



# ANNUAL REPORT TO THE SCHOOL COMMUNITY

**St. Christopher's Primary School**  
Glen Waverley

**2018**

REGISTERED SCHOOL NUMBER: 1600



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## Contact Details

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## Minimum Standards Attestation

I, Shane Davoren, attest that St. Christopher's Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

14 May, 2019

## Our School Vision

# *St Christopher's Vision Statement*

*St. Christopher's is a Catholic School whose primary purpose is to educate the children in the Catholic faith. It is a community that shares a Christian belief based on the gospels. St. Christopher's provides the children with the opportunities to become active members of our Catholic community.*

*At St. Christopher's we value the whole person, therefore we will nurture the spiritual, intellectual, physical, cultural, social and emotional development of each student. We will develop in the children a sense of self control and respect for themselves and others. We will stimulate in them critical participation in our society based on a commitment to human dignity, justice and peace.*

*A group of dedicated, professional teachers, parents and the wider parish community will work together to provide a quality education for our children. We believe this is vital for their success.*

*St Christopher's school supports and promotes the principles and practice of Australian democracy, including a commitment to; elected government, the rule of law, equal rights before the law, freedom of religion, freedom of speech and association, and the values of openness and tolerance.*

## School Overview

- St. Christopher's Primary School is a small multicultural Catholic school, located in the eastern suburbs of Melbourne and is set in spacious grounds. St. Christopher's has a reputation for being a high performing school and a strong sense of community spirit. These attributes are most noticeably reflected in a supportive parent community, active and engaged students, and dedicated staff. St. Christopher's has a family like feel where all students are known and staff take on a shared responsibility for all students.
- St. Christopher's is a very high performing school with a large percentage of the student population consistently achieving results that exceed those in the majority of schools in Victoria and at a national level.
- Our school is dedicated to the development of the whole child where all programs are underpinned by the Gospel values. We aim to challenge our children to reach their full potential through a broad and personalized contemporary curriculum and we strive to provide excellence in all areas of school life. In order to meet the demands of a rapidly changing society, we ensure that the professional development undertaken by our dedicated staff enables them to provide programs and activities relevant to children of the 21<sup>st</sup> century. We aim to develop each child's self-esteem and to make our school community a happy, rewarding and enjoyable place to be.
- Our primary objective as identified in our School Improvement Plan (2018 – 2021), is to maximise growth and progress of all students by ensuring they are actively engaged in authentic, purposeful and meaningful learning. This will be achieved by building staff capacity to collaboratively analyse data to inform planning and classroom practices.

## Principal's Report

Throughout 2018, teaching staff continued with the aim of differentiating their teaching in order to personalise learning for all students in the school. Whole staff planning focussed on setting learning intentions and ensuring that there was a consistent approach to the planning process. At St. Christopher's, classroom teachers undertook professional learning as a team which helped to ensure that initiatives were implemented consistently across the school. An example of this was the Seven Steps Writing Program which all classroom teachers participated in. All teachers took part in a large number of professional learning sessions that aimed to develop their capacity to utilise student data to drive teaching programs.

Staff also worked together to unpack the new Catholic Education Melbourne Curriculum Framework, Horizons of Hope. This document helps to support Catholic school communities engage in dialogue about the distinctive nature of learning and teaching and enhancing Catholic identity in schools. This led to some changes to planning processes and documentation.

St. Christopher's continued to include parents and the wider community in student learning. This was demonstrated by curriculum evenings, the use of various technologies and numerous excursions and incursions.

Once again through NAPLAN results, St. Christopher's demonstrated that its students are performing at a high level with many of our students achieving results that exceed those in the majority of schools in Victoria and at a national level.

St. Christopher's community was lucky to have the support of its wonderful parent group. The Parish Education Board worked hard to review many policies and support the principal and parish priest. The Parent's Association again performed an outstanding job in organising and running numerous social and student focussed events.

The St. Christopher's Parish and School worked as a team to host a fete early in the year. This was a huge success as a result of the effort and commitment of many volunteers.

## Education in Faith

### Goals & Intended Outcomes

- ❖ To ensure our Catholic identity, inspired by Jesus Christ, reflects the engagement of our students in the diversity of a contemporary world.
  - That the students will make strong connections between our Catholic Faith Tradition and the world.

### Achievements

During the 2018 school year, St. Christopher's took part in a number of social justice events that included Project Compassion, Fiver for a Farmer and Catholic Mission fundraisers. Senior students and students involved in the Student Representative Council, raised awareness of different causes and highlighted links to relevant gospel stories and faith messages. This helped students to connect faith and their actions to assist others.

Staff and students practised and valued the opportunities for prayer as part of our day to day relationships. Faith based behaviour was taught, strengthened and reinforced. Catholic values were embedded into our teaching and learning experiences. There was a close relationship between the Religious Education Leader of the school based sacramental program and the parish Sunday School team. This allowed all Catholic students in the parish to be involved in a number of activities during sacramental preparation. St. Christopher's School continued its a P-6 Sacramental Program which was consistent throughout the school. This involved Family Evenings, Presentation of Candidates to the Community and Preparation/Reflection Days. At St. Christopher's, units related to the sacramental program were covered in all levels of the school. Links between the lives of the students and the program were highlighted to students and families.

