



ANNUAL REPORT TO THE SCHOOL COMMUNITY

St Augustine's Parish Primary School
Creswick

2018

REGISTERED SCHOOL NUMBER: 0192



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Contact Details

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PARISH PRIEST/ GOVERNING AUTHORITY	Fr. Gary Jones
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E NUMBER	E2012

Minimum Standards Attestation

I, Terry Brennan, attest that St Augustine's Primary Creswick 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)*

23/04/2019

Our School Vision

Vision Statement

St. Augustine's is a supportive, inclusive and child safe Catholic Parish Primary School.

Faith, service, courage and compassion

underpin all that we do.

We ensure high levels of learning

for all students.

School Overview

School Overview

St Augustine's has a current enrolment of 114 students in Grades F – 6. Our students are housed in the main school building in classrooms incorporating widescreen televisions linked through apple tv's, and all can access a bank of 30 laptops, 30 iPads and a small bank of Apple Laptops. Our Grade 5 and six children have their area which offers a large space for children to engage in personalised learning. Teachers collaborate to plan effectively to meet the needs of all in their care.

Fr. Gary Jones – *Canonical Administrator*

Terry Brennan – *Principal*

Maria Grawich – *Deputy Principal*

Mandy Simpson – *Office Administrator*

Jessica Hiatt– *Year 5/6 teacher*

Emma Paterson – *Year 3/4 teacher*

Estelle McLean – *Year 2/3 Teachers*

Celly Csorba – *Year 1/2 Teacher*

Maria Grawich – *Foundation Teacher*

Sarah Prendergast – *Classroom Support Teacher*

Chris Schepis – *Classroom Support Teacher*

Yuki McCaskill – *Japanese Teacher*

Warren McCaskill – *Physical Education and Visual Arts Teacher*

Ginny Crilly, Nicolle Miller and Greg Morrison *Classroom Support*

Carlyn Hall - *Junior Classroom Volunteer*

We offer the following programs to support our students' learning needs:

- Inquiry based learning which includes Science, Civics and Citizenship, Geography, History and The Arts.
- Physical Education
- Visual Arts
- Languages– Japanese.

Our learning community is supported by various outside agencies including Hepburn Council, local kindergartens, Creswick Arts council, our Parish and many other community agencies. We work on developing partnerships that will benefit our children and our community.

We work hard to ensure that students leave St Augustine's well equipped to be 21st century citizens and they can work within a variety of paradigms from a strong perspective of faith and values.

Principal's Report

A sign of a healthy and developing school community is its capacity to renew itself. Such renewal involves critical reflection by staff and the community on its essential purpose, as it encounters constant change and new challenges, a review and validation of the **authenticity** of its current practice and a commitment to continuous improvement. As part of this process of school renewal, we entered into a review year, and as such, we reflected on the following components:

- Catholic School Culture
- Learning and Teaching
- Wellbeing
- Leadership and Stewardship
- Community Engagement

I wish to acknowledge the professionalism of all the staff. We are fortunate to have a committed staff that enjoy working together to ensure student educational needs are met. I thank the staff for their dedication and ability to get the best out of our students. Your support of the school and me this year has been unwavering, and the fact you have been willing to go that extra step, is greatly appreciated.

To our hard-working Parents & Friends Committee, Amanda Sewell and her team. A huge thank you for the significant and positive contribution you have made this year. You are a small team who have worked very, very well together. As with all quality P&F teams, you have always operated from a place that has the very best interests of the children, staff and families at the heart of what you do, and you worked collaboratively with all, to achieve your goals, with excellent results.

I wish to thank the School Advisory Council for their commitment to St Augustine's School. The support and collaboration of the School Council, along with their generosity of time is appreciated. I wish to personally thank each member of the Council for their support and their willingness to be involved in such a vital role within our school community. In particular, I would like to acknowledge the work of Mark Righetti our outgoing Council Chairperson, for all of his contributions to our school and wish his family all the best. To our other retiring member of the School Council - Narelle Barrett, we wish you all the best and know that your time with us has been extremely valued.

Thank you to our Parish Priest, Fr Gary Jones for his support of the school and his very visible presence amongst us. I thank and acknowledge Father for the interest he takes in the wellbeing of our students, staff and parents of our community. The school community is grateful for Fr Gary's spiritual guidance and support. He has assisted the staff and families in the preparation of students to receive the Sacraments of Reconciliation, Eucharist and Confirmation. School Masses are always joyous events.

