2015 ANNUAL REPORT
to the School Community

REGISTERED SCHOOL NUMBER: 0140
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Contact Details

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|                 | (PO Box 48R)  
|                 | REDAN         |
| PRINCIPAL       | Mr Joe Caruana |
| PARISH PRIEST   | Fr Kevin Maloney |
| SCHOOL BOARD CHAIR | Mrs Annette Hirth |
| TELEPHONE       | (03) 5335 8177 |
| EMAIL           | principal@saredan.catholic.edu.au |
| WEBSITE         | www.saredan.catholic.edu.au |

Minimum Standards Attestation

I, Joe Caruana attest that St Aloysius School, REDAN is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2015 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

20 May 2016
Our School Vision

**Intent Statement:** We are a Catholic Parish School Community in Redan

**Purpose Statement:**
We engage and educate a community of learners faithful to the mission of Jesus Christ. Faithfully serving the community of Redan since 1876

**Values:**
St Aloysius School espouses the values of:

- Faith
- Hope
- Integrity
- Service
- Inclusion
- Collaboration
- Responsibility
School Overview

Established in 1876, and moved to its present site in Redan in 1882, St Aloysius Parish Primary School has a long and proud tradition of serving the educational and spiritual needs of this community and beyond. Originally staffed by the laity, the Loreto sisters took over the running of the school for the majority of its history until the appointment of the first lay principal in 1997. Since then there has been only one further appointment: that of the current principal.

Having a February enrolment of 214 students St Aloysius Parish Primary School has welcomed a series of building developments, culminating with the “Building the Education Revolution” (BER Project) which provides additional facilities to the school community including a Multipurpose / sports facility. This project completes the full refurbishment of the school’s facilities over the past five years.

The list of staff includes the Principal, Deputy Principal, Learning and Teaching Leader, Special Needs Coordinator, Religious Education Coordinator, Literacy Coordinator, Numeracy Coordinator, ICT Coordinator, 11 full-time teachers, 6 part-time teachers, 1 full-time administration officer and 1 part time administration officer, 1 part-time librarian, 9 Learning Support Officers and a part time Maintenance Officer.

Over the past few years, St Aloysius has committed to the strengthening of its curriculum and nurturing the relationships throughout the school community. This commitment has led to considerable time and effort into building social skills amongst the student population, whilst extending their cognitive development through the Inquiry Curriculum, complementing the areas of Literacy, Numeracy and Religious Education. Supported by the Federal Government funding through the School Chaplaincy initiative, St Aloysius has embarked on an ambitious program to improve the social skills and personal resilience of students to support their academic learning. Coupled with rigorous assessments and attention to the individual learning needs of students, the support of the school community in nurturing the students to become active and reliable citizens of Australia is critical to the goals of this school.

SCHOOL IMPROVEMENT

The aims of the school for the four year period of the School Improvement Framework are grouped under the following clusters, and seek to improve:

- Catholic School Culture
- Teaching and Learning
- Leadership &Management
- Wellbeing
- School Community

Working in collaboration the various stakeholders of this school community strive to provide for the students of St Aloysius Parish Primary School a facility, an environment and a curriculum.
Principal’s Report

I started my tenure at St Aloysius in Term 3 in 2015 and it has been my pleasure to work with the St Aloysius School community from that time. Term 3 saw the culmination of a school wide Review of the previous 4-year School Improvement Plan and the report from this Review has formed the basis for the next 4-year School Improvement Plan 2016-19.

The Review Process saw much reflection, data collection and program evaluation in Terms 1 - 3. This information was used by an External Reviewer working with Catholic Education Office Ballarat staff to evaluate the School Self Reflection Report. This process included consultation with ourCanonical Administrator, School Staff, Families and Students to inform the final Reviewer’s Report. It is this final report that our school community has used to formulate our School Improvement Plan 2016-19 and our Annual Action Plan for 2016.

As a result of deliberations during the Review Process and during follow up feedback sessions, we initiated a process in Term 4 2015 to revisit and renew our Vision Statement. This process continued for all of Term 4 and will not be concluded until Term 1 2016. We were fortunate enough to have the services of a CEOB Deputy Director as our leader for this process which in itself has resulted in staff and parent conversations about the Vision of St Aloysius School going into the future.

