St. Paul’s Primary School
West Sunshine

REGISTERED SCHOOL NUMBER: 1549

2013 Annual Report
TO THE SCHOOL COMMUNITY
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## Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>Links Street, West Sunshine VIC 3020</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Damian Casamento</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Fr. Cornelio Solis CMF</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9363 1568</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@spsunshinewest.catholic.edu.au">principal@spsunshinewest.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.spsunshinewest.catholic.edu.au">www.spsunshinewest.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

## Minimum Standards Attestation

I, Damian Casamento, attest that St. Paul’s Primary School, West Sunshine 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.

23 May 2014
Our School Vision

St. Paul’s Primary School - a welcoming and supportive community where we value and celebrate learning, diversity and our Catholic heritage.

Our School Mission Goals

- To provide a safe environment where all can actively contribute and achieve their potential.

- To encourage learning and teaching that is progressive, engaging and challenging.

- To challenge our community to question, reflect and act in a way that demonstrates our Catholic beliefs and build a better future for generations to come.

- To respect and promote the dignity and development of the whole person.

- To create an atmosphere where members of our community are able to enrich their relationship with God.
School Overview

St. Paul's Catholic Primary School is situated in West Sunshine, 15 kilometres west of Melbourne’s CBD in the Brimbank City Council. It is one of two primary schools in St. Paul’s Parish which is under the administration of the Claretian Fathers. St. Paul’s (formally known as Mother of Sorrows School until 1967) was opened in 1956 and, up until the end of 2005, was under the care of the Brigidine Sisters. In 2006 the school appointed its first lay Principal. In 2012, we farewelled the Brigidine Sisters as the last Brigidine, Sr. Geraldine Hambling, resigned from her position at the end of 2011. The school is situated next to Marian Girls College which is administered by the Brigidine Sisters. Both schools share programs and facilities on occasions.

In 2013 there were 501 students in twenty classes - three Prep classes, six 1/2 classes, six 3/4 classes and five 5/6 classes. There were three hundred and fifty-one families enrolled at St. Paul's. There were 374 (75%) students who spoke Languages Other than English at home. Approximately 53% of our families accessed the Education Maintenance Allowance. In 2013 there were 49 staff members in total with 26 being fulltime. We had 23 classroom teachers (3 shared classes) and 5 specialist teachers (Physical Education, Library, LOTE – Indonesian, Information and Communication Technology and The Arts – Drama).

All students who attended St. Paul’s in 2013 participated in major feasts days throughout the year. These were celebrated at St. Paul’s Church and were led by the Parish Priest or Assistant Priest. Students participated in all aspects of the Mass. Parents, families and friends were always welcome to attend and were invited to be involved. In 2013, our Year 3 Catholic students celebrated the Sacraments of Penance and First Eucharist and our Year 5 and 6 Catholic students received the Sacrament of Confirmation. All students participated in Class Masses or Prayer Services during the year. There were also opportunities for students from Years 3 – 6 to celebrate the Sacrament of Penance at a class level.

Parents continued to be involved in the school. The Parent Partnership Team met throughout the year and discussed matters relating to the organisation of the school and fundraising. Parents, families and friends attended school excursions to assist class teachers as well as helping in the classroom. An increasing number assisted in the canteen.

Our curriculum focus for the 2013 school year was participating in our School Review where a new School Improvement Plan and an Annual Action Plan were developed and implemented. We continued to develop the Literacy and Numeracy levels of all children. We participated in professional learning on Social Justice Issues. We also continued to implement our Assertive Discipline and Restorative Practices Policies.

We continued to implement our strategic approach to Family-School Partnerships to enhance learning. This included the identification of issues that impacted on family involvement in learning, planned and engaged with the Family-School Partnership Convenor and implemented strategic activities to strengthen school-family-community partnerships.
Principal's Report

The 2013 school year saw many achievements at St. Paul’s. Our data collection in the areas of Literacy and Numeracy has shown pleasing growth in student academic achievement. The St. Paul’s Art Show allowed our students the opportunity to display their talents in the area of Visual Arts - large numbers of parents, families and friends attended the Art Show. Staff continued to participate in Professional Development to further develop their skills to ensure the children in our care continued to be given the best opportunity to reach their full potential.

