

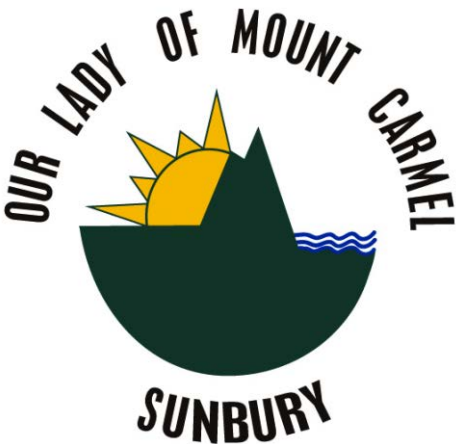


# ANNUAL REPORT TO THE SCHOOL COMMUNITY

## OUR LADY OF MOUNT CARMEL PRIMARY SCHOOL, SUNBURY

2017

REGISTERED SCHOOL NUMBER: 0355



**FOREVER FAITHFUL**

## Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Our School Vision .....	3
School Overview.....	4
Principal’s Report.....	5
Parish Priest’s Report .....	Error! Bookmark not defined.
School Education Board Report .....	Error! Bookmark not defined.
Education in Faith .....	6
Learning & Teaching .....	8
Student Wellbeing .....	11
Child Safe Standards .....	14
Leadership & Management.....	15
School Community .....	18
Future Directions.....	19
VRQA Compliance Data.....	20

## Contact Details

<b>ADDRESS</b>	53 Macedon Street Sunbury VIC 3429
<b>PRINCIPAL</b>	Mrs Julie Freeman
<b>PARISH PRIEST</b>	Father Kevin McIntosh
<b>SCHOOL BOARD CHAIR</b>	
<b>TELEPHONE</b>	(03) 9740 7344
<b>EMAIL</b>	principal@olmcsunbury.catholic.edu.au
<b>WEBSITE</b>	www.olmcsunbury.catholic.edu.au
<b>ABN</b>	65 210 225 443
<b>E NUMBER</b>	E1038
<b>FEDERAL DET NUMBER</b>	890

## Minimum Standards Attestation

I, Julie Freeman, attest that Our Lady of Mount Carmel 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

18<sup>th</sup> April 2018

## Our School Vision

At Our Lady of Mount Carmel  
Catholic School,  
every individual is  
a valued member of  
our community.

We strive to reach our  
full potential  
in a safe and supportive  
learning environment.

## School Overview

Our Lady of Mount Carmel School is situated in the semi-rural historic township of Sunbury. We are one of two Catholic primary schools in the parish, with our sister school being St. Anne's. A third school, Holy Trinity, will open in 2019.

Our Lady of Mount Carmel is close to many services and facilities. We are within walking distance of the Public Library (soon to be the Hume Global Learning Centre), Police Station, local shopping centre and other amenities.

Our school has a teaching and administration staff of 35. We currently have 11 classes, a multipurpose room and a large resource centre housing our library and technology equipment and performing arts resources. Our school is a mixture of restored and modern buildings. In 2017 our school population consisted of 290 children representing 192 families.

We offer out of school hours care in the Community Room. This service is provided by an outside agency, OSHClub. In 2017 up to 20 children used the service in the mornings and approximately 40 children use the service in the afternoon.

Landscaped garden beds surround the school and there is a play area that consists of hard and artificially grassed areas. There is a netball/basketball court, football and soccer areas and a large shaded adventure playground. There is another playground area on Parish land at the far end of the Police Station and consists of an artificially grassed, modified soccer pitch surrounded by 3m high fence. New line marking has been completed on the asphalt areas.

We are a small, welcoming community where parents play a vital role in helping to deliver the curriculum through: reading programs, sporting activities, excursions, Parents and Friends, School Advisory Council and classroom help.

