



ANNUAL REPORT  
TO THE SCHOOL  
COMMUNITY

2017



St Augustine's Primary School, Keilor

Registered School Number: 1779

# Contents

**Contact Details**

**Minimum Standards Attestation**

**Our School Vision**

**School Overview**

**Principal's Report**

**School Education Board Report**

**Education in Faith**

**Learning & Teaching**

**Student Wellbeing**

**Child Safe Standards**

**Leadership & Management**

**School Community**

**VRQA Compliance Data**

## Minimum Standards Attestation

### Contact Details

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<b>PRINCIPAL</b>	Mrs Catherine Steere
<b>PARISH PRIEST</b>	Fr. Peter Hoang
<b>SCHOOL BOARD CHAIR</b>	Rachael Egan
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<b>FEDERAL DET NUMBER</b>	2470

## Minimum Standards Attestation

I, Catherine Steere, attest that St Augustine's 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)

19 May 2018

## Our School Vision

# *Grow with God*

In educating for the future,  
we value and respect each child's individual story and  
we build on their foundations of  
knowledge, skills and Catholic faith,  
to empower them with optimism,  
to create their own futures.



# School Overview

St Augustine's Primary School, Keilor was opened in 1979 by the Marist Sisters. It was built as the second school by the Parish of St. Christopher's, Airport West, to service the needs of the Keilor area. The school is situated on the western edge of the Parish, approximately 10 km from St. Christopher's and on the opposite side of the Calder Freeway.

St Augustine's is a suburban school in a rural setting. It overlooks the gum trees along Taylor's Creek, which abuts the school oval. The building takes advantage of the views and comprises six internal classrooms, a library, multi-purpose facilities and a small canteen. Four classes are housed in portables. The school provides extensive and picturesque play areas including basketball, netball and volleyball courts. The synthetic grass area is popular with the students for play and physical education lessons.

As a Catholic School we are committed to working with parents in a partnership to continue the faith development of our students. Through instruction and prayer we aim to develop in our students a deeply personal relationship with God that is life giving and purposeful.

Through student leaders we focus on building a positive culture of responsibility and care. We challenge our students to contribute to the life of the school as a model of good citizenship. We empower our students to look beyond the school fence and explore their world and the difference that they can make. Students are empowered with the skills, knowledge and capacities to respond to the challenges they will face in their world. Our aim is to enable every student to be a successful and engaged lifelong learner.

Our Wellbeing programs provide opportunities for our students to feel a sense of inclusiveness, support and connection to our school. We encourage the active engagement of parents in their child's learning so a collaborative partnership can be developed.





# Principal Report

St Augustine's will always pride itself on the hard working staff, the partnerships forged with parents and the parish and the eager and enthusiastic children. 2017 has opened up many opportunities for implementing new initiatives. There have been many changes, improvements and the introduction of new programs aligned with our four year School Improvement Plan. Alongside this, our established and ongoing programs have continued to strengthen and offer the students their moment to shine and the opportunity to find their passion. I am immensely proud of the staff for their effort in improving their practise, improving outcomes and for their general concern for the wellbeing of the students in their care. We have always aimed to educate the whole child while allowing each individual to find their spark.

In 2017 we have continued to consolidate the work we have undertaken across the five spheres. Staff have undertaken a wide range of professional learning opportunities to improve the teaching and learning process. We have begun a research project looking at peer observation and feedback involving teachers observing and learning from their peers. Staff continue to seek reflection and development of their practise by attending many different personal learning days. These have included: Effective Mentoring, STEM Success, Respectful Relationships, THRASS, Inquiry Planning, Additional Learning Needs, Autism, OHS and Number Intervention to name a few. A focus during 2017 has been on knowing each child and where and how to move them in their learning through accurate and varied data collection. Creating a Data Wall, that is made visible for all teaching staff, has assisted with the continued discussion on all students and input from all teaching staff. Following this Case Management meetings for at risk students have been implemented with learning sprints as an action.

The senior classes have worked extensively on the planning of a differentiated curriculum, providing the children with opportunities to take increasing ownership of their learning through the 'MyTime' initiative. We have responded to the need for a more cohesive phonics approach by introducing THRASS in the junior levels with the intention to gradually introduce it throughout the school.

As a faith filled community we have continued to provide an environment and units of work that strengthen and integrate faith and life that is inspired by Christ and his teachings. Unpacking the renewed curriculum has been central to this. We continue to have a strong community focus as we forge strong relationships with outside agencies such as the Loaves and Fishes while supporting the children to explore social justice issues and to take action. We continue to embrace our social justice initiatives driven through our SRC.

