

**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY



ST MATTHEW'S PRIMARY SCHOOL
INSERT SCHOOL LOCATION

2019

REGISTERED SCHOOL NUMBER: 1612

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Contact Details

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PARISH PRIEST	Father Florentino (Boy) Galdo
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Minimum Standards Attestation

I, Robert (Bob) Brown attest that St Matthew'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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

13th June 2020

Our School Vision

At St Matthew's Catholic Primary School, we seek truth and hope through the teachings of Jesus Christ.

In partnership with our wider community, we aspire to be deeply engaged learners and active global citizens.



School Overview

St Matthew's Primary School is a culturally enriched school community where cultural differences are accepted and celebrated. St Matthew's has a long tradition of striving to meet the needs of all students within its care so that they can achieve to their full potential. We are proud of the quality of education, support and extensive facilities that St Matthew's provides to the families it serves. We are a school that prides itself on providing a strong, broad curriculum in a caring environment based on the values of Jesus as outlined in the Gospel stories.

St Matthew's is continually improving and maintaining its facilities to ensure a safe, nurturing, modern and effective learning environment. The school sits on a large site with ample space for learning, play and quiet areas. The school buildings are well maintained and all learning areas are bright, well equipped and environmentally controlled (heating and cooling). Further support is given to working parents by offering on site, Out of School Hours Program, run by Extend and overseen by the School Principal.

The St Matthew's classroom structure consists of 15 classes from Prep to Year 6 and our current enrolment is 340 students. 70 % of our students have a language other than English, resulting in strong appreciation and acknowledgement for other cultures and backgrounds. We offer extensive programs for our refugee students and students newly arrived in Australia, ensuring their individual learning needs are met. Our staff structure is made up of 33 teaching staff and 13 non-teaching staff with a good balance between female and male employees.

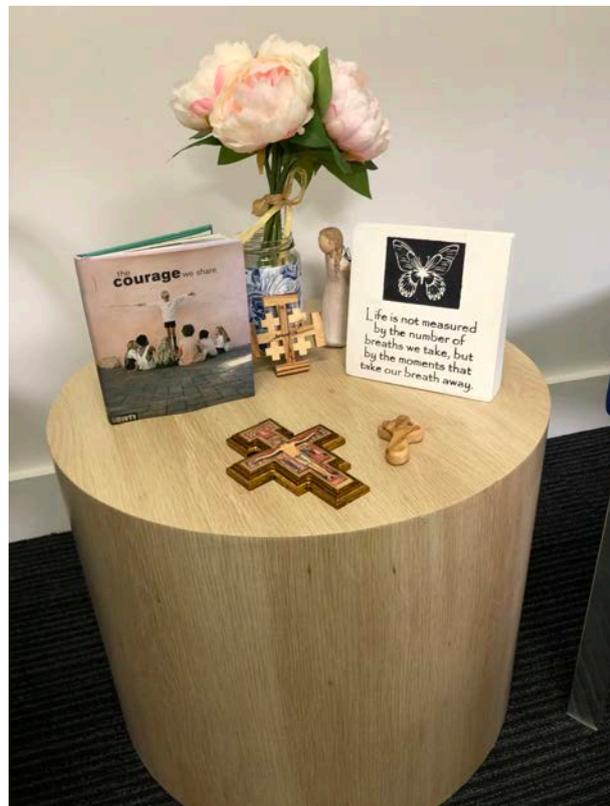
The school works predominantly on a straight grade philosophy with two class groups on most levels except Year 6 where there is three. Students at St Matthew's primary school have equal access to external equipment to aid the use of sport and physical movement as well as being able to access the library, music room, art room, Italian room, drama room and ICT room on a weekly basis. These resources are further enhanced by the employment of specialist teachers who run comprehensive, engaging lessons in the areas of Italian, ICT, Music, Physical Education, Drama and Oral Language. Our Music program is supported by the SchoolsPlus Foundation whereby staff teach alongside our music teacher so as to develop skills in playing guitar, cello and violin to a live audience. A Rock band was also formed this year. 2019 saw the implementation of a whole school production of Aladdin Junior led by our Drama specialist teacher. All students were encouraged to participate in some shape or form in order to develop skills of collaboration, empathy, resilience, performing for an audience and for a purpose.

