

# ANNUAL REPORT OF THE SCHOOL COMMUNITY



**ST CATHERINE'S PRIMARY SCHOOL**  
2 LASCELLES DRIVE 3075

018

REGISTERED SCHOOL NUMBER: 3427



*The Lord Is My Light*

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## Minimum Standards Attestation

I, Karen Robertson, 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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

2<sup>nd</sup> May, 2019

## Our School Vision

***With the Lord as my light,  
our community is inspired to live out  
the teaching of Christ.***

***We aspire to be confident,  
active learners who respond  
positively to challenge and have the  
courage to be of service to others***





## School Overview

St Catherine's is a small but rapidly growing school community situated 15kms north of Melbourne in Lalor West. It is a sister school to a larger school in the Parish of St. Clare. Our community is inspired by St. Catherine of Siena

• *"If you are what you should be, you will set the whole world on fire. Let the truth be your*

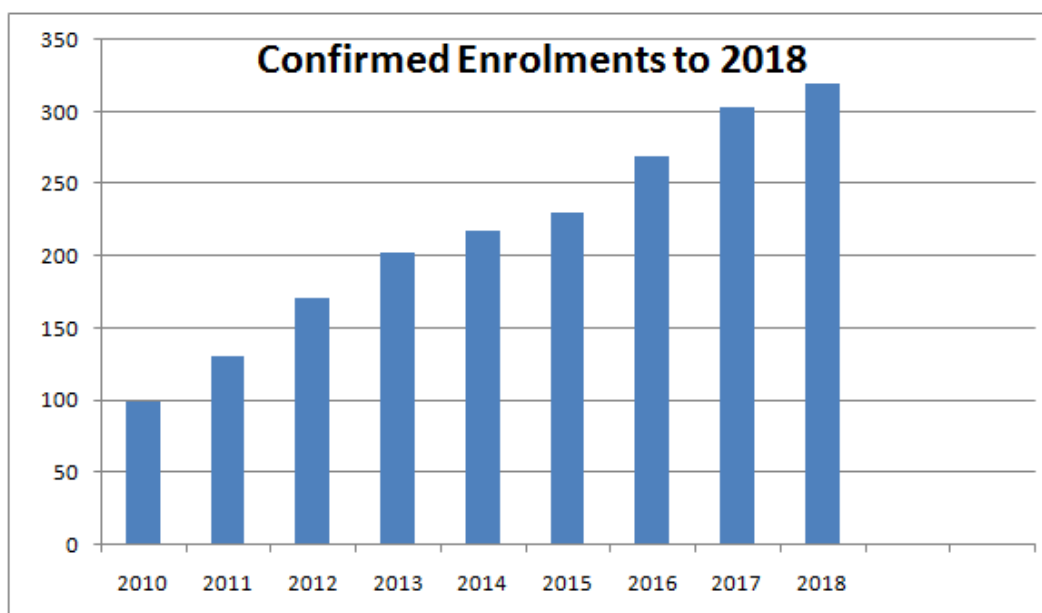
*Delight...proclaim it...but with friendliness"*

Catherine of Siena is a role model for being brave and true. St. Catherine was one of the most brilliant theological minds of her day, even though she didn't have any formal education. In her life time, she was a strong woman who trusted God with all her life. As a Saint of the Church, she was able to draw others closer to God by the things she said and the very way she lived her life. Her works of charity are well documented and her effort to reform the Church had earned her the special title of Doctor of the Church in 1970. From its inception St. Catherine's was seen as a community school and this important feature has continued to be nurtured. St Catherine's is a community of faith; a meeting place of staff, students, parents and the wider community where witness is given to the Gospel values and where the dignity and importance of each person is promoted in light of the teachings of Jesus Christ. Like our patron St. Catherine, our community sees itself as a learning community.

The learner and learning is central to all decisions and students, parents and staff are seen as partners in the school community.

### St. Catherine's enrolment history and future enrolment trends

#### Enrolment Growth 2010-2018 - St. Catherine's Primary School



*Our community is constantly changing and evolving ....*

The school community has experienced many changes in demographics overtime which saw its enrolments declining. However over recent years St. Catherine's finds itself in a growth corridor of the Northern Region. Together with the rapidly expanding and consistent growth of the area St. Catherine's has established a profile as a Catholic school of first choice in the community. It has built its reputation in the community as a welcoming and highly sort after learning community. Many strategies identified and implemented have led to the above upward growth patterns. However to provide the ongoing feasibility of the school and to provide catholic education for catholic families beyond 2010 & forward in the future, it was imperative that our school seek enrolment of non-Catholic families to maintain its feasibility. St. Catherine's catholic enrolments are rising and the school has capped its intake of non- catholic to support the growth of catholic enrolments. Our school is home to religious diversity which calls us to live out our Catholic identity and express our distinctiveness as a Catholic school. Such diversity has assisted our school to become a dialogical school.

Many strategies during the last School Improvement period the enrolments have increased quite rapidly from 2010 –101, 2011 -131, 2012 –171, 2013 -203, 2014 – 240, 2015 – 250 2016-270, 2017-282 & 2018 – 312 with enrolments now closed for 2019 and a current waiting list in place. Networking in the local in the local community, upgrades in facilities and the building of St. Catherine's as a school of excellence has lead St. Catherine's to be a high profile school and a school of first choice.

The St. Catherine's school community seeks to address the needs of a diverse range of learners [Social, emotional, spiritual and academic needs]; inclusive of families of

- Low SES 88
- 26 cultural groups
- 27 Language backgrounds
- Recent and new arrivals
- St. Catherine's community celebrates its multi-culturalism.

<b>Language spoken at home.</b>	<b>Number of Students</b>	<b>Language spoken at home.</b>	<b>Number of Students</b>
Lao	1	Greek	12
Italian	6	Cantonese	2
Vietnamese	30	Sinhalese	2
Assyrian	21	Macedonia	13
Arabic	36	Armenian	1
Chinese	1	Malayalam	2
Punjabi	14	Samoan	2
Hindi	10		

<b>Tamil</b>	<b>1</b>	<b>Maltese</b>	<b>1</b>
<b>Nepali</b>	<b>1</b>	<b>Bengali</b>	<b>1</b>
<b>Filipino</b>	<b>3</b>	<b>Albanian</b>	<b>4</b>
<b>Gujarati</b>	<b>3</b>	<b>German</b>	<b>4</b>
<b>Portuguese</b>	<b>3</b>	<b>Sindhi</b>	<b>1</b>
<b>Croatian</b>	<b>5</b>	<b>African</b>	<b>2</b>

Our percentage of families receiving EMA/CSEF:

2009 – 42.2%   2010 – 45.2%   2011 – 41.9%   2012 - 48%   2013 - 48%

2014 – 46.5%   2015- 38.5 %   2016- 32 %.   2017 – 46.5%   2018 – 41.8%

## **The St. Catherine's Learning Community**

Our school is focused on a personalizing learning for all its learners; students, staff and community through understanding the specific needs of each individual and identifying learning goals and strategies which directly impact on value added learning outcomes.

Our learning philosophy is centred on developing a constructivist model of learning where each learner takes ownership of his/her learning. 'By learning we will teach, by teaching we will learn'. At St. Catherine's we are endeavouring to develop a community where each member sees themselves as a learner and understands that each person is a valuable participant in the learning and teaching process.