Our Lady of Mount Carmel provides an inclusive curriculum catering for students' individual needs. We integrate our curriculum (Victorian Curriculum) through the inquiry approach to learning, using the Visible Learning Philosophy. The school implements a number of programs including: The Parish Sacramental programs, Reading Recovery, Levelled Literacy Intervention and now Number Intervention. Additional staff provide support to students in a variety of curriculum areas including English, Mathematics, Japanese, Physical Education, Visual Arts, Digital Technology and Performing Arts. Our school also offers extra-curricula activities including Kelly Sports, Keyboard and Guitar lessons. We provide camp experiences to students in Years 3–6 and participate in a variety of Interschool Sports with other schools in the Sunbury area. We are visited each week by Stumpy, our story dog, who helps engage reluctant readers.

## Principal's Report

I was privileged to be appointed principal of Our Lady of Mount Carmel in May 2017.

2017 was a very productive and successful year for the school community of Our Lady of Mount Carmel. It was the final year of our School Improvement Cycle and we underwent an external review process. This has enabled us to reflect on our challenges and successes of the past 4 years and to set new goals and targets for school improvement. This also included a review of our Child Safety and VRQA compliance.

Literacy and Numeracy continued to be our main focus and we continued to explore the importance of effective feedback to improve student-learning outcomes through the Visible Learning Project offered by CEM.

These 3 core values of Respect, Responsibility and Resilience have been embedded in all aspects of school life and our school mascot, Splash the Platypus, whose image is used to represent each of the values. Each week a student from each class is chosen to accept an award called Splash's Pupil of the Week when we see examples of the values being shown either in the classroom or the playground.

As part of our Visible Learning journey, we determined the dispositions for learning that are most relevant for our students: Curiosity, Self-motivation, Creativity, Determination, Collaboration, Making connections, Reflection and Risk taking. These are currently being embedded across the school. Teachers are using Learning Intentions and Success Criteria.

Our House Teams continued to focus on Social Justice issues and, with the ongoing work of Mini Vinnies and the Student Religious Education Team, many students took part in projects which have supported and raised awareness of those people who are in need of our help.

## Education in Faith

### Goals & Intended Outcomes

**To strengthen our unique Catholic identity in a contemporary context.**

- That the school community be offered meaningful opportunities to understand and articulate what it means to be Catholic.
- That there is improved understanding and meaningful opportunities to respond to social justice issues as part of the Christian call to service

**To ensure that the Catholic faith is regularly expressed as the basis of all the school's activities.**

- That Our Lady of Mount Carmel Students make the link between the message of the Gospel and the acts of servant hood expressed in the House Team Social Justice Program, Mini Vinnies, Project Compassion and annual Christmas Appeal.

### Achievements

In 2017, the renewed curriculum from CEM became a major focus of our planning. Team planning continued with our REL and Matthew Navaretti from CEM.

With a solid Inquiry model in place, teachers readily accepted the renewed curriculum and continue to refine their planning and use of resources to facilitate improved teaching and learning outcomes for their students.

Throughout 2017 the Visible Learning approach continued in Religious Education. As most staff attended the professional development days and learned more about the benefits of Visible Learning, the teams of teachers continued to use the language of Visible Learning to assist in the preparation of each lesson with a specific and explicit Learning Intention. The development of success criteria for the specific lessons followed.

School Wide Positive Behaviours was further enhanced with biblical quotes and references linked to our 3Rs. These linked our Catholic Identity with the work we were doing in Resilience, Responsibility and Respect. Each of the 3Rs was now linked to the message of the gospel resulting in a cohesive the behavioural model based on Christ's teachings.

## VALUE ADDED

Social Justice continued to be a high priority across the school.

Participation in Mini Vinnies continues to be high with many children wanting to support those in need. Support of and from the St Vincent de Paul Society continues to be a solid relationship.

Our House teams continue to support various organisations supporting the welfare of groups and individuals.

Insight SRC data indicated that the Catholic Culture Index of students and parents is well in excess of the state wide mean, sitting at 76.2 for students and 81.2 for parents.





