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Contact Details

<table>
<thead>
<tr>
<th><strong>ADDRESS</strong></th>
<th>73 Ridgemont Drive Berwick VIC 3806</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRINCIPAL</strong></td>
<td>Kevin Browning</td>
</tr>
<tr>
<td><strong>PARISH PRIEST</strong></td>
<td>Fr Jeffrey Kleijnjans</td>
</tr>
<tr>
<td><strong>SCHOOL BOARD CHAIR</strong></td>
<td>Kate Beveridge</td>
</tr>
<tr>
<td><strong>TELEPHONE</strong></td>
<td>(03) 9702 1466</td>
</tr>
<tr>
<td><strong>EMAIL</strong></td>
<td><a href="mailto:principal@stcberwick.catholic.edu.au">principal@stcberwick.catholic.edu.au</a></td>
</tr>
<tr>
<td><strong>WEBSITE</strong></td>
<td><a href="http://www.stcberwick.catholic.edu.au">www.stcberwick.catholic.edu.au</a></td>
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</table>

Minimum Standards Attestation

I, Kevin Browning, attest that St Catherine’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 Victorian Regulation and Qualifications Authority (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

Vision Statement

St Catherine’s School is a place of personalised learning where diversity is welcomed, the Gospel enacted and faith proclaimed in a committed and united community.

Mission Statement

St Catherine’s is a Catholic school called to serve the children of St Michael’s Parish.

“Be who God meant you to be and you will set the world on fire”

(St Catherine of Siena)

Inspired by the life and spirit of St Catherine of Siena, we are devoted to:

- Teaching the Catholic faith by reflecting upon the Gospel values of Jesus Christ, so that our knowledge may be enlightened by our faith;
- Nurturing the growth, well-being and relationships of all students, families and staff, in a welcoming, supportive and safe environment;
- Promoting and celebrating educational success and developing passionate, motivated, life-long learners in a contemporary context.
School Overview

St Catherine’s Primary School is one of three Catholic primary schools providing education for the children of St Michael’s Parish, Berwick, in the Diocese of Sale. The school site is shared with St Francis Xavier Regional College, Berwick Junior Campus. The school was established in 1996 with an enrolment of 65 students and in 2015 had an enrolment of 616, reflecting its position in the growth corridor of Melbourne.

Inspired by the life of St Catherine of Siena, we undertake to be a Catholic community where God’s love is experienced, shared and celebrated.

Our school is committed to developing a safe and supportive learning environment. We undertake the development of the whole child by nurturing a learning community that grows together, where all are engaged, empowered and encouraged to develop a love of life-long learning. We strive to develop the students’ cognitive, emotional, physical, and spiritual life, to enable them to find God in all things and to enable them to live out their vocation in life according to the variety of their skills.

Our pastoral care processes ensure the wellbeing of all and aim to nurture and value strong relationships. We have an enthusiastic and supportive parent community and strive to link our students and parents to the local community. Our School Captains attended the City of Casey School Leaders Reception and our local Member of Parliament provided an award for the Year 6 Graduation Ceremony. St Catherine’s has a strong commitment to the education of each child and works collaboratively to bring this to fruition.

Over the course of 2015, we have provided opportunities for our students to participate in a wide variety of activities, both curricular and extra-curricular, including Hoop Time Basketball, Interschool Sports, District, Regional and State Athletics, Aerobics, Interest Clubs, the School Concert and annual Art Show.

All students have participated in Physical Education and Library lessons each week, with Japanese for Years 4 – 6 and ICT for Prep – Year 3. Our 616 students were arranged in 24 straight class groupings, whilst retaining our underlying educational philosophy of developmental learning.
Principal’s Report (from outgoing Principal, Mrs Patricia Stabb)

2015 is my last year at St Catherine’s as I am retiring at the end of the 2015 school year. It is a time to reflect on the growth and development of St Catherine’s over the past twelve years. When I arrived in 2004, there were 312 students at St Catherine’s, with only five permanent classrooms and many portables. There has been tremendous growth in the immediate area and this has been reflected in the doubling of enrolments to 616 in 2015.