A Word of Thanks

I wish to acknowledge and thank Fr. Kevin Maloney for his invaluable support as Parish Priest of St Aloysius community. I also acknowledge the professionalism, generosity of spirit and the support of the staff who work tirelessly for the benefit of all students in our care. I thank them for their dedication and hard work in their quest to provide the best possible learning experiences for all students of St Aloysius Parish Primary School. It is also appropriate to acknowledge and thank the long standing recent Principal of St Aloysius School, Maree Roache, for her endeavours to work with families and staff in educating the hundreds of children celebrating an education at St Aloysius.

I thank the parent community who entrust their children into our care each day. I acknowledge and value greatly the support of the School Advisory Council under the care of chair Annette Hirth, and the Parents & Friends under Susan Clark’s leadership, and thank them for their generosity and on-going commitment to the ideals of our school.

Joe Caruana

PRINCIPAL
Parish Priest’s Report

I would like to celebrate with the rest of our Parish, the great educational programs being offered at St Aloysius Parish School. The Principal and all the staff are working collaboratively with our families and with Catholic Education Office Ballarat to offer the best education they can to the children in their care. May God bless them in their work and we pray that St Aloysius will continue to be a beacon in Catholic primary education for years to come.

School Advisory Council Report

2015 has seen significant change within the St Aloysius school community. This change has brought with it both challenges and new opportunities. For the School Advisory Council, these challenges and opportunities have shaped the year in a most productive fashion. Fundamentally, they have opened dialogue amongst us as we critically reflected on our school’s identity: who we have been in the past, who we are in the present and who, as a Catholic, rural, Parish-affiliated primary school, we hope to be in the future.

Without question, change that has most significantly impacted upon the life of our school and accordingly 2015 SAC agendas is the retirement of our principal, Maree Roach. This challenge offered the Council the opportunity to engage in critical reflection with the broader school community as to who we are as a school and what sort of leadership we should seek to take us into the next chapter of our school’s life. This dialogue, while not resolved with the appointment of a permanent figure, has set us in good stead for a fresh recruitment process to be undertaken in 2016.

Other key components of the SAC’s work during 2015 have been active participation in the School Improvement Framework’s review process; an examination of the school’s Camps Program; reflection upon results of the 2014 Catholic Identity Survey; and finally, the review and ratification of a number of school policy documents.

I would like to thank all members of the 2015 SAC for their ongoing commitment both in terms of their time and talents. Their sincerity and enthusiasm has made for a most productive year.

Annette Hirth

President SAC
Education in Faith

Goals & Intended Outcomes
To improve staff, student and parents’ understandings of the Catholic faith and what it means today.
• To improve student staff and parent community understanding of and participation in St. Aloysius Parish Sacramental Program
• To encourage greater participation of staff, students and families in faith experiences and Liturgies and life of the school and parish community in promotion of our Catholic identity.

Achievements
During 2015, St Aloysius School community, staff, students and parents worked to improve our understanding of Catholic School Culture through:
• Completing the ECSIP surveys, interpreting and discussing results
• Participation of all staff in the Religious Education Professional Development activities during planning sessions and Professional Learning Team meetings
• Teaching staff meeting with the Religious Education Coordinator during regular Planning Sessions
• Continued implementation of “Awakenings” Core Document and planning tool for the teaching of Religious Education in our school
• Implementation of Godly Play as a tool to introduce students to in-depth investigations of Gospel narratives.
• Review of the Religious Education Program in the Parish, as supported by the school’s program.
• Teachers working with Religious Education Office personnel from CEOB to implement effective assessment activities to accompany RE units of work.
• Focus on Outreach to the wider community through student reflection on the missionary ethic of their call to be Christians in a modern world. Mission focussed activities by students at all year levels.

VALUE ADDED
Activities which have ‘added value’ to the achievement and spiritual development of the students and to the Catholicity of St Aloysius:
• The ongoing inclusion and development of a Prayer Focus to the Wednesday Assemblies – led by individual classes
• Continuous teaching and follow up practice of the school song: “One in our Faith”, specially commissioned to highlight the school’s Values
• Review of the reporting of student progress to parents in Religious Education based on “knowledge” as evidenced by the Awakenings program and activities.
• Teacher professional development to improve ‘teacher knowledge’ and to assist staff to focus on the development of rich assessment tasks to assess and evaluate student achievement and progress.
• Outreach to the community through student and family participation in the Parish “Caring Circle” activities, Liturgies and community events.
• Invitation and welcome to parents of 2016 Foundation students to a Parish Mass where they were welcomed into the life of the Parish Community
Learning & Teaching