Our learning spaces are developed not only to accommodate for the consistent enrolment growth but also to allow for the learning environments that are totally inclusive. By definition and design our learning community maximises the impact of our learning environment through branding our school as a learning community for all, a core social centre and an outward facing school.

### ***Environment:***

In 2018 our school became two stream across all levels and we celebrated the opening of new buildings and renovated spaces that accommodate our consistent growth in enrolments and afford contemporary and inviting purpose built learning spaces.

The school has four learning blocks. There is two main buildings. One, Prep -2 building, houses six classrooms, a Reading Recovery room, two discovery learning areas and a children safe kitchen, and parent facilities and After School Care. A multipurpose room also provides flexibility as a Performing Arts space, Indoor Physical Education and gathering space etc.

Another building known as the Father Andrew Hub serves the Year 5 & 6 year levels. These new flexible learning spaces were completed and occupied in 2016 and provide both indoor and outdoor flexible learning spaces that enhance learning opportunities. A central hub and kitchen in this space also provides space for celebration of learning, a gathering space for our community and a sacred space for fellowship and liturgy in the absence a physical church space or hall on our premises.

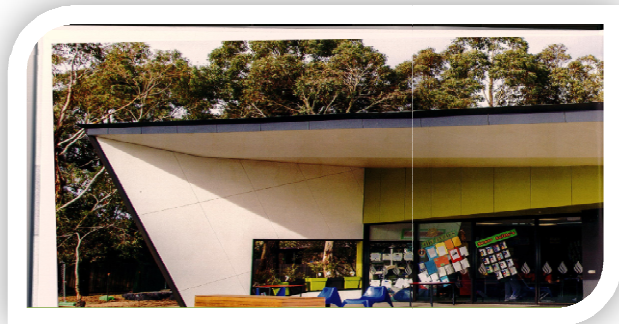
A third space was renovated, along with the opening this year of the Margaret McKenna hub housing our middle school students.

The fifth building is home to our library/performing arts centre, administration area, sick bay and staff lounge facilities.

All learning spaces are either new or have undergone refurbishment, renovation and are subject to an ongoing maintenance plan to ensure all learning spaces are inviting and promote learning. All rooms are heated, air conditioned and carpeted and equipped with 21st Century technology. We have networked multimedia Apple Mac Notebooks, PCs and, interactive whiteboards, flip cameras and a bank of Ipads to every classroom, and a well-resourced library. Our middle years and senior students have access to a 1:1 computer program provided by the school.

Our large grounds consist of two large synthetic turf sporting areas. There are separate junior and senior adventure playgrounds, a kitchen garden and a good balance of grass, garden and playing space. The newly installed playground and outdoor learning space was researched and designed by students participating in 'Passion Projects' as was the cubby house in the junior play area and the installation of the Pizza oven area.

The installation of two pedestrian walkways and the delineation between vehicle and pedestrian access and the establishment of a 'Drop off/Pick up' drive through to decrease parking and traffic concerns goes some way to alleviating the increasing demands of our growing population. However the safe passage to and from our school remains always a high priority. The installation of electric gates also contributes to the safety provision.



## STAFF

Our staff, reflective of our community, is too, diverse in culture, qualifications and experience. It is a highly professional team who understand the need to be ongoing learners in order to ensure value added outcomes for all learners. The culture is beginning to take shape as we go about learning together.

Professional learning is taken up both onsite and externally. Peer and external mentoring and coaching is becoming a feature of our learning process. We have the benefit of growing learning partnerships with local Primary school clusters, Secondary Colleges, a range of local and system agencies through which we can learn from each other.



## Principal's Report

*With the Lord as My Light and inspired by St. Catherine our school community endeavours to live out the teachings of Christ.*

Dear Parents and Friends of St. Catherine's  
Primary school community,

With the Lord as our light we each have each been called to dedicate our unique gifts to God's service. We are called to use and develop our gifts for the good of all and for the building Christ's church. Throughout 2018 Rev Father Aurelio has continued on as our guide as Parish Administrator.

Every year our school takes a new theme from our motto and Vision statement. Throughout 2018, our theme was Diversity is at the Heart of Learning. This theme celebrated who we are as a Catholic school enriched by its diversity in culture, individual passions and interests, gifts and talents, collaboration and individuality. It also emphasised how it is incumbent upon each of us as a community to recognise each person as an individual learner and to ensure conditions optimise learning for all learners.

*'You are rewarded not according to your work or your time but according to the measure of your love.'* St. Catherine of Siena

Many exciting events and achievements have taken place throughout the 2018 school year; too much in fact to draw upon. Instead I share with you just a few highlights:



On 31<sup>st</sup> October we proudly opened yet a new stage of the St. Catherine's building master plan with the addition of a new learning hub to be known as the McKenna Learning Hub and much needed renovations to the Staff Lounge in order to accommodate a staff of 37 originally of which had been built to house a staff of 10. The new learning hub was named after the founding principal of St. Catherine's, Sister Margaret McKenna. We were honoured to be joined by representatives from the Sisters of Mercy at the opening. The building was opened by the Federal Senator for Victoria James Paterson and the Blessing of the Building officiated by Father Aurelio Fragapane.





St. Catherine's is lucky to have such a dedicated team of parents who support the fundraising efforts of the school. This year the team organised and ran a Coloured Chalk Fun Run that captured the hearts of all, young and old! This resulted in a great day of fun and laughter whilst producing a substantial amount of money to be allocated to new technology and playground equipment for our students. We acknowledge and thank our Parents & Friends for their tireless work in support of their school.



The St Catherine's community believes in the power of parents as first and ongoing educators of their children. We also hold with the notion that where there is a strong connection between home and school the child's learning will be enhanced. Together with our Family Engagement in Learning Leader, and our staff, various learning opportunities and workshops were held during the year for families. St Catherine's along with four other local Catholic schools also gathered together with parents to share their understanding and to learn from each other.



A highlight for St Catherine's took place in November when two teams of Year 5 and 6 students participated in the annual RACV Breakthrough Challenge. This challenge involved students designing, building and racing an environmentally efficient push kart using recycled materials. It is important to note that in only our second year of participation in this event our two teams were awarded both first and second place in all categories of this event. However whilst the honour of winning this event was amazing it is the experience of camping, collaborating, learning and participating alongside some 6,000 students from across the state that held St. Catherine's students as winners well before they held the shield. Our thanks to the many sponsors in the local community who supported the St. Catherine's teams especially the Iozzo family "REPURPOSE IT" and to the dedication to this project by Mr James, Mr Calthorpe, Mr Joseph and Mrs Ferro.



### **Pushcarts – Sections:**

#### ***Design & Construction:***

Winner: St. Catherine's Team 1

Runner Up: St. Catherine's Team 2

#### ***Display & Presentation:***

Winner: St. Catherine's Team 1

Runner Up: St. Catherine's Team 2

#### ***Track Events:***

Overall Winner: St. Catherine's Team 1

Overall Runner Up: St. Catherine's Team 2



### **Diversity is at the Heart of Learning –The Arts Expo**

In Term 3 the St. Catherine's community celebrated its learning diversity with an evening of the Arts .This included demonstrations of singing and dancing highlighting the talents of students from our Community Language program as well as individual performances vocal, instrumental and dance .A Visual Arts Exhibition highlighted the wonderful talents of our students through a variety of mediums . We were also entertained by African Drummers, and the evening privileged to an opening ceremony by a local Aboriginal group through a Smoking Ceremony and a Welcome to Country by Whitney Baksh, one of our Aboriginal students.