We have continued and strengthened our commitment to provide an environment that is inspiring and enriching for our children. The physical environment is of great importance to the St Augustine's community with a large oval backing on to Taylor's creek. Plans for the redevelopment of this oval, offering outdoor learning spaces and play areas, have been initiated. Sails have been erected over a junior playground offering greater shade for the children.

Our Parents' Auxiliary have worked diligently in organising events for the school that support us financially and through opportunities to connect with each other. The Education Board met regularly with a focus on school improvement and as a forum to discuss ideas and initiatives such as the oval redevelopment. I thank these two groups for their unwavering support and commitment.

Thank you to all the St Augustine's Staff for their commitment to and care of our children. Thank you to the leadership team, Jacinta Fedoruk, Jodie Velardo, Vanessa Dal Santo and Denise Kelly who have worked tirelessly and as a support to myself and all the staff and families at St Augustine's. I would like to extend my thanks to the Deputy Principal, Denise Kelly, for her leadership and guidance throughout 2017. Finally, thank you to Fr Peter Hoang who has entrusted me with the privilege of leading the St Augustine' school community and has provided me with ongoing support and counsel throughout the year.

The following reports provide a summary of the initiatives, goals, outcomes and achievements for 2017.

*Cathy Steere*



# School Education Board Report

2017 began with the introduction of new board members coinciding with the beginning of Cathy Steere's first full year as the Principal of St Augustine's Primary School. The focus of most of the year became reflecting on the review completed in 2016 and beginning to discuss strategic action plans with a focus on the school vision, and the development of a grounds capital works plan. The implementation of many new initiatives related to teaching and learning, student welfare, increased community engagement and spiritual growth were also discussed, suggested and celebrated.

As a result of the review which was conducted in collaboration with staff, parents, students and the St. Augustine's community discussions regarding the oval and possible development of it, along with the areas surrounding it. This conversation in collaboration with all invested parties proceeded throughout the year. After much discussion and with the guidance of the Jeavon's Landscape Architect group discussions resulted in a comprehensive plan for the development of the area.

Another area that was also a focus of discussion was the school vision which lead to the suggestions that celebrating all of the things that the school was implementing should be encouraged. This promoted a look at how this could happen and suggestions regarding the use of the school newsletter and the school website to help with this.

Some of these initiatives included the continued implementation of the THRASS program, the individual programs developed for students who were not showing the growth that they should, the IT programs with a strong link to STEM, both the extension programs for students who require it in all areas of the curriculum along with the implementation of comprehensive testing enabling the tracking of growth for all students. Along-side this saw the impressive links made to the community and opportunities this gave the students in many areas including the school musical in term three, the visit to the retirement village, the involvement of the choir and ukulele groups performing within the wider community, sporting competitions and the opportunities the student leaders had been given both within the school and outside of it.

The board also continued to support and assist the fundraising committee and their tireless commitment to the school. Our links to the St. Augustine's Parish continue to grow, with the implementation of family Masses, the involvement of Father Peter, the sacraments and the Easter Bonnet Parade, along with the selling of raffle tickets for the parish Christmas and Easter raffles to help raise funds for the church, and the assistance of the school community at parish working bees throughout the year.

Congratulations to all for their involvement and dedication to the school throughout 2017.

Rachael Egan (Board Chairperson)



# Education in Faith

## Goals & Intended Outcomes

To continue to integrate faith and life that is inspired by Christ and his teachings.

- That knowledge and understanding of Catholic scripture, tradition and liturgy is connected more fully to our daily lives.

## Achievements

Throughout the year we continued to strengthen our Catholic Identity with a strong focus on scripture, prayer and social action. Our achievements in this area include:

- Our Catholic identity has been made more visible throughout school. RE displays have been put up around the school. An RE Audit was completed and as a result new crucifixes were purchased and installed in all classrooms and office areas. A monthly RE educative component has been added to our school newsletter. A prayer component has also been added to our fortnightly newsletter
- During times of significant Religious occasions, such as Sacraments and Liturgical Seasons, large displays were mounted on the windows in the common area at the entrance of the school building to highlight the important time to school community
- Professional Learning for staff in RE was provided throughout the year. Staff worked together to unpack the Renewed curriculum / Horizons of Hope through facilitated planning sessions and designated staff meetings
- Expectations about prayer across the school were clarified with teachers with the Prayer policy revisited during facilitated planning with teachers
- The Principal met regularly with the Parish Priest to discuss possible ways to create stronger parish/school links. As a result of these meetings monthly Parish Family Masses were introduced. We now have more parents and students connecting with Parish-Family Masses. A Parish/School Liaison Team was established to create stronger connections between the school and parish
- A Social Justice Leader was appointed for 2017 to drive and promote social justice within the school community. A strategic plan for social justice activities has been created
- Throughout the year a small group of Year 5/6 students attended the outreach program 'Loaves and Fishes' to help prepare food hampers for families in the local area suffering hardship
- CEM staff worked with staff and the REL leader to look at planning documents and unpack the themes so that planning frameworks reflected the Horizons of Hope and the Renewed RE curriculum pedagogy. RE units are now including a greater focus on scripture use and dialogue. Teachers are using the inquiry approach to support thinking and reflecting on how to teach and implement RE units

- Each week teachers presented the up-coming Sunday's Gospel Reading to the students. Students listened to the scripture; entered into dialogue about language, context, meaning and messages. One simple action/gesture driven by the scripture was identified and displayed on an 'Action' poster to encourage and remind everyone to act in that way
- Staff worked with Fr Elio Capra to explore and strengthen our staff catholic identity. Fr Elio also facilitated our Parent Child Faith nights to promote discussion and dialogue with families about the sacraments. Parents were enthusiastic about the sessions and responded that they learnt new things and were able to reflect on their new understandings



## VALUE ADDED

- *School Masses, Liturgies, Family Masses*
- *Social Justice Initiatives –raising money for Catholic Social Justice Agencies including Project Compassion, St Vincent de Paul, Loaves & Fishes*
- *Sacramental Celebrations – Reconciliation, Eucharist and Confirmation*
- *Parent /Child Faith Nights (Eucharist, Reconciliation, Confirmation)*
- *St Augustine's feast day celebrations*
- *Confirmation Reflection Day*
- *Social Justice Student Leaders Conference*

# Learning & Teaching

## Goals & Intended Outcomes

To build a culture of deep learning.

- That students' learning growth in literacy and numeracy is improved.
- That student engagement is increased through purposeful teaching and deep learning.

## Achievements

The School Improvement Plan set the direction for the learning and teaching sphere and focused on developing high performing learners. This year's achievements include the following:

- Professional Learning opportunities were provided through facilitated planning and professional learning team meetings to revise the way learning Intentions and success criteria are being created and implemented across all levels of the school
- Parent engagement continues to be a focus. The use of classroom helpers in the junior classrooms was reviewed. Discussions were held with classroom teachers and parents to identify ways to further engage parents in learning within the classroom
- Year 5/6 team members participated in professional learning focusing on student led inquiries with Deb Vietri. This professional learning has led to the introduction of 'MyTime' inquiry learning sessions in the senior area of the school. This initiative has led to greater student engagement and independence. Students are tracking their own learning journey and assessing the next step required in their learning
- Feedback on the effectiveness of our student reports was sought from the parent community (school board/parent focus groups/google form). Our formal reporting format was amended in light of parent and staff feedback
- Support was provided from CEM to unpack the learning and teaching schema from Horizons of Hope (Exploring Deep Learning) A plan forward was created for enacting deep learning and to ensure that design principles are being enacted consistently across the school. Our design principles were revisited and updated by staff
- Close monitoring of the direction of learning and teaching within the school was led by the learning and teaching team with priorities set from NAPLAN and other assessment data
- Use of effect size data and other forms of growth data were used to set whole school and individual growth targets (Reading and Numeracy) and to inform learning & teaching across the school