From a very grateful community, we acknowledge Fr. Gary's foresight and generosity in handing over the presbytery for school use, and then supplying the funds needed to transform it, to what is now 'The Mary MacKillop Education Centre'. It is an awesome learning space, and it will be well used for many years to come.

School Advisory Council/ Board Report

Once again the time has come to reflect on what has been achieved over the four terms in 2018 and plan ahead for what steps are required for 2019. It was another successful year for St Augustine's Parish Primary School, a dedicated team was in charge with continued support from the school and parish communities.

There were many highlights for the school in 2018, but the new Mary MacKillop Education Centre was a clear standout. Renovations performed to the building transformed the former presbytery, generously contributed by the parish, into a great new learning space. The result was an exciting new area for the school that allows students to further develop and express their creativity. It will also improve future flexibility in the existing school building to accommodate the growing student numbers.

Throughout the year the whole school community has been actively involved. This was clear to see by such strong support shown at school events. It was so pleasing to see the high levels of attendance by families at days like the weekend colour fun run, the school sports day, but let's not forget my favourite, the father's day breakfast!

Our school remains very attractive in what it has to offer students and their families, with 2019 enrolment numbers set to rise again. The growth of Creswick is likely to further enhance enrolment numbers and increase diversity over time. The challenge remains around how we fund the needs of the school and what impact fees have on family budgets. On review of the fee structure for 2019, a small increase will be necessary. This will keep the school abreast of rising costs whilst remaining affordable for our families. The board will always welcome any thoughts on improvements to further enhance success and sustainability of the school.

The Parents and Friends Committee were again working hard to conduct various events during the year. The importance of such events should not be underestimated. It allows the school community to come together and connect. Fundraising also assists the school to reinvest and upgrade amenities. Thank you to Amanda Sewell and the Committee for their energy and input.

As always, there are many people to thank. To Father Gary Jones, thank you for your dedication to the school whilst enriching faith and values. Thank you to Principal Terry Brennan and Deputy Principal Maria Grawich, for their direction and educational excellence. Thank you to the teaching staff who again created a supportive learning environment, catering for each individual student. To all the students, thank you for your commitment to learning and for taking our school above and beyond. Congratulations especially to our Year 6 students on your Graduation, I wish you every success for the next chapter of your learning journey. Thank you to my fellow board members Narelle Barrett and Amanda Sewell for your input and support. To Mandy Simpson,

thank you for your excellent organisational skills and in many ways for being the friendly face of our school.

This is my final year as president of the School Advisory Council and I now step back and allow a fresh face to take on the role. I've gained a much deeper understanding of what makes the school tick and I am proud of what the school has achieved during my time on the Council. The future is very bright and I am excited by what is still to come.



Catholic School Culture

Goals & Intended Outcomes

Goal

To renew and enhance the Catholic identity and culture of St Augustine's School as part of a faith-filled Catholic parish community.

Key Overarching Strategies

Strengthen community's knowledge and understanding of Catholic faith and traditions in a contemporary setting.

Further develop and embed whole school understandings about personalised learning and build staff capacity to implement agreed approaches to contemporary and successful pedagogy.

Focus on broadening and deepening student learning via enhanced partnerships with the local and global community.

Achievements

We allowed for opportunities for staff to reflect on and discuss their understandings of a post critical belief model, i.e. P/D day and school staff reflection day

We continued to promote St Augustine's Catholic Primary School vision, mission and values.

We continued to foster meaningful partnerships with the Parish

We allocated time to share and discuss units of work showing the movement from literal to post critical

We focused on rich assessment tasks as part of unit planning with CEOB support and further developed an RE assessment schedule

We expanded the opportunities for students to take action on their learning

We provided opportunities for discussion and P/D in staff meetings

We provided further opportunities for staff personal faith formation and spiritual development by scheduling spiritual development days for all staff and provided opportunities for spiritual development in staff meetings

We began to incorporate Religious Education into Inquiry learning where appropriate

Parent information nights have been successful for all sacramental groups. These nights take a workshop focus

We built teacher capacity to expand their repertoire of contemporary approaches to learning and teaching in Religious Education and investigated ways to audit practice

When planning Awakenings units, we looked for opportunities for family input and engagement

When planning inquiry units of work we explored ways of making authentic learning links to outside organisations and provided opportunities for students to take action on their learning.