St Matthew's has a team of highly professional and dedicated staff who are committed to the Catholic ethos and who recognise the importance of working as a team to meet the diverse needs of the students. Our approach to learning emphasizes literacy and numeracy skills as the means of accessing knowledge, communicating information and ideas and solving problems. Our Staff is committed to differentiating programs so as to ensure that all the needs of our students are being met, whether physical, emotional, social, educational or spiritual. There is also a very strong ICT focus right across the school with students in Prep to Year 6 accessing various digital technology tools. Our Year 3-6 students are involved in a 1:1 chrome book program, whereby each student has access to a personal chrome book used for researching, recording data, designing projects and many more lifelong skills. Professional Development has been undertaken by all staff to unpack the renewed Religious Education curriculum. Catholic

Education Melbourne staff are regularly invited in to facilitate school based professional learning to deepen staff understanding of the new curriculum..

Our Parish Priest, Fr Boy Galdo is actively involved in the school and regularly invites the classes to attend weekly mass. The students attending are asked to be active participants during the mass. The Religious Education Leader, together with the Parish Priest and Principal, are responsible for overseeing and supporting staff in planning and celebrating sacramental programs and liturgies. Sacraments and Church celebrations are continuously highlighted in our Religious Education lessons and planning, taking into consideration the Catholic Social Teachings. Our Religious Education program is also highlighted throughout our Wellbeing approach to schooling. Our Students are exposed to the Social and Emotional teachings, positive behaviour management, anti-bullying policies, social skills and recognition of student's learning and behaviour through the introduction of the "BE YOU" approach to Social and Emotional Wellbeing.

St Matthew's is a welcoming school where all parents are encouraged to be active participants in the child's education. Parents and caregivers are also encouraged to attend various events held at school, some of which are, events such as year level masses, sacramental masses and family faith nights. Parental involvement is also paramount and is encouraged through other activities such as Whole School sports day, Fete night, Annual whole school Christmas carols, Parents and Friends committee and the Parish Education Board. A weekly newsletter and alerts are made readily accessible on the Skoolbag App, SeeSaw and school website with contributions from both teachers and students, and are used as vehicles to keep the community informed about current events.



Principal's Report

St Matthew's Primary School is a school with a strong sense of community built around our Catholic culture and identity. The school is well established and offers all families a safe, secure, supportive and progressive educational environment.

The school places a high priority and emphasis on the development of Religious Education within every member of our school community through Prayer, Daily lessons, the Sacraments, Liturgical celebrations and our everyday example. The school has a strong commitment to ensuring that all children experience a rich prayer and sacramental life.

St Matthew's Church and School literally sit side by side, and this is a strong reminder that, as a Parish primary school, we have a responsibility to work with the faith community in maintaining the relationship between the families and the church. The school is committed to the formation in faith of all members of the school community.

As an educational organisation, the school aims to continue building a culture of continuous learning and improvement where every student will have the opportunity to reach their true potential. In an ever-changing world, it is an ongoing challenge to develop programs and experiences that prepare the children in the best possible way to be effective and valuable persons in the twenty first century. At St Matthew's we look for ways to prepare our students to meet this challenge. We promote a team approach within our staff to school improvement. The key to educational success for students is the quality of the teachers in the school and the quality of the relationships between the students, teachers and the families. Building connectedness to school is highly valued and continues to be a major focus at St Matthew's.

The school recognises that children learn in a variety of ways. St Matthew's has an extraordinary mix of children from diverse cultural, economic and social backgrounds. This means that the school has put in place policies, procedures and practices to provide for the individual needs of the children in our care. As a school, we promote excellence in education and hold a firm view that all children have the potential to succeed and be lifelong learners if we provide the right environment, curriculum, support and opportunities.

Meeting the social and emotional needs of the children is also a high priority of the school. A number of practical, but very effective programs through our Student Wellbeing Leader and School Counsellor have been introduced or refined to allow the school to support our children and their families

Mr Robert (Bob) Brown

School Principal

Education in Faith

Goals & Intended Outcomes

That the school community will bear witness to the Catholic faith through Sacramental ritual and a recognition of God's presence in everyday life.