After participating in a school review in 2013, the school community is strategically planning for further improvement in all areas of school life and looks forward to the challenges ahead. St. Paul’s Primary School is committed to providing quality Catholic Education for all students in partnership with parents and carers, Parish and the wider community and is continually reviewing and planning in order to succeed in achieving its goals.

I would like to take this opportunity to thank our Deputy Principal, Mrs. Cathy Steere, who began in this role last year. I thank her for her support on a day to day basis and for the way she leads the school in my absence.

I would like to thank all the staff members for their commitment to St. Paul’s throughout the 2013 school year. I would like to take this opportunity to thank our Parish Priest, Father Cornelio Solis CMF, and the assistant priests, Father Rowan Luza CMF and Father Luis Rey Fernandez CMF for their support of St. Paul’s during 2013.

Damian Casamento
Principal
Education in Faith

Goals & Intended Outcomes

- To raise community understanding and support for social justice.
- That students and their families value and express compassion and social justice in their lives.

Achievements

- The Social Justice Team continued the support of the ASRC (Asylum Seekers Resource Centre) by informing parents about the plight of Asylum Seekers through social justice newsletters written by the senior classes.

- Professional development was provided for staff to deepen their knowledge about St. Paul, the school name sake, and to use this to enhance our spirituality within the school.

- Senior students continued social justice fundraising efforts to support the ASRC, Project Compassion, Feast of the Sacred Heart contributions and the Mission Day Fete. In doing so they raised awareness in the community about the importance of taking action and that we can all achieve change.

- Initiated Advent assemblies where the school community gathered together to prepare for Christmas in the last four weeks of school.

- We continued to develop a stimulating learning environment in Religious Education by offering professional development on ‘Coming to Know, Worship and Love’ as well as further developing rich assessment tasks in Religious Education.

VALUE ADDED

- Students led Social Justice Activities such as Project Compassion, Feast of the Sacred Heart and Mission Day, which included ways to inform the students, parent and wider community.

- Students participated in reflection days when they were to receive the Sacrament of Eucharist.

- Organised numerous whole-school Liturgies involving both parish schools, including Feast of St Peter and Paul and Ash Wednesday mass with St. Peter’s Primary School.

- Purchased ‘To Know, Worship and Love’ resources.

- Purchased resources to compliment the Religious Education program especially those with a focus on Social Justice.
Learning & Teaching

Goals & Intended Outcomes
- To further develop a contemporary learning environment which empowers every student to be a successful and engaged learner
- That student achievement in Literacy (with an emphasis on Oral Language and Reading) will improve
- That student achievement in Numeracy will improve
- That students will be more engaged and take more ownership of their own learning

Achievements
- Continued professional development in the area of Learning Intentions, Success Criteria, Strategic Questioning and Feedback to promote personalised learning and guide the development of differentiated curriculum.
- Strengthened teacher pedagogical capacity in the use of contemporary learning tools to increase student engagement and achievement and to embed a culture of collaborative practice.
- Embedded AusVELS with a continued focus on content, structure and guidelines for implementation.
- The Leadership Team presented to staff an analytical explanation of our school’s NAPLAN and Insight SRC data to promote the continued ownership and responsibility of all students’ achievements. This specific analyses encouraged teachers to reflect on their practice and how this links to student success. Further connections highlighted the importance of differentiating the curriculum to promote student engagement and learning confidence.

Achievements – Literacy
- Participated in the third year of the Literacy Assessment Project (LAP) which is a professional development program devised in partnership with Melbourne University and the Catholic Education Office Melbourne. This project continued to define our understandings of how a dynamic professional learning culture enhances success. As a result of this our students’ reading comprehension skills continued to be strategically targeted by specific pedagogy based on the Progression of Reading Development.
- Investigated and implemented teaching strategies to promote receptive and productive oral language development in the early years. Speaking and listening opportunities about meaningful events were designed to promote overall communicative language in real and imaginative settings. Student’s language was extended with richer vocabulary and the improvement of grammatical structure.
• Continued professional learning with Deb Sukarna in the area of Spelling Assessment to further develop teacher pedagogy and knowledge about how to identify the stages of spelling and teach to the level of need.

Achievements – Numeracy

• Continued professional learning within PLTs in the area of problem solving. Teachers investigated and experimented with pedagogical strategies using open ended tasks to cater for students of all abilities. Staff explored how to modify tasks to engage students at their level.