Goals & Intended Outcomes

- Continue to implement the Ballarat Diocesan Religious Education program ‘Awakenings’ as an integral and dynamic component of our school’s Catholic culture, and as a basis for our teaching and learning
- To continue to work towards improving P-6 student performance outcomes in Literacy
- To continue to work towards improving P-6 student performance outcomes in Mathematics.
- To enhance students’ learning through visual and performing arts experiences.
- To continue to improve student learning and students as learners, through engagement, motivation and skill development based on an integrated inquiry approach to teaching and learning.
- To continue to improve student learning of, and students as learners and as users of Information and Communication Technology

Achievements

In order to improve the learning and teaching outcomes for students at St Aloysius, the following initiatives and programs were implemented to support student learning:

- Timetabled support from the Religious Education Centre personnel to assist teachers with planning, implementing and evaluating effective programs in Religious Education.
- Focus on the development of Numeracy strategies throughout the school to enhance student’s learning and understanding. This is supported by the EMU (Extending Mathematical Understandings program), focusing on small groups of children receiving targeted support to achieve prescribed benchmarks.
- Targeted teacher support in Literacy – specifically writing skills, to enhance teacher knowledge to boost student achievement
- Introduction of Multi-Lit as a small group initiative targeting ‘at risk’ literacy learners in Years 2–4
- Further implementation of 1-1 iPad program in Yrs 5 / 6 accompanied by staff and family collaborative learning sessions
- Introduction of ERIK (Enhancing Reading Intervention Knowledge), supporting small groups of students with specific literacy and comprehension skills in Years 2-4
- Regular Professional Development activities on Oral Language Supporting Early Literacy project to support staff to plan and implement effective programs in Oral Language development
- Implementation of a specific Special Education program to support students to improve their achievement in Literacy and Numeracy. This required employment of a Learning Support Officers whose role it was to conduct short small group lessons to support reading, writing, spelling, handwriting, counting, numeracy skills, and social skills.
- Enhanced the ICT in the school with the purchase of tablet devises in class groups throughout the school
- Continued commitment to the Visual Arts through the implementation of a Visual Arts focus, concluding with the bi-annual Art Show.
- Continued emphasis on Bluearth as a Physical Education program for all students, as well as competitive interschool sports programs and the “Active After-School Communities” program.
STUDENT LEARNING OUTCOMES

Our NAPLAN result trends over the last 3 years have shown a sustained improvement in the Yr 5 Spelling results. Even though we would like these results to be higher, we need to celebrate the achievement and aim to increase the achievement level even greater. There has also been a pleasing growth trend in the same period with our Numeracy and Grammar & Punctuation results.

Trends at the Yr 3 level have fluctuated somewhat and will be the focus of our curriculum development work over the course of the 2016 school year.
Student Wellbeing

Goals & Intended Outcomes

• To promote a school that is safe, inclusive and welcoming for students, staff, families and the community.
• To improve student responsibility for themselves, their learning, their actions and their behaviours.

Achievements

Over the course of 2015 students and their families at St Aloysius participated in a variety of activities to support their wellbeing, including:

• Sessions (both individual and small group) with the Family Liaison Officer – employed by Centacare through the Chaplaincy project funds, to build resilience, self-esteem and the development of appropriate social skills.
• A collaborative project with Lumen Christi School on providing parent education sessions to parents from both schools.
• Implementation of the SIMON electronic Reporting of Student Progress to parents and Behavior Tracking with staff.
• Implementation of the ICT co-ordinator to promote teacher learning and competence in the use of ICT as a tool for learning, thereby engaging students in contemporary learning strategies.
• After school sporting activities organised by staff, including: netball, basketball, soccer and cricket, and participation in local Fun Runs.
• Timetabling sufficient time for the Special Education Coordinator to meet with students to organise testing, referrals, follow-up with Parents at Student Support Group meetings on a termly basis.
• Implementation of a Values program to consolidate appropriate student attitudes to support relationships and learning.
• Regular Family Group Activities eg. P&F Special Lunch days, Fathers’ Day activities, Walk-a-thon.

Non-attendance of students is managed at St Aloysius by a variety of methods.