- That all learners will be more engaged in learning and making meaning through dialogue between Faith and their lives.

To build our identity as a Catholic faith community connected by our sacramentality.

- That staff capacity to design and implement meaningful and relevant Religious Education will be enhanced.

Achievements

- Provided opportunities for community involvement by sending Invitations in the school newsletter or on the school app inviting the St Matthew's community to attend various Religious events
- Through our Sacramental programs, we provided our students with an extension and further development of their faith formation. This was achieved by well-designed experiences that were provided through prayer, classroom RE lessons, liturgies, faith nights and weekend commitment masses. The students across the school were able to explore prayer and scripture throughout the year.
- Offered Sacramental Faith nights, which were led by both Paul Spence and Sister Rita Malavisi who shared the Reconciliation and Eucharistic journey with both parents and students.
- Welcomed our new families at the Prep Welcome Mass and BBQ Dinner, encouraging our community to come together to welcome them.
- Continued to make strong and explicit connections to Social Justice and Catholic Social Teachings with the support of our Student Representative Council leading the way with fundraisers such as Project Compassion, Crazy Sock Day, St Vincent de Paul Winter and Christmas Appeals, which continues to be linked to our Christmas Carols Concert night.
- Provide ongoing professional learning opportunities for staff to continue to develop and plan effectively in teams to provide students with opportunities based around the Renewed Religious Education Curriculum Framework

VALUE ADDED



- Prep Welcome Mass for students and their families early in Term 1.
- Eucharist Family / Commitment Mass held at St Matthew's Church prior to the students receiving the Sacrament.
- Faith workshops for Students and Parents in Year 3 (Reconciliation), Year 4 (First Eucharist) and Year 6 (Confirmation)
- Opening and Ending of the school term whole school masses, Special Feast day masses, level masses, Year 6 Graduation Mass and Liturgies for Mother's and Father's Days, Stations of the Cross and ANZAC day.
- Special Grandparents Mass followed by scones, jam at a shared morning tea.
- Displaying of icons in the form of prints, paintings and statues throughout all areas of the school.
- Continuing the tradition of the School Vice-Captains to lead each school assembly in Prayer.
- Updating of the Sacramental displays in the school office foyer and other sacramental displays to share with the community and families

Learning & Teaching

Goals & Intended Outcomes

To create and sustain an engaging and purposeful Catholic learning community through contemporary evidence based approaches in all curriculum areas.

- That student are empowered and supported to take risks with their learning and will develop as critical and creative thinkers in a contemporary world.
- That all learners achieve expected growth in their learning, including literacy and numeracy.

Achievements

CONTEMPORARY TEACHING PRACTICE

- Regular attendance of learning and teaching networks to further understand Progression Points and learning targets developed around Literacy and Mathematics
- Continual engagement with Horizons of Hope document to unpack the notion of teachers as design model, encouraging students voice and active engagement
- Implementation of intervention processes such as LLI for literacy learning
- Continuation of support by CEM staff to unpack and implement STEM based learning in Year 4, 5 and 6 level.
- Establishment of a whole school inquiry planner that clearly sets out the inquiry process with examples of activities for each stage. Inquiry planner also clearly states the events that were occurring throughout the term, the Religious Education component linked to the Big question as well as the Visual Arts curriculum covered that classroom teachers were required to teach.
- Introduction of a BIG QUESTION planning sheet showing links throughout the curriculum and to the Big Question being unpacked using the inquiry process
- Thorough curriculum audits of all curriculum areas carried out at the end of each term to track curriculum covered well and for further planning of what needed to be covered
- Review of report descriptors ensuring that descriptors reflect and are true to the achievement standards as outlined in the Victorian Curriculum. Reporting document was established on Google drive so that report descriptors for both semesters are visible to all and can be tracked.

