St Michael’s Primary School North Melbourne

2015 ANNUAL REPORT to the School Community

REGISTERED SCHOOL NUMBER: 98
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Contact Details

| ADDRESS      | 8 Brougham Street  
Nth Melbourne |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Denise Hussey</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr Ngoc Tan Tran</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Gerard Rodgers</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9329 9206</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@smnthmelbourne.catholic.edu.au">principal@smnthmelbourne.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.smnthmelbourne.catholic.edu.au">www.smnthmelbourne.catholic.edu.au</a></td>
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</table>

Minimum Standards Attestation

I, Denise Hussey, attest that St Michael's 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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our School Vision

ST. MICHAEL’S VISION STATEMENT…
As a welcoming community at St. Michael’s, we will:

Unite as one family where all are valued and respected;

Embrace life experiences as opportunities for growth;

Foster self belief and the full potential of each person;

Empower all to act with dignity and purpose;

Engender a love for life-long learning; and

Give witness to and celebrate the presence of Christ in our lives.

(May 2015)
School Overview

St Michael’s North Melbourne is one of Melbourne’s oldest Catholic parish primary schools having opened in 1857 and operated from its present site since 1918. Over this period St Michael’s has been providing a Catholic education for students in the inner city. St. Michael’s is a Catholic Primary School that “gives witness to and celebrates the presence of Christ in our lives.” This is reflected through our practices: the religious symbols, the sacred prayer spaces and Religious Education Program at our school. The community is invited to be witnesses through active participation in feast day celebrations and significant celebrations in the liturgical calendar. In 2015 our enrolments are currently 114, Eighty-three percent of families come from a Language Background other than English. The school has a high percentage of families from diverse cultural, faith and economic backgrounds. At present, St Michael’s School has six classrooms, a Library & Discovery Centre, a Visual Arts room, a school hall and a Before and After School Care Room. The playground space provides three play spaces with senior and junior play equipment, and a artificially grassed area for quieter games and activities. The tennis court attached to the parish has been refurbished to include provisions for basketball and netball. It also provides an area for PE and Sport. Students from P-6 also have access to facilities at the North Melbourne Football Club facilities and programs and the Royal Park precinct is used for Sports days. St Michael’s School has special features:

- It is an Inner City Community School, closely liaising with St Michael’s Parish, our secondary colleges -St Aloysius College North Melbourne and Simonds College in West Melbourne.
- A School Improvement Plan is monitored and implemented, with an emphasis on professional development and improved student outcomes.
- The school has a clearly articulated Vision Statement, Policies and Procedures, based upon student learning and the Catholic ethos.
- There is an Integrated Approach to Teaching & Learning, with a focus on Inquiry Learning.
- An Evaluation Process ensures the curriculum reflects policies and is relevant to the student
learning.

- An Educational Support Program caters for students with specific needs, as well as those who have well-established skills and need extension.

- Specialists support the Integrated Curriculum (Visual Arts, Vietnamese, Library,)

- Parents and students are encouraged to participate in and contribute to the school community.

**Principal’s Report**

The Annual Report to the school community is an opportunity to highlight the many achievements of the school year in the 5 spheres of School Improvement: Education in Faith, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community. In 2015 the school continued implementing goals relevant to each sphere which were formulated from the School Improvement Plan 2013 -2016. The school continues to have strong links to its parish priest and community, students and staff regularly attend mass with the parish community. The school community is open and welcomes families from many diverse backgrounds. The St Michael’s Parish Education Advisory Board provides great support to Father Tan, myself and our parent community. Student achievement across all curriculum areas, notably in Mathematics and English are showing an upward trend and students continue to make more growth than the average for the State. In both Numeracy and Reading students gained 2 years and 6 months growth between Year 3 to Year 5. The School Wide Positive Behaviours Program is embedded in our practice, this centres on 4 expectations: I am a Learner; I am Responsible; I am Respectful and I am Safe. This approach ensures we have a welcoming and nurturing environment in which staff and students work together to enable our community to achieve great things.