## VALUE ADDED

- ✓ Religious Education (RE) Program – Prep to Year Six – Exemplar Units studied – based on 'To Know, Worship and Love', integrated with the new 'Horizons of Hope' RE Curriculum
- ✓ Active emphasis on social justice with collaboration between school and parish and other local, national and international agencies
- ✓ Whole school – one level Mass per term and classroom masses throughout the year
- ✓ Senior school classes attend Anointing Masses at St. Christopher's Parish
- ✓ Paraliturgies in classes with Parish Priest
- ✓ Feast Days, seasonal and community celebrations jointly undertaken by parish and school
- ✓ Parish Priest's active collaboration on Education in Faith
- ✓ Parish Priest's active involvement and support of the school
- ✓ Active collaboration between school and parish including, Fund Raising, Faith Education, community celebrations such as Mother's Day, Father's Day, liturgical seasonal celebrations, cultural annual celebrations and key school events such as Opening of the School Year and Graduation etc.
- ✓ Celebration of the Sacraments of First Reconciliation, First Eucharist and Confirmation. (*Prep to Year Six Program*)
- ✓ Family evenings for each sacrament, facilitated by Parish Priest and Religious Education Leader
- ✓ Reflection/preparation days for each sacrament
- ✓ Parish/School Mass – one per term to present sacramental candidates to the community – Commitment Mass
- ✓ Student Representative Council – promotes social justice issues and links to faith

## Learning & Teaching

### Goals & Intended Outcomes

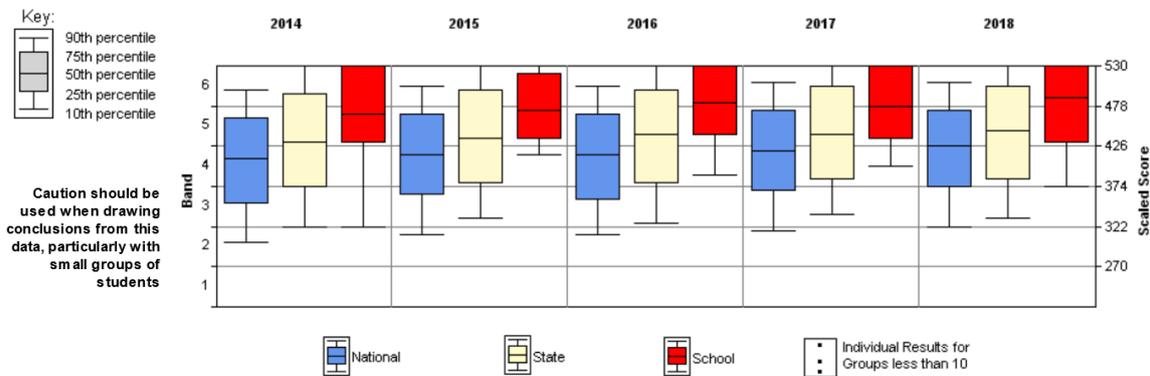
- ❖ To maximise growth and progress of all students by ensuring they are actively engaged in authentic, purposeful and meaningful learning.
  - That student outcomes will reflect targeted growth in literacy and numeracy

### Achievements

#### STUDENT LEARNING OUTCOMES

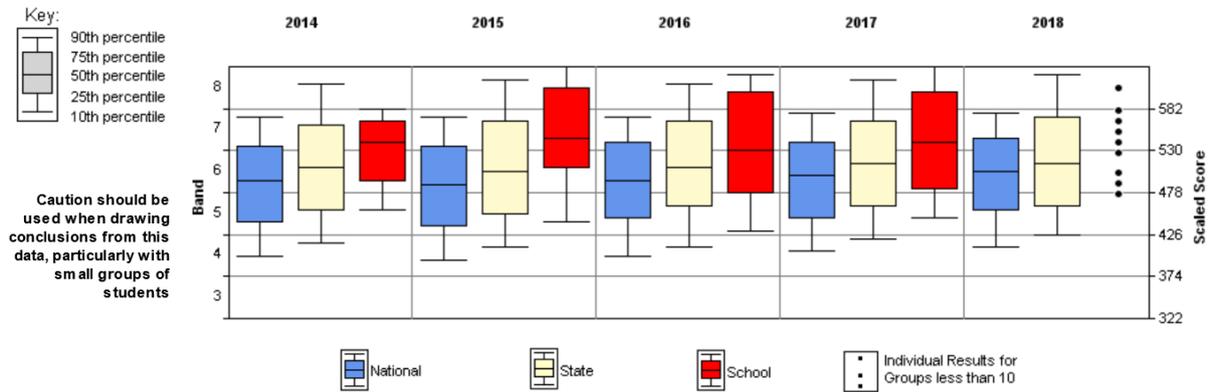
The graphs and detail below indicate that St. Christopher's has been a high performing school over the previous five years. Other detail available from NAPLAN data, shows that the relative growth from Year Three to Year Five for nearly all students was in the medium to high range in all curriculum areas assessed. This data is important as it takes in to account student entry points and reflects student growth as opposed to only achievement levels.

**Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)**  
 Year 3 - READING, Gender: All, LBOTE: All, ATSI: All



This graph shows the level of achievement in Reading (NAPLAN) over a five-year period for Year 3 students. It is pleasing to note that our children consistently outperform compared schools. Our median score was always higher than all compared schools. The challenge for learning in Reading is to continue to maintain our exceptional success and to support and challenge our high achieving students in Year 3.