- Strategic use of Professional Practice days where teachers were able to nominate what they wanted to use these hours for. Teachers submitted a planning document for the day which included planning time with curriculum leaders as well as team planning time
- Continuation of a camp to Canberra for Year 6 students connected to an inquiry unit unpacking Civics and Citizenship component of the Victorian Curriculum

STUDENT LEARNING OUTCOMES

ENGLISH

- Developing collaborative relationships between CEM and school staff with support from The Catholic Education Melbourne Learning Consultant
- Periodically reviewing whole school Literacy practice and vision through Facilitated Planning to enable the continued assessment and direction in pedagogical and managerial practices for all Literacy components.
- Providing a school closure day for the professional development of staff in the Seven Steps to Writing Success approach.
- Reviewing the whole school Assessment Schedule to provide an updated and streamlined effective use of relevant summative and formative assessments. The data was subsequently evaluated to drive the requirements in targeted teaching and evidence-based learning.
- Centralising most of the Literacy resources in a Literacy Centre based in the Junior building. New Guided reading tables were purchased for Preps, Ones and Twos and Guided Reading books sorted and additional higher level texts purchased.
- Incorporating a new Home Reading programme with the collection and relabelling of Home Reading texts.
- Training offered to Parents volunteering for the Home Reading programme and to assist in the junior classes.
- Re-designing Literacy Planners, Data Charts, Guided Reading and Foci Observation record documentation to allow for explicit planning and teaching.
- Reviewing and amending The Victorian Curriculum English content descriptors
- Completion of the OLSEL project which tried the expansion of vocabulary development.
- Mentoring of a graduate to achieve full registration with focus on a Literacy Inquiry topic.

MATHEMATICS

- Mathematics leader provided support through guided planning and mentoring teachers in data use
- Mathematics team teaching and extension groups run weekly for grades 3-6
- Essential Assessment used to provide curriculum-aligned online topic testing to guide planning through the targeting of content and student groups
- Mangahigh, an online mathematics program, used in Grades 2-6 to help children consolidate what has been learnt in class in a fun and rewarding online environment
- Mid and end of year standardised testing with Pat-M showed within year growth
- Continued participation in the Pentagonal Collective from 3-6 with a focus on multiplicative thinking in 2019
- Continued participation in APSMO Australasian Problem Solving Mathematics Olympiad program for the senior students in Year 5 and 6 to extend the students mathematically
- P-2 Mathematics leader in classrooms for demonstration and classroom support
- Continuation of the LFIN (Learning Framework In Number) program as a whole class program for the students of P-2
- LFIN leader participated in the Northern Collective of Schools LFIN network



Student Wellbeing

Goals & Intended Outcomes

To foster a positive, caring and safe school environment where the social and emotional health of each child is supported and nurtured.

- That students feel safe and included in all aspects of school life.
- That students demonstrate greater resilience and develop an enhanced sense of confidence and self-efficacy.

Achievements

- Regular Student Wellbeing Staff Meetings and Planning Meetings.
- Integration of Social and Emotional Learning (SEL) and Wellbeing themes/topics in Inquiry Big Question
- The research of various whole school wellbeing programs to best suit our school needs.
- Inclusion of Cyber Safety education lessons throughout units of work in Units of Work ICT lessons.
- The consolidation and use of the Skoolbag App to use as a tool to record student absences assisting the office staff to make contact with families to determine successional absences.
- Attendance of whole staff to BE YOU staff meeting, facilitate by BE YOU staff members



VALUE ADDED

- Student Representative Council (SRC) from Years 1-6 continuing Social Justice work across the school.
- Continuation of a school psychologist from Catholic Care with increased hours.
- Continuation of the Positive postcards initiative.
- Continuation of the Certificate of Achievement & Principal awards at assembly.
- Continuation of January school holiday letters (Welcome letter from 2019 classroom teacher).
- Refugee Week & Multicultural Dress Up Day with a whole school parade.
- Ongoing commitment to creating a safe, happy and secure environment for the students.
- Ongoing commitment to recognising and celebrating student achievement and positive behaviours
- Engagement and presentation to the school and broader community of the Whole School Production of Aladdin Junior

STUDENT SATISFACTION

Some of the many comments from the results from the CEMSIS (Catholic Education Melbourne School Improvement Survey). The first scores are in % of Positive Endorsement for St Matthew's in comparison to the average of Catholic schools in the Archdiocese of Melbourne.