I’d like to express my thanks and gratitude to the families and staff of St Michael’s for the valuable contribution they have made to the life of our school. The commitment and support of our parents have enabled our school to continue to grow and improve. The support and encouragement provided by our Parish Priest Fr Tan is greatly appreciated.
Education in Faith

Goals & Intended Outcomes

To embrace St Michael’s multi-faith community according to Gospel values and Church Teachings.

- Staff and students strengthen their knowledge of the Catholic faith and reflect this in their daily actions.

Key Improvement Strategy

- Build a shared vision for Catholic faith in the school based on agreed values and behaviours

Achievements:

- Teachers RE unit planners relate to learning in Inquiry
  - Catholic Social Teachings – Catholic Social Teachings are part of all RE Units.
  - Teachers have learning intentions for their RE units.
  - Masses are theme based according to classes RE / Inquiry topic.
  - Prayers of the Faithful are relevant to current world and are in some cases being developed as a whole class.
  - Prayer in the classroom is becoming more engaging – Use of music and mediation is occurring in class prayers.
  - Meditation is occurring in all classes
  - Prayer in newsletter, altar in school foyer, communication to parents has become more clear and explicit in newsletter.
  - All classes have been introduced to Mercy Works – through watching videos they supplied. Teachers and students are aware that we as a school will be supporting this charity as we are a school with Mercy heritage.
  - Mercy Connect Volunteers in our school
Value Added:

Staff Professional Learning has been extensive including workshops on being Catholic Social Justice Teachings, planning relevant Masses to what they are teaching in class, Deepening personal Faith and Prayer in the classroom.

• There has also been on-going staff development to support the RE programs in linking them to other curriculum areas. Staff reflection on the doctrinal focus and scripture in the RE framework to support their own knowledge and assist students.

• Education in Faith Leader release and program support (1 day) • Reporting to standards in Religious Education

• Regular meetings between Parish Priest, Principal and Ed in Faith Leader.

• Student Action Support – fundraising for others in need

• Students are encouraged to share their own experiences and background. In discussion they commented on the similarities between religions

• St Michael’s is a school that values its Catholicity and by focusing on a shared vision for faith based on agreed behaviours strengthens the Catholic School culture of St Michael’s in the coming period.
Learning & Teaching

Goals & Intended Outcomes

To personalise learning and improve learning standards

- Reading, Speaking and Listening standards improve in Foundation to Year 6
- Numeracy standards improve in Foundation to Year 6
- Students will be engaged in meaningful and relevant learning

Key Improvement Strategies

- Build a shared Vision for learning and strengthen teacher capacity and confidence to deliver the Australian Curriculum
- Strengthen staff professional accountability to ensure effective data management to inform learning and teaching practices

Achievements

- Use of SREAMS and PATR and PATM data by teachers at PLT meetings to inform teaching and highlight student needs
- Commencement of School Improvement Literacy initiative begins - process included teacher professional development, coaching, school visits centred around literacy
- English and Inquiry Planners were updated to reflect student needs and integrated learning
- Continuation of Numeracy Intervention Program in Years 3.
- Implementation of Fountas & Pinnell text levels, BAS kits and term by term tracking of student data regarding reading
- Provision of Staff feedback on Work Programs, Literacy Walks, My Learning Journeys and Reports to ensure consistent practices
- Student led conferences at Parent Teacher interviews in Semester 1
- Implementation of the Daily 5 and CAFE reading structures in Literacy
- Visible evidence in classrooms of Learning Intentions and student goal setting
- Commencement of Library and Homework Clubs sessions before school and of a lunch time for students to get support
- Focus on EAL continuum, strategies and use of online resources e.g. TEAL and ESL toolkit
- Staff Meetings focussed on Australian Curriculum templates and how this information translated to the content that was taught across Foundation to Year 6
- Expert Teacher statements were drafted as follow up to Principles of Learning and Teaching documents - highlighting teacher skills, knowledge and dispositions
- Involvement in NRO Learning Collective with team focus on student engagement and personalised learning - use of staff/student surveys indicated shared understandings and responses e.g. Inquiry Learning to include more science, technology and cooking components

