

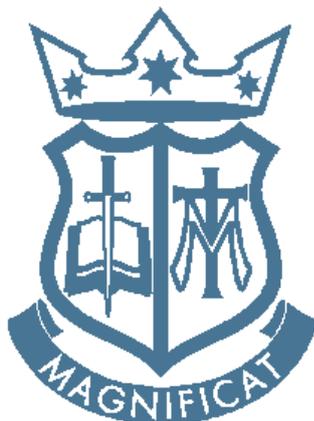
ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

St. MARY MACKILLOP Primary School
KEILOR DOWNS

2017

REGISTERED SCHOOL NUMBER: 1877



Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview.....	4
Principal's Report.....	5
Commendations	6
Education in Faith	7
Learning & Teaching	9
Student Wellbeing	12
Child Safe Standards	14
Leadership & Management.....	15
School Community.....	18
VRQA Compliance Data	19

Contact Details

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Minimum Standards Attestation

I, Anthony McCluskey, attest that St. Mary MacKillop Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

15 May 2018

Our School Vision

**Inspired by the Gospels
and in the spirit of St. Mary MacKillop,
we never see a need
without taking action.**

**We live and celebrate
our Catholic faith.**

**In and through positive relationships,
we aspire to protect all children under our care,
prioritising their safety and wellbeing.**

**We learn to be,
to know,
to do,
to live together
and to change.**

We are a community of lifelong learners.

School Overview

St Mary MacKillop Primary School (SMMPS) was established in 1983 on the site of Sacred Heart School in St. Albans. In 1984 it moved to its present site in Keilor Downs, then a new and rapidly expanding suburb in the outer north west of Melbourne.

2017 saw an enrolment of 629 students of whom 47.5% come from a language background other than English. The cultural and ethnic diversity of SMMPS is greatly valued and is drawn from over fifty different nationalities.

2017 class groupings comprised 27 grades with three or four streams at each year level. There were 47 teaching members of staff and 12 support staff. Specialist programs included; Physical Education, Perceptual Motor Skills Program, ICT, Art and LOTE (Italian). The school provides targeted teaching in Maths and English. Learning programs are supported by a structure that involves an R.E. Leader, Wellbeing Leader, Literacy Leaders, Maths Leader, Inquiry Leader, Learning and Teaching Leader and a Deputy Principal.

The school has excellent facilities that are continually being modernised and upgraded. The grounds continue to be developed and enhanced with tree planting and a variety of surfaces to meet a range of student sporting and recreational needs.

The school's proximity to the parish church, with its rich collection of religious icons and art work, adds to the school's clear and strong Catholic identity.

SMMPS prides itself on providing a safe, secure and stimulating environment that directly contributes to student wellbeing and learning.

Principal's Report

Welcome to our Annual Report for 2017. St. Mary MacKillop P.S is one of two schools serving the local Catholic parish of St. Mary of the Assumption.

As a Catholic school we are placed at the 'heart of the Church'. We recognise Christ as the centre of our life; calling us to be life-giving by the way we live the Gospel in our time. We strive to empower our community to be people of hope for our world.

Saint Mary MacKillop Primary School provides an environment imbued with Christian values, where Religious Education programs lead children to be knowledgeable about the Catholic faith, where academic achievement is promoted and participation in the arts, sports and the community are strongly encouraged.

Our patron, Saint Mary MacKillop was an ordinary Australian woman, living an extraordinary life. Her determination to 'see a need and do something about it' is the challenge to which we aspire in our school. And in the spirit of our patron we look to 'see the hand of God in all that happens.'

A foundational principle which guides all that happens at Saint Mary MacKillop Primary School is the promotion of the wellbeing of our young people and of all members of our school community. This development of social capital motivates us as we engage with each other on all levels. We genuinely recognise and celebrate the uniqueness of each individual. We are a school setting the highest standards, always striving towards being a community of learning excellence and of personal and communal wellbeing.