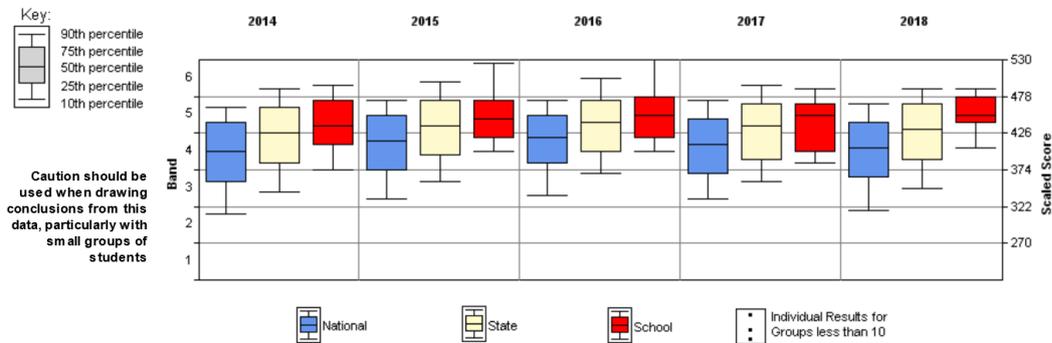
**Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)**  
**Year 5 - READING, Gender: All, LBOTE: All, ATSI: All**



This graph shows the level of achievement in Reading (NAPLAN) over a five-year period for Year 5 students. Again our children consistently outperformed all other compared schools and that our median was higher than all compared schools over the five year period. The challenge is to ensure that high achieving students are appropriately supported.

**Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)**  
**Year 3 - WRITING, Gender: All, LBOTE: All, ATSI: All**

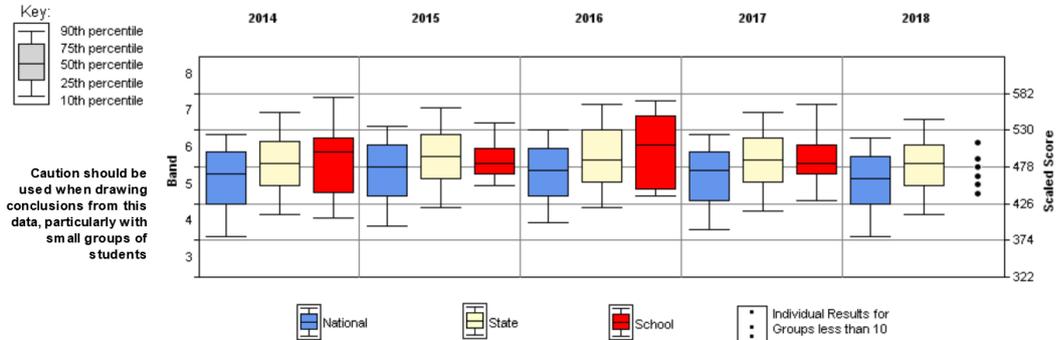
Please note that although the writing genre varies over time, results have been successfully equated so that direct comparisons can be made between any writing tests from 2011 onwards.



The graph above shows the level of achievement in Writing over a five-year period for Year 3 students. Students in Year Three at St. Christopher's consistently outperformed all other compared schools and that our median was consistently higher than all other compared schools. It was especially pleasing to note that our lower performing students were often performing at a level more consistent with that of students in the 25<sup>th</sup> to 50<sup>th</sup> percentile ranking in comparison to other schools. The challenge for learning in Writing is to continue to maintain this success and to support and challenge our high achieving students.

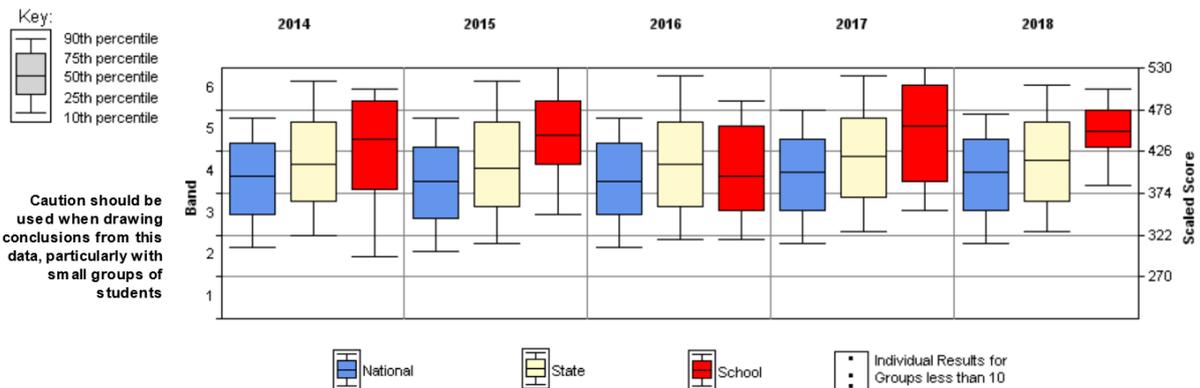
**Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)**  
 Year 5 - WRITING, Gender: All, LBOTE: All, ATSI: All

Please note that although the writing genre varies over time, results have been successfully equated so that direct comparisons can be made between any writing tests from 2011 onwards.



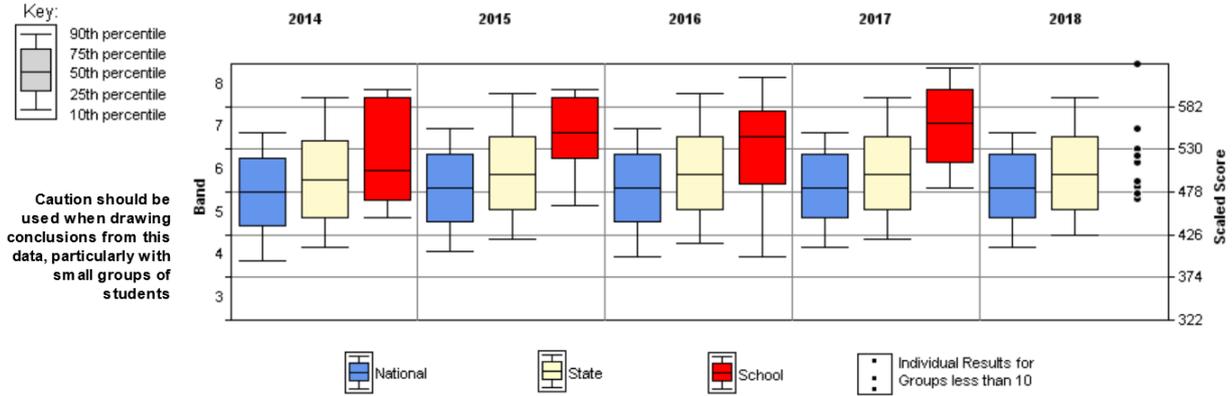
The graph above shows the level of achievement in Writing over a five-year period for Year 5 students. It is pleasing to note that our children performed at a level equal to or above all other compared schools. The challenge for learning in Writing is to ensure that all students experience medium to high growth from Year 3 to Year 6.

**Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)**  
 Year 3 - NUMERACY, Gender: All, LBOTE: All, ATSI: All



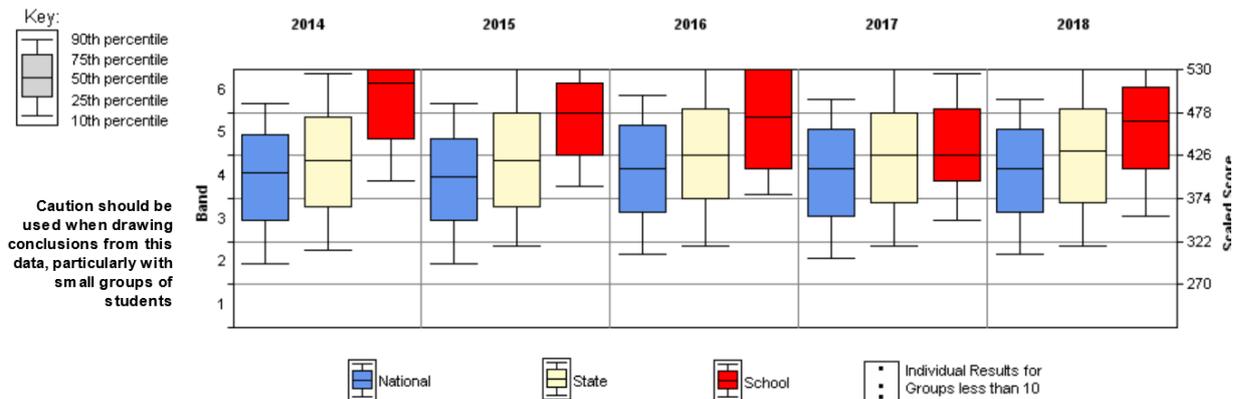
The graph above shows the level of achievement in Numeracy over a five-year period for Year 3 students. It was pleasing to see the strong results in 2017 and 2018, which indicated that our median was significantly above other schools. The professional learning undertaken by staff in recent years has supported this high level of achievement.

**Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)**  
**Year 5 - NUMERACY, Gender: All, LBOTE: All, ATSI: All**



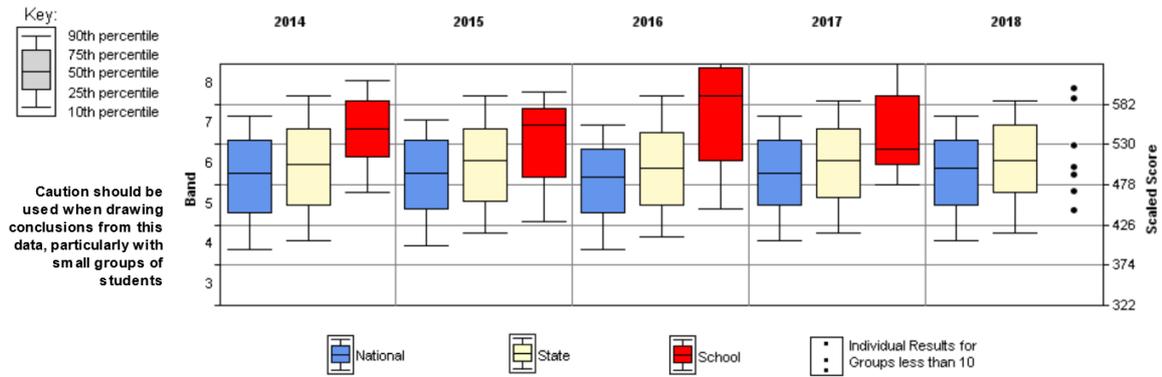
The graph above shows the level of achievement in Numeracy over a five-year period for Year 5 students. Our students consistently performed at a higher level than State and National compared schools. Strong results reflect the professional learning focus the school had on Numeracy in 2015 and 2016. The relative growth of students from Year 3 to Year 5 (2016 – 2018) showed that nearly all relevant students achieved medium to high growth. The challenge for learning in Numeracy is to ensure we maintain this level of performance and challenge our high performing students.

**Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)**  
**Year 3 - SPELLING, Gender: All, LBOTE: All, ATSI: All**



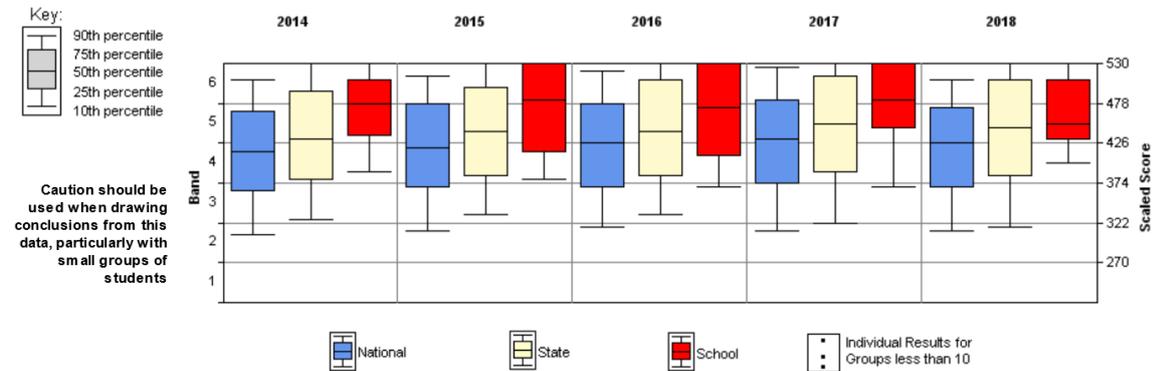
The graph above shows the level of achievement in Spelling over a five-year period for Year 3 students. It is pleasing to note that our median was usually significantly higher than all other compared schools. Also, our lower performing students were often performing at a level more consistent with that of students in the 25th to 50th percentile ranking in state and national schools. The challenge for learning in Spelling is to continue to maintain our success and to support and challenge our high achieving students as well as identify relevant skills and strategies to assist all students.

**Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)**  
**Year 5 - SPELLING, Gender: All, LBOTE: All, ATSI: All**

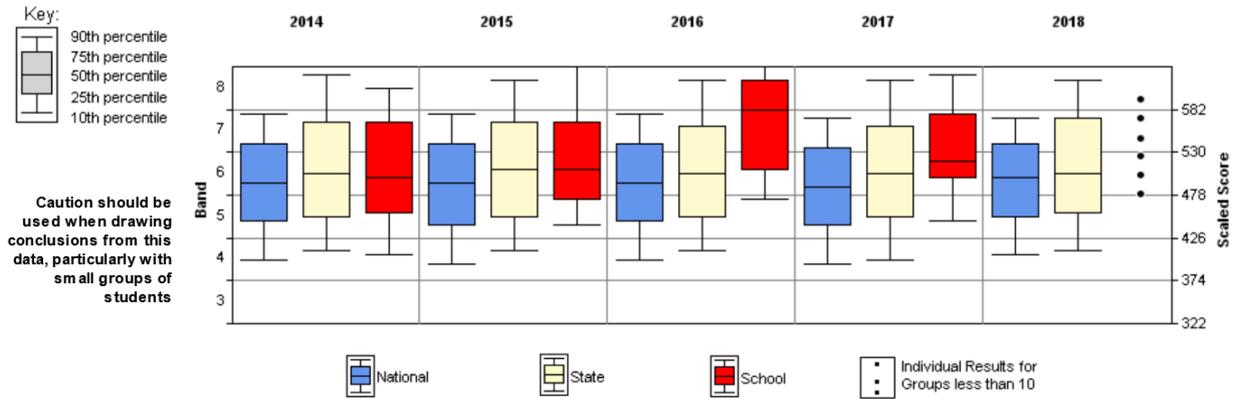


The graph above shows the level of achievement in Spelling over a five-year period for Year 5 students. It was pleasing to note that our children have generally outperformed all other compared schools and that our median was consistently and significantly higher than all other schools (except 2018). It is also pleasing to note that our lower performing students were often performing at a level more consistent with that of students in the 25<sup>th</sup> to 50<sup>th</sup> percentile when compared to state and national schools. Our challenge is to identify specific students that require further targeted support in this area.

**Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)**  
**Year 3 - GRAMMAR & PUNCTUATION, Gender: All, LBOTE: All, ATSI: All**



**Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)**  
**Year 5 - GRAMMAR & PUNCTUATION, Gender: All, LBOTE: All, ATSI: All**



The two graphs above show the level of achievement in Grammar and Punctuation over a five-year period for Year 3 and Year 5 students. It is pleasing to note that our students almost always outperformed all other compared schools over the five years. The challenge for learning in Grammar and Punctuation is to sustain this success and challenge our high achieving students. It will be important to utilise ongoing assessment results in this area to inform teacher planning and lessons.

## Student Wellbeing

### Goals & Intended Outcomes

To equip students with the knowledge, skills and dispositions to embrace difference and diversity and strengthen their relationships with each other and God.

- That student social and emotional competencies and connections to others are strengthened

### Achievements

During 2018 St. Christopher's endeavoured to foster and develop a positive learning environment where all students felt safe, respected and accepted. A number of initiatives and programs were continued to support student wellbeing.

In order to foster student wellbeing, the 'Friendly Fridays' Student Wellbeing Program continued throughout 2018. The focus was specifically on assisting students to develop social and life skills and strengthen relationships and connections with peers and teachers. Specific effort was given to integrating other curriculum areas with the Social and Emotional Learning program where possible.

Time is allotted in staff meetings for teachers to report any student concerns to generate greater staff awareness and provide more appropriate support for the children and their families. Teachers also considered ways in which they could work with parents to support the wellbeing needs of children in the school. Class meetings and the School Representative Council (SRC) continued, and provided students with a 'voice' and forum for matters related to their learning. Days such as Grandparents Day and Multicultural Day provide our students and families with opportunities to build stronger connections to the school and help to foster closer relationships with families.

St. Christopher's ran an extensive transition program, including a 'buddy' system for our new intake of Prep students and their families. They had the opportunity to meet each other and all of their teachers for the upcoming year. The school leadership shared information with new families during orientation days.

A big part of wellbeing involves ensuring that students are engaged in the learning process. Staff meetings supported this by assisting teachers to personalise teaching and differentiate the curriculum for all students in each class.