• Teachers were able to use these strategies in their program planning and teaching practice.

• Through PLTs staff participated in Action Research Projects. Using data they collected, staff determined an area of need, investigated ways to best improve student outcomes in that area. Teachers developed and implemented a teaching sequence to address the needs of all major stakeholders, evaluated the progress of students and used this data to further inform investigations and teaching.

• Ongoing investigation occurred in relation to the Australian Curriculum (Mathematics). Through Professional Learning Teams, staff used the new curriculum to inform assessment and reporting procedures.

STUDENT LEARNING OUTCOMES

• Year 3 NAPLAN Data across all areas of Literacy and Numeracy indicated that over 90% of our students reached the minimum standard required. Specific growth areas across this three year period (2011-2013) were Grammar, Punctuation and Numeracy. A minimal decrease in Reading, Writing and Spelling, occurred however achievement rates in these areas remained above 90%.

• Year 5 NAPLAN Data over the three year period (2011-2013) indicated growth by 10% in the area of Reading, with 98.8% of students reaching the minimum standard required. A minimal decrease in Writing, Spelling, Grammar, Punctuation and Numeracy occurred, however achievement rates in these areas remained above 88%.

• We will continue to have high expectations of our students’ learning by ensuring our teachers continue their active involvement in dynamic, data driven professional practice based on contemporary research by leading academic stakeholders.
STUDENT WELLBEING

Goals & Intended Outcomes

- To empower students to become active and resilient members of the community
- That students are empowered to be connected to, and active participants in, the school and wider community

Achievements

- The Social Emotional Learning framework continues to assist in the development of the curriculum with Learning Intentions in this area displayed in each classroom. A continued focus has been the integration of SEL into the curriculum with specific planning and placement of it in planners. An audit of SEL, looking at what we are doing, how we can improve and what support we need was conducted

- The school Core Values were revisited with a specific focus given during St Mary MacKillop day and during school awards presentations

- Student Voice, SRC and Senior Committees, Circle Time, A Positive Approach to Managing Student Behaviour and the Outdoor Education program continues to support and promote success in relation to student resilience, decision making and connectedness to the community

- Transition initiatives involving Kinder to Prep, Yr 6 to secondary school and from Yr level to Yr level continues to support the students to develop social skills, resilience, readiness and coping strategies. These programs have been revised and altered to meet the needs of the students involved

MANAGEMENT OF NON-ATTENDANCE OF STUDENTS

- Parents are expected to provide a note when their child is absent from school. If a note is not sent to school, a letter is sent home to parents asking them to explain their child’s absence. If a child is absent for 5 consecutive days with no notification from a parent/carer, the class teacher must call home to establish why the child is absent.
VALUE ADDED

• Yr 6 transition program allowed students to choose the areas of interest and attend these relevant sessions

• Yrs P-6 participated in the Footsteps program

• Students were able to vote for members of their class to be on the Student Representative Council and Year 5 students were able to nominate themselves for the positions of School Captains and Vice-Captains and Sports Captains for the following year.

• The Senior students received the Sacrament of Confirmation.

• Students were able to participate in Interschool Sport – Winter and Summer Sport, Cross Country Competition, Zone Athletics and Inter Zone Athletics.

• The Breakfast Club Program continued for students

• Middle students attended a one night camp at Camp Doxa near Malmsbury.

• Senior students attended a two night camp at Mornington YMCA Camp.

• Primary Music Institute continued to hold keyboard lessons

• The swimming program for Year Prep – 4 students was held at the Maribyrnong Swimming Centre.

• Children in Years 1 – 6 had email accounts and had access to computers on a regular basis.

• Children in the Junior Classes participated in weekly sessions of BluEarth. This program assists them to become more independent and take responsibility for their actions as well as developing their physical awareness.

• Children in the Middle Classes participated in the Bulldog’s Friendly Kids Program.

• Resources purchased to support classroom Wellbeing and SEL programs and initiatives.

• Provided professional development for new staff in Restorative Practices (CEOM).

• Students provided with the opportunity to explore their understandings of SEL
### STUDENT SATISFACTION

- In the 2013 Insight SRC Data, St. Paul’s Student scores were within the middle 50% range across eleven of the thirteen indicators when compared with the scores from all Victorian Primary Schools.