The School Board has played an integral role in this development. St Catherine’s has a high SES (Socio Economic Status) and has been unable to qualify for Government Grants for buildings, therefore the school has funded several projects with the assistance of the Diocesan Supplementary Capital fund and loans from the Catholic Development Fund including the Siena Building comprising six classrooms, teacher resource room, junior computer lab and a general circulation area/Out of School Hours care as well as the Multi-Purpose Room, which was extended, and the complete refurbishment of the Administration Block. The Commonwealth Government’s “Building the Education Revolution” grant of $3 million, allowed us to build six classrooms, to double the size of the Library and a much needed larger Staffroom. The former Staffroom is now used as our Community Room. St Catherine’s certainly has first class facilities to meet the needs of students in contemporary education.

The Chapel, “Our Lady of the Southern Cross”, is the culmination of a joint project with St Francis Xavier College, and completes the Master Plan of both schools. The Chapel is the focal point for all Masses, liturgies and weekly staff prayer.

The children of St Catherine’s are a credit to themselves, their parents and their school. They are committed to their faith and to their learning. The staff of St Catherine’s has grown along with the school and we are fortunate to have dedicated, hard-working staff, who strive to provide the best education for all of the students. The parents of St Catherine’s support the ethos and goals of the school and are actively engaged in their children’s education. I would like to thank the School Board and the Parents and Friends’ Association for their active involvement in the school and their dedication to the school’s development.

At the end of 2015, we farewelled Deputy Principal, Mark Crilly and Canteen Manager, Narda Baillie, who both retired after 17 years of dedicated service to St Catherine’s School. Narda epitomises the spirit of generosity, service and community spirit and will be sorely missed. On behalf of the school community, I wish her happiness and good health in a well-deserved retirement. Mark has been a stalwart of St Catherine’s who has literally and figuratively helped to build the school. His dedication has gone above and beyond the call of duty, spending many holidays at school undertaking large projects. Mark is looked upon with great affection by the children, the staff and the parents. On behalf of the school community, I thank him for his great contribution to St Catherine’s development and wish him success in his future venture.

I have loved being at St Catherine’s and I am proud of the school I leave behind me. After meeting Mr Kevin Browning, the incoming Principal, I am confident that St
Catherine’s is in good hands for the future. I thank the entire school community of St Catherine’s for the encouragement and support I have received. I wish everyone all the best for the future.

Patricia Stabb
Education in Faith

Goals & Intended Outcomes
At St Catherine’s we provided experiences that developed and nurtured in our students a deeper faith relationship with God. In a supportive environment for the students we accomplished this by:

- Providing experiences that enhanced teacher’s knowledge of Scripture and tradition in faith, which led to opportunities for effective student learning.
- Enhancing faith knowledge as a priority within the curriculum.

Achievements
- Developed stronger links with the Parish
- Introduced Mini Vinnies to the School Community with some Year 5 students along with our Social Justice Leaders leading the group. The children gave up some of their lunch times to meet.
- Introduced meditation to the school community
- Teachers participated in RE based professional learning opportunities
- Teachers incorporated the Composite Approach to teaching Scripture into their classroom practice

VALUE ADDED

- Community Action Days (CAD) were held once a term. With the money raised, we donated to community groups who were in need. The importance of these days is for the students to be aware of issues in the community and linking our actions to the Gospel.

- The Winter Appeal for the St Vincent de Paul Society took place in June. We collected non-perishable goods, encouraging families to make up meals, such as pasta and a jar of pasta sauce. We also collected blankets and doonas for families in need of help.

- Our annual Christmas Giving Tree was well supported, with gifts being donated for all members of families assisted by the St Vincent de Paul Society throughout the year.

- The Class Prayer Bags were updated and sent home in third term, promoting and developing family prayer time.
Learning and Teaching

Goals & Intended Outcomes
The following goals continued to drive learning and teaching in 2015:
1. Pedagogy is contemporary
2. All learning is personalised
3. Create, lead and foster a professional learning culture

Key emphasis was placed on:
- Contemporary learning tools being used
- Commitment to improve learning outcomes
- Learners being engaged and having ownership
- Professional learning being translated into classroom practice
- Staff learning being collaborative and student focused

To meet these goals, we, as a school community targeted the following outcomes:
- Staff knowing how to use contemporary tools to promote learning
- Student learning outcomes showing a consistent upward trend
- Learning intentions and success criteria being evident throughout the school
- Evidence of best practice which is based on current research
- Professional Learning Team’s driving and enhancing effective student learning

Achievements
- In 2015, all students from Years 3 to 6 had 1:1 iPads, as well as banks in Prep to Year 2. To enhance understanding and skills using iPads, a Digital Learning Team was formed to provide a point of contact and undergo work in the area of learning and teaching using iPads. The expertise of the Catholic Education Office (CEO) and Apple Education personnel were called upon to assist. A process which identified current understanding was investigated.