## Literacy

- Learning programs were designed using the Victorian Curriculum familiarising ourselves with changes
- The teaching of Phonics was reviewed - Handwriting, Reading and Spelling at P -2 level through Professional Learning around the THRASS pedagogy
- Professional Learning was provided through regular Professional Learning Team meetings to build on teacher understanding about the reading comprehension developmental continuum. Teachers were supported with professional learning in analysing Reading data in order to inform and differentiate teaching
- Growth data was analysed and used to set whole school and individual growth targets in PATR. Literacy Leader worked with all teams during facilitated planning meetings focusing on Targeted /explicit teaching of reading strategies
- Personalised and differentiated support was provided for students identified as 'at risk' in the classroom, such as the Reading Recovery program for students in Year 1 and the ERIK (Early Reading Intervention) program for students in Years 2 and 3
- Literacy data obtained from online Progressive Achievement Tests, ARCOTS (Assessment of Reading Comprehension Online Tests) and Literacy Advance Pre and post testing tools was used to plan for maximum growth for each child in English. Effect size data and other forms of growth data was used to set individual growth targets in Reading and to inform Learning & Teaching across each level
- Teachers have continued to explore the way Learning Intentions and Success Criteria are created and implemented more effectively for Literacy
- A Speech Pathologist was invited to talk with parents during a Toddler Time session on how to support oral language with children prior to commencing school
- Staff received professional learning on THRASS through PLTs. A parent workshop on the use of THRASS was provided for parents with children in the junior classes
- Teachers are closely monitoring student growth using a data wall that has been introduced. Data tracking is ongoing and closely monitored through Case Management Team meetings which have focused specifically on reading. Regular professional learning team meetings were held in the area of Literacy identifying student needs from a range of data, and addressing these needs through focused, targeted teaching

## Numeracy

- Professional Learning opportunities were provided for teachers to know and understand our data - PAT Maths, NAPLAN - to then utilise appropriately for planning and teaching purpose
- The 'Key Ideas' planning document was unpacked during facilitated planning sessions, making links to Victorian Curriculum documents and identifying implications for learning and teaching
- Planning sessions were used to ensure that our planning has a variety of the four lesson types especially problem solving and games and to ensure that an element of explicit maths teaching is being planned for
- The MathaMagic program is being used to assess and correctly level P-2 children on the counting and number structure spectrum for home tasks. MathaMagic assessment has ensured children are correctly targeted for progression of learning or to correct a misconception
- Numeracy units are being planned using pre assessment data, key ideas, and the Victorian Curriculum. Planning of Learning Intentions and Success Criteria ensure targeted, explicit teaching. Planning documents have been updated with Victorian Curriculum, Big ideas, success criteria and learning intentions being explicitly documented
- Our Maths Leader continues to build teachers Mathematical content knowledge and pedagogical content knowledge. During PLTs teachers have further explored and built teacher knowledge on the proficiencies. During planning the Maths leader continues to build teacher confidence to plan and cater for high/low performing students through exploration of extending/enabling prompts, investigations
- Teachers across various levels attended offsite professional learning. As a response to this professional learning, the structure of maths lessons have been changed to have a specific 20min on mental computation at the beginning of every maths session
- A Mental Computation continuum is currently being developed for St Augustine's for the four processes
- Catholic Education Office Number intervention has continued to be offered to students throughout the year for 'at risk' individuals in year 1 to 4. Learning Support Officers were involved in professional development of the Learning Framework in Number (number invention module) to assist 'at risk' students within the classroom
- Numeracy data obtained from online Progressive Attainment Tests was analysed and used to plan for maximum growth (1.2) and to set individual targets for each child in Mathematics
- Facilitated Maths planning and PLT sessions have continued to provide a platform for exploration and implementation of strategies to enhance teacher skill in the teaching of Mathematics





**Extra Curricular programs and events:** X factor, Interschool Sport, Robotics, Athletics Carnival, Melbourne Uke Festival, Robocup Competition, Kelly Sports, School Musical, Camps, Incursions and Excursions, Book week celebration day, 100 days of school, Choir, Super Uke, Keyboard/Guitar lessons, Maths Olympiad, GATEways, Lunchtime Clubs – computer, games and robotics.

# Student Wellbeing

## Goals & Intended Outcomes

To provide a learning environment that is inclusive, nurturing and engaging.

- That students will be more engaged, connected, confident, self-motivated and resilient learners.

At St Augustine's our goal was to promote a school culture where children's physical, intellectual, moral, social and emotional needs were addressed. The School Improvement Plan set the direction for the student wellbeing sphere. This year's achievements include:

- Professional learning for staff around SEL was provided including expanding strategies to build resilience e.g. Berry St strategies, brain breaks
- SEL competencies and the Victorian Curriculum Framework were unpacked which saw the integration of competencies being embedded across all areas of the curriculum
- As a staff we revisited and clarified how wellbeing values are being made visible in the school community. Our focus was to identify who we are at St Augustine's and what we stand for
- Agreed school wide Behaviour Management processes were revisited with staff parents and students
- Opportunities were provided for students to have a voice in their learning and school life. SRC students were involved in learning walks and a suggestion box was created. Students met with the Principal to explore possible projects eg oval redevelopment, lunchtime basketball
- Implementation and PL for staff based on the Resilience, Rights and Respectful Relationships program was provided in order to build teacher confidence
- A core team was established for the Resilience, Rights and Respectful Relationships program