## Learning & Teaching

### Goals & Intended Outcomes

#### **To improve student outcomes in Literacy.**

- That student outcomes in Literacy will improve.

#### **To improve student outcomes in Mathematics.**

- That student outcomes in Mathematics will improve.

#### **To improve student learning confidence and engagement.**

- That students will be engaged in authentic, personalised and contemporary learning.
- That students will be independent, resilient, confident and responsible learners.

### Achievements

Our leadership were involved in the organisation and delivery of professional learning opportunities as well as being involved in facilitated planning sessions with planning teams. An additional day per term was allocated to staff to work with sphere leaders in planning units of work for the following term. 2017 was the school's second year in the Visible Learning Project. This initiative was designed to help build a school-wide set of shared pedagogical practices. In both literacy and numeracy there was an emphasis on assessment, resulting in the evaluation of our school-wide assessment schedule. Feedback from staff and conversations with sphere leaders indicates that a good deal of data is being collected and is now being used more and more to plan appropriately at students' point of need. We have a digital tracking tool (SPA) and all teaching staff received training in how to use this effectively.

In 2017 we continued to focus on literacy improvement throughout the school. As well as daily, explicit teaching in classrooms, a number of literacy intervention programs were used in small group and withdrawal situations. These programs were: Reading Recovery - in Year 1, Levelled Literacy Intervention (LLI) - in Years 1 to 4 and ERIK (Enhancing Reading Intervention Knowledge) - in Years 3 to 6.

To assist us in achieving our goals of improving student outcomes in Literacy and Mathematics, we used the suite of assessment tools from ACER (Australian Council for Educational Research) to gather data to inform our planning and direct teaching. These tools are: PatR (assessing reading comprehension), Pat Spg (assessing spelling from grades 3 to 6), and PatM Plus (assessing Maths in grades 2 to 6).

SINE, PatM Plus, (Mathematics), PatR (reading comprehension), PatSpg (spelling) and ARCOTS (reading comprehension) were assessment tools that were used to track student progress and to inform teaching. In 2017 our school continued our journey on the Visible Learning project in conjunction with Corwin Press and CEM. Visible Learning is based on the work of Professor John Hattie and endeavours to make learning more explicit to all parties involved in the education of children at Our Lady of Mount Carmel. We will be supported in the project in the initial stages (3 years) and will continue independently with Visible Learning after this time.

### STUDENT LEARNING OUTCOMES

Analysis of NAPLAN trend data provides an overview of student performance over time. The five year trend data (2013-2017) for Year 3 shows there was a significant improvement in the mean scores for all dimensions and domains. In 2013 all mean scores were below the state mean but in 2017 all were above. While there was a degree of variability from year to year the general direction was one of improvement. Over the period the mean scores for Reading, Writing and Numeracy improved on average by 33 scale points. These outcomes appear to build on the strong early years' literacy outcomes that the school has achieved in recent years.

The Year 5 data indicates minimal improvement in Reading, Spelling, Grammar/Punctuation and Numeracy between 2013--2017. There was a significant decline of 30 scale points in the score for Writing with the school mean being below the state mean from 2014-2017. The trend data indicates that the school's mean scores in NAPLAN were usually below the state mean in all dimensions over the past four year period.

School Comparison data indicates that the average level of growth made by OLMC students over the period was generally close to or above the state average growth rate. It is worth noting that the school's average growth in the period 2015-2017 exceeded that of the state in each of the dimensions. This is a pleasing result at the level of the cohort but it masks the growth rate for individual students.

An analysis of Relative Growth data shows that students who performed at high levels of achievement in Year 3 are under-represented in the group who made high levels of growth between Year 3 and Year 5. Furthermore the data indicates that over the period in Reading, Writing and Numeracy that approximately one third (33%) of the students who were high achievers in Year 3 exhibit low rates of growth at Year 5. Conversely only 16% of students who scored low growth in Year 3 show low growth at Year 5. This suggests that there are

effective intervention programs and strategies in place.