Our Positive School Wide Behaviour Support Framework encourages all children and teachers to be Respectful, Responsible, Resourceful and Safe. Our school is an environment in which all children can flourish.

In 2017, we engaged in the National School Improvement Tool School Review (ACER). We were proud to be affirmed and commended for many of the directions we are taking within our school. Of particular pride is the fact that our school was determine to be a high performing to outstanding school. We received a significant number of outstanding findings for our differentiated teaching and learning. We include the Commendations and Findings below.

Commendations:

- The strong sense of community experienced by staff, students and parents as evidenced by community members referring to the school as 'a family'.
- The strong collegial culture that is evidenced by teachers supporting each other both professionally and personally.
- The high levels of trust and confidence that the Parish Priest, parents and students have expressed in the principal and staff of the school.
- The principal and the staff for their commitment to an agenda of constant improvement.
- The manner in which data, particularly Pat M and Pat R, is used by teachers to further their knowledge of the learning needs of students and for the manner in which this knowledge is applied to improving classroom teaching practices.
- The implementation of strategies to improve student outcomes in reading, writing and numeracy and the improvements in each of these areas.
- The processes used to identify the learning needs of students and how this information is used to develop and implement Personal Learning Plans and Student Learning Plans.
- The comprehensive knowledge that teachers have of their students both in terms of their personal attributes and their learning needs and how this knowledge is used to provide differentiated learning experiences and teaching practices.
- The embedding of explicit teaching and inquiry based learning strategies. (Findings, NSIT Review 2017)

Education in Faith

Goals & Intended Outcomes

To strengthen the Catholic identity of the school in the spirit of Mary MacKillop as a living faith community within a contemporary context.

- That student knowledge and understanding of Catholic faith and spirituality in their lives and living will improve.

Achievements

- Continued appointment of a Religious Education Leader (REL) undertaking CEM led Professional Learning
- Increase in scheduled time allocation for REL to work with teachers; Mid-term unit planning, end of term unit planning Staff Meetings and PLT meetings.
- Increase in access of support and guidance by CEM Learning Consultants in Religious Education
- Whole staff Faith Formation day At Mary MacKillop Place, North Sydney, NSW
- Whole school Lenten Celebration- (Dramatisation of the Stations of the Cross)
- Attendance at the Colloquium on St Mary MacKillop (4 staff)
- REL Attendance at Melbourne RE Conference
- Successful Sacramental programs for Reconciliation, Eucharist and Confirmation
- Successful application for the CEM project- Partnering to Learn: Grants for Collectives in Religious Education 2018
- REL attendance at Short Courses in Theology conducted by Australian Catholic University.

- *SMMPS has a long standing and critically important connection to the Catholic Diocese. Students regularly attend Mass with parishioners and a delegation of students attend the St. Patrick Day Mass. Parish Priest Monsignor Charles Portelli provides leadership and spiritual guidance to the school.*
- *Religious Education is taught explicitly and is also embedded, where possible, in the broader curriculum.*
- *Josephite Sisters are important friends of the school and play an important role in educating students about the life and values of St Mary MacKillop. (Findings NSIT Review 2017)*

VALUE ADDED

In 2017, St Mary MacKillop continued to demonstrate ongoing commitment to the robust teaching of Religious Education. Both staff and student knowledge and understanding of various aspects of the Religious Education program were of focus. Under the guidance of the Religious Education Leader, Staff have developed a deeper understanding of the Renewed Curriculum Framework document and have trialled a new unit planning procedure. As a result, Units of work in Religious Education have begun to include evidence of pre and post testing and student initiated inquiry. There was also a new Report format introduced across all areas of the curriculum, which enabled more specific descriptions of the learning achievements of individual students in Religious Education.

Professional Learning opportunities were made available, and widely accepted by the staff, to expand their knowledge and understanding of the Catholic faith in order to impart deeper understandings to the students and to develop their own personal faith.