STUDENT LEARNING OUTCOMES
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<th></th>
<th>2013</th>
<th>2014</th>
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<td>93.3</td>
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<tr>
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<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>95.2</td>
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<td><strong>Numeracy</strong></td>
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<table>
<thead>
<tr>
<th></th>
<th>2013</th>
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<td><strong>Spelling</strong></td>
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<td><strong>Grammar &amp; Punctuation</strong></td>
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<tr>
<td><strong>Numeracy</strong></td>
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Year 3 Data

- Significant improvement in data across all areas of Literacy and Numeracy e.g. Reading, Writing, Spelling, Grammar & Punctuation and Numeracy
- Students in lower levels made considerably more progress than those students in middle to higher levels
- Students in higher levels make gains but progress seems to slow down

Year 5 Data

- Significant improvement in Reading, Writing, Numeracy and in particular Spelling
- Results from 2013-2015 also show improvement in Reading, Writing, Spelling and Numeracy
- Year 5 Grammar and Punctuation has improved but not at pace of other areas of Literacy
Value Added:

• The strong focus on building teacher capacity through professional dialogue, development, consistent classroom practices and coaching has improved student outcomes as is evident in Naplan and school data for 2015

• Teacher planning and professional learning team meetings focussed on analysing and using data to identify and track student progress and needs e.g. term by term running records from Foundation to Year 6

• Individual teachers were involved in coaching sessions with both school and CEOM staff that focussed on classroom practices in Reading

• The implementation of Daily 5 / CAFE reading strategies provided Prep to Year 6 teachers with a common language and consistent structures around Literacy

Student Wellbeing

Goals & Intended Outcomes

*To create a harmonious environment where students are happy, engaged and responsible*

- Student relationships with their peers and teachers will be improved
- Student engagement in learning will improve

Key Improvement Strategies

- Strengthen and empower student voice and learning confidence in all aspects of school life
- Further strengthen parent/school community partnerships to improve engagement in learning and wellbeing

Achievements

- Programs at “The Huddle”: North Melbourne Football Club Learning Centre
- Multicultural Footy Program: North Melbourne Football Club @ St. Michael's
- After school sports provided for students p-6
- Chess club provided as lunch time alternative on Mondays
● Personal and Interpersonal Learning focus in curriculum planning
● Individualised Learning Plans for students with specialised learning needs
● Individualised Learning Plans for students with specialised behavioural needs
● Pre/6 Buddies Program: Fortnightly buddy activities
● Jump Rope for Heart Program
● Partnership with Second Bite bringing fruit into classrooms once per week.
● Transition Programs for Year 6 students and parents.
● Continued involvement in the “Early Years Network”.
● Partnership with Hotham Hub Kindergarten Centres bringing St. Michael’s students to read and work with kinder students
● Walk to school day
● Anti-bullying/Stand up to Bullying day
● School Wide Positive Behaviours (SWPBS) program implementation and school handbook
● SWPB expectations and matrix implemented and embedded in school practice
● Reward system implemented to increase positive behaviour in the yard
● Yard behaviour tracking and yard reward system tracking show decrease in negative behaviours and increase in positive acknowledgement
● Student Leadership fortnightly focus for year 6 students
● Student Representative Council (SRC)
● Houses and House Captains established and vision for captains created
● Visit by the Responsible Pet Owners organisation
● Partnership with the Royal Park Rangers: Sustainability/water lessons taught to year 4-6 by the Rangers
● School Camp Year 5/6
How non-attendance is managed.