- Data analysis is central to curriculum delivery and ongoing improvement of teaching and learning. In support of this, the CEO introduced SPA Platform for managing and analysing student assessment and data. A team of staff participated in professional development around implementation and building capacity. This was to set the foundation for use of the platform in 2016 to support the school to further analyse data and to track and improve student learning.

- The English domain was a key learning area focus. The initial learning commenced with broadening teachers’ understanding of the required reading continuum and assessment Fountas and Pinnell (F&P). The agenda was ‘Moving Forward in Literacy – A New Vision.’ Staff developed a shared understanding of best practices in literacy, with a particular focus on Guided Reading as an essential instructional practice.

- With the intention of best practice explored, trialled and reviewed, teachers developed a professional process and engaged in peer-to-peer observation and feedback with colleagues in response to identified literacy needs. Ensuring a consistent practice of guided reading was identified. The objectives recognised were:
  1. Provide an inclusive reading – instructional practice for all students
2. Improve student reading outcomes and levels to meet the demands of NAPLAN, AusVELS curriculum and F&P assessment indicators
3. Develop and apply reading comprehension strategies
4. Build on existing reading routines and teacher knowledge
5. Increase student engagement with a wide variety of texts
6. Develop teacher pedagogy in literacy best practices – focused on guided reading. An overarching intention was evidence of professional learning being translated into classroom practice.

- To improve student engagement and motivation, learning intentions and success criteria were implemented as an effective classroom strategy. These two strategies informed students of the learning expectations and outcome, and indicated how to be successful in learning. These strategies were visible in learning environments, with the teacher and student active and responsive to the process and practice.

- Students at risk in Mathematics in Year 1 were targeted through the Extending Mathematics Understanding (EMU) program, as well as mathematics support groups for Years 3 and 4 students. Once again, extension and enrichment were provided for students achieving at or above in Years 3, 4, 5 and 6, by participation in the Australasian Maths Olympiad and the Australian Mathematics Competition.

- Learning adjustment programs were used to assist “at risk” students, these included: Reading Recovery and EMU for Year 1, Phonological Awareness targeting Prep students, shared reading groups (Prep to Year 3), English as an Additional Language (EAL) support groups (Prep to Year 5), and Speech Pathology Assistance Program targeting children with severe language disorders facilitated by Learning Support Officers. Due to our assessment schedule, we were able to identify students who qualified for extra assistance through Government funded Literacy Numeracy and Special Learning Needs (LNSLN) funding. Forty-four students qualified after substantial assessments conducted by psychologists and speech therapists (Severe Language was the main category for assistance).

**STUDENT LEARNING OUTCOMES**

The Year 3 NAPLAN results showed a consistent trend, with 98.1% to 99% of students meeting the minimum standards. From the previous year there was a minimal decline (-0.7-1%) in the areas of Reading, Spelling and Numeracy. Furthermore, a slight increase in Writing (0.6%) and Grammar & Punctuation (0.5%).

The 2015 Year 5 results indicated an upward trend with one hundred percent of students meeting the minimum standards in Spelling, Grammar & Punctuation and Numeracy, as well as Reading remaining at 100%. In the area of Writing there was a marginal decline (-1.5%) in students meeting the minimum standards.

* Refer to table pg. 18.
School Community and Student Wellbeing

Goals & Intended Outcomes

1. All members of our school community know that they belong and are valued.
2. Relationships at St Catherine’s are authentic and consistent with our Catholic Christian perspective.
3. Confidence, accountability and responsibility will be cultivated within the St Catherine’s community.