The regular celebrations of prayer and liturgy continue to be a dedicated focus. Students, staff and the wider community were provided with numerous opportunities to celebrate Mass together with highlights being Ash Wednesday Mass, The Feast of St Mary of the Cross MacKillop, The Feast of the Assumption and The End of Year Thanksgiving Mass.

Students are also provided with opportunities to share in the Eucharist through weekday Mass celebrations. Every class is rostered to celebrate in Mass at least twice per Term.

The 2017 Sacramental Programs provided families with the opportunity for students to prepare for and receive the sacraments of Penance, Eucharist and Confirmation with their peers. Family Information sessions were offered prior to the celebration of each of the sacraments to support parents in their roles as the primary faith educators of their children. Student Reflection Days were also organised and held at school in preparation for Eucharist and Confirmation. These days were facilitated by experts in Sacramental preparation.

Learning & Teaching

Goals & Intended Outcomes

To inspire students to be fully engaged and successful learners:

- That student outcomes in Reading and Writing will improve
- That student outcomes in Numeracy will improve.

Achievements

- Literature and Mathematics resources purchased and distributed across the school
- Numerous staff attended Professional Learning in English and Mathematics
- Continued to refine Targeted Teaching process in English and Mathematics – based on Assessment data
- Continued developing and extending Discovery Learning to Year 2 and into 3-6 as Passion Projects and Years 5 and 6 as 80/20 Time
- Leading school, hosting other schools wishing to explore Discovery Learning, Passion Projects and 80/20 time.
- Rich curriculum experiences in PE, Sport, PMP, The Arts (visual, music), LOTE
- Camp program
- Quality of Canberra/Sydney experience for Year 6 Students. (Civics / Citizenship and Our patron's heritage)
- Curriculum support in classrooms and targeted support for Graduate Teachers
- Implementation of consistent Success Criteria in Mathematics lessons
- Designated leaders allocated to Student Initiated Inquiry (P-2) & (3-6)
- Introduction of fortnightly Data meetings where student's results in English and Mathematics were analysed
- Whole staff focus on developing primary Learning Dispositions
- The introduction of Learning PLTs as opposed to Curriculum specific PLTs
- Students in Yrs 3-6 participation in Wakkikiri (Performing Arts)

- *The school collects and analyses a wide range of data including Pat R, Pat M, PROBE, SAST, student welfare, attendance and behaviour information. The data is currently stored in a number of locations and forms.*
- *Teachers meet regularly to discuss data from classroom tests and observations and use this data to identify students who would benefit from targeted support.*
- *Pat M and Pat R test results are discussed and analysed at meetings involving all teachers. The meetings are led by a Curriculum Leader. Teachers in learning groups identify and celebrate successes and develop strategies to address identified weaknesses. Many teachers were able to describe how they adjusted and improved their teacher practices as a result of the data analysis.*