VALUE ADDED

- All teachers are accredited.
- Staff professional learning.
- Planning with support staff from the Catholic Education Office.
- Professional development on ECSI.
- RE reports and complete assessments.
- PD on new Awakenings.
- Allocated time at the end of Staff meetings to discuss RE.
- The promotion of Post-Critical belief is evident with an update of iconography around the school.
- Daily prayer in every classroom.
- Special liturgies.
- Regular Class/ whole school masses.
- Visual displays of student RE learning.
- School improvement survey data has been collected.
- Staff willingness to take on participation in different levels of leadership and stewardship School based sacramental program
- Staff retreats every four years
- All staff used Shared Christian Praxis



Community Engagement

Goals & Intended Outcomes

Goals

Focus on broadening and deepening student learning via enhanced partnerships with the local and global community

Strengthen community's knowledge and understanding of Catholic faith and traditions in a contemporary setting

Continue to develop a whole school approach that acknowledges the interrelated areas of wellbeing, learning success and personal growth

Key Overarching Strategies

To strengthen our partnerships to enhance outcomes and wellbeing for students and people in our school.

To assist students to feel valued as part of the St. Augustine's and the wider community.

To assist in the development of responsibility that comes with membership of a community.

Achievements

There were numerous opportunities for community involvement organised by the P&F committee

The newsletter is now online, and parents and carers are notified via an SMS message, this has improved communication processes

All classes had a Weebly page/ Seesaw App which is accessible by families and updates are regularly given to families about class activities

Our SRC organised many activities to include students and the local community

We have built teacher capacity to engage parents as active partners in their child's education

We explored ways of using ICT as a tool to link student learning with the wider community and fostered on-line collaboration

Explored creative ways to use ICT to foster effective communication with families and to give them a 'window into their child's learning'

Implemented SIMON as a tool for school reporting and community engagement as well as data base for school data.

PARENT SATISFACTION

The school's parent, student and staff surveys continued to show positive feedback from all community members: (Survey as administered by Insight SRC Data)

Please find below a sample of student responses to their school experience – the scores are on a 1- 5 scale; 1 being a low score – 5 the highest score.

'My teachers put lots of energy into teaching our class'. Average student response 4.5

'My teachers help me do my best'. Average student response 4.7

'I feel good about being a student at this school'. Average student response 4.7

Please find below a sample of parent responses to their school experience – the scores are on a 1- 7 scale; 1 being a low score – 7 the highest score.

'The academic standards at this school provide adequate challenge for my child'. Average parent response 6.0

'My child looks forward to the learning they do at school'. Average parent response 6.1

'My child looks forward to going to school'. Average parent response 6.2

'I feel comfortable about approaching this school with any concerns I might have'. Average parent response 6.4



Leadership & Stewardship

Goals & Intended Outcomes

Goals

To further develop as a professional learning community which is working cohesively and consistently, towards a shared vision

Key Overarching Strategies

Further develop leadership capacity across the school and strengthen the model of distributed leadership aligned with the school's improvement goals

Strengthen community's knowledge and understanding of Catholic faith and traditions in a contemporary setting

Continue to develop a whole school approach that acknowledges the interrelated areas of wellbeing, learning success and personal growth

Achievements

In this section schools should describe and/or illustrate their achievements in a manner appropriate to the school community.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Professional Learning that teachers have been involved with include:

Religious Education – focusing on Planning and moving away from a literal interpretation of scripture.

Curriculum – Implementing Unit Hero Program for 21st century learners.

Leadership – Principal, Religious Education Coordinator and the Special Needs Coordinator all attended their various network meetings.

Staff meeting format was modified to allow a professional development session to be presented at each meeting.

Graduate and Beginning Teacher Program –

Japanese conference and program updated

PLC P/D

First aid training

Mini Lit & MultiLit P/D

Data Workshop

Maths Leader

Thomas Groome P/D

Awakenings P/D

Relationships and Sexuality workshop

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	7
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1513

TEACHER SATISFACTION

The school's annual parent, student and staff surveys continued to show positive feedback from all community members: (Survey as administered by Insight SRC Data)
Please find below a sample of staff responses to their school experience – the scores are on a 1- 7 scale; 1 being a low score – 7 the highest score.