- * How important is it to you to do well at school? = 95% - 91%
- * How hard do you try at school? = 92% - 89%
- * How much do your teachers encourage you to do your best? = 88% - 84%
- * How often do your teachers take time to make sure you understand the material? = 90% - 78%
- * Overall, how high are your teachers' expectations for you? = 88% - 83%

STUDENT ATTENDANCE

At St Matthew's we are committed to ensuring that all students who do not attend school are followed up. Administration staff allocate the first 40 minutes of each school day to follow up with teachers to ensure the roll has been marked correctly. Any students that are unaccounted for are followed up with a phone call. Phone calls will be made until someone is reached resulting in the contact person being contacted as well. This practice saw an increase in the number of parents contacting the school to alert them to the reason as to why their child may be absent from school.

Once a student has been absent for more than three days, classroom teachers are encouraged to phone the parents/caregivers to see why those students are absent. In the case of prolonged or frequent absences, the Principal and Deputy Principal are called upon to make further phone calls.

Child Safe Standards

Goals and Intended Outcomes

To continue to implement and embed a Child Safe Standards Policy stating clearly the 7 Child Safe Standards in accordance with the Ministerial Order no: 870.

To embed all Child Safe Standards to improve and achieve best practice.

Achievements

- Consistency in making all staff including Casual Relief Teachers and volunteers connected to St Matthew's Primary School aware of the Code of conduct (standard 3) having read, agreed to and signed the Code of Conduct (Standard 3) at the beginning of the school year
- Consistency in making all visitors, volunteers and parents aware of the Code of conduct (standard 3). Copies of the Code of Conduct were sent home to each family to read and the Acceptable and Unacceptable Behaviours document sent home to sign and return.
- Ensuring that all visitors and volunteers to the school supply their Working with Children's check in prior to commencing work within the school as well as ensuring that all visitors and volunteers sign in prior to entering the school grounds beyond the office.
- Our sign in iPads ensure that all visitors and volunteers sign off on the code of conduct with each sign in. With the completion of our new Administration block, security to students and staff has been tightened immensely. No parent or visitor can progress further into the school than the school foyer unless the entry doors are automatically unlocked by our Administration staff.

- Continuing open communication with parents informing them of policies concerning Child Safety. Communication continues to occur via the school newsletter, our Skoolbag App, our website and signage around the school



:Leadership & Management

Goals & Intended Outcomes

To create and sustain a school culture that is characterised by shared vision, effective feedback, professional dialogue, teamwork and supportive leadership.

- That staff professional learning is explicitly aligned with school and individual needs, focussed on improved student outcomes.

To efficiently and effectively manage resources in accordance with school improvement plan priorities.

- That staff wellbeing will be enhanced through improved role clarity, empowerment and supportive leadership

Achievements

- Commencement of new Literacy Leader (January)
- Commencement of new Religious Education/Student Services/Wellbeing Leader (January)

- Appointment of new Student Wellbeing Leader (December)
- Appointment of New classroom teachers (December)
- Retirement of Digital Technology Leader and appointment of new replacement.
- Appointment of new Digital Technology Leader (December)
- Development of a new facilitated planning agenda following a consistent learning and teaching cycle to include school data to inform practice
- Weekly Professional Learning closely aligned to intended outcomes in the AAP and SIP
- Revisiting School Vision Statement in addition to revisiting of school expectations for staff
- Continuation of Child Safety policy implementation
- Relocation of Administration Office, Principal and Deputy Principal Offices, Staffroom and Male and Female Staff toilets for new Refurbishment project.
- Building of new Administration entrance and front Facade, new paved entrance courtyard, new expanded foyer, new expanded meeting room, new shower in sickbay, new Disabled toilet, new Bursar, Deputy Principal and Principal Offices, new Staffroom and Kitchen, new Family Room. And an upgrade on the Staff female toilets
- New improved security in the form of FOB entry to Front Entrance, Administration Office, Sickbay, Staffroom and Main Corridor.
- Installation of new Lift adjoining Library for access to middle years building, as part of the scope of works connected to administration building.
- Painting to exterior of Junior toilets, Middle years building and along outside of the main corridor
- All Grey poles supporting covered walkways and covered areas and exterior steps painted bright yellow up to students' height and across the front respectively for visibility and safety.
- Security cameras erected around the school premises, including across the ovals, outside Junior and Senior school toilets, staff car park, Selola Court entrance, Lawson St entrance, garden area behind library, canteen area and asphalt area for 24 hour surveillance
- Completion of School improvement Team project with team members presenting findings, resolutions and recommendations at Staff Meeting
- Implementation of clear structures, guidelines and expectations for staff around the whole school production of Aladdin Junior
- Commencement of staff self analysis of current understanding of a professional learning community using the Department of Education and Training Professional learning Communities Matrix

