

In 2012, teachers continued their work on the development of the Australian Curriculum, and also focused on learning from each other. All teachers took the opportunity to observe a colleague or colleagues in the classroom, with ensuing discussion and learning. Further consolidation of training in the use of restorative practices took place, and many Junior School teachers received training in Teaching Handwriting Reading and Spelling Skills (THRASS) during the year. On average, staff undertook 16 hours of professional development, with teaching staff averaging over 30 hours for the year (including participation in the classroom observation program and school-based professional learning activities).

■ Administration staff continued with business-related training from 2011; 8 attained success at Diploma level, while 8 gained a Certificate 4 qualification.

■ Average expenditure for 2012 on professional development was \$410 per staff member.

■ 35% of teachers have post-graduate qualifications beyond what is required to gain registration with the Victorian Institute of Teaching. Curriculum, education leadership, special education, student welfare and information management are particular areas of interest for further study. 18% of teachers have degrees at Masters level or higher.

■ The staff retention rate for 2012 was 96.5 %; the staff attendance rate was 95 %.



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