- *Teachers understand the value of data analysis as a process for informing teaching practices and there is evidence of teachers' developing enhanced skills in data analysis and interpretation.*
- *The specific welfare and learning needs of students are identified by analysing data from a range of tests (e.g. PAT Tests, NAPLAN and teacher tests) from the advice of teachers and from discussions with students and their parents.*
- *Students with verified learning difficulties have Personal Learning Plans, which have been developed in partnership with teachers and families.*
- *Students with learning difficulties, have documented Student Learning Plans, and are supported in classrooms with teacher-initiated differentiation and with focused support by learning support officers.*
- *High performing students are supported through extension activities.*
- *Students from refugee families receive additional support to ensure that their transition to a new culture and curriculum is as smooth as possible.*
- *Digital technologies are embedded in the curriculum and teaching practices. Students in years Prep to 3 have access to iPads and students in years 4 to 6 use laptops. Teachers and students are skilled in the use of this technology and it is used to enhance the quality of learning experiences and to provide high quality differentiation.*
- *Curriculum documents establish a broad coherent sequenced plan for curriculum delivery. The documents are aligned to the Victorian curriculum and makes explicit what teachers should teach and students should learn.*
- *Discovery Learning (Years P-2), Passion Project (Years 3,4) and 80/20 Time (Years 5,6) are well documented, important and highly valued elements of the curriculum*
- *Teachers meet in year level teams to plan units of work, develop assessment and to moderate student standards.*
- *Teachers have developed strong personal relationships with students and 'know' their students as individual personalities and learners. Teachers regularly use data to confirm and enhance their knowledge of the students' learning needs and there is strong evidence of teachers using this knowledge to differentiate their teaching.*
- *Year level groups are taught in collaborative learning spaces with learning areas and furnishings deliberately located to support group work and individual learning activities.*
- *Inquiry based activities have been developed on the basis of student interests and students are highly engaged in these differentiated learning activities.*
- *Students who have been identified with learning difficulties receive additional support from teachers and learning support officers.*
- *Students, in conference with their teachers, have established individual learning goals. Most students reported that this process has focused them on achieving their goal.*
- *School leaders have researched pedagogical practices and used this knowledge to collaboratively develop a pedagogy focused on meeting the learning needs of the students of SMMPs. The pedagogy incorporates elements of explicit teaching, gradual release of responsibility and inquiry based learning.*

- *In all classrooms artefacts such as visible learning intentions, success criteria and the language 'I do', 'We do' and 'You do' provides evidence that explicit teaching is embedded. Inquiry based learning activities are clearly documented and high levels of engagement are evident as students work individually and in groups on these tasks.*
- *The documented curriculum and the explicit teaching pedagogy provides clarity for students about what they are expected to learn. (Findings NSIT Review 2017)*

STUDENT LEARNING OUTCOMES

In 2017 we saw a positive growth trend in our NAPLAN scores.

Outcomes in reading, writing, punctuation, grammar, spelling and numeracy all saw positive growth gains. We remain committed to our Explicit Targeted Teaching practices in literacy and numeracy to best meet specific student needs. This year, we saw our Yr 3 students have greater growth in the area of Writing compared to the state of Victoria.

Mathematics is an area of the curriculum in which we remain committed to improving student performance. To this end, we have committed to further strengthening our data-driven Targeted Teaching program and developing a robust assessment schedule.

In Mathematics, our students have grown at a higher rate than the State over the last three years, resulting in a positive upward trend that is gradually lifting our students closer to the State average.

The school has continued to develop Student Initiated Inquiry, which provides opportunities for students to explore and investigate their passions. The focus is on creativity, problem solving, language development and social interaction. Students make choices; take risks with their learning and value mistakes as part of their learning journey. This provides teachers with the opportunities to support students in developing powerful learning dispositions and skills that are transferable across a range of contexts.

Student Wellbeing

Goals & Intended Outcomes

- To develop students who are active, confident, and reflective learners who have the capacity and disposition to understand self, others and the world.
- That student outcomes in Personal and Social Learning will improve.

Achievements

- Drawing links between student wellbeing and improved student outcomes.
- Staff assisted with the complete transition from Interpersonal Development to Personal and Social Capabilities in 2017 – Vic Curriculum.
- Further embedding matrix elements into classroom practices - School Wide Positive Behaviour Support with Personal and Social Capabilities curriculum.
- Years 5 and Prep Buddy Program focus shifted to Yr. 5 students acting as Interpersonal Development skills coaches to Prep students.
- Teachers continue to trial several tools and strategies that form part of the Berry Street Education Model (BSEM) in their classrooms.