DESCRIPTION OF PL UNDERTAKEN IN 2019

CEM based professional learning:

- Graduate teachers celebration
- Supporting Educational Needs of Refugee Students
- Oral Language Project
- NCCD Full day Briefing- Northern/Western Regions
- Targeted Assessments and Analysis
- Know your new Agreement- Education Support
- Phonics on Context: Successful and animated Readers and Writers
- Phonics in Context: Learning Sprints
- Learning Framework in Number Foundation
- Learning Framework in Number Year 1
- Northern Region Religious Education Leaders Network
- Northern Region eLearning Network
- Northern Central Principal's Network
- Colourful Semantics
- Northern Region Literacy and Mathematics Leaders Network
- North Central Deputy Principals Network
- Learning Diversity Leaders Network
- Reading Recovery Teachers Network
- Leading Wellbeing for learning and growth: What lies ahead?

School based professional learning:

- Renewed RE Curriculum for staff
- Maths Pentagonal Collectives
- Seven Steps to Writing Success
- CPR, Anaphylaxis, First Aid training
- Mandatory Reporting Professional learning
- Google Drive workshops for all Staff in terms 1 & 2
- Professional learning communities – What are they?
- Learning Number in Framework PL for School learning Support Officers (LSOs)

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

33

AVERAGE EXPENDITURE PER TEACHER FOR PL

TEACHER SATISFACTION

Some of the many comments from the results from the CEMSIS (Catholic Education Melbourne School Improvement Survey). The first scores are in % of Positive Endorsement for St Matthew's in comparison to the average of Catholic schools in the Archdiocese of Melbourne.

* On most days, how enthusiastic are the students about being at school?	= 93% - 77%
* Overall, how positive is the working environment at your school?	= 90% - 73%
* Perceptions of the overall social and learning climate of the school.	= 87% - 76%
* When challenges arise in your personal life, how understanding are your school leaders?	= 93% - 85%
* How fairly does the school leadership treat the staff?	= 93% - 76%

School Community

Goals & Intended Outcomes

To create, deepen and sustain parent's understanding of their children's learning and wellbeing through improved opportunities for authentic partnerships.

Achievements

- Continuation of Merri Heath inspired program "Ready Set Prep" to ensure that 2020 enrolled prep students and families have regular opportunities to learn about our schools expectations meet with other parents and students coming to school in the New Year. Parents and students take part in 7 sessions, the first 5 sessions attending together and the final to sessions with the students and the teachers for 2020 in the classroom.
- Hosting Open days and tours for prospective Prep parents, taking them through the classrooms for a 'walk and talk' model. Usually 1 to ½ hours
- Continue to promote and use Seesaw as a two way communication tool between parents and teachers
- Offering parent helper courses for assistance in the Literacy block.
- Continuation of regular termly meetings with the Education Board in order to lift the profile of the board within the school community
- Showcasing the students Theatrical talents through a whole school production held every three years. The whole school production consisted of consistent communication to parents via Seesaw, Skoolbag App and the School Newsletter, promoting the production of Aladdin Junior.

