle	60	73	79	76	70	52	79	58	58
Bottom	20	20	9	19	11	28	8	20	21

SPELLING									
	National	Year 3	Year 3	Year 5	Year 5	Year 7	Year 7	Year 9	Year 9
		2013	2012	2013	2012	2013	2012	2013	2012
Top	20	10	12	16	20	14	8	19	15
Middle	60	70	68	73	70	63	72	67	62
Bottom	20	20	21	11	11	23	21	14	23

GRAMMAR AND PUNCTUATION									
	National	Year 3	Year 3	Year 5	Year 5	Year 7	Year 7	Year 9	Year 9
		2013	2012	2013	2012	2013	2012	2013	2012
Top	20	13	21	11	20	26	23	25	15
Middle	60	64	71	73	70	57	62	68	74
Bottom	20	23	9	16	11	17	15	7	11

NUMERACY

	National	Year 3	Year 3	Year 5	Year 5	Year 7	Year 7	Year 9	Year 9
		2013	2012	2013	2012	2013	2012	2013	2012
Top	20	7	39	28	22	23	10	20	13
Middle	60	66	58	64	73	61	63	75	72
Bottom	20	17	3	8	4	16	28	5	15

PARENT, TEACHER AND STUDENT SATISFACTION

At the end of each year parents and students who are leaving the school are asked to fill in an exit survey, and families new to the school fill in a new family's survey. Responses are overwhelmingly positive with particular attention paid to the beautiful physical environment of the school, the quality of the teaching staff, the excellent pastoral care program, opportunities for travel and exchanges, programs such as Compass, Duke of Edinburgh, Outward Bound and Round Square, excellent graduation rate and tertiary entrance results. Criticisms are usually to do with subject offerings in the senior school, a situation that we acknowledge and are creative about – sharing classes, resources with other schools etc. The greatest measure of teacher satisfaction is the fact that we have a very small staff turnover, and in a time of great staffing difficulties in regional WA we have prospective teachers actively seeking employment here. We conduct an exit meeting with all staff who are leaving.

The following parental survey was conducted in April, 2013. There were 239 respondents on a 4 point scale. The school achieved excellent results and these results have informed further School Improvement Plans.

Parent Satisfaction Survey

<i>School Average</i>	Executive Summary
3.4	This is a good school.
3.4	My child is happy going to this school.
3.4	The school is a safe place for my child.
3.2	My child is getting a good education at this school.
3.2	The staff at this school take an interest in my child.
2.9	Communication between the home and school is good.
3.0	I know what is happening at the school and coming events.
3.3	I can make contact with my child's teacher or other staff easily.
3.2	The school responds quickly to my concerns.
3.4	My child's teacher is approachable.
3.2	The school Principal and other leaders in the school are approachable.
3.3	The school Principal and other leaders in the school are committed to the best possible education for my child.
3.1	Parent – teacher conferences are helpful.
3.0	The school report card keeps me informed about my child's progress at school.
3.1	I am happy with the quality of teaching my child receives.
3.1	This school takes a balanced approach in providing an all-round education.
3.2	The school's expectations of students are clear.
3.3	The school makes me feel welcome.
3.3	My child's teacher makes me feel welcome.
3.0	This school is well equipped.
3.1	I am happy with the school's facilities.
3.1	I am happy with my child's access to IT available through the school.

SCHOOL INCOME

School income broken down by funding source for 2013

Tuition fees	3,451,920
State Govt	1,630,173
Fed Govt	3,978,516
Other income	278,108
Total Income	9,338,717

SENIOR SECONDARY OUTCOMES

YEAR 12 2013

Number of students	34
Number of sitting WACE examinations	32
Students studying VET	6%
Graduation rate <i>(Proportion of students achieving the WACE)</i>	91%
Number of students who applied for university admission	26
Number of students with an ATAR who applied	26
Median ATAR of the students who applied	83.25
Number of students offered their 1st preference	20
Number of students offered any of their preferences	24
Number of students who enrolled	9
Number of students who deferred	11

Additional school leaver data (from student survey):

80% respondents not studying are in full-time employment.