'Feeling energetic at school'. Average staff response 5.5

'Feeling enthusiastic at school'. Average staff response 5.7

The next section the scores are on a 1- 5 scale; 1 being a low score – 5 the highest score.

'There is opportunity for staff to participate in decision making in this school'. Average staff response 3.9

'Teaching in a Catholic school is very important to me'. Average staff response 4.5

'Staff in this school communicate effectively with parents'. Average staff response 4.0

'staff take pride in this school'. Average staff response 4.2

Learning & Teaching

Goals & Intended Outcomes

Goal

To provide a rigorous contemporary learning environment that challenges and empowers students to grow as passionate and successful learners

To improve student engagement in their learning

To improve student outcomes in Literacy (with a focus on Writing) and Numeracy

Key Overarching Strategies

Further develop and embed whole school understandings about personalised learning and build staff capacity to implement agreed approaches to contemporary and successful pedagogy
Strengthen teachers' capacity in the rigorous use and analysis of performance and attitudinal data to inform and implement planning, programming and pedagogy

Continue to develop a whole school approach that acknowledges the interrelated areas of wellbeing, learning success and personal growth

Focus on broadening and deepening student learning via enhanced partnerships with the local and global community

Prioritise and build on a dynamic and collaborative learning community

Achievements

Our focused classroom teaching achieved statistically and educationally significant gains in the students' oral language, mathematics and writing

We began to include moderation practices in staff learning opportunities to ensure the whole school is consistent in its understanding of student achievement, PLT meetings and staff meeting times were allocated to achieve this

We focused on broadening and deepening student learning via enhanced partnerships with the local and global community

We have continued to provide a strong focus on using data to inform teaching and learning, and this forms the basis of ongoing discussions for staff.

We have also continued to explicitly teach thinking skills in all classes, and this has had an immediate effect on children's ability to learn and explore their world more broadly

Provided elearning PD for staff to build capacity to use contemporary tools in ICT to transform pedagogy and personalise learning. Consultant employed one day a week with support from CEOB

STUDENT LEARNING OUTCOMES

The Australian National Minimum Standards (NMS) are the baseline standards that all students are expected to attain. In our school across the three years, we are proud to say that in each year level, subject and strand, our students achieved 100% above the NMs with the exception of year three spelling 2016 numeracy 2016 and Year five reading 2017 and numeracy 2017, where we achieved 90% or above. Ten percent equates to one child as we have a cohort of roughly ten students per level.

Any child who did not achieve this standard has been identified and is receiving support.



Wellbeing

Goals & Intended Outcomes

Goal

To develop confident, responsible, independent and resilient learners equipped to thrive in a contemporary world

Key Overarching Strategies

Continue to develop a whole school approach that acknowledges the interrelated areas of wellbeing, learning success and personal growth

Strengthen community's knowledge and understanding of Catholic faith and traditions in a contemporary setting

Strengthen teachers' capacity in the rigorous use and analysis of performance and attitudinal data to inform and implement planning, programming and pedagogy

Achievements

Further developed leadership capacity across the school and strengthened the model of distributed leadership

Provided more opportunities for students to actively shape their learning.

Audited the SEL component of the Mappen Program to ensure full coverage of the Personal Learning and Interpersonal Development domains of the Victorian curriculum

We allocated time before units are taught to add a student voice to the planning process

Continued to provide authentic student leadership experiences

All staff were regularly updated and had input into the development of all programs and policies which related to the formation of self discipline and responsibility in students. The school focused on providing clear and comprehensive communication to parents in a variety of formats.

The school continued the relationship with the Alannah & Madeleine Foundations 'Better Buddies program' as sponsored through the National Bank

VALUE ADDED

- Programs available for use - Friendly Kids, Friendly Schools, Stop, Think Do, You can Do it, Life Ed Van.
- General leadership program
- ARMs
- Leadership meetings
- St Augustine's Feast Day
- Family groups
- Wellbeing team approach by staff
- Wellbeing Policies
- School counsellor
- Extra staffing to provide support
- Child Safe policies and procedures

STUDENT SATISFACTION

The school's parent, student and staff surveys continued to show positive feedback from all community members: (Survey as administered by Insight SRC Data)

Please find below a sample of student responses to their school experience – the scores are on a 1- 5 scale; 1 being a low score – 5 the highest score.