- Yearly Prep barbeque at the beginning of the school year to encourage parents to attend school functions where they have the opportunity to talk to other families within their own children's year levels and their children's Teachers and Leadership Team within the school.
- Yearly Christmas Carols whereby all families and the wider community are invited to share in a picnic dinner and then participate in the Christmas Carols led by our Music teacher.
- Regular, weekly newsletters featuring upcoming dates, recent occurrences and an educational component to the newsletter so as to continue to communicate to parents the learning occurring at St Matthew's primary school.
- Dissemination of term overviews at the beginning of each term outlining the learning that will be taking place throughout the term, highlighting the Big Question that will be unpacked.

PARENT SATISFACTION

Some of the many comments from the results from the CEMSIS (Catholic Education Melbourne School Improvement Survey). The first scores are in % of Positive Endorsement for St Matthew's in comparison to the average of Catholic schools in the Archdiocese of Melbourne.

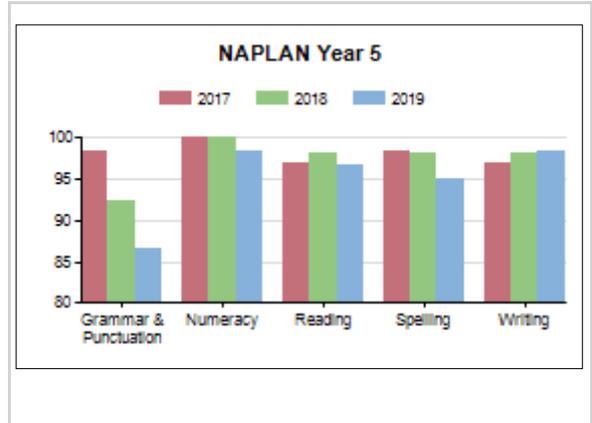
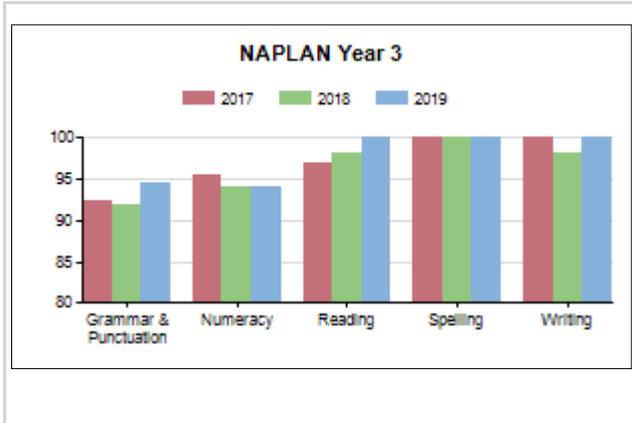
* Families perceptions of the social and learning climate of their child's school	= 92% - 89%
* The school is welcoming to parents	=100% - 95%
* The school does communicate well with people from your culture	= 100 - 97%
* You do feel a sense of belonging with your child's school community	= 96% - 92%
* At your child's school how well does the approach to discipline work for your child?	= 87%-80%
* How pleasant is the physical surroundings at your child's school?	= 96% - 87%

School Performance Data Summary

E1224
St Matthew's School, Fawkner North

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	92.4	91.8	-0.6	94.4	2.6
YR 03 Numeracy	95.5	94.0	-1.5	94.1	0.1
YR 03 Reading	97.0	98.0	1.0	100.0	2.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	98.0	-2.0	100.0	2.0
YR 05 Grammar & Punctuation	98.4	92.3	-6.1	86.7	-5.6
YR 05 Numeracy	100.0	100.0	0.0	98.4	-1.6
YR 05 Reading	96.8	98.1	1.3	96.7	-1.4
YR 05 Spelling	98.4	98.1	-0.3	95.0	-3.1
YR 05 Writing	96.8	98.1	1.3	98.3	0.2



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.1
Y02	91.1
Y03	92.5
Y04	91.5
Y05	91.3
Y06	92.1
Overall average attendance	91.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.5%

ALLSTAFF RETENTION RATE

Staff Retention Rate	78.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	24.0%
Graduate	28.0%
Graduate Certificate	0.0%
Bachelor Degree	88.0%
Advanced Diploma	36.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	33
Teaching Staff (FTE)	25.9
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	9.6
Indigenous Teaching Staff (Headcount)	0

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