Key emphasis was placed on:

- Building a culture of empowerment and inclusion
- Resilient and empathetic behaviour being valued and exhibited
- Compliant legislative policies regarding student safety and wellbeing

To meet these goals, we, as a school community, targeted the following outcomes:

- Establishment of clear protocols and/or forums that promote a sense of belonging where all feel safe and are heard
- Building of confidence in solving conflict situations
- Implementation of cyber safety, acceptable user policy and mandatory reporting

Achievements

In 2015, we continued to develop and strengthen partnerships between home and school by involving parents as partners in their child’s education. This is illustrated daily by the large number of parents who participate regularly in classroom learning and in understanding the curriculum by:

- A whole school approach using common language and strategies in relation to Restorative Practices
- Senior students involved in setting their own goals in their Individual Learning Plans

Our school continued to celebrate cultural awareness, allowing our students to learn about the importance of cultural diversity. We celebrated Harmony Day where students participated in whole school and individual class activities. Our Year 6 students were also part of an incursion by the Anti-Defamation Commission that enabled them to learn about and explore a range of issues pertaining to ethnic diversity, religions and cultural backgrounds.

Students were given the opportunity to go through the process of applying for a position of leadership on many different levels - School Captains, House Captains, Social Justice Leaders and Peer Activity Leaders.

Non Attendance
Parents must inform the school if their child is going to be absent with a phone call or a note indicating date and reason for absence. There are facilities for parents to print an absentee note on the school website.

After 3 days of non-attendance and no contact, the classroom teacher will contact the parents concerned.

**VALUE ADDED**

- During 2015, there was a continued commitment to help students develop appropriate behaviours when using digital technologies, both at home and school. This is particularly pertinent with the continued use of iPads as a 1:1 “Individualised Learning Tool” in Years 3-6.

- Our continued focus on the “Acceptable Use Policy for Information and Communication Technologies” for all St Catherine’s students, staff and parents, helped to promote a greater awareness of the appropriate use of devices.

- We also further developed the Hands-on Learning Program to build student self-esteem and positive behaviour for targeted students. Year 9 students from St Francis Xavier were invited to share the hands-on experience with our students.

- Teachers and Learning Support Officers attended Professional Learning on Cued Articulation, Social Skills for Transition, Kinesiology, Autism, Restorative Practice, Supporting Students with Disabilities and the pilot program for Nationally Consistent Collection of Data (NCCD). All contributed to promoting an understanding of adjustments to students’ learning.

- Students demonstrated their service to others with confidence and commitment throughout the year including their involvement in the Buddies Program, Peer Activity Leader Program and the Community Action Days. The students displayed enthusiasm and were engaged when planning and preparing various events. Students reported back that it helped build their skills in leadership, organization and communication.

- Our school concert was once again a wonderful success, showcasing the talents of all our students with the continued support of our school community.

- A Cybersmart information session was presented to all students from P-6 to develop protective and responsible behaviours when communicating online.

- “The Power of One” incursion for P-6 students portrayed what bullying is, what can be done about it, and how every child has the power of one, the power to report and deal with bullying when they see it.
Students from the Year 6 debating team also participated in the Interschool Debating Competition. The students enjoyed the challenges of the debate and the opportunity to build relationships with students from other schools in our community.

Our student choir sang in the School Chapel at Masses, giving our students the experience and understanding of the importance of sharing our gifts with others.

An Optometrist completed vision screeners with all Prep students to determine if further testing was required. A visiting nurse from the Primary School Nursing Program Health Assessment Service also conducted screening for our Prep children (and by referral support for students in Years 1-6).

All students from Prep - 6 attended the First Aid in Schools Program. The knowledge and skills gained developed the understanding and importance of First Aid and what to do in the event of an emergency, contributing to the building of a more resilient community.

We implemented a Visiting Dog Program in our Social Skills Program in the ARK where the children developed an understanding of the importance of looking after their pets.

Extra events and activities occurred throughout 2015. These included:
- Mid-year Disco
- Aerobics
- Chess Competitions
- Debating Competitions
- Annual Art Show
- Camps and overnights stays for Years 3, 4, 5 & 6
- Interschool and District Sports Events
- Lunchtime Clubs
- Mother’s and Father’s Day celebrations
- Maths Olympiad
- Author Visits
- Book Week
- Drama Performance at St Francis Xavier College
- Guest Speakers
- Robotics
- Music Recitals

These activities only occurred due to the efforts and hard work of dedicated staff and the enthusiastic support of students and parents. They are so vital in building the vibrant, engaging and exciting educational environment that is St Catherine’s Primary School.
### STUDENT SATISFACTION

The SRC data indicated that student motivation, which is the extent to which students feel safe at school and their connectedness to school, has improved greatly. The presence of positive emotions, compassion and social justice has also shown growth.