• Electronic rolls to ensure accurate communication of daily school attendance.
• Parents/guardians are encouraged/required to notify the school of any absence on the day of the absence.
• Regular dispersal of “Absence” forms via the weekly newsletter and school website.
• Follow-up phone calls to parents/guardians re: any unexplained absence of 3 days or more.

VALUE ADDED

Extra-curricular activities that operate within the school that have contributed to the Wellbeing of the school community include:

• Continuation of the Chaplaincy Program with the employment of a Family Liaison Worker – under the direction of the school Principal and Centacare.
• Continuation of a whole school fitness campaign – supporting the after school sporting teams organised by the school.
STUDENT SATISFACTION

The students of St Aloysius Primary School participate in the Insight SRC surveys which provide information to the school about the level of student satisfaction. In addition the students participated in a Social and Emotional Survey. Students completed these surveys in 2014, and the following information was gleaned from their responses. Surveys will be completed again in 2016:

- Students feel motivated towards school
- The behaviour of other students is seen to be improving and not distracting classroom teaching and learning; student are more content with the behaviour in their learning times and at play times
- Students have minimal concern about their level of safety at this school
- A significant proportion of students believe that their learning is purposeful and stimulating
- Emotional Wellbeing, relationships with teachers, and engagement in learning all scored highly in the students’ response.

Surveys will again be conducted in 2016 and the data from these surveys will provide us with information regarding student attitudes and level of satisfaction with various aspects of school life.
Leadership & Management

Goals & Intended Outcomes

- To improve the public profile of St. Aloysius Parish School.
- To provide a learning environment that is stimulating, safe, efficient and welcoming.
- To enhance the performance of staff promoting the continuous culture of development and improvement of our school.
- To provide a learning environment in which the daily operations of the education process are resourced with the best materials available.

Achievements

In order to better serve the needs of the students and the school community of St Aloysius School encourages the development of the school in a number of specific areas:

- **Staff Professional Development** activities to encourage professional pedagogical growth, to meet specific needs in relation to learning and/or behavioural needs of individual students or groups of students, and to meet the challenges of a diverse and crowded curriculum.

  Professional Development was offered and accepted by staff in a variety of areas:

  - Autism Spectrum Disorder professional learning
  - Literacy focus – specifically targeting writing and spelling skills
  - Numeracy – whole day professional learning
  - Religious Education – staff teams working with REC support to improve planning and evaluation of units of work. Interpreting the Catholic Identity Survey results
  - Asperger’s Syndrome
  - Whole School First Aid Training and Updates
  - Occupational Health & Safety training update
  - School Wide Positive Behaviour Support
  - E.R.I.K. literacy and comprehension intervention
  - Multi-lit
  - ICT program – 1-1 iPad Program in Yr 5 / 6
  - Performance and Development Culture project
  - Team planning

Other activities that have been a major focus for the school in 2015 include:

- Actively implementing a program of **Promotion** to the wider community to encourage Enrolments.
- Review of our **Camp** policy with the entire school community
## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2015

- Positive Behaviour School Wide Support – extensive professional learning for whole staff, teams and individuals
- Oral Language Supporting Early Literacy
- Whole School closure days
- Michael Ymer - Maths in the Classroom whole school learning
- School Improvement Framework Review
- Religious Education ongoing professional learning
- First Aid training and updating
- Asthma and Anaphylaxis Management training and updating
- Occupation Health and Safety update and training
- Preparation for Vision Statement renewal

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL

| 18 |

### AVERAGE EXPENDITURE PER TEACHER FOR PL

| $980 |

## TEACHER SATISFACTION

Since the InsightSRC surveys were not conducted in 2015, data from other sources has to be used. Overall, teachers are satisfied with the curriculum offerings, their working conditions, various levels of support and peer communication and collaboration. This information was obtained as part of the staff Annual Review Process held in Term 3. As suggested and highly recommended by our Review Report, some focus will be placed on the development of a higher level of Supportive Leadership. All school staff – teachers, Learning Support Officers, Administration Officers – will be involved in this process with the Leadership Team facilitating various projects and strategies.
School Community

Goals & Intended Outcomes

- To establish strong relationships with all stakeholders to develop a supportive and successful learning environment.