**VALUE ADDED**

Social Skills/Wellbeing Programs/Extra Curricular

- Social and Emotional Learning Program
- Student Representative Council
- Buddy Program
- Student Wellbeing focus at staff meetings
- Lunchtime clubs
- Grandparents Day
- Multicultural Day
- Before and After School Care program
- Access to 'In school' psychologist
- Weekly class assembly presentations
- Family Life program
- Class Meetings
- Cyber safety
- Meditation/mindfulness sessions
- Coding Lessons
- Instrumental Lessons
- Chess lessons

Health and Fitness Program

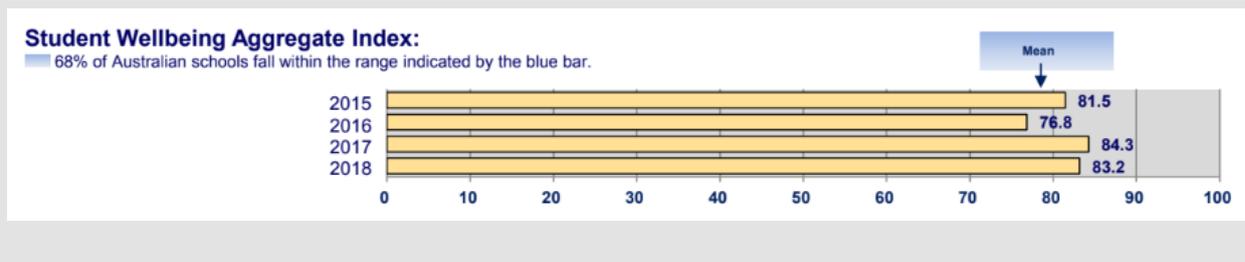
- PE Program Prep – Yr. 6
- Interschool Sports Competition
- Swimming Lessons
- School Athletics Carnival
- Cross Country – school & district
- Morning fitness program
- Tennis lessons
- Bike Education

School Camp & Excursions

- Year 5 / 6 annual school camp
- Excursions across all grade levels

Incursions across all grade levels

**STUDENT SATISFACTION**



The above chart gives an overall picture of the school's effectiveness over the last few years in the area of Student Wellbeing.

The 2018 result was similar to the 2017 result and reflects a strong level of student satisfaction. This index takes in to account student emotional wellbeing, student-teacher relationships and student engagement in learning. St. Christopher's places a high priority on student wellbeing and building strong relationships with community members.

### STUDENT ATTENDANCE

The table below details information regarding student attendance. St. Christopher's contacts parents /guardian about any unexplained absences, on the same day, as soon as practicable. The class role is taken twice daily at 9am and 2pm. The number of absences and late arrivals are included in reports to parents/guardians. Any issues regarding attendance are discussed with parents and/or highlighted in student reports.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.1
Y02	91.1
Y03	91.5
Y04	93.5
Y05	88.4
Y06	84.4
Overall average attendance	89.8

## Child Safe Standards

### Goals and Intended Outcomes

St. Christopher's is committed to providing a safe environment for all students and takes active steps to protect them against abuse. To achieve this, we have developed and will actively enforce Child Safe policies and procedures to ensure that any person involved in 'child related work' or 'child connected work' is aware of their obligations & responsibilities for ensuring the safety of all children under our care. All staff have a legal duty to take reasonable steps to protect students in their charge from risks of injury that are reasonably foreseeable. This includes making students aware of how they can stay safe and what to do when they believe their safety is compromised.

### Achievements

St. Christopher's has developed a number of policies and procedures in order to comply with the Victorian Government Child Safe Standards and promote a zero tolerance of child abuse. This includes the following;

- Child Safety Policy
- Child Safety Code of Conduct
- Child Safe Volunteer Procedure
- Checklist for the Engagement of Contractors
- Induction Checklist
- Child Safety Checklist for Existing Contractors
- Working With Children Check Policy

In developing the above and other initiatives, St. Christopher's has consulted extensively with the school community. This has included consultation with the Parish Education Board who have had an input into key policies and procedures. The school staff have also been consulted and contributed to the compliance with the Child Safe Standards. Child Safety is a regular item on both Staff and Parish Education Board meeting agendas. Relevant policies and procedures were reviewed in 2018 by staff and the Parish Education Board. Relevant policies are made publicly available on the school's website and are also available at the school office.

In 2018, St. Christopher's provided a number of opportunities for staff to review policies and procedures related to Child Safety. This included the Victorian Government 'PROTECT' document as well as the Commission for Children and Young People - Reportable Conduct Scheme. Parents are continuously informed through the school newsletter, electronic forums and face to face to ensure that they are aware of their new responsibilities. Contractors and volunteers have been briefed in regards to changes to procedures and policies. As part of the Student Wellbeing program, students learn about their rights and responsibilities in regards to Child Safety and how to keep

themselves safe. The school has ensured that all new practices are adhered to through ongoing communication with the school community, enforcement of policies and procedures and ongoing risk management.

## Leadership & Management

### Goals & Intended Outcomes

To develop a collaborative culture that supports and empowers all staff to enact the school's vision for ongoing improvement.

- That staff professional knowledge and collaborative practice will improve

### Achievements

School leadership facilitated time for teachers to plan collaboratively during staff meetings and release time. Teachers specifically focussed on differentiating the curriculum to support students at the point of need and to engage them in their learning. Learning focussed on using data from the following assessments to plan future learning for all students.

- Naplan
- ACER – Literacy and Numeracy
- Running Records (Prep – 6)
- Cars and Stars
- Numeracy pre and post testing
- Observation surveys

School leadership supported staff to document assessment data in a consistent manner. This assisted staff to utilise this detail for planning.