- *The school culture is underpinned by the spirit of St. Mary MacKillop 'we never see a need without taking action'.*
- *A strong collegial culture has been established. Teachers speak very positively of the personal and professional support that they receive from their colleagues.*
- *A high priority is placed on wellbeing and engagement in learning. Students are very happy at SMMPS and the level of student engagement in learning is outstanding. Social and Emotional and Religious Education learning programs support this.*
- *The Parish Priest, parents and students express a high degree of confidence and trust in the Principal and staff of the school.*
- *The Positive School Wide Behaviour Support Framework guides the school's learning culture. The expectations of Respectful, Responsible, Resourceful and Safe are known by all students. (Findings NSIT Review 2017)*

Attendance

- Children must be signed in and out b/w 9.10am and 3.15pm.
- Parents are required to provide reasons for non-attendance at school and for late arrivals and early departures.
- Teachers report extend absences to leadership.
- Students who will be out of school for more than three days consecutively, an Extended Leave Form must be completed by parent / guardian.
- Where attendance becomes an issue, a meeting is convened with parents and school leadership.
- An Everyday Counts expectation is in place and an Extended Leave Policy is available on our website.

VALUE ADDED

The School is fully committed to developing the Wellbeing of all through engaging in explicit planning, training and teaching of social emotional learning and the provision of optimal learning environments. The curriculum drawn from the Personal and Social Capabilities (Vic Curriculum) is designed as a process that builds students' capacity to regulate their physical wellbeing, identify and manage their emotions, cultivate resilience and to build their character strengths. Strengthening student wellbeing leads to improved student outcomes. In keeping with the key initiatives from the National Safe School Framework, Cyber-Citizenship, Drug Education and elements of Child Safe Curriculum form part of the school's wellbeing practice.

Staff have continued to embed the explicit values of the school into their classroom programs while furthering student understanding of the behavioural expectations that form the School Wide Positive Behaviour Support framework.(SWPBS)

Child Safe Standards

We aspire to further develop our absolute commitment to Child Safety:

- Embedding culture through leadership
- Managing risk
- Building foundations through practice
- Empowering our community
- Selecting, monitoring and engaging our people.

Achievements

- Our governing authority (PP), all members of staff and parent community have been informed about the Child Safe Standards
- A Child Safety Policy has been developed and presented to the PP, staff and parent community
- A Staff Code of Conduct has been developed in consultation with staff and signed off by all staff as a condition of continuing employment
- A Register has been implemented to keep all records pertaining to Child Safety (e.g WWCC, signed agreements)
- Child Safety agenda in Staff meetings
- New protocols around interviewing and checking references for new staff regarding Child Safety.
- All new staff provided with copies of Child Safety Policy and Code of Conduct with Letter of Appointment.
- Volunteers induction and agreement was introduced and must be signed before anyone can volunteer with in the school.

Leadership & Management

Goals & Intended Outcomes

To build a professional culture that is characterised by shared vision, feedback and high levels of teamwork with a commitment to continuous improvement in staff and student learning.

- That staff collaborate effectively to improve learning.
- That staff learning and engagement will improve.

Achievements

- Weekly Leadership Team meetings
 - Weekly Curriculum Team meetings
 - Weekly Professional Learning Teams (P-3) (4-6)
 - Weekly Collaborative Planning at Team level
 - Provision of targeted professional learning for staff
 - Increase in Teacher and Integration Aide personnel in response to student need
 - Graduate mentor and additional graduate support provided.
-
- *The school has developed a School Improvement Plan 2014 – 2017 and an Annual Action Plan 2017. The 2017 Plan identifies Education in Faith, Learning and Teaching, English, Mathematics, ICTs, Wellbeing and School Community as areas for focus in 2017. Responsibilities of school leaders for implementing the plan are clearly documented.*
 - *Teachers are familiar with the priorities identified in the Improvement Plan and are very supportive of and committed to the priorities. Most teachers nominated 'literacy' as the most significant area for focused improvement.*
 - *The leadership team has analysed a range of school performance data over time and is aware of trends in student achievement levels. The leadership team used an analysis of NAPLAN and Pat data to identify reading, writing and numeracy as area for improvement.*
 - *The school leadership team place a very high priority on professional learning opportunities for staff. There is alignment between the professional learnings by teachers and the priorities identified in the School Improvement Plan.*
 - *Teachers collaboratively develop units of work and assessment and the professional learnings from these meetings are highly valued.*
 - *All teachers meet annually with the Principal to discuss their achievements and challenges during the year. Teachers reported that this meeting is valued.*
 - *New graduate teachers are supported by a mentor who provides both personal and professional support.*
 - *An induction program supports teachers new to the school.*