## Education in Faith

### Goals & Intended Outcomes

#### Achievements

The Education in Faith Sphere at St Catherine's school during 2018 was driven by the goal to strengthen the Catholic Identity of the school within a diverse school community.

A highlight during First Term, was that the Religious Education Leader, Anna Barber had enrichment leave to Jerusalem, Israel to deepen her knowledge of the Feasts of Easter and Passover. Her experience and learning is primarily utilised to build staff capacity and student learning about the Jewish links of Jesus to our Faith Tradition. Liturgies and prayer reflects this learning at every possibility to build links from a Jewish perspective to our own Catholic story.

The Catholic story has been expressed in 2018 through many different ways.

A highlight in the Education of Faith Sphere was participating in RE Collective with our sister school, St Clare's, facilitated by Dr Margret Caswell. Since embedding the Pedagogy of Encounter planning, the focus of this project was focused on Assessment in RE from this Collective, St Catherine's and our sister school, St Clare's, came together to create and design a joint RE Assessment tool to be implemented at both schools. CEM Staff were involved in not only a financial grant for both schools but also in the planning and supporting of this work. Data was gathered, both school communities contributed to the development of an assessment tool from P-6. This tool will be shared with other Catholic schools in Melbourne. It will assist planning and build teacher capacity to build rich assessment tasks in religious education units of work.

Staff meetings and planning were organised to engage teachers in dialogue and the importance of interfaith understandings. By emphasising teacher conversations with one another, it brings a certain richness and understanding to delivering the Pedagogy of Encounter which explores understanding of learning in religious learning in a contemporary world, reflecting life and faith.

To support our religious education program, Fr Aurelio catechises the classes from P-6. This takes place on a regular basis. Students also attend Thursday Mass at St Clare's Church which further supports our children in growing in their experience and knowledge of faith.

For our school, Fellowship Prayer is still a regular gathering for our school community. During this time, we encourage children to act religiously in the Catholic Tradition and they are taught religious education lessons in class time. School Leaders, teamed with class teachers and different grades have been planning the fortnightly formal prayer at our school. This not only increases school leader's capacity to plan liturgy but also helps to lead classes to be active witnesses; expressing their faith. Holy days and the Liturgical cycle enables prayers to reflect our communal worship. Parents have regularly attended Fellowship prayer throughout the year

In terms of faith and mission, our focus emphasised our need to unite our actions with our faith. A variety of Social justice projects united our school community throughout the year. The student leaders of the Social Justice Group in year 6 were frontrunners to a variety of initiatives and driving a number of projects each term. In terms three and four, three student leaders proposed an action called Project Smile. The purpose of their social justice plan was to work with Northern Hospital to help children feel appreciated and important, even if they are sick. The team of students were able to plan a number of visits, collect gifts for the sick children and participated in the volunteer program of the hospital. Another group of students went to Aurum Nursing home in Reservoir to spend time with the elderly. Through asking questions our students were able to develop conversations that explored and acknowledge residents past and present lives, students also made stress balls and participated in praying of the Rosary together. Our fund raising during the Feast of St Catherine allowed us to support our local St Vincent de Paul Conference and offer Kmart Gift Cards to help local families in need during Christmas time.

In October, Fr Aurelio invited our two schools to remember and honour the anniversary celebrations of Our Lady of Fatima. Parents of Newly Confirmed students were asked to lead the candle light procession after the Rosary. The opportunity for the newly Confirmed to witness to their faith and to lead our community during this special time of prayer in the Church was very evocative and sacred. After that, there was an outdoor Mass on St Clare's oval. The night finished with Benediction with the Parish family.

Late in October, new buildings were officially opened and blessed by Fr Aurelio. The Sister Margret McKenna Building (To be known as the McKenna Pod- After the Founding Principal) will be the Year Four learning space. The Staff room was also renovated and extended to house a growing staff of 37.

The theme of St Catherine's Carol's by Candlelight was Christmas around the World. Our opening Prayer incorporated the community languages program with eight different languages being spoken to describe the different symbols of the Christmas Story of Jesus' birth.

A Parish Carols by Candlelight was organised by Fr Aurelio and children from both schools were able to contribute to different Christmas Carols that were sung that evening.

A Thanksgiving Mass for both schools in our Parish was coordinated by the REL and Mass was celebrated for the first time in the St. Clare's school gym as combined Parish Schools of the St. Clare's Parish.

“Nothing great is ever achieved without much enduring.” St Catherine of Siena

The Insight SRC Data shown below demonstrates a high score in the School Improvement Survey in regard to the extent to which staff have the opportunity to reflect on their faith, pray together and celebrate liturgies and sacraments. St Catherine's staff remained in the top twenty-five cent of Australian Catholic schools at 89%. This has consistently been a strong feature for staff at this school. Opportunities for students, and parents, to reflect on their faith, pray together, and celebrate liturgies and the sacraments have also remained a consistently high score, at 89% and 90% respectively.

School Improvement Survey Report Parent Responses in 2018 showed improvement in most areas surveyed.

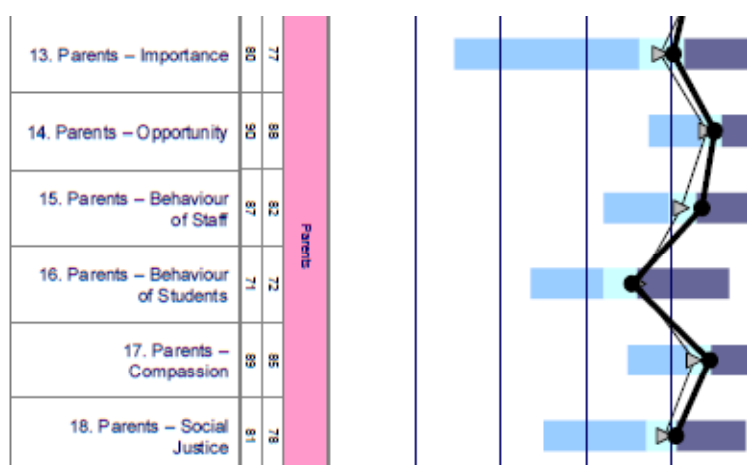
The extent to which parents feel the behaviour of staff is consistent with faith-based value has grown from 82 to 87%.

Parents perceptions of whether the school encouraged compassion behaviours, and to which their children have the opportunity to act in a compassionate manner also improved from 85%; increasing to 89%.

An improvement from 77% to 80% occurred in the importance parents placed on their children attending and participating in prayer, and celebrating liturgies and the sacraments at school.

The way in which parents felt that the school makes social justice important for their children, and to which their children have the opportunity to participate in social justice activities rose from 78% to 81%.

We have been able to identify increasing strengths in our Catholic culture and to triangulate a range of data to gain some insight into areas that could be further improved. School planning and dialogue continues to investigate ways to attend to more challenging areas and further build our Catholic identity in this contemporary world.



## Learning & Teaching

We believe that as people of God, inspired by St Catherine, we are called to provide an education that enables our community to be confident, active learners who respond positively to challenge and have the courage to be of service to others. In keeping with the philosophy of our learning community we focused on all learners, including students, staff and parents.