After analysing 2017 data, staff specifically focussed on Writing as an area of need in 2018. All teachers took part in the 'Seven Steps Writing' professional learning. This program was used consistently across the school and provided staff with strategies to enhance student writing.

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### DESCRIPTION OF PL UNDERTAKEN IN 2018

- Seven Steps Writing Program
- Inquiry Curriculum Focus
- First Aid, CPR & Anaphylaxis
- Data analysis, school planning
- School Improvement Planning
- NReports – Professional Learning in the use of the mandated reporting process and use of software/hardware issues.
- NForma - Professional Learning in the use of central databases for the collation and analysis of student data

- Participation in leadership networks by relevant staff – Curriculum, Student Services, Literacy, Education in Faith, Numeracy, ICT, Student Wellbeing
- National Consistent Collection of Data - requirements and acknowledgement of adjustments
- Horizons of Hope – Catholic Education Melbourne Curriculum Framework
- Mandatory Reporting – eLearn module
- Visible Thinking Routines
- Disability Standards For Education – including eLearning modules
- Fountas & Pinnell - Benchmark Assessment System

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018**

All teachers

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

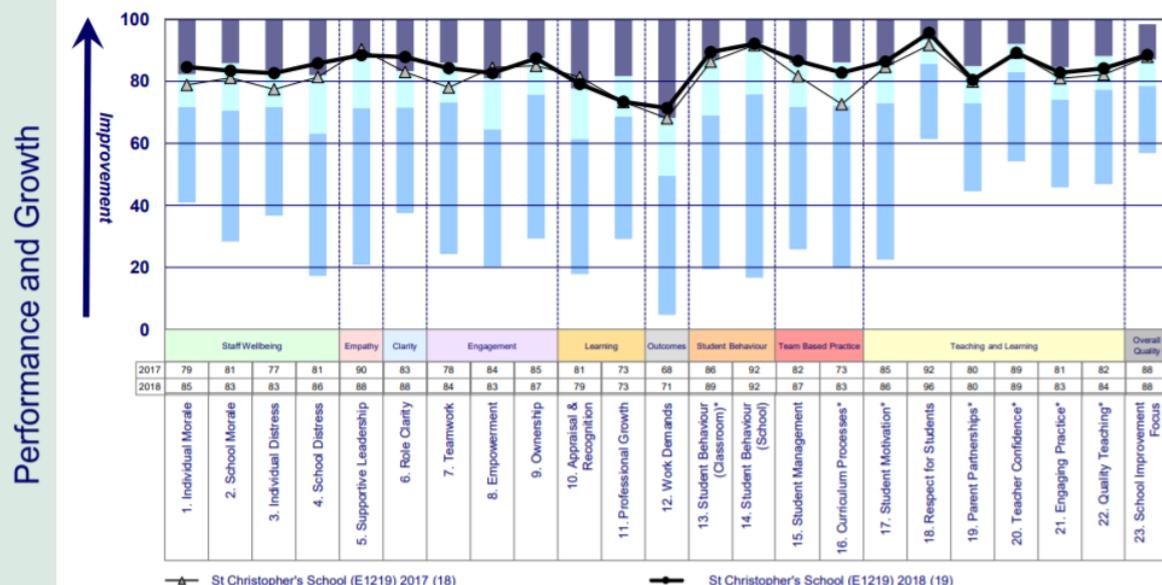
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### TEACHER SATISFACTION

The graphs below taken from the School Improvement (staff survey), indicate an overall strong school and teaching climate. The results also indicate an improvement in this area from 2017. Those areas that displayed strongest growth were 'Role Clarity', 'Curriculum Processes' and 'Teamwork'. In 2018 specific priority was given to staff collaboration around curriculum processes and consistent documentation.

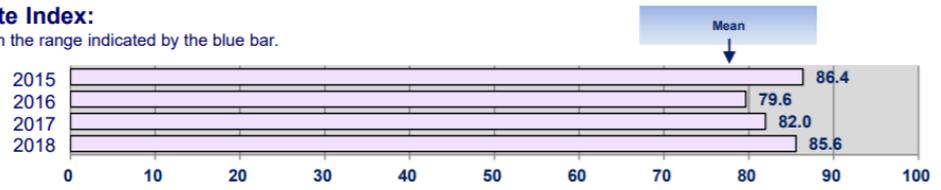
### 2018 school climate – actual scores ...

Your school relative to the range for Australian primary schools.



**Teaching Climate Aggregate Index:**

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



## School Community

### Goals & Intended Outcomes

To strengthen the collaborative partnership between home, school, parish and the wider community to support learning and wellbeing.

- That families will be more empowered and actively engaged in the learning of their children