- *Teachers reported that they receive regular feedback from their students and their parents, and from informal conversations with their colleagues. Most feedback is in the form of an affirmation.*
- *The school grounds, facilities and classrooms are immaculately presented and provide an environment, which is conducive to high quality learning. (Findings NSIT Review 2017)*

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

Expenditure & Teacher Participation in Professional Learning

ABIA	How to Teach a Child with ASD
ACEL	Annual Membership - Staff
ACEL	Inform, Create. Realise 2017 Conference
ACUMELB	Short Course
ACUMELB	FTP Short Course
ACUMELB	Short Course in Grace and Mercy
ACUMELB	Executive Negotiation Program
AIM	Professional Membership - Staff
APNEUC	ProtectED 2017
AUTISMTEACH	Graduate Certificate - Teaching
CEOM	RE Conference
CHEAHK	Business Coaching
DEBVIETRI	Planning & Consultancy
DEBVIETRI	Professional Development
DEBVIETRI	Cluster Membership
EECW	National Catholic Education Commission
HAWBROWN	Thinking & Learning Conference
HAWBROWN	I am the future
KATBOURKE	Professional Development Coaching
LAWSENSE	School Law Seminar - Melbourne
MARIA FORDE	Staff Retreat Day
MARY MACKILLOP	Colloquium
MELBUNI	Leading Change: Wellbeing
MELBUNI	Interpersonal Group Program
MELBUNI	Melbourne University Master's Program

MICHAEL	Combined Membership
MYLEARN	School Leadership & Technology
NTAA	FBT Seminar
OXFORD	Full Day Numicon PD
POSSCHOOL	Mental Health & Wellbeing Co
ROBVIN	Professional Development Session
SISTERS ST JOSEPH	Professional Development Day Staff
SREAMS	Professional Development Seminar
Treacy College	Parish Schools- Faith and Mission PD
VICITALTEACH	VATI Congress
VIEU	Mindfull Employer Workshop Primary
VIEU	Duty of Care Teachers
WESTENG	EAL Professional Development
ZART	Zart Art Workshop
DEBVIETRI	Planning & Consultancy
NUMBER OF TEACHERS WHO PARTICIPATED IN PL	
	47
AVERAGE EXPENDITURE PER TEACHER FOR PL	
	\$2,617

TEACHER SATISFACTION

Teacher investment in SMMPS is high, as demonstrated by the positive interactions and comments made during Annual Review Meetings and whole staff reviews.

Our Curriculum Processes are a strength within our school showing a strong commitment to instructional leadership, ensuring student learning is a priority. This is commented on favourably by the staff.

Data surveys show that staff morale is high. School morale is high and 100% of staff take pride in the school. Supportive Leadership and approachability is high. Teamwork and support are considered particularly strong.

100% of staff see that the school has a clearly stated set of objectives. Professional growth is encouraged.

School Community

Goals & Intended Outcomes

To develop an inclusive, engaging and mutually respectful environment where productive partnerships flourish.

- That student learning will improve through authentic engagement with families, community groups and other educational settings.