Achievements

- Successful fundraising through P&F activities
- Successful running of several social activities for members of our school community eg: BBQ as part of Fathers’ Day event, involvement in Foundation 2016 family and student Orientation
- Successful running of Debutante Balls for the community, in partnership with Lumen Christi School.
- Collaborative and supportive work by the School Advisory Council to encourage the maintenance building and development of the school curriculum, the community and the facilities.
- The SAC involvement in the School Review Process was an outstanding contribution
- Kinder Transition Program for all local preschools involving our Foundation children and their families
- Collaboration with the Parish in the use of shared facilities eg. Ryan Hall

St Aloysius School community actively supports the development of effective and affirming relationships with the school and wider community through:

- Inviting community members to activities within the school community:
  - Mother’s Day Liturgy and Morning Tea
  - Father’s Day Barbecue and Fun activities
  - Welcome Barbecue
  - Christmas Concert
  - Open Days
  - Art Show
  - Class, unit and whole school assemblies
  - Whole school events eg: Environment Day, Missions Day
- Active support for and participation in the activities of the Parents and Friends Association, and the School Advisory Council.
- Continue to maintain effective home/school communication through engaging newsletters and regular phone contact, when necessary.
- Participation in the leadership of the Parish – membership of the Parish Pastoral Team.
- Invite parents to participate in Information sessions to support their child’s learning
- Activities of support and welcome, as sponsored by the ‘Caring Circle’.
- Survey parents on a regular basis to determine parental opinion and feedback on a variety of issues e.g. Uniform, Canteen, School Camp Survey
PARENT SATISFACTION

In 2015 the Insight SRC Surveys were not completed due to the 2-year cycle of implementation. Surveys will be conducted again in 2016 to update our information.

Anecdotal information gleaned from parents through both formal and informal meetings highlights the following:

- Parents appreciate the level of communication between home and school, as evidenced by the School Newsletter, the Student Reports and Learning Journals, the accessibility of staff members for parent contact, and the community participation at school events and activities. The introduction of a Skoolbag App to further enhance our communication was also appreciated.

- Support for, attendance at and feedback from parents regarding specific activities eg: School Sports, Swimming Program, Art Show, Mothers’ and Fathers’ Day events.

- Feedback through the various committees that operate within the school: the School Advisory Council, The Parents & Friends, and the Deb Ball Committee, indicating a high level of support for the school and its activities.
### Financial Performance

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*Note that the information provided above does not include the following items:*
- System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

For the future

As we come to the end of the 2015 school year, we are looking forward to the challenges that lie ahead: implementation of the School Improvement Plan 2016-19 and more specifically, our Annual Action Plan 2016. This is an exciting period for St Aloysius School as we work together as a school community with the support of CEOB and our Parish to keep our school abreast of contemporary challenges as well as future developments in education.

We will prepare for the implementation of the new Victorian Curriculum as our baseline curriculum with the Leadership of a Learning and Teaching Leader; focus on the provision of Intervention programs and supports to ensure that all children can access the curriculum; ongoing support for enhanced Literacy and Numeracy through programs such as OLSEL and introducing Literacy and Numeracy Coordinators; and continued focus on healthy living as a life-long personal focus for all students. The extension of the Individual iPad program for the Year 5/6 students continues to define a new era in learning for staff and students. Our continued focus on Positive Behaviour Support programs as well as enhancing the profile of Italian as our Second Language will enrich many aspects of our school operations.

In addition, this school will continue to focus on encouraging our students to take an active and vital role in the community of the future through planned opportunities to experience leadership and community service within our parish and wider community.
## VRQA Compliance Data

**E2007**
St Aloysius’ School, Redan

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**NAPLAN Year 3**

- Reading
- Writing
- Spelling
- Grammar & Punctuation
- Numeracy

**NAPLAN Year 5**

- Reading
- Writing
- Spelling
- Grammar & Punctuation
- Numeracy
### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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### TEACHING STAFF ATTENDANCE RATE

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### STAFF RETENTION RATE

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### TEACHER QUALIFICATIONS

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<tr>
<th>Qualification</th>
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<tr>
<td>Masters</td>
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<tr>
<td>Graduate</td>
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<tr>
<td>Certificate Graduate</td>
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<tr>
<td>Degree Bachelor</td>
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<tr>
<td>Diploma Advanced</td>
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<tr>
<td>No Qualifications Listed</td>
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### STAFF COMPOSITION

<table>
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<tr>
<th>Category</th>
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<tr>
<td>Principal Class</td>
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<tr>
<td>Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Teaching Staff</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>18</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>13.441</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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