- The data also showed that the majority of the student scores from 2013 had improved with Student Morale and Connectedness to School also improving.
Leadership & Management

Goals & Intended Outcomes

- To improve collegial feedback and professional practice
- That Appraisal and Recognition is strengthened for all staff

Achievements

- Participated in the Catholic Education Office School Self-Review. The School Improvement Plan was developed which set goals for the 2014-2017 period.
- The Annual Action Plan for 2014 was also developed.
- The school participated in a Victorian Registration and Qualifications Authority Review.
- We reviewed our Leadership Team meetings to ensure we had clear agendas for each meeting and met on a weekly basis.
- Professional Development was provided to all staff on the understanding of NAPLAN and the school improvement surveys.
- School closure days focussed on our School Review (Kerin Thorneloe), Spelling Success (Deb Sukarna), ICT (Tony Richards) the Australian Curriculum and forward planning for 2014.
- Communication procedures were enhanced through the use of the school intranet, co-ordinator meetings and staff meetings.
- Our Occupational Health and Safety policies were revised and professional development provided for all staff.
- All policies were reviewed by leadership and the staff.
- Staff meeting procedures were sustained, including a clear agenda for each staff meeting. A roster for each staff meeting has been developed to organise a chairperson, minute taker, time keeper and a person responsible for prayer.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>DESCRIPTION OF PL UNDERTAKEN IN 2013</th>
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<tbody>
<tr>
<td>Level 1 First Aid, Anaphylaxis and Asthma Training (Entire Staff)</td>
</tr>
<tr>
<td>Emergency Evacuation Training (Entire Staff)</td>
</tr>
<tr>
<td>ICT including use of Internet, “Myclasses” and Interactive Whiteboards</td>
</tr>
<tr>
<td>Religious Education Curriculum Frameworks</td>
</tr>
<tr>
<td>School Review (Whole Staff)</td>
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<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Teacher Aide Network</td>
</tr>
<tr>
<td>Principal Network</td>
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<tr>
<td>Deputy Principal Network</td>
</tr>
<tr>
<td>Religious Education Leader Network</td>
</tr>
<tr>
<td>Student Wellbeing Leader Network</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Assessment and Reporting</td>
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<tr>
<td>Literacy Assessment Project</td>
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<tr>
<td>Math’s Intervention Strategies</td>
</tr>
<tr>
<td>Accreditation Studies</td>
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</table>
Learning and Teaching Network
Math’s Leader Network  ACHPER Professional Development
Special Needs Network  Personalised Learning – ICT
Library Network  Literacy Leaders Course
Literacy Network  Reading Recovery Network
ACEL Conferences  Occupational Health and Safety
Sunshine District Sports Association  Children with Autism
Literacy Network  Literacy Intervention Strategies Course
Math’s Leader Network  Meeting the Needs of Children with Diabetes
Spelling in the Primary School  Learning Intentions and Success Criteria

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>39</th>
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<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$1540.00</td>
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</table>

**TEACHER SATISFACTION**

The St. Paul’s staff supported programs in many ways and provided positive feedback about programs offered.

- In 2013 Insight SRC Data, two thirds of St. Paul’s Staff scores were within the top 25% across the twenty two indicators when compared with the scores from all Victorian Primary Schools.

- In the 2013 Insight SRC Data, St. Paul’s Staff scores were above in fifteen of the twenty two indicators when compared to St Paul’s 2012 scores.

- 94% of staff attended the Sacrament of Eucharist and 92% attended the Graduation Mass.

- All staff attended School Masses.

- Staff provided feedback on professional development activities offered by the school and suggested ways that the programs could be improved.

- ICT professional development that was offered after school was well attended by staff.

- Staff supported the fundraising activities organised by the Parent Partnership Team.
School Community

Goals & Intended Outcomes

• To strengthen parent/school partnerships

• That parents feel confident to approach the school to provide input.

Achievements

• The ‘Footsteps Family Night’ was a huge success with the Parish Hall filled with families watching their children perform.

• Parents continued to be involved in the Parent Partnership Team.

• Support from parents/families in the operation of the school canteen by volunteering their services.

• A Multicultural Family Day was held in May. Family and friends presented information about their cultures to the classes as well as providing food for our shared lunch.

• More parents/family members volunteering to assist in Literacy blocks.

• Large community support over three nights for our school Art Show

• Continued to hold Parent/Child Sacramental Information Evenings.