### PARENT SATISFACTION

Survey data reveals that there has been improvement across a number of areas including parent input, student behaviour and general classroom behaviour. They also acknowledge a strong learning focus and a genuine sense of connectedness with the school.
Leadership and Stewardship

Goals & Intended Outcomes

1. Leadership at St Catherine’s will support teaching and learning and will drive change for improvement.
2. Provide and align resources, personnel and facilities to support the teaching and learning goals.

Key emphasis was placed on:
- Alignment between the Leadership Team, policy formation and the goals of the school
- Understanding our core educational purpose
- Accountability by all to the established processes within our school community

To meet these goals, we, as a school community, targeted the following outcomes:
- The Leadership Team being a visible and credible presence within the school
- All staff being committed to our Vision and Mission and actively fulfilling the school’s goals and following procedures
- Providing clear and consistent protocols and processes
- Open communication between all members of the school community, students, staff, parents and Parish
- Providing the resources and professional development that was necessary for staff to meet expectations

Achievements

- The Leadership Team had weekly, minuted meetings and a whole day meeting per term for forward planning. A four-year schedule for policy review was established. Members of the Leadership Team attended planning and/or Professional Learning Team (PLT) meetings and visited classrooms on a regular basis.

- The Vision and Mission was displayed in each classroom and was referred to when appropriate. All protocols and processes were included in the Staff Handbook and any queries clarified at two staff meetings. Parents were regularly reminded of school procedures through the weekly newsletter. Communication to the school community was through the weekly online newsletter, augmented by the “Skoolbag” App, class blogs, Edmodo and the school website.

- St Michael’s Parish Enrolment Policy was available to the school and wider community through the school website and the School Office. The Parish Priest, Fr Peter Slater and the Principals of the three parish primary schools conferred to ensure equity and continuity of enrolments at all schools.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING (PL)

DESCRIPTION OF PL UNDERTAKEN IN 2015

During 2015, all staff continued to undertake significant professional learning to maintain their own competence and professional knowledge according to their specific areas of responsibility. Professional learning activities included, but were not limited to:

- EMU Training
- Annual Staff Retreat
- Staff Spirituality Day
- RE – Wrestling with Tradition
- Teaching Sacraments
- Changing Leadership
- ICON Implementation
- EAL Conference
- Guiding Reading
- SPA Platform
- Secretarial Conference
- Librarians Network
- REL Conference
- Safe Talk Suicide Awareness
- SAS Financials
- Women in Leadership
- Anaphylaxis Training
- Asthma Training
- AusVels and PE

NUMBER OF TEACHERS WHO PARTICIPATED IN PL 38.2

AVERAGE EXPENDITURE PER TEACHER FOR PL $589

TEACHER SATISFACTION

The general feeling among staff is that St Catherine’s is a place of learning in a Christian environment, which encourages prayer and reflection and delivers a curriculum that is values based and meets students’ needs. It is acknowledged that the school has a strong school improvement focus. Teaching and learning recognises strong student motivation, a commitment by professional learning teams to engaging practice and explicit curriculum processes. Overall, Insight SRC staff climate survey data indicates high individual and school morale.
## Financial Performance

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<td>Recurrent Expenditure</td>
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<td>Government capital grants</td>
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<td><strong>Total opening balance</strong></td>
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<td><strong>Total closing balance</strong></td>
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The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the Diocesan Supplementary Capital Fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
## VRQA Compliance Data

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<td>Y04</td>
<td>92.43</td>
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<td>Y05</td>
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<td>Y06</td>
<td>93.90</td>
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<tr>
<td>Overall average attendance</td>
<td>92.52</td>
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### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 90.67% |

### STAFF RETENTION RATE

| Staff Retention Rate | 82.98% |

### TEACHER QUALIFICATIONS

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
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<td>Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Teaching Staff</td>
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<td>Indigenous Teaching Staff</td>
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