*Student Attendance is closely monitored by the school with notes for non-attendance being a requirement. In cases of prolonged absence parents are required to notify the school in writing stating the reason and duration of their absence.*

## VALUE ADDED

- Parent Forums
- On-Psych Counselling services
- Transition Program for children in Prep and Year 6
- Assessments and support in speech pathology, occupational therapy and psych services
- Fortnightly Parenting newsletters
- Active Student Leaders -SRC, Social Justice, Sports Leaders
- Social skills sessions

## STUDENT SATISFACTION – Insightsrc data, 2017

*School strengths identified by students (based on actual scores relative to other Australian Primary Schools)*

- **Student Motivation**-students are motivated and eager to learn
- **Teacher Empathy**- teachers listen and understand student needs, and assist with student learning
- **Purposeful Teaching**- teachers deliver their teaching in planned and effective ways



# Child Safe Standards

## Goals and Intended Outcomes

- To start implementing the new child safe standards into the school community
- To update child safe policies
- To enforce child safe strategies to ensure the safety of all children

## Achievements

Our achievements in this area:

- The implementation of a Code of Conduct for all staff and volunteers to sign when entering school grounds
- Establishment of a Child Safe Policy
- Establishment of a Volunteer policy
- Appointment of a Child Safe Officer
- The implementation of all seven standards into the school community
- Implementation of the Respectful Relationships program which has a focus on Standard Seven
- PL for staff in the area of Child Safety
- Mandatory Reporting E-learning module completed by all staff

# Leadership & Management

## Goals & Intended Outcomes

To build a culture of shared responsibility where all are empowered.

- That all members of the school community collaborate to improve students' engagement and achievement.

## Achievements

This year's achievements in the Leadership and Management sphere include:

- Communication protocols for staff were revisited. The staff handbook was used to highlight communication protocols. Current forms of communication for staff were audited. A document to record purpose and style of each form of communication was created in order to streamline communication across the school
- The school desktop has been reconfigured with weekly reminders and Principal message. A looking forward section has also been included on the desktop to ensure all staff are informed. All school related activities are being placed on the school calendar as a way of ensuring we have clear communication across the school
- The Performance & Development Framework was explored as a leadership team. Appraisal and recognition practices have been explored with a focus on observation and feedback. Documentation was developed for observation and feedback sessions. A trial was implemented with a focus group of teachers. Leadership Team members and POLs engaged in research around observation and feedback protocols
- Professional Learning into Deep /Personalised learning was provided for all Staff. Snez Singh & the CEM team worked with staff to unpack what Deep Learning would look like at St Augustine's
- A process was begun to review our school vision in collaboration with staff, parents, students, CEM and parish
- A new school accountant, James Manche, was employed
- Before school care was introduced adding to the after school care program provided by Worlds For Kids
- Emergency Management Company, Dynamiq, contracted to facilitate and review our emergency management procedures
- Capital Improvements including Shade Sails over the junior playground and sandpit, line marking and new classroom furniture



# EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

## DESCRIPTION OF PL UNDERTAKEN IN 2017

### Zone networks

- ICT, Principal's, Deputy Principals, LOTE, L&T, Maths Intervention, Reading Recovery, REL, Student Wellbeing, Administration

### Professional learning experiences

- Child Safe Standards, Special Needs, First Aid, SEL, Emergency Management, Behaviour Management- School Wide Behaviours, Data analysis, Curriculum planning, RE-Exploring our Identity, Unpacking the Renewed Curriculum, Digital Technology, Policy Renewal, ICT -Exploring the use of Technology to support student Learning, NCCD Data, Respectful Relationships.

## NUMBER OF TEACHERS WHO PARTICIPATED IN PL

All staff

## AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2,520



**TEACHER SATISFACTION** -Insightsrc Data, 2017 *School strengths identified by staff (based on actual scores relative to other Australian Primary Schools)*

- **Respect for Students**- *students are treated as responsible individuals and are encouraged to experience success*
- **School Improvement Focus**- *people try to improve the way they do their job and achieve high standards*
- **Teacher Confidence**- *staff feel they can put effective learning and Teaching practices into use*

# School Community

## Goals & Intended Outcomes

To continue to work in partnership to improve student learning.

- That student learning is strengthened through engagement with parents and the local and global community.