Overall the data suggests that Reading, Spelling and Grammar/Punctuation are relative strengths of the school and that Writing and Numeracy will continue to have a whole school improvement focus in the coming period.

## Student Wellbeing

### Goals & Intended Outcomes

#### **To foster students' social and emotional wellbeing.**

- That relationships and authentic engagement will be strengthened.
- That student behaviour will improve.

### Achievements

This year we have continued our focus on School Wide Positive Behaviours. We continued to promote our values, the 3RRRs, Respect, Resilience and Responsibility through rewards such as Stickers and Student of the Week Awards. As part of our Social and Emotional Program at the beginning of the year we review and revise our Behavioural Matrix. This year we also reviewed our Behaviour Management Protocols.

The CASEA program was continued in 2017. This program supports children with challenging behaviours through classroom activities, a group program for individual children and a parent program. The Group program, facilitated by 2 trained school staff members, was conducted over 8 weeks in Term Three (focus Year 1/2 students).

In Term Three we offered a Parent Seminar titled "How Do I Get My Child To Do What I Want?" This one hour program was designed to give parents some tips that would assist them to:

- Increase wanted behaviour
- Decrease unwanted behaviour (by prevention and deterrence)
- Increase compliance
- Strengthen parent child relationship

Students began the year with an intensive Social Emotional Program based on the 3RRRs, the CASEA and the CEO Social and Emotional Learning Programs. This program is held across every level and is revisited throughout the year because we believe that students learn best when they are happy and content. Circle Time and class meetings are used on a regular basis to identify any issues of concern for the children.

In 2017 our House system, where we promote a sense of belonging, pride, ownership and community, continued on a regular basis. Our focus is Social Justice with each House learning about, discussing and choosing a Social Justice Issue to investigate further. Houses organised fund raising activities for various local and international charities and organisations. Once again, our most successful events was a Water Bucket Walk a Thon where students completed the walk carrying a bucket of water. Each child in the school participated by signing up sponsors and walking. Overall the students raised \$4500. The money has been sent to Br Beusang Catholic School in Kenya, attended by children from the Kibera Slums to assist in the maintenance of their a fresh water bore for the children in the school.

This year we continued the work in the Healthy Together Achievement Program. This program is a State run initiative that supports schools to adopt a healthy promoting schools approach through coordinating action across six components. Our Health and Wellbeing team, made up

of staff and parents, has lead the implementation of this program across the school. Sunbury Community Health, as part of the Wellbeing team, contributes to meetings and helps to create the Action Plan. Our actions and achievements in 2017 included the following:-

- a Canteen Assessment through Healthy Eating Australia (HEA).
- Current Teaching Practice (P-6) relating to Healthy Eating and Oral Health were audited and reviewed
- Anaphylaxis, Alcohol, Tobacco and Oral Health policies were written and ratified by both staff and the School Board.
- Free Dental Check ups were offered to all our families through Sunbury Community Health with 38 of them taking up the offer.
- Planning began for our Wellness Expo to be held on March 2nd 2108

The Wellbeing Coordinator and Principal were responsible for introducing and developing staff understanding of the new PROTECT Child Safe Standards and how to identify and respond to all forms of abuse and more.

This year our Student Wellbeing Leader was a member of the Sunbury Welfare Advocacy Network (SWAN). Most schools in the area are members and the network meets on a termly basis to discuss issues relating to and promote student welfare throughout the Sunbury Area.

We also had a psychologist (outsourced) available to support students, parents and teachers. A referral system for parents &/or staff has been set up for this service.

## **Student Non-Attendance**

### **Attendance Registers (Rolls):**

- These are to be completed online twice a day using nforma.
- These should contain complete details of each child. Absentee notes are to be retained in the classroom for the duration of that school year and the reason for any absence recorded in the roll, using the appropriate code.
- Late arrivals and early dismissals must also be recorded.
- Rolls and notes are to be sent to the office for storage at the end of each year.