Goal: To support every member of our community to develop as independent, self-motivated and successful learners.

Intended Outcomes	Target
That student outcome in Literacy and Numeracy will improve with students all demonstrating expected levels of growth.	Student data will demonstrate one year of growth for one year of learning.
That all learners, staff and students, are engaged and active in their learning.	A mean target of 4+ on the CEOM Inquiry Learning Student and Staff Survey.

### STUDENT LEARNING OUTCOMES

The overarching theme for 2018 was teaching for diversity; 'Diversity is at the heart of learning'. There was an increased emphasis on analysing data to drive teaching and personalise learning in order to cater for students learning needs.

To ensure all stakeholders were aligned with this theme a whole staff conference was conducted to commence the school year. This involved three days of intense professional development, reflection and forward planning. This was maintained throughout the year via facilitated planning, data analysis meetings, scaffolded learning for teachers in this area and time was provided for dialogue throughout this process. Teachers at all levels ensured that they provided rich opportunities for students to develop stronger literacy skills through and across all areas of the curriculum.

In the Early Years, an emphasis on developing foundational literacy skills formed the basis of future learning, highlighting the importance of oral language as a vehicle to support the development of all literacy and numeracy skills. The school data indicated that increased attention was required for the development of student phonological awareness. Reading Recovery continued to provide additional assistance in reading and writing for all Year 1 students who required intervention.

Students experienced explicit teaching in the development of higher order comprehension skills through a range of text types including visual and multimodal texts in Years 3 to 6. Levelled Literacy Intervention provided additional assistance in reading and writing for students who required intervention. An additional teacher was employed to support literacy in years 3 to 6.

All year levels across the school engaged in 'Application and Acquisition' sessions in Numeracy. These sessions targeted the improvement of student problem solving skills whilst ensuring the continued teaching of explicit mathematics skills.

At different stages throughout the year, students from year levels 2 to 6 received small group focused intervention and extension lessons.

Teachers from multiple year levels engaged with peers and leaders to model learning and teaching experiences for students.

The following table highlights Years 3 to 5 growth when comparing NAPLAN data. In the areas of Spelling, Grammar and Punctuation and Numeracy students experienced growth exceeding state averages. Whilst not achieving equal growth when compared to the state in Reading and Writing, the data in these areas still compares favourably to state averages.

Year 3 - Year 5 Growth Analysis during 2016 - 2018 in NAPLAN

Name	Reading 1	Reading 2	Reading Difference	Writing 1	Writing 2	Writing Difference	Spelling 1	Spelling 2	Spelling Difference	Grammar & Punctuation 1	Grammar & Punctuation 2	Grammar & Punctuation Difference	Numeracy 1	Numeracy 2	Numeracy Difference
School Growth	431.97	504.13	72.16	439.39	477.87	38.48	409.58	501.44	91.86	411.49	488.56	77.07	401.83	497.21	95.38
State Growth	438.5	520.9	82.4	436.4	478.7	42.3	428	508.1	80.1	447.7	512.2	64.5	415.3	504.3	89
Growth Difference	-6.53	-16.77	-10.24	2.99	-0.83	-3.82	-18.42	-6.66	11.76	-36.21	-23.64	12.57	-13.47	-7.09	6.38
Students	42	46	37	42	47	38	42	47	38	42	47	38	42	47	38
Percentage of matched students			80.43			80.85			80.85			80.85			80.85

National Minimum Standards.

In the key learning areas of Reading and Numeracy, 94% of Year 3 students achieved at or above minimum national standards in Reading and 97% of students achieved at or above national minimums in Numeracy.

100% of Year 5 achieved at or above minimum national standards in Reading and Numeracy.

**YEAR 3**

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 1	5.88%	5.71%	5.71%	8.57%	3.03%
Band 2	8.82%	2.86%	14.29%	8.57%	9.09%
Band 3	5.88%	8.57%	20%	28.57%	33.33%
Band 4	26.47%	31.43%	25.71%	37.14%	24.24%
Band 5	32.35%	45.71%	14.29%	2.86%	27.27%
Band 6	20.59%	5.71%	20%	14.29%	3.03%
% ABOVE National Minimum Standard	85.3%	91.43%	80%	82.86%	87.88%
% AT National Minimum Standard	8.82%	2.86%	14.29%	8.57%	9.09%
% BELOW National Minimum Standard	5.88%	5.71%	5.71%	8.57%	3.03%

**YEAR 5**

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 3	0%	2.13%	4.26%	6.38%	0%
Band 4	17.39%	10.64%	12.77%	6.38%	4.26%
Band 5	17.39%	46.81%	14.89%	34.04%	44.68%
Band 6	34.78%	25.53%	38.3%	25.53%	27.66%
Band 7	17.39%	14.89%	10.64%	19.15%	10.64%
Band 8	13.04%	0%	19.15%	8.51%	12.77%
% ABOVE National Minimum Standard	82.61%	87.23%	82.97%	87.24%	95.74%
% AT National Minimum Standard	17.39%	10.64%	12.77%	6.38%	4.26%
% BELOW National Minimum Standard	0%	2.13%	4.26%	6.38%	0%

This percentage growth data remains relatively consistent with previous years as evident in the table below.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS							
NAPLAN TESTS	2015%	2016%	2015-2016 Changes %	2017 %	2016-2017 Changes %	2018 %	2017-2018 Changes %
Yr 3 G and P	94.9	97.6	2.7	100	2.4	91	-9.0
Yr 3 Numeracy	100	100	0.0	100	0.0	97	-3.0
Yr 3 Reading	100	97.6	-2.4	100	2.4	94	-6.0
Yr 3 Spelling	97.4	95.2	-2.2	97.4	2.2	94	-3.0
Yr 3 Writing	100	100	0.0	100	0.0	94	-6.0



Yr 5 G and P	84.2	100	15.8	97.1	-2.9	94	-3.0
Yr 5 Numeracy	100	100	0.0	97.3	-2.7	100	3.0
Yr 5 Reading	100	100	0.0	100	0.0	100	0.0
Yr 5 Spelling	89.5	100	10.5	100	0.0	97	-3.0
Yr 5 Writing	100	100	0.0	100	0.0	98	-2.0

Student reporting forms a crucial element in the teaching and learning process. To this end, the school engaged in a review of student reporting procedures via parent surveys, staff conversations and professional development. As a result of the review, modifications were made to existing reporting procedures.

Changes were made to the biannual written reports to ensure they catered for the parent community and reflected the differentiation that was occurring in class. All students and parents were provided with two opportunities for formal student led conferences in addition to multiple informal means of communication such as telephone conversations, before and after school chats, class dojo messages and email communication.

A further highlight of our Learning and Teaching has been our joint project with Monash University and Catholic Education Office on Language learning through our Community Language Program. At St Catherine's students in Year 5 and year 6 participate in a Community languages program. It is a multi lingual approach, whereby the students' mother tongue is maintained. It consists of a multiple of teachers and school community volunteers that assist the program to operate. Students have the opportunity to use prior knowledge and make connections to self and community. The Community Languages Program gives the students the opportunity of spontaneous oral language use. Units of work are planned by a language leader linking it to other curriculum areas allowing the students to make the connections and using the mother tongue whilst participating in a variety of engaging tasks.