It is expected that when a student is absent, a note of explanation will be forwarded to the teacher by the parent when she/he returns to school. If a student is away for two days in a row and there is no communication from the parents, it is the school policy that the parent is contacted. If the student is ill and will be away for an extended period, work is given to the parent to ensure the student is kept up to date with the learning taking place in the classroom. If the student is absent on a frequent basis, the teacher informs the Student Wellbeing Leader who then consults the principal. Together they will decide the next steps. In most cases this is to arrange a meeting with the parents which usually result in support structures introduced for the student to attend school on a regular basis. If unexplained absences still occur, then the manager of the regional office will be contacted.

VALUE ADDED

Staff Professional Learning has deepened their understanding of the Social Emotional Learning (SEL) Framework and its importance in the school curriculum for the overall wellbeing of all children.

• There has also been on-going staff development to support SEL and SWPBS in the classroom and throughout the school

• SWPBS Team gained new members to help facilitate the implementation and expansion of SWPBS
STUDENT SATISFACTION

Student scores for their overall wellbeing in the school increased once again this year. All areas except one showed positive gains. Student behaviour, purposeful teaching, student morale, student connectedness to peers and classroom behaviour all continued to show positive improvement in 2015.
Leadership & Management

Goals & Intended Outcomes

*To strengthen leadership capacity to demonstrate empathy, support and build collegial trust and respect*

*To strengthen the commitment of the leadership to speak with one voice and act on decisions taken together*

- Role clarity is improved through on-going dialogue and feedback
- Individual and whole staff morale improve (organisational wellbeing)

Key Improvement Strategy

- Build a shared vision for learning and strengthen teacher capacity and confidence to deliver the Australian curriculum
- Strengthen staff professional accountability to ensure effective data management to inform learning and teaching practices
- Build common understandings around leadership and management practices, notably a commitment to open and clear lines of communications between leaders and staff based upon agreed processes, protocols and channels of communication

Achievements

- Reviewed the vision and purpose for the leadership team, continued implementation of a code of cooperation which is evaluated weekly.
- Developed use and purpose of critical friend.
- Identified areas of strength and areas to develop further with staff.
- Staff developed understanding of feedback tools to use with students as feedback on their teaching programs.
- Alignment with System focus on student learning with Principal and Leadership Team members attending all network days.
- A critical friend established to support the achievement of personal goal for each staff member.
- Feedback processes from staff on a term by term basis
- Staff Opinion Survey Data Staff opinion showed an increased satisfaction in the teaching climate related to improvements in student behavior and management outcomes reflecting a positive outcome for the second year of school wide positive behaviours program.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

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<td>Developing Individual Learning Plans</td>
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<td>Colourful Semantics</td>
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<td>Student Wellbeing Cluster</td>
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NUMBER OF TEACHERS WHO PARTICIPATED IN PL  1

AVERAGE EXPENDITURE PER TEACHER FOR PL $ 4,600

TEACHER SATISFACTION

Overall, scores have increased from the 2014 to 2015 survey. School improvement has been a focus over the past year and was communicated clearly to staff which was reflected in the survey moving from an overall score of 71.32 to 83.93 in 2015. Teamwork has increased due to dedicated and focused level planning times. Individual and school morale have increased significantly over the past year with Individual morale increasing an actual score of 63.92 in 2014 to 83.57 in 2015 and school morale increase from 52.65 to 78.85 over the same period.
School Community

Goals & Intended Outcomes

To strengthen St Michael’s capacity to be an inclusive and outward facing school
- Community understanding and engagement improves

Key Improvement Strategies
- Build a shared vision for Catholic faith in the school based on agreed values and behaviours
- Further strengthen parent/school community partnerships to improve engagement in learning and wellbeing