### **Student Absences:**

- Children must bring a note signed by a parent if they need to leave the school grounds during school hours.
- Parents are required to send a signed note to explain students' absence, or to sign in/out on the ipad at the front office.
- Absences must be noted in the roll; the classroom teacher should follow through unexplained absences.
- A parent or guardian at the office must sign out children leaving early.
- All unexplained absences are followed up by office administration staff on the day of the absence.

### VALUE ADDED

Children at Our Lady of Mount Carmel have many opportunities to participate in extra curricular activities, including:

Kelly Sports Dance

Kelly Sports after school activities

Mini Vinnies

Keyboard Lessons

Guitar lessons

### STUDENT SATISFACTION

The data shows that the target for Student Engagement was consistently met over the past four years, including 2017. The Student Experience data indicates relatively sustained improvement in most indicators over the period. The indicator of Emotional Wellbeing showed significant improvement especially in the variables Student Morale and Connectedness to School. This was reflected in feedback from the student focus group where students reported a sense of belonging to the school community. In particular the students spoke about how well students of all ages get on together. The parent focus group also identified a sense of community as a tangible strength of the school.

Students motivation is currently at 72 on the Insight SRC Data and 48 for their connectedness to school.

## Child Safe Standards

### Goals and Intended Outcomes

To develop a formal and structured approach to managing risks associated with child safety and establishing the protocols required by the CEM.

- That we have a clear and accessible process if any child is identified as unsafe or abused.
- **That we made it a priority to implement the Child safety standards by active participation by staff, families and the Parish community.**

### Achievements

At OLMC we have consulted with staff and the community and have implemented...

- Child safety Statement
- Code of conduct policy
- Child safety Policy
- An audit of Our Lady of Mount Carmel risk rating – as a risk management strategy
- Recruitment Policy
- Mandatory reporting policy
- Working with Children policy
- Embedded Resilience as one of our 3 Rs
- Recorded all parents and volunteers with a Working With Children Check on SAS.
- Informed regular contractors to obtain a Working With Children Check and to sign the Commitment statement.
- Conducted numerous P.D on child Safety and the new mandatory reporting requirements– e.g. grooming
- Staff professional learning regarding PROTECT
- Ensuring all staff and parents have signed the Commitment to Child Safety Statement

## Leadership & Management

### Goals & Intended Outcomes

#### **To continue to develop a professional learning culture.**

- That authentic opportunities for staff engagement be enhanced.
- That staff capacity in and understanding of contemporary learning is improved.

#### **To manage resources in accordance with School Improvement Plan priorities.**

- That resources will be allocated according to student needs.

### Achievements

2017 was the second year of our involvement in the Visible Learning Project. With support from the Northern Region and Central Offices of Catholic Education Melbourne, School leaders and teachers worked together to implement a plan to introduce strategies and procedures in which teachers are engaged in the Visible Learning Project.

The school leadership teams and the school development team strive to promote school life and learning that has Christ as its foundation and model. We seek strategic avenues and opportunities that are forward looking and plan to articulate and unite the various elements of the whole school vision.

We actively promote our Catholic identity by holding clearly the Christian vision of integrating life and faith in all our dealings. We ensure that educational programs and celebrations are valued. We seek ways to respond to social justice and needs in our society today.

We encourage, support and promote a culture in the school that seeks evidence for action. We stimulate and support colleagues to seek and critically evaluate new ideas and practices in teaching, learning and assessment. We share responsibility for monitoring and maintaining a positive school climate of fairness, respect and tolerance. We support learners of wide ranging capacities and encourage the pursuit of excellence.

All staff members value professional learning and development. We ensure that the directions outlined in the School Improvement Plan are followed, whilst offering opportunities for all staff to be professionally supported and challenged

A highly effective and professional staff is essential to ensure that all children's needs are met and their learning styles are catered for. In the last 4 years emphasis has been placed on parents as partners in the education of children. We believe that if the staff climate is high, this should reflect that quality education will be delivered to the best of our ability to all stakeholders in our community.