The community languages program at St Catherine's is a rather unique program. In the latter half of 2017, the Community Languages Program was trialed with positive feedback from the School community. It has continued onto 2018 with the continual support of volunteers and teachers, and with training and regular workshops provided by Mrs. Lina Lauricella our Community Language towards this new approach. We will continue to further explore this program in 2019 and its effectiveness by collecting baseline data and ongoing monitoring.



## Student Wellbeing

### Goals & Intended Outcomes

To develop a community of student learners who strive in a safe, connected learning environment.

That students' social emotional wellbeing will improve.

That School Wide Positive Behaviour culture is embedded.

### Achievements

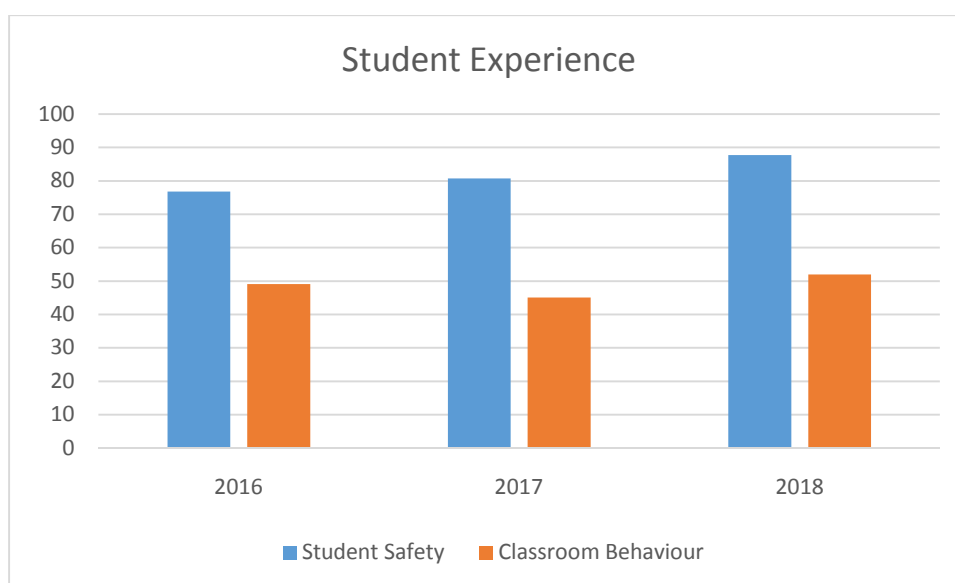
In 2018, St Catherine's has focussed on embedding a School Wide Positive Behaviour Support (SWPBS) approach. Our policy and procedures have been communicated to the wider school community. Investing in School Wide Positive Behaviour approach has led to students feeling that St. Catherine's has safer learning environment. SWPBS calls for input from all stakeholders, immerses the whole community in a common language and provides for a deep understanding of the values which underpin it and support the espoused practice into a reality, therefore providing greater awareness and consistency.

### Student experience and Student satisfaction

Our student data demonstrates that students feel safe and that there has been a positive impact on classroom behaviour with the classroom behaviour. Insight SRC data indicates that our students' experience has seen a rise in actual scores. The survey demonstrates a rise from 81 to 87.71 in students' general behaviour and increased student classroom behaviour from 45 – 51.97.

Student Experience-Data Table

Indicator Title	2016 Actual Score	2017 Actual Score	2018 Actual Score
Student Safety	76.84	80.78	87.71
Classroom Behaviour	49.12	45.10	51.97



, Our school has added value by:

- the SWPB team being trained in the use of SWISS which is a purpose designed tool used to track and analysis student behaviour. In turn, this data enables us to monitoring and track the effectiveness of the school wide positive behaviour program.
- developing a shared belief, and consistent approaches to developing positive relationships and student management based on core values
- a continued focus on the Social-Emotional Wellbeing of our students and the effectiveness of our SEL programs
- Learning Connect meetings which have given staff opportunities to raise awareness of social emotional wellbeing and academic needs of children at risk. As the name suggests, Learning Connect allows a forum for connections to be made that consider the student from all perspectives. e.g. Academic, social/emotional and spiritual .In these meetings staff have been able to draw upon expertise, experience and support from colleagues in order to support students. It has also been a platform to initiate professional support from external agencies across a broad range of disciplines e.g. psychologists, speech pathologists, onsite staff such as the school counselor, and our school Chaplain when required. The staff have worked with these experts to provide social emotional support for students and receive advice to support teachers within the classroom setting.

Although positive Classroom Behaviour has had gains this remains an area in which St. Catherine's continues to invest its time, professional development and community focus through its Whole School Focus on Positive Behaviour. Ultimately this will result in the whole community's understanding and support for school wide expectations, positive relationships and the development of optimum learning for all.

Complementing the formalised Social Emotional Learning program the core expectations of Respect, Safety and Responsibility have continued to be a guide for students in how they interact with each other and provide a framework for how we as members of St Catherine's develop positive relationships with each other. The core values have provided teachers, parents and students with a common language.

#### Student Leadership:

The Student Leadership Model at St Catherine's has continued to give students a voice at and have provided genuine opportunities for our Year Six students to lead. Students have participated in a number of projects throughout the year that have dealt with social justice, environmental and educational issues, and have developed sport, leisure, the arts and entertainment pursuits. For example, the Sports leaders planned and assisted in the Twilight Sports Night for the whole school, ran basketball and soccer workshops for younger students; the STEM team contributed and participated in the RACV Breakthrough Challenge; the Liturgy Team prepared and led the school in a number of Fellowship gatherings and special masses. Our Wellbeing and Social Justice teams visited local hospitals visiting children and the elderly in nursing homes, in addition to organising fundraising charity events, and ensuring opportunities for students to participate in wellbeing activities such as meditation and extra curricula lunchtime hobbies.

### STUDENT ATTENDANCE

Parents/Guardians are required to advise the school either verbally or in writing of a child's absence before 9.00am stating the reason why.

If a student has not arrived by 9.00 a.m. the teacher records the student as a "morning absence". The School Secretary will update this to "late arrival" in the event that the child arrives before 9.00 a.m.; or "full day absence" if a notification of this is received.

Where this has not occurred, the school will SMS the parent or guardian to ascertain the reason as to why the student is absent. If any student who has not arrived at school and their family has not notified the school the parent/care giver will be contacted. Failure to respond to the school contacting the parent will necessitate the Principal reporting to the Catholic Education Office the absence as an unexplained absentee.

Absentee notes, along with verbal notification notes, are to be kept with Late Passes and Early Dismissal Slips and forwarded to the School Office for archiving at the end of the school year.

## Child Safe Standards

### Goals and Intended Outcomes

2018 Goals: To ensure our school has documented strategies, procedures and practises to enhance a culture of Child Safety.

We believe that as people of God, inspired by St Catherine, we are called to provide an education that enables our students to be safe, confident and active learners who respond positively to challenge and have the courage to be of service to others.

At St Catherine's School we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel

[\(CECV Commitment Statement to Child Safety\)](#).

The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: that is why the promotion of the human person is the goal of the Catholic school.

### Achievements

Over the past 12 months St Catherine's P.S. has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students. The continued application of student well-being programs have encouraged the students to engage in conversations about their welfare and safety.

Throughout 2017 and into 2018 St. Catherine's has worked tirelessly to ensure that its policies, procedures and practices provide a culture to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

All policies and procedures apply to school staff, including school employees, volunteers, contractors and clergy.