'I feel good about being a student at this school'. Average student response 4.3

'My friends at school really care about me'. Average student response 4.4

'My teachers listen to what I have to say'. Average student response 4.3

'Staff at this school always care about others'. Average student response 4.4

STUDENT ATTENDANCE

Following a review of attendance guidelines undertaken for schools by the Victorian Minister for Education late in 2017, which resulted in schools being mandated as of day 1 of Term 2, 2018 - schools must advise parents/guardians of unexplained absences, on the same day by 10am. Therefore, as we are now mandated to contact parents/guardians by 10am regarding unexplained absences, we have requested that parents/guardians, please assist us with this process, by contacting the office prior to 10am should their child be absent from school on any given day. Or, should a child have an appointment and be arriving late, to please also inform the school.

Parents/guardians have also been advised that siblings passing on messages of absences/running late, will not suffice as 'parent notified', therefore, any absences or late arrivals **MUST** be passed on by the parent/guardian, and families have been reminded not to ask children to notify staff! Families can contact the office via phone on 5345 2106 at any time and can leave a message if phoning early hours is more convenient. Parents/guardians can reply via SMS or EMail to school, ensuring the child's name is included in the message.

The schools first point of contact to parents/guardians regarding unexplained absences will be via SMS, and we have requested that families ***please have the courtesy to reply***, acknowledging receipt of the message, and to

confirm their child will be absent for the day/two days, or to advise us, they are simply running late. Ensuring students arrive to school safely is the concern of all, hence, communicating absences is fundamental!

It is an expectation of teaching staff, that they make contact with the office no later than 9:15am each school day, advising of any students absent, to allow the office to make direct contact with parents/guardians to query any unexplained absences. Teaching staff must also make contact with the office by 9:15am, to advise that they have all students in attendance, as this ensures no student is unaccounted for.

Child Safe Standards

Goals and Intended Outcomes

To create and maintain a child safe organisation

Achievements

We have:

1. *Created strategies to embed an organisational culture of child safety, including through effective leadership arrangements*
2. *Kept alive our child safe policy or statement of commitment to child safety*
3. *Revisited and enforced our code of conduct that establishes clear expectations for appropriate behaviour with children*
4. *Embed screening, supervision, training and other human resources practices that reduced the risk of child abuse by new and existing personnel*
5. *Revisited the processes for responding to and reporting suspected child abuse*
6. *Created more strategies to identify and reduce or remove risks of child abuse*
7. *Created strategies to promote the participation and empowerment of children.*

Future Directions

Catholic School Culture

With the Gospel as our model we will endeavour to further strengthen the catholic culture of our school community.

Future Improvement Focus:

- To build on our commitment to recontextualising the Catholic faith tradition in the local context.
- To extend Prayer and liturgy opportunities that engage and is respectful to all participants.
- Further connections are to be made between school-based initiatives for justice and the Catholic tradition. Students can reflect on their experiences in light of these connections.
- Catholic Social Teaching needs to be embedded and evident in policies, procedures and communications with the school community.

Learning and teaching

To ensure the school community is engaged in maximising learning outcomes for all students by ensuring effective structures, programs and practices meet the academic, spiritual, social and personal development of all

Future Improvement Focus:

- To continue with our journey with PLC and to finalise a guaranteed and viable curriculum and implement it with consistency across all classes.
- To build teams that work collaboratively and interdependently to achieve common goals for which members are held mutually accountable.
- Teachers engage in classroom observations, team teaching, coaching partnerships and constructive feedback processes to support professional growth in teaching practice.
- As part of effective student learning, we will work further on encouraging students to regularly identify their prior learning and set learning goals.
- To ensure that regular peer and teacher feedback becomes part of student learning.
- To increase the time given to Professional Learning Teams to collaboratively engage with school-wide student achievement data in the development of team goals, targets and priorities.
- Throughout the period of specific interventions, the school will work to improve monitoring and adjustments to learning and teaching, ensuring the student's ongoing success.
- Implement three tiers of intervention.

Community Engagement

To optimise inclusiveness through the strengthening of partnerships between home, school, parish and the wider community

Future Improvement Focus:

- To systematically plan for the collection, analysis and use of data to monitor and improve family engagement.
- To further promote and prioritise effective and sustainable home/school partnerships for mutual benefit through allocating more time, resources, professional development and capacity building.
- Develop Partnership agreements with a clear understanding regarding purpose, roles and expectations and ongoing monitoring and communication.
- To systematically plan and analyse the partnership to ensure they have their intended impact and mutual benefit.