Targets were set at a high standard and as such only some were achieved. Other targets are a work in progress and remain a high priority through the implementation of our Annual Action Plan. Regular reviews are conducted to ensure that outcomes and targets are monitored and addressed.



We believe student voice is gaining strength through student leadership roles and increase in profile of the SRC. School and House Captains are involved in decision making in many areas in the life of the school and also help conduct school tours for prospective enrolments.

Resources and facilities are of a high standard and conducive to quality learning and teaching. Learning spaces are clean, well-organised and empower children to actively participate in their learning. Ongoing team planning and level meetings are embedded in our culture and as such provide for accurate planning to meet children’s needs, professional learning and reflection on our practice.

PLT’s occur in Literacy and Maths, as well as Visible Learning. The focus for these meetings is drawn from our AAP and current pedagogy in teaching. Professional Learning for staff has been a high priority. For example, Literacy Numeracy, Visible Learning.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2016**

- Reading Recovery Ongoing Training
- PROTECT: Unpacking the protocol
- Literacy leadership
- Mathematics Leadership
- Learning Diversity Network
- Religious Education Networks
- School Wide Positive Behaviour Support
- Supporting Students with ASD
- Dyslexia Support
- Student Wellbeing Leadership Network
- Visible Learning Project
- Principal Induction Program
- SMART Spelling
- NCCD

Differentiation in the Maths Classroom

Developing a Mathematics Yearly Overview

Reportable Conduct

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

35

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 300

**TEACHER SATISFACTION**

The Teaching Climate Index recorded some growth. The strong improvement in the variables *Student Motivation* and *Respect for Students* is particularly pleasing. The great majority of staff are committed to improved learning and teaching outcomes. There has been some growth in this area, but there is a large amount of room for improvement around empowerment (10<sup>th</sup> percentile) and work demands (41st percentile).

## School Community

### Goals & Intended Outcomes

**To optimise the connectedness of parents to their children's learning and the life of OLMC.**

- That parents will be offered authentic opportunities to be engaged in their children's learning.
- That connectedness to school will improve.

### Achievements

Our Lady of Mount Carmel was able to offer a wealth of opportunities for families to be involved in school life. During the year, parents were encouraged to come in and participate in classroom activities such as Inquiry Immersion days, sports days, camps and excursions. All were very well attended and, due to the popularity of some activities, a roster has been created. Mother's Day functions were arranged as well as our very first Father's Day breakfast/footy jumper day which was extremely well attended by or dads.

It should be noted that a good number of ***new*** families attended throughout the course of 2017, which is a significant increase from last year. The school has a very active and vibrant PTFA that has worked tirelessly throughout the year organising events and functions, raising much needed money for school needs.

Our Lady of Mount Carmel has always been an active participant in Sunbury Community events and 2017 was no exception. We strongly believe that our involvement and support of such events is paramount to the ongoing success of our school in the community. Our Social Justice House teams continue to contribute immensely to the wider Sunbury and global community for which the school is very proud of.

### PARENT SATISFACTION

The parents at OLMC have a higher level of satisfaction around student safety (58<sup>th</sup> percentile) and Connectedness to peers (56<sup>th</sup> percentile). There is work to be done in the areas of parent partnerships (4<sup>th</sup> percentile), parent input (4<sup>th</sup> percentile) and connectedness to school (10<sup>th</sup> percentile).

## Future Directions

In 2018 we will continue to work within the parameters of our new School Improvement Plan, that was developed from our School review in 2017.

Strategic Intent:

- Strengthen school leadership through the articulation of an inspiring vision, the setting of clear directions and the implementation of rigorous accountability protocols
- Build teacher capacity in the use of student data to personalise learning within a school-wide pedagogy based on the principles of Visible Learning.
- Build collaborative partnerships between all stakeholders in the school community.