**The following principles underpin our commitment to child safety at St Catherine's School:**

Fundamentally: Catholic schools have a moral, legal and mission-driven responsibility to create nurturing school environments where children and young people are respected, their voices are heard and they are safe and feel safe

([CECV Commitment Statement to Child Safety](#)).

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

The following denotes the achievements made during this period of time towards the Child Safe Standards.

The following all staff have completed professional development to:

### **Training and awareness raising strategies**

- Staff members have participated in a variety of training initiatives including:
- Unpack Child Safe Standards
- On-line Mandatory Reporting Modules (Annually);
- Protect – Responding to Suspected Student Sexual Offending;
- The School's Child Safety Policy & Code of Conduct (Annually); Reportable Conduct Scheme Requirements;
- Organisational Duty of Care;
- Risk Management – Excursions & Camps;
- Complete level 2 First Aide Training
- Understand, read and comply with the St. Catherine's Code of Conduct for staff.
- All staff, contractors and volunteers read, sign and abide by the codes of conduct and procedures of St. Catherine's.
- All St. Catherine's staff members will continue to participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind.
- Continue the 'Learning Connect' Team
- Whole School Wide Positive Behaviour Program –Continued implementation phase.
- A PBS Team meets weekly to embed and review procedure, strategies and practices.
- All policies are cross checked to ensure that they endorse and support practices to constantly protect our students and provide safe environments.
- Review, and updating of all related policies to ensure the integrity of the Child Safe Standards is articulated and clearly implemented.

### **Human Resources Practices**

Human Administrative & Human Resource practices ensure its recruitment & performance management processes are streamlined to identify the most suitable candidates to undertake 'Child Connected Work', foster continual improvement in Child Safety practices.

To achieve this school ensures that the following Human Resource processes have a child safety focus:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers

### ***Consultation with the community***

- St. Catherine's continue its practice to actively engage the school community in aspects of Child Safety. Information and workshop sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- *The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing learning facilitated via the school newsletter and website.*
- *Review, Disseminate, and Discuss Parent Code of Conduct. All Parents read, sign and return.*
- Develop awareness of their personal & professional responsibilities to create safe environments for our children.
- Parents, grandparents and volunteers at St. Catherine's have been endorsed through the process outline in the 'Volunteer Guidelines'.
- Multiple opportunities have been taken up to disseminate and educate families in regard to
- the importance of developing child safe environments where students are respected and listened too, and where openness and open dialogue is essential to our students' safety
- Family workshops are provided in relation to Child Safety, Sex Education, Recognising emotions, Bullying, Online safety etc. An eSmart certification has been awarded to St. Catherine's.

At St Catherine's School, we actively encourage all students to openly express their views and feel comfortable about giving voice to the things that are important to them.

We teach students about what they can do if they feel unsafe and enable them to understand, identify, discuss and report on child safety. We listen to and act on any concerns students, or their parents or carers, raise with us.

At St Catherine's our school Wellbeing Leader and Leadership Team monitor the progress of identified children deemed at risk. Student leadership structures ensure that all students have the opportunity to voice their concerns and create solutions to issues

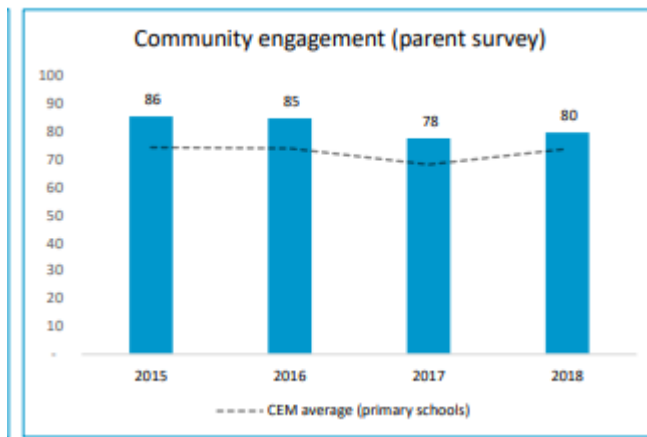
## Leadership & Management

### Goals & Intended Outcomes

To further develop a learning community with a focus on continuous improvement, where all members are empowered to lead and serve.

Outcome: That a culture of expert teaching is further developed.

### Achievements



Parents at St. Catherine's general feel the engaged and connected to the school. In 2018 the school has continued its endeavour to ensure that all stakeholders in its community including parents feel that that are able to serve and lead our community.

A rise in the numbers of School Board members and their commitment to work alongside the staff leadership as an Advisory body has been established.

A restructure of the Student leadership over the last year has empowered all Year 6 Students to not only assume leader roles across a number of portfolios but to develop each role to carry out their duties to enhance their leadership skills. Feedback identifies the following positive support and impact on student leadership:

- Restructuring of the Student body where every student at a senior level is assigned to a particular leadership portfolio based upon self-identified skills/passions or talents where they can best lead and serve the community
- Participation in leadership programs and conferences assisted senior students in their leadership role.
- The success of this new model has been dependent on the context of a portfolio based model and formalised processes
- Greater opportunities to input student voice and to demonstrate student leadership into the life of the school have emerged to include curriculum leadership, decision making, leading fellowship, prayer and assemblies, Prep friendship groups, social justice team, positive demonstration of core values and inclusivity.



## TEACHER SATISFACTION

In 2018 the general satisfaction of Staff has been maintained or some marginal decreases noted in some areas. In regard to Learning

Appraisal & Recognition 66 Professional Growth 78

Staff Clarity was maintained at 75, Engagement

Teamwork 72 ,Empowerment 64 and Ownership 75

The challenge is to ensure balance and culture of continuous improvement going into the 2019.

Leadership is highly distributive across the school with a range of staff taking on both the 'formal' Positions of Responsibility and coordination positions. Such positions are embedded across spheres as well relating to specific roles of the Leadership Team.

Structures that now support a cohesive approach are:

- the Learning Connect Team
- extensive participation in leadership cluster
- increased role clarity
- professional development
- staff mentoring and learning from each other
- team charters
- a Performance and Development culture
- Continuing to ensure that goal setting and feedback are an intrinsic part of building self-efficacy and capacity in the community.
- identification of personal goals, strategies for improvement and reflection
- the distribution of financial and human resources to ensure professional development of staff as a priority area through on-site mentoring, coaching, staff input into their own learning [goal setting] and access to offsite professional development opportunities.
- introduction to peer appraisal, staff goal setting, further development of feedback and open communication between staff and leadership, instructional leadership has assisted a culture shift. The understanding of the purposes of a Professional Learning Team and the team formulation of protocols has allowed for deeper levels of team conversation, dialogue and self-reflection.