Achievements
- St Michael’s Parish Education Advisory Board
- Community Conversation
- Maths Parent Evening Well attended
- Harmony Day – celebrating diversity
- School participation and presence at the North Melbourne Spring Fling festival
- Family and Friends Association – continuing to grow
- Christmas Carols and Christmas Carnival
- Community service – singing at local hospital
- Program with North Melbourne Football Club – The Huddle Learning Centre
- Provision of interpreter services for parent evenings, parent teacher interview and meeting program, translations of newsletters
- Weekly assemblies
- Instrumental Music Program available to families
- Lunchtime chess club established
- Mother’s Day Afternoon Tea & Father’s Day Breakfast
- Early Years Learning network – local state school and all kindergartens with monthly meetings: focus on discussing the new Framework, reporting and transition from Kinder to Primary
- Transition to Secondary School – partnership with The Huddle
- Cyber safety Night presentation for parents.

**VALUE ADDED**

Our Leadership team has continued to make impressive inroads into building and strengthening our community relationships and raising our profile. This has lead to an increase in parent and community involvement in the school. The Parents & Friends Association has now become established and has met regularly.

The Maths Family Evening has been particularly successful, including a poster competition to engage families at home.

All Parent Evenings have been well attended and received excellent feedback.

**PARENT SATISFACTION**

Our parent opinion survey data continues to show satisfaction across most of the survey, with a majority of survey items falling within the top and middle range for all Victorian Schools. Of note is the parent perception of staff and student engagement in learning continues to increase. Parent partnerships, staff approachability, parent input, school reporting, connectedness to the school and behaviour management have all continue to be in the top 25% of Victorian schools.
## Financial Performance

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<td>School fees</td>
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<td>Other fee income</td>
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<td>Private income</td>
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<tr>
<td>Australian government recurrent grants</td>
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<tr>
<th><strong>Recurrent Expenditure</strong></th>
<th>Tuition</th>
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<td>Salaries; allowances and related expenses</td>
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<tr>
<td>Non salary expenses</td>
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<th><strong>Capital income and expenditure</strong></th>
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<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</td>
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<td>Other capital income</td>
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<td><strong>Total capital expenditure</strong></td>
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<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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| **Total opening balance** |         |
| **Total closing balance** |         |

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

- Continued focus on Literacy through SIL program supported by SIL coach
- Establishment of non-negotiable in regards to planning, work programs and assessment practices
- Implementation of every term one-one meetings with principal for feedback
- Develop a culture of feedback throughout the school for both students and teachers
- Participation in a school collective focused on student engagement, teacher capacity and personalization of learning
- Increase teacher capacity and pedagogical understanding
- Teacher and students developing their own individual learning pathways
- Re-focusing on community through engagement in learning at home supported by literacy and numeracy leaders in the school and the appointment of an Family Engagement in Learning Coordinator
- Strengthening community partnerships including; Simonds College, St. Aloysius College, Kinder Centres, NMFC and the Royal Park Rangers
## VRQA Compliance Data

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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<td>+6.7</td>
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| YR 05 Reading              | 95.0   | 92.9   | -2.1                 | 100    | +7.1                |
| YR 05 Writing              | 90.0   | 92.9   | +2.9                 | 100    | +7.1                |
| YR 05 Spelling             | 95.0   | 100.0  | +5                   | 100.0  | 0                   |
| YR 05 Grammar & Punctuation| 90.0   | 85.7   | -4.3                 | 93.8   | +8.1                |
| YR 05 Numeracy             | 95.0   | 85.7   | -9.3                 | 100    | +8.1                |
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<th>%</th>
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<td>Year 4</td>
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<td>Year 5</td>
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<td>Year 6</td>
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<td>Overall</td>
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### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 90.68% |

### STAFF RETENTION RATE

| Staff Retention Rate | 66.6% |

### TEACHER QUALIFICATIONS

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<td>Graduate</td>
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<tr>
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<tr>
<td>Diploma Advanced</td>
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<td>No Qualifications Listed</td>
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<td>STAFF COMPOSITION</td>
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