Wellbeing

To ensure the school is proactive and highly effective in its approach to identifying, managing and supporting the wellbeing needs of our community.

Future Improvement Focus:

- Continue to improve effective practices to promote, enhance and monitor staff wellbeing.
- Work to foster a greater culture of pride of presentation and continue to build a consistent whole school approach to student management and behaviour tracking.
- To further develop a collaborative team approach to whole school wellbeing by creating a formal wellbeing team and co-ordinator to cater to the needs of the whole school community.
- To continue to effectively use a wide range of data to monitor policy and practice.
- To further expand the scope of the achievements that are celebrated.
- To further expand the whole-school approach to supporting diverse student needs.
- To further increase students opportunity to have a voice.

Leadership and stewardship

To ensure that there is a clear and strategic commitment to promoting a school culture that enhances the skill development, the morale and the wellbeing of all staff

Future Improvement Focus:

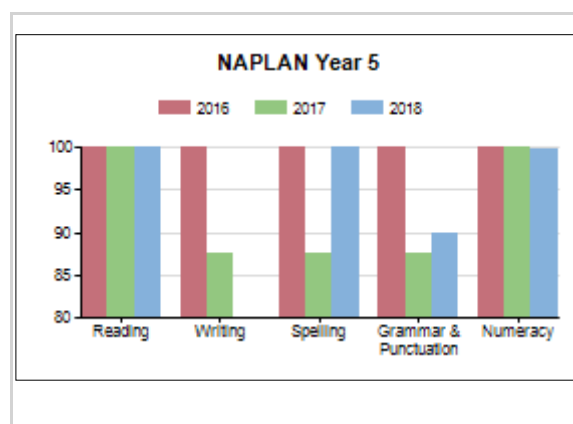
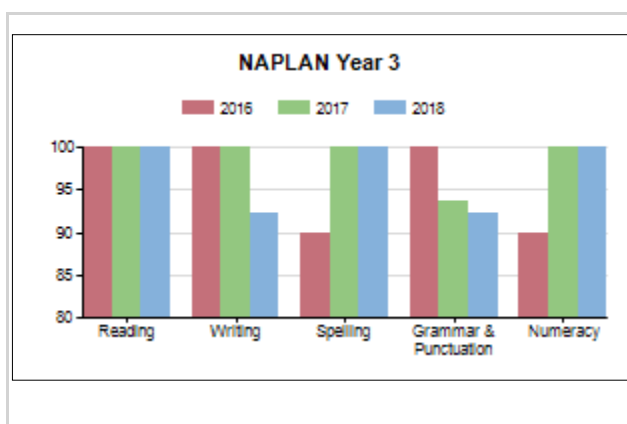
- To further develop positive relationships between leaders and staff and to respectfully challenge and build the leadership capability of all staff.
- To further develop a network with other schools, system and professional organisations to lead and share learning on school improvement.
- The principal and other school leaders need to further collaborate with staff to build a performance and development culture linked to an individual professional learning plan for all staff.
- To ensure the work of governance is understood and implemented by all designated leaders.
- To improve the induction process by ensuring that the staff manual is updated and orientation is provided to cater for the range of knowledge and skills needed by all staff.
- To develop a Facilities Master Plan that is aligned with the school's educational vision.



School Performance Data Summary

E2012
St Augustine's School, Creswick

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	93.8	-6.2	92.3	-1.5
YR 03 Numeracy	90.0	100.0	10.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	90.0	100.0	10.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	92.3	-7.7
YR 05 Grammar & Punctuation	100.0	87.5	-12.5	90.0	2.5
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	87.5	-12.5	100.0	12.5
YR 05 Writing	100.0	87.5	-12.5	80.0	-7.5



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	87.1
Y02	92.1
Y03	90.4
Y04	91.9
Y05	91.5
Y06	89.2
Overall average attendance	90.4

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	98.2%

STAFF RETENTION RATE

Staff Retention Rate	81.8%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.3%
Graduate	0.0%
Graduate Certificate	14.3%
Bachelor Degree	85.7%
Advanced Diploma	28.6%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	12
Teaching Staff (FTE)	9.1
Non-Teaching Staff (Headcount)	4
Non-Teaching Staff (FTE)	4.8
Indigenous Teaching Staff (Headcount)	0