Instructional leadership that focuses on learning, and the learner, as central to all decisions is being developed. Alignment, collective ownership and accountability are key to moving from 'working teams' to highly successful leadership teams across all levels of the community. The catalyst for ongoing success is deeply rooted in optimism that we collectively work together towards high levels of success for every learner.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2018

- Professional Development & formation -Facilitated by Deb Vertri
- Staff conference –“ Diversity at the heart of learning”
- Admin Officers conference “Change, Challenge , Opportunity”
- Finance Admin Officers Clusters
- LSOs Cert 1V in Education
- Naplan training
- elearning
- RE Conference
- Acer research conference
- Weekly – Literacy/Numeracy Professional Learning Teams
- Learning & Teaching Networks
- Literacy Network
- Mathematics Network
- Wellbeing Network
- Planning with Literacy/Maths Leadership
- Team planning (Term) with Catholic Edu. Office Learning and Teaching Adviser
- Teaching as a Pedagogy
- Catholic Education Religious Education Conference
- First Aid training
- OHS Training
- Emergency Procedure Training
- CEOM Holiday pay Calculator
- CEOM-P-2 Literacy: Assessment for literacy Learning and Teaching.
- CEOM P-6 Literacy Leaders Cluster
- Northern Region Learning & Teaching Cluster
- Regional Mathematics Leadership Cluster
- Planning for Cross Curriculum Priorities
- CEOM - NRO Additional Learning Needs & Student Services - Processes/Prov
- SAD - Focus on Number Strategies
- SAD - Mandatory reporting
- CEOM - SUPPORTING INCLUSIVE PRACTICE (Educational Audiology)
- Positive Behaviour Support
- Child safety standards

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018</b>	<b>35</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$1500.00</b>

# School Community

## Goals & Intended Outcomes

That Learning links between home, school and community are strengthened.

That parent and families will have an improved knowledge of, and engagement in their child's learning.

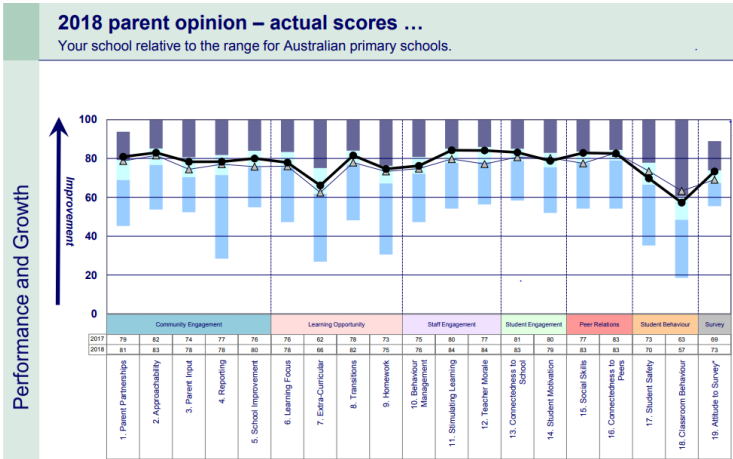
*With the Lord as my Light, our community is inspired by St. Catherine' to live out the teachings of Jesus Christ. We aspire to be confident, active learners who respond positively to challenge and have the courage to be of service to others.*

In keeping with our Vision St. Catherine's has developed a community built on solid relationships where approachability is positive and input valued. At the essence of our school community is the building of positive Relationships. It is the building block fundamental to the growth of our school, to good learning, to the *service of each other* and is ultimately our way of *living out the teachings of Jesus Christ*. Positive relationships have been challenged to be not only supportive but to also develop partnerships of learning in

and across the community.

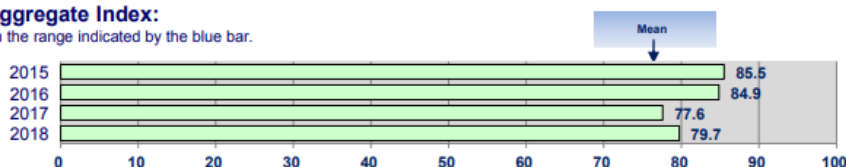
## Achievements

### PARENT SATISFACTION.

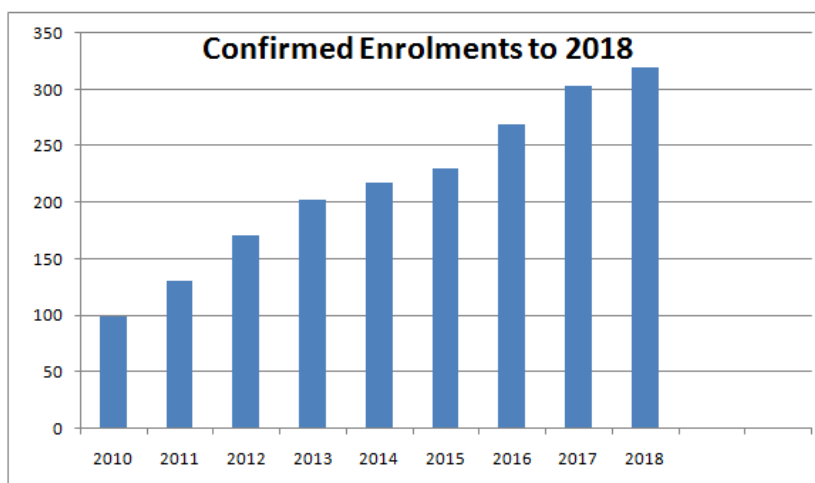


**Figure 3: School Improvement Surveys 2017/18-Community Engagement Aggregate****Community Engagement Aggregate Index:**

68% of Australian schools fall within the range indicated by the blue bar.



Insight SRC Parent data demonstrates that parents feel that they are given opportunities to participate fully in the life of the school community. The parent data from Insight SRC indicates positive results trend over the years. A highlight for our community has been involving parents in the decision making of the school and seeking feedback in a variety of ways has rendered positive results in the area of parent input as indicated by the Parent Partnerships 2017/18 actual scores. The results of the school community data, as indicated by our Parent Insight SRC survey, supports the work that has been done at our school. It also reveals that our parents strongly believe that the school community is vital to their learning. Further to this data we have witnessed positive results in our Community Engagement Aggregate scores (Figure 3; increasing from 77.6 to 79.7). Parent comments have indicated that staff are both consultative and approachable.

**SCHOOL COMMUNITY Figure 4: Enrolments 2010-2018**

The Enrolment data represented above lays testament to the school's capacity to engage with its community and to attract the enrolment of new families to its community. Our community has reached its maximum intake until provision for a third stream is considered and planned for going into the future. Prep enrolments now closed for 2019 (except for two places reserved for Catholics moving into the area at a later date in the new school year).

## Parents as Partners

Parent involvement and participation are valued and encouraged at all levels of St Catherine's, through the creation of an environment in which parents feel welcomed and are able to contribute as valued partners.

At St Catherine's we are very proud of the fact that we have excellent relationships with our parents and our school community. Communication is vital at St Catherine's and importantly engages families in their child's learning. It is through our school App Class Dojo and family learning opportunities that we have been able to maintain the relationship between student, parent and the school, working together for positive outcomes. Our staff feel positive and are actively involved in activities which promote a culture that is conducive to improving student outcomes.

St Catherine's seeks to build this partnership. Apart from keeping parents informed about every aspect of their child's learning and the life of the school, we have worked to improve standards by hosting sessions to inform parents about the learning that occurs at school and how they can support their child in their learning.