### Achievements

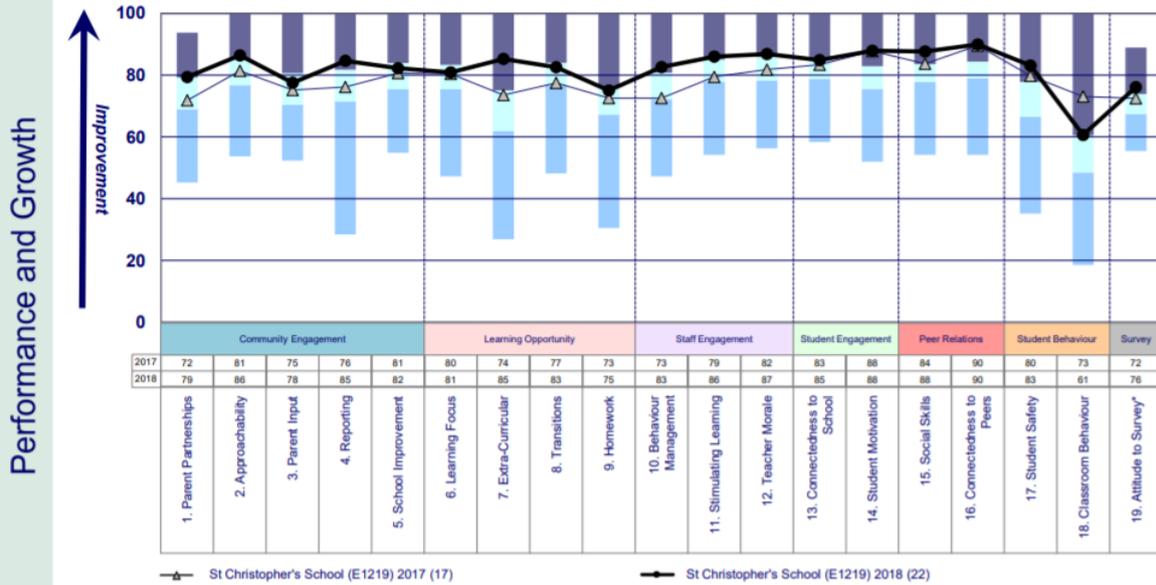
Existing community engagement pathways were continued in 2018. These included assemblies, bi-annual performing arts concert, kinder visits, Grandparents/Multicultural Day, whole school and class masses, parish carols service and sacramental celebrations. In addition, further changes were made to the reporting of English to create a more parent friendly format. The continuation of the Chromebook program and extension of students' ICT skills provided another forum for parents to be linked with student learning. Students in Years 5 to 6 took home their Chromebook each night to complete learning tasks. Wider use was made of the 'Skoolbag App' and 'Caremonkey' which provided parents with convenient ways to stay connected to the school and student learning. Parents were also kept up to date with events, alerts and other information such as newsletters and student learning with this technology. There was a strong parent/community attendance at the Mathematics Family evening.

### PARENT SATISFACTION

The survey completed in 2018 by parents reflects a high level of parent satisfaction as shown in the graph below. In particular, parents responded more favourably in 2018 compared to 2017 to most questions. The graph specifically details improvement in the area of 'Parent Partnerships', 'Reporting', and staff engagement in 'Behaviour Management'. It is great to see improvement in these areas. We will continue our work with a number of parent groups to help develop a greater variety of opportunities for all parents to have more input into school life. The Community Engagement Index graph also demonstrates considerable improvement compared to 2016/2017.

### 2018 parent opinion – actual scores ...

Your school relative to the range for Australian primary schools.



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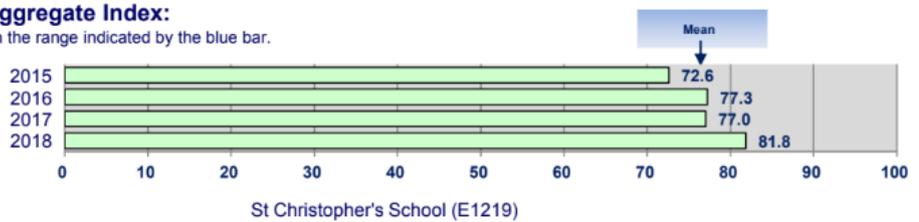
■ Top 25% of Australian primary schools    □ Middle 50% of Australian primary schools    ■ Lower 25% of Australian primary schools

\*Comparison based on Australian Catholic primary schools only (Indicator 19).



### Community Engagement Aggregate Index:

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

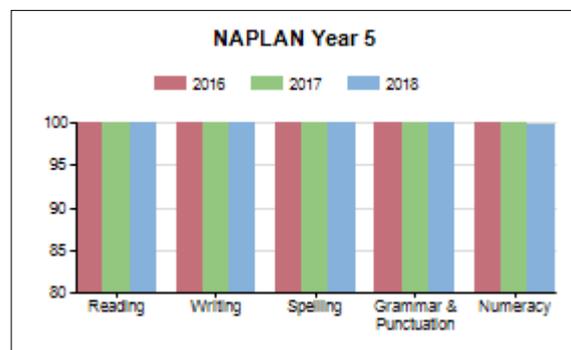
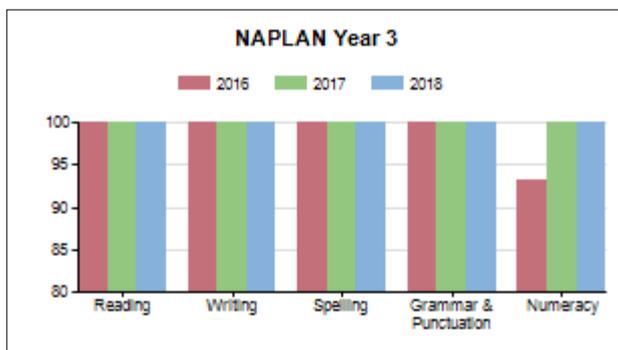


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St Christopher's School (E1219)

**SCHOOL PERFORMANCE DATA SUMMARY**

<b>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</b>					
<b>NAPLAN TESTS</b>	<b>2016</b>	<b>2017</b>	<b>2016 - 2017</b>	<b>2018</b>	<b>2017 - 2018</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
			<b>%</b>		<b>%</b>
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	93.3	100.0	6.7	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
<b>YR 05</b>					
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
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	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	91.8%
<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	93.8%
<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	0.0%
Graduate	33.3%
Graduate Certificate	16.7%
Bachelor Degree	66.7%
Advanced Diploma	0.0%
No Qualifications Listed	33.3%
<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	15
Teaching Staff (FTE)	6.8
Non-Teaching Staff (Headcount)	5
Non-Teaching Staff (FTE)	3.0
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](http://www.acnc.gov.au)