• New parents involved in fundraising events in the school.

• The St. Paul’s Christmas Carols Performance was well attended.

• The St. Paul’s School Choir performed at various events e.g. Bunnings Sunshine, Ruckers’ Hill Aged Care Facility Northcote and the Cumberland Manor Aged Care Facility in North Sunshine.

• Opportunities for parents to have input in school activities by completing surveys and participating in an information session during Parent/Teacher interviews in June.

• One staff member attended the ‘Learning Better Together’ CEOM study tour and will apply this learning to her new role in 2014.

• Families were provided with pre-school learning opportunities such as: Kinda Kinder,

• Prep information night was modified to include students to attract more parent participants

• A combined Grade 6 Transition Family Night Expo was held for parents and students at Sunshine Community Centre where guest speakers and stall holders discussed transition with families.
• ‘Learning Better Together’ morning tea sessions were held for both English and Vietnamese speaking families, with a focus on engaging families in their children’s learning.

• Family School Partnership Cluster continued with St Bernadette’s North Sunshine and St Peter’s South West Sunshine

• PLT with George Otero conducting a community conversation with all three schools around family school partnerships

**PARENT SATISFACTION**

- Parent opinion scores continue to be high with 17 of the 19 indicators rated in the top 25% of Victorian primary schools.
- In the Parent Opinion survey, the Parent Partnership 2013 actual score was 85.47, up from 82.64 in 2012.
## Financial Performance

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<tr>
<td>Private income</td>
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<tr>
<td>State government recurrent grants</td>
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<tr>
<td>Australian government recurrent grants</td>
<td>3,733,617</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
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<td>Salaries; allowances and related expenses</td>
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<td>Non salary expenses</td>
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<td><strong>Capital income and expenditure</strong></td>
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<td>Other capital income</td>
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<td><strong>Total capital income</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<tr>
<td><strong>Total opening balance</strong></td>
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<td><strong>Total closing balance</strong></td>
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</table>

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

We have developed a series of recommendations to guide future directions according to the Five Spheres of Schooling:

Education in Faith

- Provide staff with professional pedagogy that promotes critical thinking in Education in Faith including opportunities for students to give and receive feedback
- Strive for the whole school and community to have an active interest in social justice initiatives, not just senior students
- Provide professional learning opportunities for staff to deepen their awareness and knowledge of our community’s religious backgrounds so that these understandings can assist our students in making authentic connections with our Catholic beliefs and practices

Learning and Teaching

- Provide staff with professional learning opportunities that promote increased outcomes for students in Literacy and Numeracy
- Deepen staff knowledge and pedagogy that supports the learning of English as an Additional Language Dialect for students
- Embed the use of live student data to drive teaching content and practice
- Continue to encourage student voice in, and ownership of, learning
- Continue to utilise contemporary learning tools
- Monitor ways of tracking student confidence

Student Wellbeing

- Broaden our school community’s understanding of student voice
- Empower students in their ability to actively make decisions to promote engagement and ownership of learning
- Continue to promote social emotional learning as a holistic approach to Student Wellbeing
- Revisit Restorative Practices and A Positive Approach to Managing Student Behaviour procedures
Leadership and Management

- Develop a structured approach to coaching and mentoring with a focus on feedback to improve teacher practice and student outcomes
- Develop teacher capacity to promote self-reflective practices and teacher efficacy

School Community

- Sustain and broaden links that promote connectedness and engagement with St Paul’s and the broader community
- Continue to build family understanding of the value and benefits of being engaged in their children’s learning
- Provide effective ways of communicating with parents to increase their level of input in authentic decision making
## VRQA Compliance Data

**E1192**  
St Paul's School, Sunshine West

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
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<th></th>
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<tr>
<th>Year Level</th>
<th>%</th>
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<tbody>
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<td>Year 1</td>
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<td>Year 2</td>
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<td>97.20</td>
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<td>Year 6</td>
<td>96.16</td>
</tr>
<tr>
<td>Overall</td>
<td>96.24</td>
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TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 85.71% |

STAFF RETENTION RATE

| Staff Retention Rate | 91.67% |
### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>34.38%</td>
</tr>
<tr>
<td>Graduate</td>
<td>6.25%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>56.25%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>3.13%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>41</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>34.700</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>12</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>7.225</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>