In 2018, we hosted a number of learning events across the school including;

Year 4 and year 1: Focus on Inquiry unit tuning in 'Starry Starry Night

Prep: Focus on Inquiry unit tuning inquiry 'Healthy minds, healthy bodies'

Bedtime story time -reading

Celebration of learning

The Arts: Parents workshop Create, Make and Inspire

Whole school: Term 3 The Arts Expo related to our 2018 theme

There was a pleasing representation in parent participation at these events and classroom based activities. This reflected one of the 2018 goals in the Annual School plan for St. Catherine's

## Parents and Friends Partnership

Parents have an active involvement in the life of St Catherine's Primary School. The Parents and Friends Association (P&F) extended invitations to new and existing parents to a number of events, with a focus around building community. The Colour Fun Run, Coffee and Chats Thursday mornings, Prep BBQ and Grandparents Day were just a few of our successes. Parents continued to assist the Principal and the staff with the smooth running of the school by working as classroom helpers, special lunch days, Mother's Day and Father's Day stall, School Expo, Twilight sports, Bunning's Sausage sizzle, family Masses and Parish events.

The School Advisory board has established and maintained a consistent membership who has acted as an advisory board to the school Leadership Team on matters of Building, Policy and Finance.

The practical assistance from the parents and the communities contribution on matters of Learning, Education in Faith, Resources, and Building and Maintenance is welcomed and greatly appreciated by the school community.

The key building stone of developing relationships in and across both our parent/family community and a focus on extending relationships to encompass networks of peoples, agencies and clusters is setting us on our way to be a becoming more successful in our goal to be a core social centre.

Our success in improving the connections between school, home, parish and local community has been supported by a high profile in each sector of the community established through participation, high visibility, building of relationships and a commitment to presenting St. Catherine's as a caring and welcoming community who is outward facing .

There is a growing consensus that positive parental/family engagement can significantly influence student outcomes academically as well as having positive impact on wellbeing and productivity. It is also noted that parental engagement interventions have the greatest impact when they are focused on linking behaviours of families, teachers and students to learning outcomes. *And to this end our journey continues in 2019.*

## Future Directions

### ADVICE ON STRATEGIC INTENT

St Catherine's Primary School Lalor West commits to:

- recontextualising our understanding of the Catholic story within a diverse community.
- growing successful, faith filled, confident and active learners.
- ensuring that every learner has feelings of safety and connectedness in an optimal learning environment.
- ensuring that we further build leadership capacity across our community where every member is valued and empowered to lead and serve.
- developing dynamic family, parish, and community partnerships in support of Learning and Teaching

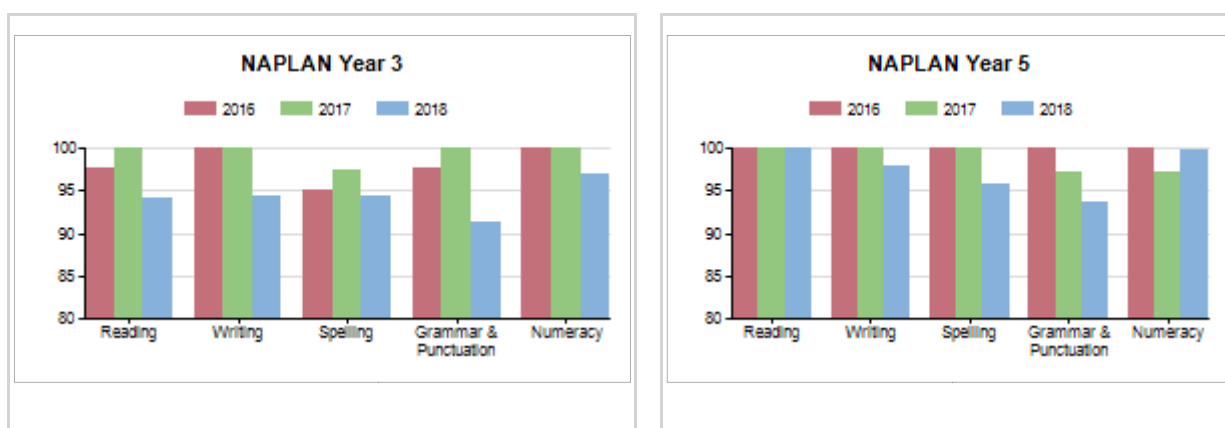
Sphere of Schooling	ADVICE ON BROAD GOALS	INTENDED IMPROVEMENT OUTCOMES	KEY IMPROVEMENT STRATEGIES
<b>Education in Faith</b>	To strengthen the Catholic identity of the school within a diverse school community.	That there is a demonstrated connection between faith and actions.  That the community develops a recontextualized understanding of our Catholic story.	2019  Build capacity in assessing & moderating new Religious Education Guidelines.  Make visible the Social Justice connections between RE learning and inquiry
<b>Learning and Teaching</b>	To support every member of our community to develop as independent, self-motivated and successful learners.	That all learners achieve expected growth in their learning, including literacy and numeracy.  That all learners, staff and students, become fully engaged and active in their learning.	2019 Specific Focus: Building Effective Readers:: Continue to build the capacity of all staff in implementing innovative pedagogy that embraces high expectations for all students, personalizes their learning, and uses evidence based approaches to improve learning and teaching.
<b>Student</b>	To develop a community of student learners who thrive in a safe, connected learning	That students continue to be empowered and challenged to engage as learners and	<i>2019 Embed positive student wellbeing seamlessly into all aspects of the school, and</i>



<b>Wellbeing</b>	environment.	<p>responsible members of the community.</p> <p>That student social-emotional wellbeing will improve.</p> <p>That School Wide Positive Behaviour Support culture be embedded in the school's practice.</p>	<p>develop students' abilities to be independent, responsible, resilient, purposeful and confident learners.</p>
<b>Leadership and Management</b>	To further develop a learning community with a focus on continuous improvement, where all members are empowered to lead and serve.	<p>That highly effective team committed to an agreed vision for school improvement are developed.</p> <p>That staff climate will continue to improve: a balance achieved between the elements of empathy, clarity, engagement and learning.</p>	<p><i>2019 Develop leaders who have the capacity to bring the Vision of the St Catherine's community to full life in the school.</i></p> <p>Develop a deep understanding of improvement and build capacity to use data to drive teaching &amp; Learning.</p>
<b>School Community</b>	To develop dynamic family, parish and community partnerships so that the school becomes a centre for learning engagement.	That genuine partnerships between the school, community and parish are strengthened.	2019 To Build and embed Family Engagement in Learning

## School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	97.6	100.0	2.4	91.4	-8.6
YR 03 Numeracy	100.0	100.0	0.0	97.0	-3.0
YR 03 Reading	97.6	100.0	2.4	94.1	-5.9
YR 03 Spelling	95.2	97.4	2.2	94.3	-3.1
YR 03 Writing	100.0	100.0	0.0	94.3	-5.7
YR 05 Grammar & Punctuation	100.0	97.1	-2.9	93.6	-3.5
YR 05 Numeracy	100.0	97.3	-2.7	100.0	2.7
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	95.7	-4.3
YR 05 Writing	100.0	100.0	0.0	97.9	-2.1



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		93.6
Y02		93.5
Y03		91.3
Y04		93.8
Y05		93.2
Y06		91.7
Overall average attendance		92.8
TEACHING STAFF ATTENDANCE RATE		
Teaching Staff Attendance Rate		93.3%
STAFF RETENTION RATE		
Staff Retention Rate		95.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.3%
Graduate	21.4%
Graduate Certificate	7.1%
Bachelor Degree	78.6%
Advanced Diploma	35.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	22.2
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	9.2
Indigenous Teaching Staff (Headcount)	0