**Education In Faith:** *Creating and sustaining a learning community where all are engaged in authentic experiences and relationships that build and reflect the school's Catholic identity.*

**Learning and Teaching:** *Creating and sustaining a learning community where learners are consistently challenged and supported to achieve their personal best and to develop a love of learning and confidence in ability to make a positive difference to the world.*

**Student Wellbeing:** *Creating and sustaining a learning environment where all can flourish within a network of inclusive, respectful relationships which foster a sense of connection and belonging.*

**Leadership and Management:** *Strengthening leadership at every level which will inspire the building of a high performing dynamic, professional culture that is committed to continuous improvement in student learning and wellbeing.*

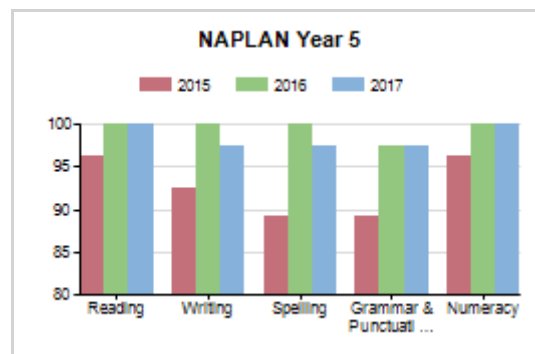
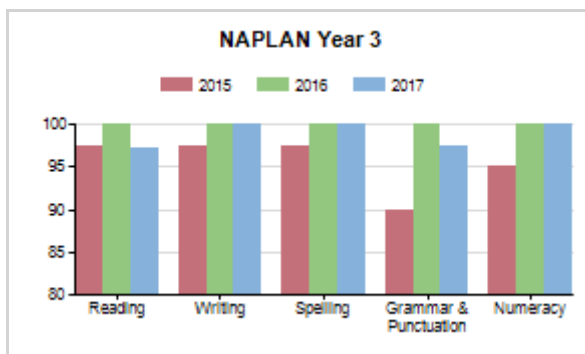
**School Community:** *Creating and sustaining collaborative partnerships between the family and school that will positively impact on student learning and wellbeing.*

As far as curriculum is concerned we will continue to implement the Victorian Curriculum designed by VCAA (Victorian Curriculum and Assessment Authority).

Our journey towards becoming a Visible Learning school will continue in 2018. All staff will continue to be provided with professional learning and will be invited to visit other schools to see Visible Learning in action. This will be our major curriculum focus for 2018, as well as ensuring we have a whole school approach to spelling: Smart Spelling.

## School Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	90.0	100.0	10.0	97.4	-2.6
YR 03 Numeracy	95.0	100.0	5.0	100.0	0.0
YR 03 Reading	97.5	100.0	2.5	97.3	-2.7
YR 03 Spelling	97.5	100.0	2.5	100.0	0.0
YR 03 Writing	97.4	100.0	2.6	100.0	0.0
YR 05 Grammar & Punctuation	89.3	97.4	8.1	97.4	0.0
YR 05 Numeracy	96.3	100.0	3.7	100.0	0.0
YR 05 Reading	96.3	100.0	3.7	100.0	0.0
YR 05 Spelling	89.3	100.0	10.7	97.4	-2.6
YR 05 Writing	92.6	100.0	7.4	97.4	-2.6



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	94.33
Y2	95.89
Y3	95.47
Y4	92.89
Y5	95.11
Y6	94.02
Overall average attendance	94.62

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.83%

STAFF RETENTION RATE	
Staff Retention Rate	86.36%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	22.22%
Graduate	44.44%
Certificate Graduate	11.11%
Degree Bachelor	66.67%
Diploma Advanced	55.56%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	22
FTE Teaching Staff	16.600
Non-Teaching Staff (Head Count)	13
FTE Non-Teaching Staff	7.349
Indigenous Teaching Staff	1

**NOTE:**

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)