## Achievements

Our focus in the School Community sphere has been on building effective, sustainable partnerships with families and the wider school community so that students are supported in their learning. We believe that our community is greatly enhanced by encouraging purposeful opportunities for involvement of parents within the school as well as the school in the wider community. This year's achievements include:

- Agreed school wide Behaviour Management processes were revisited with staff parents and students and made visible throughout the school
- As a school we explored ways to connect locally and globally to support student learning. Throughout the year several year levels connected more broadly with the community-eg Loaves and Fishes, Caritas, nursing home visit, Earn & Learn excursion to Sunshine, guest speakers, Local walks for Inquiry Learning
- Professional Learning was provided for staff regarding building relationships with parents and dealing with challenging conversations
- A variety of ways for parents to be engaged in their child's learning were implemented eg parent helpers, Parent Workshops: Thrass, Mathamagic, SeeSaw App, Community conversations, Family Sacrament nights, Laptops for learning/Cyber safety night
- Opportunities were provided for parents to have greater input into the decision making process. Throughout the year parents were invited to attend community conversations and provided feedback via google forms on the following: Student Reporting, Vision contribution, Oval consultation)

**PARENT SATISFACTION** -Insightsrc Data, 2017 *School strengths identified by parents ( based on actual scores relative to other Australian Primary Schools)*

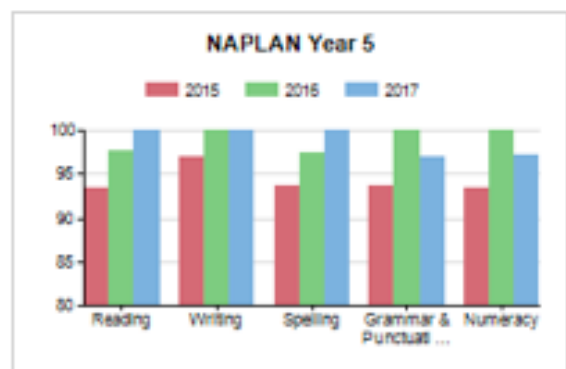
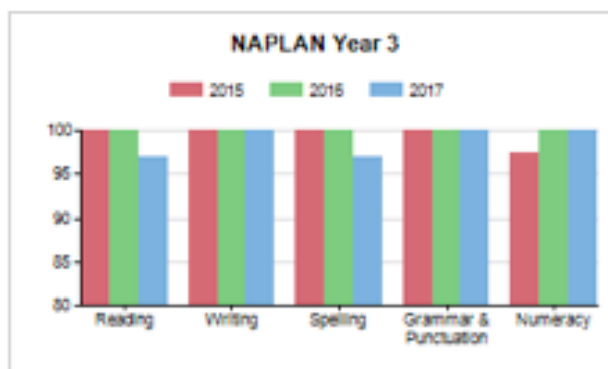
- **Connectedness to Peers**- parents believe that their children's learning is disrupted by the behaviour of other students in the classroom
- **Teacher Morale**- parents see teachers as being enthusiastic and passionate about their work
- **Student Motivation**- parents see their children wanting to be at school
- **Approachability**-the school is receptive of, and understands, the views and concerns of parents
- **Stimulating Learning**- parents believe their children enjoy and are motivated by the teaching and learning provided by the school
- **Social Skills**- parents believe their children are developing effective social skills

# VRQA Compliance Data

E1303  
St Augustine's Primary School, Keilor.

## PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	97.4	100.0	2.6	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	97.0	-3.0
YR 03 Spelling	100.0	100.0	0.0	97.0	-3.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	93.8	100.0	6.2	97.0	-3.0
YR 05 Numeracy	93.5	100.0	6.5	97.1	-2.9
YR 05 Reading	93.5	97.6	4.1	100.0	2.4
YR 05 Spelling	93.8	97.5	3.7	100.0	2.5
YR 05 Writing	96.9	100.0	3.1	100.0	0.0



<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>		<b>%</b>
Y1		93.46
Y2		93.23
Y3		92.73
Y4		92.19
Y5		93.74
Y6		92.30
Overall average attendance		92.94

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	84%

<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	91.67%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.00%
Masters	20.83%
Graduate	25.00%
Certificate Graduate	0.00%
Degree Bachelor	83.33%
Diploma Advanced	45.83%
No Qualifications Listed	0.00%

<b>STAFF COMPOSITION</b>	
Principal Class	2
Teaching Staff (Head Count)	29
FTE Teaching Staff	21.800
Non-Teaching Staff (Head Count)	11
FTE Non-Teaching Staff	6.023
Indigenous Teaching Staff	0