Achievements

- Active Parent's Association
 - Good attendance by parents to year level events
 - Good attendance by parents to formal Parent Teacher Meetings throughout the year
 - Ongoing support with Parents as Reading Partners
 - Ongoing partnership with Australian Catholic University and pre-service teachers
 - Parent support and attendance at school community events, e.g. Sporting events, Christmas Carols, Mother's Day, Father Day Breakfasts.
 - Ongoing use of the Parent Portal for communication.
 - Increasing options to access through E News, Care Monkey,
 - RMIT Sport's Partnership
-
- *RMIT and the school have developed a mutually beneficial partnership with significant numbers of physical education pre- service teachers doing their practicum at the school and in return providing quality coaching and support for the school's sporting program.*
 - *Mother's Day and Father's Day breakfasts are important events in the school calendar. (Findings NSIT Review 2017)*

VRQA Compliance Data

NOTE:

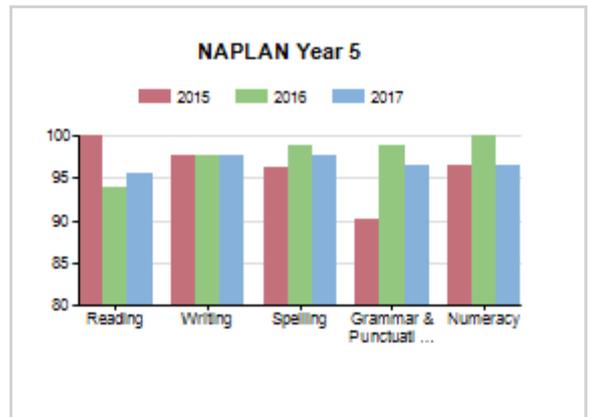
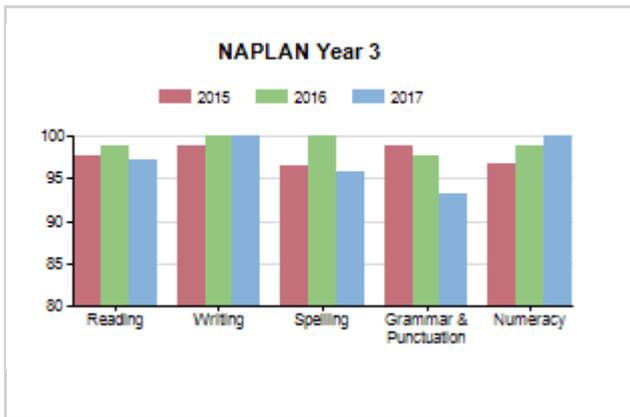
The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)

**E1333
St Mary MacKillop Primary School, Keilor Downs**

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015	2016	2015 - 2016 Changes	2017	2016 - 2017 Changes
	%	%	%	%	%
YR 03 Grammar & Punctuation	98.9	97.7	-1.2	93.2	-4.5
YR 03 Numeracy	96.7	98.9	2.2	100.0	1.1
YR 03 Reading	97.8	98.9	1.1	97.3	-1.6
YR 03 Spelling	96.6	100.0	3.4	95.9	-4.1
YR 03 Writing	98.9	100.0	1.1	100.0	0.0
YR 05 Grammar & Punctuation	90.2	98.8	8.6	96.6	-2.2
YR 05 Numeracy	96.4	100.0	3.6	96.6	-3.4
YR 05 Reading	100.0	94.0	-6.0	95.6	1.6
YR 05 Spelling	96.3	98.8	2.5	97.8	-1.0
YR 05 Writing	97.6	97.6	0.0	97.8	0.2



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	92.62
Y2	92.48
Y3	92.03
Y4	92.67
Y5	92.22
Y6	92.97
Overall average attendance	92.50

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.12%

STAFF RETENTION RATE	
Staff Retention Rate	82.22%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	26.19%
Graduate	21.43%
Certificate Graduate	2.38%
Degree Bachelor	92.86%
Diploma Advanced	19.05%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	55
FTE Teaching Staff	43.900
Non-Teaching Staff (Head Count)	17
FTE Non-Teaching Staff	14.142
Indigenous Teaching Staff	0